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**THE RELATIONSHIP BETWEEN SCHOOL LEADERSHIP  
STYLES, MOTIVATIONAL FACTORS, PERFORMANCE  
APPRAISAL AND JOB SATISFACTION AMONG  
SECONDARY SCHOOL TEACHERS IN PAKISTAN**

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## Abstract

Secondary school is essential for Pakistan to improve its human, sociopolitical and economic resources. Apparently, the quality of education depends on education leaders, particularly secondary school teachers. An effective head of department in a secondary school involves the teachers in decision-making and helps them achieve their job satisfaction. Despite its importance, this idea is insufficiently discussed by secondary school teachers in Pakistan. This thesis examines the relationship between school leadership styles, motivation factors, performance appraisal and job satisfaction in a specific context of secondary school teachers in Pakistan. A quantitative-based on cross-sectional research design was used in this thesis. Data was collected from 662 secondary school teachers using survey instruments through stratified random sampling. SPSS version-25 and Smart PLS-SEM-3 were administered to analyze data. Results show a moderate level of teachers' job satisfaction. Further results reveal that the leadership style, motivation factors, and performance appraisal are positive and significantly related to teachers' job satisfaction. Moreover, this study indicates that leadership style, motivation factors and performance appraisal are paramount to teachers' job satisfaction. It was concluded that teachers' job satisfaction can be improved through leadership style, motivation factors and performance appraisal. Moreover, this study reveals that leadership style, motivation factors and performance appraisal are paramount to teachers' job satisfaction. The study is beneficial for the policy-makers to adopt new techniques and strategies for the development of secondary school education.

**Keywords:** Leadership Styles, Motivation Factors, Performance Appraisal, Job Satisfaction, Secondary School Teachers

## Abstrak

Pendidikan sekolah menengah sangat penting di Pakistan bagi meningkatkan sumber tenaga manusia, sosiopolitik dan ekonominya. Oleh sebab itu, kualiti pendidikan bergantung kepada pemimpin pendidikan, terutama guru-guru sekolah menengah. Ketua jabatan yang berkesan di sekolah menengah akan melibatkan guru dalam membuat keputusan dan membantu mereka mencapai kepuasan kerja. Walaupun penting, idea ini tidak banyak dibincangkan dalam konteks guru-guru sekolah menengah di Pakistan. Tesis ini bertujuan mengkaji hubungan antara gaya kepemimpinan sekolah, penilaian prestasi faktor motivasi dan kepuasan kerja dalam konteks tertentu guru sekolah menengah di Pakistan. Kaedah kuantitatif berdasarkan reka bentuk penyelidikan keratan rentas digunakan dalam tesis ini. Data kajian dikumpulkan daripada 662 orang guru sekolah menengah melalui teknik persampelan rawak berstrata menggunakan instrumen tinjauan. Analisis data ditadbir menggunakan SPSS versi 26 dan Smart PLS-SEM-3. Dapatan kajian menunjukkan kepuasan kerja guru berada pada tahap yang sederhana. Seterusnya, gaya kepemimpinan, faktor motivasi, dan penilaian prestasi berhubungan secara positif dan signifikan dengan kepuasan kerja guru. Selain itu, kajian ini menunjukkan bahawa gaya kepemimpinan, faktor motivasi dan penilaian prestasi sangat penting untuk menentukan kepuasan kerja guru. Dapat disimpulkan bahawa kepuasan kerja guru dapat ditingkatkan melalui gaya kepemimpinan, faktor motivasi dan penilaian prestasi. Kajian ini turut menunjukkan bahawa gaya kepemimpinan, faktor motivasi dan penilaian prestasi sangat penting dalam menentukan tahap kepuasan kerja guru. Kajian ini bermanfaat bagi pembuat dasar merangka teknik dan strategi baru yang sesuai untuk membangunkan pendidikan sekolah menengah.

**Kata kunci:** Gaya kepimpinan, Faktor motivasi, Penilaian prestasi dan Kepuasan kerja, Guru sekolah Menengah, Pakistan.

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## List of Abbreviations

SLS	School Leadership Styles
EI	Education International
MF	Motivation Factors
PA	Performance Appraisal
TJS	Teachers' Job Satisfaction
ESG	European Standard and Guidelines
PEF	Punjab Education Foundation
M	Mean
SD	Standard Deviation



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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Job satisfaction is posited as employee person esteem, success with achievement at work. It is employee emotional well-being with a parallel link to high productivity on job. Job satisfaction entail an outcome of good attitude showed by the employees towards some specific tasks at work professionally. However, satisfaction job of teachers is a key factor for the successful learning and teaching process and the success of students as well as the quality of the school as whole (Naseem, 2018). Dave and Raval (2014) argued that, job satisfaction also connotes enthusiasm contentment and freedom at work place. Therefore, according to Al-Smadi and Qblan (2015) personal feeling of fulfillment, which lead to achievement of other goals in work such as; promotion, income, and recognition are key rudiment of job satisfaction. Similarly, motivation at work in term of good salary an employee received determine the extent to job satisfaction level of person at work job place (Bojadjiev, Petkovska, Misoska & Stojanovska, 2015).

It is appropriate to note that, job satisfaction as a concept refers to the feeling and attitude an employee have on their job (Bakotic & Babic ,2013). Literally, an indication of negative behavior from employees toward their job postulate job dissatisfaction, while positive attitude of employee to their duties indicates job satisfaction (Tariq, Ramzan & Riaz, 2013). job satisfaction is critical in attracting and retaining well-qualified professional personnel in an educational organization (Cho & Perry, 2012). This be a considerable thought in education institute like to school

where prudence, professionalism and accuracy are highly important (Baah & Amoako, 2011).

Successful teaching process is demand on teachers ' jobs satisfaction which is a primary obligation of any school management (Mustapha, 2013). In view of this, McBride (2014) claimed that job satisfaction entails workers' internal feelings to a job, judge on differentiation between desired incomes and actual income. Mustapha and Zakaria (2013) contended that, job satisfaction entails many ideas including workers' feelings based on a variation of extrinsic and intrinsic job elements. There are important to point out that, its involves all the dimensions of job satisfaction such as relationship with co-workers, benefits, status, pay, supervision, promotion, environment, Recognition, responsibility, benefit, policy and working condition (Mustapha, 2013).

Liu and Onwuegbuzie (2015) asserted the determinants of workers level of job esteem to includes numerous factors such as, job design, participative supervision, task understanding, scope of the job. Liu and onwuegbuzie (2014) posited other factors like values, interest of the job, working conditions, aspiration level, relationship with college agues, opportunities at work, and attainment of personal need are also factors of job satisfaction. Ferguson, Frost and Hall (2012) further enumerated many factors influencing teachers' job satisfaction such as low remuneration, which leads to limit welfare package, lack of recognition and communication gap. Al-Taher (2011) further adds that harsh working conditions, co-workers' levels of professionalism, school culture and climate ,relationships with senior colleagues, support from school leadership, job security guarantee, flexibility in work place are factors that influence

job satisfaction of teachers .Ajayi and Abimbola (2013) contended that working with unskilled staff, carryout laborious task, issues on adequate insurance cover, conflict challenges, working for longer hours are tend to be attribute of low job satisfaction. In education organization, job satisfaction is considered because most vital factors for effectiveness and efficiency (Bentaley, Coates, Dobson, Goedegebuure & Meek, 2013).

It needs effective leadership and efficient work force to achieve institutional aims and objectives (Northouse, 2010). Educational institution relies on the personal commitment and efforts of all the teachers and their management (Bamiro, 2015). In the context of school, Hagos and Abrha (2015) concluded that, teacher job satisfaction is connected to different aspects of personality roles in the school and during instructional process. Therefore, it is most important that teachers show satisfaction during instructional process in order to ascertain teaching effectiveness in the classroom in the secondary school.

Northouse (2015) perceived leadership as a process whereby an individual lead people to achieve their aims and objectives. Leadership as encouraging the people to fellow parameter set in an organization system through shared effort in achieving collective mission and vision. Leadership is also term as the capacity by which an individual affects the people to fulfill their objective in the way that is both cohesive and coherent (Hui et al., 2013). The researchers concur with the various fundamental definitions of leadership, which connotes leading group of people toward a common objective. Olowoselu, Hussion and Kasa (2016) enumerated laissez-faire, Transactional and Transformational as the three established leadership styles and

Transactional leader which is basically characterized as transactional.

Transactional leader formulates regulations the rules that bound on all staff under his leadership administration (Uprety, 2016). They tend to have total control on the people. Aina (2012) posited that, regulation, sanction, orderliness are all attributes of a transactional leader. He believed that, they tend have to total control on the people. Saleem (2015) asserted that, roles of transactional leadership include enacting regulation and rules on the followers for task accomplishment. Shila and Sevilla (2015) argued that commitment to assigned tasks and adhering to leader's instructions is responsibility of followers in transactional leadership setting. Murage and Kibera (2014) contended that institution with large work force with time management, hiring new employee, limited time for decision-making is appropriate for transactional leadership style.

Bhatti, Maitlo and Shaikl (2012) considered that Transactional leadership is convenient and good to educational institution of which staff is willing to contribute their ideas to the development of institution. Balogun (2010) claimed that transactional leadership style in an organization often leads to high job dissatisfaction among staff. Karabina (2016) noted that characteristics of transformational leadership are facilitating open decision-making styles, listen to followers, praise, restrain criticism and assist the people to excel in their responsibilities. Omeka and Onah (2012) claimed that, self-determination, equal participation, self-discipline and participative leadership are attributes of transformational leadership.

Apparently, Adegbesan (2013) noted that active participation prudence, equal delegation of task, accountability, and are transformational values, which

transformational leaders use to exercise their transformational over their followers. Machumu and Kaitila (2014) contended that, sharing equal tasks within the people in the organization, seeking for staff ideas, assisting member on task delivery, equality in the system are parts of the functions of transformational leaders.

Adewale (2014) argued that laissez-faire leadership style is perceived as uninvolved with people and term as absence of authority. Okeke (2014) claimed that, leaders of such category make no sign of authority for the people. Instead, the followers were responsible for decision-making in the organization. Dada (2014) posited that, an organization where laissez-faire leadership style is been practice; the leader entrusts the tasks and decision to employee in the organization. Apparently, Reynolds (2013) posited four essential qualities that leaders should have in all circumstances and situation. These are: Challenge the state of affairs; articulate a vision and mission; win commitment to the vision and mission; Do the right thing Okeke (2017) further adds that, true leader do not accept things as they are; they enquire and add value to the existing programmed they meant. Moreover, good school leaders are willing to take good risks for the school achievement. This can be done through communicating this vision in a way that makes sense and believable to subordinate.

Sun, Gergen, Avila and Green (2016) asserted that leaders are team-builders and sees the importance of relationship, trust, humorous and empowering their staff. Nyiha (2015) considered leaders as great thinkers, persuaders, listeners, motivators and getting their subordinate to complete task with high zeal at the heart of good leadership. Pacheco and Webber (2010) posited conclusion creation while an accomplishment intentionally in use on or after extra option inside accomplishes

organization aim. Bamidele and Ella (2013) opined to conclusion production are an implement toward maintain for achieving institutional goals, and further contended that positive relationship exists between faculty staff involvement in decision-making are rational, intuitive and avoidance.

It is asserted that school leadership decision-making will have effect on teachers' job satisfaction (Bamidele & Ella 2013). In the educational system, positive character and selfless service serves as the basis of good leadership. (Jabbar et al., 2020) claimed that, school leadership deals with the working and interpersonal relations with the teachers and non- academic staff, through instilling spirit for achievement of school mission and vision.

Fernandez (2008) considered an empirical study on school leadership and employee job satisfaction, who examined to, present be optimistic connection among school management and employee job satisfaction. Certainly, empirical study suggested link among effect of leadership behavior and employee turnover in Nigeria (Abdulrasheed,, 2018). Educational leaders should have the ability of designing teachers' working task, with proper monitoring structure so as to facilitate better working system in educational institution (Famakin & Abisuga, 2016). There should be harmonious working relationship in terms of interaction between followers and leaders at work place for higher task completion (Kaiman, 2013).

The create inspiration have be explained within special behavior through author with investigator more than the living. Agreement to Baron, Henley, McGibbon and McCarthy (2002), “inspiration” be resultant as of the Latin term “movere” which resources, “to go”. What “be in motion” persons toward perform into an exacting

technique? Beck (1983) recognizes four essential viewpoints to strengthen job motivation: rational-economic male, community male, self-actualizing person and complex gentleman. The fundamental attitude at the back the rational-economic male is that peoples are exclusively aggravated with financial contemplation. Inside teaching, this would interpret toward inherent reward emphasize compensate with trimming reimbursement. The public male attitude takes for approved to employees be first provoked with community requirements such because belong toward collection with maintain constructive interrelationships on job. The self-actualizing male viewpoint call attention to those peoples is essentially motivated, obtain pride into their job and obtain satisfaction as of their happenings. The multifaceted male observation be familiar with that public are motivated by an immense difference of motives, occurrence and ability, and that these modify in excess of occasion as innovative motivation are learnt and original skill are developed (Khalid, 2015).

Pinder (2008) confirms this observation and posits additional to job inspiration be a position of interior also outdoor services to instigate job-related behavior in addition to conclude its appearance, path, concentration with period. During the circumstance of discipline then, together ecological (background) issue with persons intrinsic into teacher themselves, would speak educator inspiration with job behavior (i.e., education and knowledge). in the meantime, job inspiration refers to “a situate of active services to instigate together in as fine as away from a behavior creature, to begin professional performance and to conclude its appearance, path, concentration and period.

Among a variety of motivational theories, Herzberg, (1959) have residential a hypothesis in relation to the feature connecting toward job attitude as well as the consequence of these thoughts on job performance. Inside his volume, states “within malevolence of educational differentiation, staff about the earth be liable to make obvious an inclination toward contentment among job extrinsic, and disappointment with intrinsic”. This proposal has been functional into much business these days. For example, a learning through (Gleeson, 2016) renowned to in organize to inspire workers in a corresponding as well as aim leaning means director have to appraise the remuneration with expenses by admiration to inherent with extrinsic motivation. These confirmations demonstrate that intrinsic and extrinsic motivation has the most contact to job satisfaction. Extrinsic and Intrinsic inspiration determination, so, be converse within the subsequent part.

Researchers describe inherent inspiration in a lot of way. Intrinsic motivation is appreciated intended for its own sake and come into view to be self-sustained (Farooq & Hanif, 2013). Motivation is intrinsic if a movement is commencing used for one's direct require satisfaction (Rheinberg & Engeser, 2018; Ahmed et al., 2010). Intrinsic motivation derives from interior feature and speaks to specially person's requirements such because development community supports, safety, et cetera. Therefore, essentially forced public complete an exacting job, as it be essentially attractive before pleasant (Güntert, 2015).

According to Farooq & Hanif (2013) distinct as external and internal external motivation factors that improve want and power community toward stay behind reliable on the way to a work, job with stay dedicated to a work, job with to put forth

an unrelenting plane of labors into accomplish a aim. According to Naseem (2018) learning the effective conditions, pay with institute impression contribute within job satisfaction; it can live helpful or unhelpful with but these effects be definitely contributive after that work contentment be reflecting into a helpful method through the organizational work and staff. According to (Skaalvik & Skaalvik, 2017), encouragement is the act of moving a member of staff awake the administrative ladder, as a rule most important to add to in accountability and position with enhanced compensation wrap up (Khalid & Irshad, 2015).

Essentially motivated workers desire to act upon difficult odd jobs, during the intelligence of how the job are toward be explaining as an alternative of within the intellect of individual compensated used for presentation. These workers are further practical into perform various responsibilities. The collision of basic incentive is an unquestionable secretarial benefit as it lowers contract expenses, raise belief, and public assets (McKenzie-Mohr et al., 2014). On the further give, motivation extrinsic refers toward an exterior establishment to be liable to be in charge of the performance of the job (Morisano, 2013).

A motivated member of staff achieves a meticulous task because it leads to a distinguishable conclusion (Locke, 2018a). An association often regards motivation extrinsic as manipulations, which include admire, announcement, advantage or money (Dysvik & Kuvaas, 2010; Samuel & Chipunza, 2009). Extrinsically motivated management within institute is attaining in connecting staff financial motivation to the aim of the institute (Boundless 2017). The most ordinary extrinsic motivation is

money. Money is a goal that gives satisfaction self-determining of the actual movement itself (Healthfield, 2017).

Nevertheless, workers could also be motivated through non-monetary reward, such as criticism (Silberstein, 2017). People's performance can be motivated by achieving value goals. Administrator in many organizations is confident to provide opinion to their assistant (McKenzie-Mohr & Schultz 2014). Many organizations enhance salaries or bonus to push up the performance, while others develop non-monetary compensation at the majority essential level, leadership theories proposition that leaders can have an influential contact on personality, assemblage, and organizational result. Additional, devotee motivation is consideration to be a main instrument from side to side which influential put forth their authority. Thus, it goes behind that if leader desire to get better result, they must improve the motivation of their group peers (Emeka et al., 2015). Work motivation is a manifestation of individual approach and attitude towards collection work and association. Such as attitude to each member of staff, motivation is also to some extent inclined by the factors of the leader's part, particularly by the leaders understanding (Rawung, 2012).

Motivation to job is a most important predisposed by member of staff itself; create far above the ground flier workers. In the consequences discussing leadership issue concern, particularly in relative to employment motivation, it cannot be beyond problem of leadership styles. There are four styles of leadership, e.g. (Rawung, 2012): (I) where the exploitive authoritative style is very autocratic administrator, has less trust to his subordinates, like exploit assistant, and paternalistic do something, (ii) a high-quality autocratic style (benevolent authoritative), where the leaders or

administrator that are incorporated in this organization has an out of sight belief, trust in inferior, (iii) a consultative style administrator, where supervisor provide small self-assurance in secondary frequently the container when he requirements in sequence, thoughts or estimation of secondary, and still desire to organize the pronouncement he ended and (iv) participatory group style (participative collection), where the administrator has ideal self-assurance beside assistant. In each concern always calculate on to obtain thought and estimation are from subordinates and assistant propose to use the estimation constructively (Rawung, 2012).

organization on research conduct more than a few experts linked with job motivation, which fundamentally says that the model-oriented leadership to subordinate / member of staff wills consequence in greater than before motivation to member of staff job. So, it preserves be affirmed that the commencement of the motive or motivation, an explanation condition for the accomplishment of association. Institution imaginary impression exceeding, it can be predictable there is a positive leadership ultimately manipulate the job motivation (Rawung, 2012; Wagimo & Ancok, 2005; Ariyani, 2011; Prasastono, 2012; Widyanto & Sutarno, 2011). Motivated and happy member of staff generally struggle for improved performance from their learners. However, experimental confirmation demonstrates that the performance of the South African learner in worldwide benchmarked investigation is, on standard, concerning the most horrible in the globe (Dessler, 2013).

Performance is a comprehensive characteristic that depend on many characteristics, as well as employment standards and managerial commitment (Woods, 2012). As a pointer of efficiency, performance has been extremely commanded all through the

past of learning, moreover from teacher or from student. Since the job satisfaction of teacher and their accomplishment achieve are interlinked, they correspond to a very important possible institution for humanizing the learning progression. However, the goals of accomplish educational goals remainder displeased if teachers cannot make obvious superiority performance in the form of students' achievement score. Above all, the most significant display is intellectual accomplishment in the instructor knowledge progression. That characteristic is also the majority significant area of investigate and at the heart of educational psychology in academic measurement (Pradhan & Chaudhary, 2012).

Performance appraisal is significant tool for assessment in sequence and evaluate the values (Darehzereshki, 2013). Wahjono (2015) described as setting arrangement where the whole process reveals around it and workers demonstrate and perform their activities for development on an explicit (Mondy & Mondy, 2014) suggested appraisal mainly is a behavior by which employees are evaluate in an organization in order to produce their capability, raise their performance and give reward. Pradhan and Chaudhary (2012) state that performance appraisal as a mechanism assesses the employees' involvement in all levels of the organization during a certain performance period and they are intelligent to know their performance power and weak point (Selvarajan et al., 2011).

Moreover, in modern era the organizations provide the energetic support and good environment to the employees for the better achievement of the setting objectives (Dessler, 2013). Thus, appraisal performance involves for the assessment of work out behavior by organization at the end of academic year. It reveals around the routine

performance characteristic of administration at employment, superiority of work done, quantity produced and cost incurred to manufacture results or any other convincing and reciprocally agreed average or determine (Wahjono, 2015). DeNisi and Smith (2014) posited as prearranged that recognize in evaluate in-attendance routine, a member of staff and get better performance opportunity for coming years as compare to present performance. Performance appraisal respond many problems relating to job; and by coming up with explanation and a passageway to be go behind; contemptible performance can from time to time be enhanced.

DeNisi and Smith (2014) stated that performance appraisal helps in making pronouncement regarding maintenance, a variety of information, employment diversity and improve announcement for member of staff within organization (Dechev (2010; Rowland & Hall, 2012). Gardner (2008) explain performance appraisal is systematic process to assess the development of staff member and put into contemplation that entail the basis for coming together information, proficiency, capability, development approach and individuals' expansion. Therefore, Performance appraisal is considered as positive procedure in explanation the requirement aims function of administration, decided criterion that eventually get better and significant performance of individual possessions (Chen & Eldridge, 2012; Kehoe & Wright, 2013).

Performance appraisal is advantageous not now since they make available comprehensive in sequence on member of staff performance, but because they also promote workers attitude and ability, most important to better effectiveness (Boswell & Boudreau, 2002). The degree to which members of staff recognize the development

system that characterize the association which make a known as performance appraisal contentment (Giles et al., 2000; Levy, 2004; Maley, 2013), usually deem the most important assemble to evaluate member of staff response arrangement. Consequently, it evaluates an ordinary response, experimental confirmation, widespread concerning fundamentals and manipulates experimental confirmation that organize and measure the amount of manufacture constructive appraise (Brown et al., 2005).

In option, Folger et al (1992) classified the representation of appraisal process into three necessary issues greater than ever justice perception: sufficient warning, unbiased investigation and judgment grounded through facts. In representation, sufficient observe resources notify organization proceeding for accomplishment sufficiently through institutional guiding principles. Moreover, some course of actions has to be undoubtedly giving details, implicit and recognized, and are, if at all possible, decided ahead reciprocally. By this method, workers would be accountable for only those of which they are knowledgeable (Cintron & Flaniken, 2011).

In prior, another characteristic of sufficient judgment become aware of satisfactory, become aware of is a significant create for the bureaucratic fairness routine in teaching awareness of employees. Fair examination reflects a number of characteristics that embrace the influence on making decisions, confirmation, accomplish objective, engages two-sided announcement, significance that employee are include in the whole administrative development of appraisal. Conclusion foundation on substantiation refers to the certification of matter connected to performance with truthful confirmation in its place of individual judgment (Folger et

al. 1992), expansion in managerial government. Cheltenham: MPG Books Ltd. Changing, is most important to plan to go away that association (Benson et al., 2010; Sarita, 2012; Sutton & Watson, 2013) developments in managerial affairs of state. (Long, 2010; Sahoo & Mishra, 2012).

According to Malay (2013) these are the very character that is fashioned by an effectual performance appraisal organization. While focal point on performance appraisal as a motivation instrument, learn in this field powerfully propose that performance appraisal classification be able to be second-hand to improve motivation (Chen & Eldridge, 2012; Appelbaum et al., 2011). However, the relationship between performance appraisal and member of staff enthusiasm has frequently existed deliberate in a conventional or wide-ranging comportment and consequently the associations are inclined to be indistinct in environment. The conventional utilize of presentation judgment has for illustration been criticized for the remuneration of win-lose results as contrasting to —win-win consequences in which the organization encourage sympathetic and accommodating behavior (Rowland & Hall, 2012).

In spite of the exceeding inadequacy in move toward to performance appraisal, existing writing on performance administration still point toward that presentation assessment when assume in the right method can make a payment considerably to member of staff enthusiasm (Tuytens & Devos, 2012). When assume in the nonattendance of obvious goals performance appraisal be capable of on the other hand have serious consequence in terms of member of staff dissatisfaction and consequently a diminution in output and organizational dedication (Maley, 2013). On the positive elevation, it has existed squabble that performance appraisals make

available a significant boulevard to recognize employees 'employment hard work. Acknowledgment in this container has for extended been well thought-out as an explanation member of staff inducement. Samarakone (2010) who point toward that person being in a quantity of occurrence rather negative acknowledgment as different to no acknowledgment at all accentuates its significance.

It is considered that head of department leadership styles will have effect on job satisfaction of teachers in the department. However, there is limited empirical research to correlate this link, which vehemently forms part of the reason which the researcher tends to conduct this study. Batehet al (2013) opined that leadership in educational institutions is a continuous process, meaning that the education leader and teachers are geared achieve the institutional goals, but also call for the support and involvement of other stakeholders toward the achievement of educational objectives. Nwana (2015) seek higher motivation aspects are goals salary, promotion and improved working condition for academics in Pakistan. In the light of the above, the researcher aims to establish the level of teachers' job satisfaction in Pakistan secondary school and the purpose of this study is to determine the relationship between school leadership styles, motivation factors performance appraisal and job satisfaction among secondary school teachers in Pakistan.

## **1.2 Statement of the Problem**

The ultimate goal of secondary education is to make Pakistan a developed nation. This goal can be achieved through affecting teaching conducted by the secondary school teachers. Unfortunately, the teachers are not satisfied with their jobs (Hameed,

Ahmed-Baig, & Cacheiro-González, 2018). Moreover, the factors that affect the job satisfaction of the teachers like as; leadership styles, performance appraisal and motivational factors has not put into consideration (Sharaf, et al., 2019). The previous researches emphasized these variables such as; leadership styles, motivation factors and performance appraisal play a vital role for the enhancement of job satisfaction of the teachers but there is contradiction among the findings of these studies (Rehman, Akhter, & Khan, 2017). This idea raised a question to conduct new research in order to investigate the real issues regarding job satisfaction of the teachers (Naseem, 2018).

In Pakistan, after more than seven decades, the developmental indicators are not showing positive results. (Asrar-ul-Haq & Kuchinke, 2016). Despite of all the other pressures, leadership styles always keep a great and significant place in the educational agenda. At this all, the premeditated formation plays such an imperative role. While leadership styles are firmly a part of the strategic role of the institution, and if there are good monitoring mechanisms by leadership in place, then there is a possible chance that quality education retains at a high profile (Jabbar et al., 2020). Moreover, motivation factors are an important organ for the satisfaction of the teachers but the current situation is looking hindrance and uncertain Khan (2015).

To overcome the lack of job satisfaction amongst secondary school teachers the management have tried many methods but the level of job satisfaction of teachers is still at low level (Zubair, 2013; Sadruddin, 2018). It raises the desire for researcher to conduct further studies to clarify the issues related to the leadership styles, motivation factors and performance appraisal and their relationship with job satisfaction of secondary school teachers in Pakistan.

The Pakistan education organization is altering in a self-motivated comportment and is knowledge a lot of modify and improvement in agreement with the difficulty of globalization. In this age, teacher no longer purely teach exacting theme in the classroom but are also an operative of a schooling set of courses and a representative of modify (Ahmad et al., 2010; Shah et al., 2012). In fact, school leader had affirmed that education transformation is needed to, teachers no longer simply school an exacting issue in the classroom other than are also a worker of a learning program and a representative of revolutionize (Arif & Chohan, 2012), make certain that the after that production is prepared to battle at the worldwide height and intelligent to continue achievement. This state of affairs straightaway needs incessant development of educate association in arrange to accomplish the world class tutoring superiority. In addition, the progression of the teaching cannot disallow the responsibility of instructor as the key to the achievement of an organization enlightening development (Ali, Haolader, & Muhammad, 2013).

Encompass supposed this, teacher organizational obligation plays a significant issue in formative the association accomplishment (Fuziah & MohdIzham, 2011; Ibrahim et al., 2014; Razak et al., 2010) as it augments the imagination and decrease their purpose to go away (Abu-Taleb, 2013). When teacher is not concerned in the educational process to accomplish the discipline vision and goals, they tend to complaint and ultimately turn out to be demotivated to employment, and they are short of in promise. School leader motivated his employees and given training. School leader makes available his staff security in school and given bonus every year set

goals before conservatory secession. Teachers feel in school satisfaction and make available pay time to time. According to Asrar-ul-Haq and Kuchinke, (2016) teacher job satisfaction is associated to the position they accomplish within school it is positive relationship between teacher devise to educate and what they desire as of the responsibility both of which are deliberate from side to side their awareness.

### **1.3 Objectives of the Study**

The main objective of the study is to determine the relationship between School leadership style, motivation factors, performance appraisal and job satisfaction among Secondary School Teacher.

- i. To identify the level of job satisfaction of secondary school teacher in Pakistan
- ii. To explain the relationship between school leadership styles and job satisfaction among secondary school teachers in Pakistan
- iii. To explain the relationship between motivation factors and job satisfaction among secondary school teachers in Pakistan
- iv. To explain the relationship between performance appraisal and job satisfaction among secondary school teachers in Pakistan

### **1.4 Research Questions**

- i. What is the level of job satisfaction of secondary school teacher in Pakistan?

- ii. Is there any significance relationship between school leadership styles and job satisfaction among secondary school teachers in Pakistan?
- iii. Is there any significance relationship among motivation factors and job satisfaction among secondary school teachers in Pakistan?
- iv. Is there any significance relationship between performance appraisal and job satisfaction among secondary school teachers in Pakistan?

### **1.5 Research Hypothesis**

H0<sub>1</sub>. There is no significance relationship between school leadership styles and job satisfaction among secondary school teachers in Pakistan.

H0<sub>2</sub>. There is no significance relationship between motivation factors and job satisfaction among secondary school teachers in Pakistan.

H0<sub>3</sub>. There is no significance relationship between performance appraisal and job satisfaction among secondary school teachers in Pakistan.

### **1.6 Conceptual Frame Work of the Study**

Based on the literature and theories, the researcher conceptualized the head of department leadership styles motivation factors and performance appraisal to have direct effect on job satisfaction among secondary school teachers in Pakistan. The figure above shows the three independent variables and it dimensions and one dependent variable in this study. The researcher conceptualized the head of department leadership styles, which has transformational, transactional, and laissez-faire styles. Motivation factors posited supportive and non-supportive motivation.

Performance appraisal dimensions comprises of rational, intuitive and avoidant performance appraisal. Job satisfaction, which stand as the dependent variable sixteen dimensions. These independent variables are posited to have direct relationship with job satisfaction.

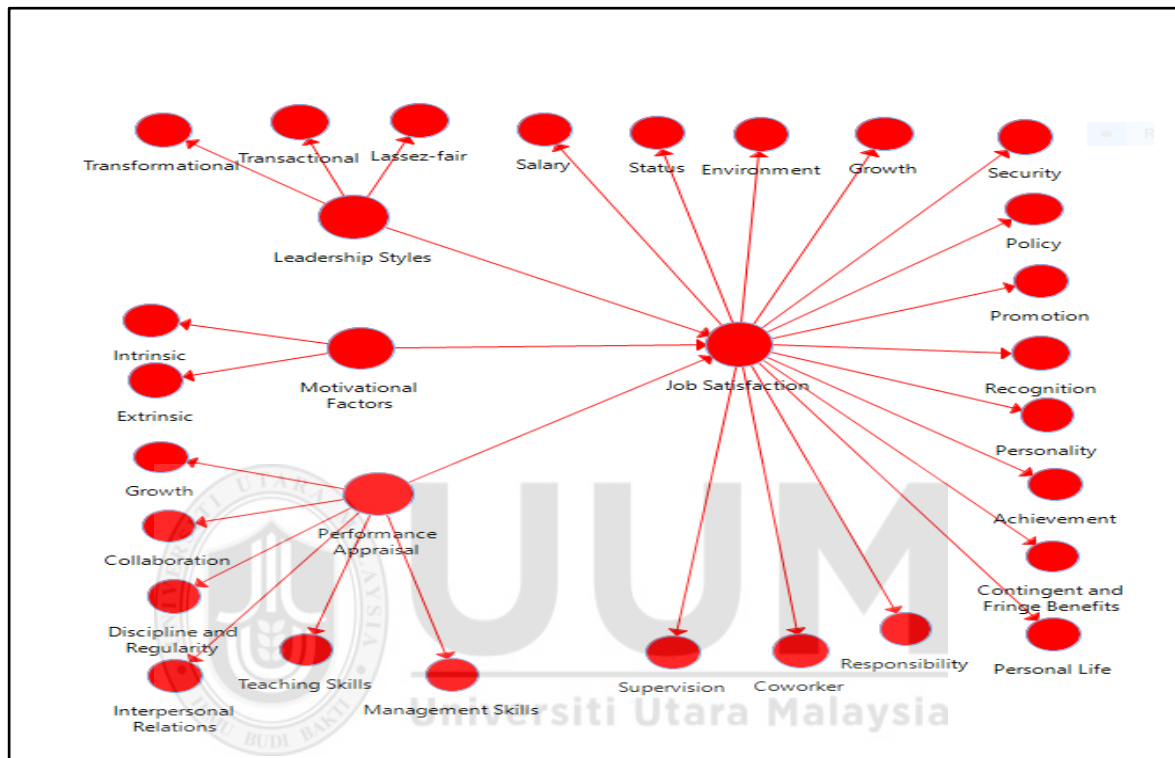


Figure: 1.1. Conceptual framework of the study

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## **1.7 Theoretical Framework of the Study**

### **1.8 Leadership Theory**

Leadership theory is posited as the founding theory of leadership. Many theorists consider that; leaders were made not born. This study relies on the theories signify by leadership theory, (Herzberg, 1966) Job satisfaction theory and other following leadership performance and decision-making theories by (Northouse, 2015). The submission of these theories helps to make facilitate better appreciate of basics in leadership styles, motivation factors, and performance appraisal and job satisfaction in this study. Bass and Aolia posited three leadership styles as transformational, transactional and lassies-faire style of leadership. Leadership behaviour theory is on compassionate and non-supportive transformational leadership while transactional leadership decision-making entails rational decision-making, intuitive lassies faire style and avoidant pronouncement construction (Northouse, 2010). ‘path goal” theory was pen down theory in this research. All variables different theory was sporting throes in this research.

Job satisfaction theory has a strong observation on explanation human motivation. The researcher modified the well-known theory of (Herzberg, 1966) motivator-hygiene theory. It is posited appropriate for the purpose of this research. Herzberg's (1966) motivator-hygiene theory suggest that job satisfaction and dissatisfaction are not two conflicting ends of the same range, but in its place are two separate ends with unconnected idea. 'Motivating' factors like pay and reimbursement, acknowledgment and accomplishment need to be met in command for an employee to be satisfied with work (Collins, 2002). On the other hand, 'hygiene' factors such as, working, corporation policies and arrangement, job safety, communication with colleagues and quality of organization is associated with job dissatisfaction (Herzberg, 1966). Because both the hygiene and motivational factors are sight as self-determining, it is probable that employees are neither satisfied nor dissatisfied (Herzberg, 1966). This theory assumes that when hygiene factors are low the employee is dissatisfied, but when these factors are high, it resources the employee is not dissatisfied (or neutral), but not necessarily satisfied (Collins, 2002).

Apparently, employee satisfaction is largely based on the motivator factors. Moreover, it is thought that when motivators are met the member of staff is contemplation to be satisfied (Herzberg, 1966). This division may aid in neither accounting for the difficulty of an employee's feelings, as they strength feel both satisfied and dissatisfied at the same time; or neither satisfied nor dissatisfied (Collins, 2002).

## Herzberg's Hygiene Motivation Theory

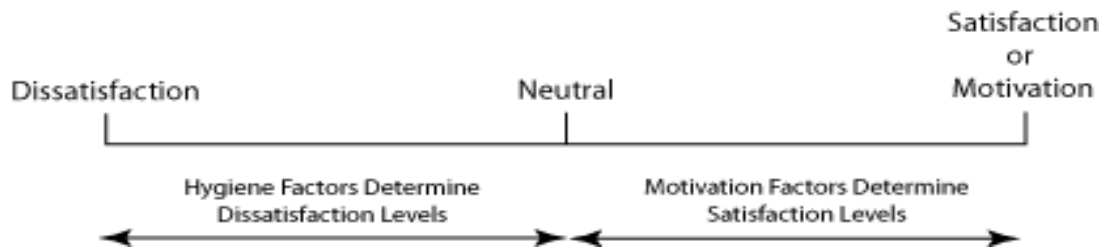


Figure 1.2. Herzberg Hygiene Motivation Theory

### 1.9 Significance of the Study

The result of the study will be of considerable value to leadership, instructor, Educational Planners and Departmental non-academic staff, scholars and Human resources unit in the following ways: The result will be useful to school leader in particular for understanding the school leadership styles and motivation factors performance appraisal which will enhance job satisfaction of teacher in the school in Pakistan. The findings from this do research will be of advantage to school organization body in the area of scheduling steady leadership discussion group for newly school leader and faculty staff for the achievement of school mission and vision.

The findings of the revise will also be helpful to all school leaders in the school in the areas of supervision professionalism in terms of leadership release in all schools under his or her management. The outcome of the study will also be helpful to school leader by providing them with teachers on the relationship between leadership motivation factors, performance appraisal on job satisfaction of teacher in school. The conclusion

of the study will put in to the research information of teachers, scholars that will be useful for prospect studies in education. This study has crammed a gap of knowledge in describing which of the three leadership styles: transformational, transactional and laissez faire, are secondary school department heads are using. Whether, they are aware of these styles and the important use of those. It is vital to get answers of these questions, as the conclusions of this study can be utilized to enhance the effectiveness of secondary school department heads to encourage future organizational success. Overall, the findings of this study contributed a body of knowledge that tried to fill the gap within our literature in the studies of leadership styles motivation factors performance appraisal and job satisfaction secondary school teachers in Pakistan.

The conclusion of the study will be of advantage to educational planners and academic specialized bodies for put in order seminars and workshops or related theme of school leadership behaviour and teachers job satisfaction. This result of the study will be of significance to non-academic staff in the school, since the conclusion will be made known to them so as to reader maintain to both the headship and teachers when the need arises.

Theoretically, this research will be useful to scholars in the field of education as a guide in conduct research connected to school leader job satisfaction of teachers, motivation factors and performance appraisal in the school. The study will be outmost benefit to school staff development and hiring unit, which will give an imminent on needs of teachers' job satisfaction in the school. In terms of the technique used in this

study, the implement will be of beneficiary to other secondary school students who will be motivating in adapting it for their various studies with in the future. Finding from this research will provide guidance to leadership styles for improving practice and policies related to teacher's job satisfaction in the secondary school.

### **1.10 Delimitations of the Study**

Delimitations describe the limits and restrictions of a study. The study was carried out in Pakistan Country. Secondly, only the sampled public secondary schools were studied. Although in schools there are other workers who make the system of the school, only teachers provided for the study not included principal and students. It also excluded teachers from private schools because private schools have different managers and sponsors and ways of motivating teachers may be different.

### **1.11 Definition of Terms**

#### **1.12 Leadership**

Leadership is the ability and readiness of a person to be able to influence, give confidence, persuade, guide, moving and if necessary, require others that he received the influence it and then do something that can help achieve something mean or specific purposes (Northouse, 2015).

### **1.13 Motivation Factors**

Spector (2008) explain motivation as an interior condition that influences a human being to connect in fastidious behaviors. There are two approaches of motivation: one highlight way, concentration, tenacity, and the second other is the aspiration to achieve a convinced objective.

### **1.14 Performance Appraisal**

Performance appraisal is a performance measurement toolkit, which is second-hand to get performance in sequence of an individual and compare them with the already set standards (DeNisi & Smith, 2014).

### **1.15 Job Satisfaction**

Job satisfaction relates to the attitude and awareness of the individuals towards their job (Graham, 1982). Moreover, Dave and Raval (2014) argued job satisfaction connotes enthusiasm, contentment and self-reliance at work place. Al-Smadi and Qblan (2015) individual reaction of accomplishment such as encouragement, returns, and gratitude be solution germ of job satisfaction.

### **1.16 Summary of the Chapter**

Overall, this chapter concludes that how much this area of study is significant for researchers belong to education sector as really matters for uplifting educational

standards where large segment of population considers is valid tool for its social-economic development. By giving such rich overview, this chapter is covering the basic effect of school leadership styles, motivation factors and performance appraisal on teachers' job satisfaction. This type of research study has been considered very outstanding for 3<sup>rd</sup> world country which really wants to improve its formal education system by having sound strategies and approaches at secondary education level. By raising basic research hypothesis, this study has presented in-detailed conceptual framework that is telling operational definitions behind terms associated with all variables. At last, after discussing various aspects of limitations, the significance of study tells area of study needs attention of educationists, policy makers and leaders.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The aim of this research is to study the relationship between school leadership styles, motivation factors performance appraisal and job satisfaction among secondary school teachers in Pakistan. This chapter presents related literature on which the study is based. The objective of chapter two is to review the literature and ensure that the methodology employed to this research correlate the relationships between school leadership styles, motivation factors performance appraisal and job satisfaction among secondary school teachers in Pakistan.

The aims of this chapter are to review literature on concepts of system of education in Pakistan. It also reviews literature relating to leadership styles, motivation factors, performance appraisal, and job satisfaction to identify issues that may provide a framework guide to locate gaps in the literature and demonstrate how this thesis helps to close some of these gaps and develop a framework to aid in answering the research questions. This research sets out to understand the relationships between leadership styles, motivation factors performance appraisal' and job satisfaction among secondary school teachers in Pakistan. There is a considerable body of knowledge dealing with leadership styles, motivation factors and performance appraisal, and secondary school teachers job satisfaction; though much of the

Research dealing with these topics originates from the Asian, America and European continent. However, there is scarcity of research on these issues in the literature about Pakistan context. The chapter concludes with summary of literature review.

Additionally, Teacher job satisfaction refers to teachers' touching awareness of their work, job, and working conditions Monga et al. (2015). This awareness and familiarity are predictable onto education and teaching, affect teachers' confidence and the superiority of education and teaching. It also influences the psychological healthiness of teacher and student. For this reason, psychologists put together significance to teacher job satisfaction (Jain, 2020; Naz & Sharma, 2017).

Teaching is solitary of the supreme jobs and one to be still developing. In excess of the precedent 20 years, the teaching jobs have less than gone lots of transform (Carver & Feiman-Nemser, 2008). Investigate have establish that teacher who contain superior intensity of job satisfaction contain senior commitment to the job with are fewer probable to disappear the ground of teaching to practice extra vocation alternative (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). There are a lot of changeable that may characteristic to a teachers' level of job satisfaction together with place of work conditions, pay, relations with staff, student performance, close relative contribution, and a sympathetic administration (Abu-Taleb, 2013).

Kind of human factors that cause to be educational examine – the teaching and non-teaching organization. Secondary school principal is the majority superior associate of the teaching staffs that are allotted to pilot the issue of the school by good value of their education, intelligence or information and teaching experience. They are the chief administrative officers or supervisor that absorbs the top situation in the secretarial organization of the school. They could also be considering as the line

officers conscientious for manufacture main conclusion and behavior necessary for the achievement of the school objective (Saner & Eyupoglu, 2015).

## **2.2 Job Satisfaction**

Job satisfaction defines as affective reaction to a job, based on a comparison between actual outcomes and desired outcomes (Hagos et al., 2015). Dave and Raval (2014) argued that job satisfaction also connotes enthusiasm, contentment and freedom at work place. Therefore, Oliver (2010) stated that satisfaction based on the positive feelings and expectations of the individual towards positive outcome according to perform theq effective tasks (Giese & Cote, 2000; Okaro, Eze, & Ohagwu, 2010). job satisfaction submits to the person corresponding of individual requirements to the apparent possible of the job for rewarding (Kuhlen, 1963) moreover, Price (2001) definite conditions of emotional compass reading and worker for job (Price, 2001). General study evaluated the prediction (Okpara, 2004), according to dissimilar does research organizational commitment, which is the main region of importance for many researchers, be able to be predisposed positively through job satisfaction (Bernal, Castel, Navarro, & Torres, 2005). It has been observed that there is dissimilarity between payment organization of the younger and skilled staff. investigate has revealed that mainly youthful personnel are content with the pay they have, but skilled personnel are not salaried according to their job, so the salary arrangement necessitate additional concentration (Khan et al., 2017). The difference may not convey the best consequences for relationship. Concentration of job satisfaction is contingent on difference of prospect of individual, what requirements

and what increase. Job satisfaction is a scope to which worker believe completely or harmfully concerning dissimilar feature of occupation e.g. job situation, moment, arrangement, compensation, responsibilities, and relationship with colleague and responsibilities.

Spector (2008) described employee's satisfaction outcome in enjoyable environments in an organization. Pay is thought to be an input issue after job satisfaction as well encouragement, acknowledgment, job contribution and obligation. Job satisfaction is a feeling of an employee in relation to his job the administration should provide priority to their individual asset who is very important job to provide a spirited edge to the organization (Giese & Cote, 2000; Monyatsi, 2012).

Job connection, commitment and motivation are the solution issue that affords satisfaction employees or teacher might be well thought-out as dissatisfied by their job if they stay deficient and resistance to the job of teaching (Sargent & Hannum, 2005). The teacher is extra satisfied with the public that are taking away far away and comprise improved economic and community control (Sargent & Hannum, 2005). The value of administration can have a say towards the job satisfaction. The working situation contributes teachers' satisfaction. They are pleased with excellent pay large discipline anywhere possibility of specialized development, where there is not a great deal workload and where they obtain the government maintain. No job is good or poor; it is the technique the worker perceives it. The job itself is neither attractive nor boring except relationships create fascinating or otherwise (Oplatka & Mimon, 2008).

Oplatka and Mimon (2008) there is no common meaning of the idea of job satisfaction. The Endeavour is theoretically challenging, as Evans (1997) observation the idea as intrinsically indefinite as to whether it submit to situation believe satisfactory or satisfying. Al-Owaidi (2001) condition that there is different understanding of job satisfaction payable to the difficulty of the reflection, while Okaro et al. (2010) also stress that job satisfaction is a complex idea comprise many correlated rudiments. Furthermore, (Wainwright, et al., 1992) quarrel that difference in traditions, attitude, morals and environments between authors be able to significantly authority their thoughtful of the idea. Likewise, the difficulty of important job satisfaction can be recognized to the employ of the expression in dissimilar situation and condition, where it can be conceptualized as an approach, require, attribute, or feeling. These four viewpoints are now discovering in organize for widen thoughtful job satisfaction (Zembylas & Papanastasiou, 2004).

### **2.3 Teachers' Job Satisfaction**

It is able to be completed as of the different explanation under the four kinds on top of that the thought of job satisfaction include a variety of characteristic of individuals' emotional leaning and the environmental situation that might give satisfaction. Lawler (1973) it relates to the responsibility observe contained by discipline and desire outcome deliberate throughout awareness. Lambert et al. (2002) who continue that teacher approval is an arrangement of what they require as of their specialized job and

what they essentially increase from it. The attention may observe that reproduce workers to the institution.

The previous studies defined various characteristics of satisfaction which have vital contribution for the growth of job. Holdaway (1978) determined in his study that the satisfied teaching staff provide more productive outcome as compare to less satisfy. This view was endorsed by some scholars (Al-Hussami, 2008; Ellickson, 2002; Holdaway, 1978; Lambert et al., 2002; Okaro et al., 2010; Oshagbemi, 2003; Usop et al., 2013; Warr & Clapperton, 2010; Holdaway, 1978; Judge et al., 2001). Furthermore, in the age of globalization it has been realized that the satisfied employees show more committed with their job for the completion of organizational objectives.

Moreover, the institutions also focused on the satisfaction of their workers for the development outcomes (Al-Hussami, 2008; Noordin, 2009). Additionally, satisfaction is connected with the cognitive appreciations of the employees during job hours (Akhtar et al., 2010; Oshagbemi, 1999; Klassen et al., 2010; Roelen et al., 2008). The satisfaction of job mostly revealed around the social needs of the workers likes job security, compensation and job environment (Rutebuka, 2000), also suggested the three main imperious; preservation, abrasion absence. More than a minority research Bogler (2002), De Nobile and McCormick (2008), Roos and Eden 92008) accounts teacher job satisfaction have an effect on their retention. This guide DeStefano (2002) to recommend that examiner must look over teacher 'job satisfaction from the person

possessions expansion and encouragement perception, as it might facilitate educational organization and most important to get better preservation percentage.

Houchins et al (2006) emphasized on the protection and abrasion of the climate and culture of the institution, the employees' compare themselves with the other organizations according to market value that perceive the expectations towards job satisfaction. Monyatsi (2012) and Popoola (2009) endorsed the commitment is more important element for the enhancement of job satisfaction. Additionally, in order to evaluate the performance of the employees, it is necessary to assess the satisfaction as first. It is stated that the satisfied teachers are more committed and motivated with their jobs and produce productive outcomes (Abdullah et al., 2009), the education institutions focused on the development of professional skills that leads to the satisfaction and also achieve responsibilities successfully, thus humanizing the educational development (Hurren, 2006).

The job satisfaction plays pivotal role for the enhancement of students' capabilities and for the sacksful of teaching learning process (Bishay, 1996). Further, recommend that satisfied teacher will be extra enthusiastic to provide more occasions and power in their work. Their better attachment in performing educational responsibilities and in expenses time with students can have a positive impact on in general student attainment (Bennel et al., 2007; Cerit, 2009; Ghani et al., 2013). Equally, dissatisfied teacher feel anxiety during job hours and take away successfully (Klassen & Chiu, 2010).

Furthermore, Popoola (2009) description that apparent far above the ground job satisfaction between teacher interrelated with low altitude of be exhausted, while new researchers have organization an important relationship between suffer exhaustion and need of job satisfaction. Griffin et al. (2010) establishes to secondary teach teacher suffers exhaustion through lengthy classroom time. Therefore, disagreed way of life explains that measures of teacher be done in prediction together. Therefore, teacher considerably to the development and improvement of the educate\zonal organization (Perie & Baker, 1997) position advanced the academic achievement for fulfill teaching objectives. Likewise, positive researcher recommends that satisfied teacher is possible to accomplish further job objectives (Warr & Clapperton, 2010). However, Hurren (2006) the plane of job satisfaction is different between workers, so teach administrator should respond appropriately to augment the plane of revolve get better progress.

Rocca and Kostanski (2001) arrange school organization successfully, enhance teacher production, teaching skills and make sure researcher are in receipt of a satisfactory and smooth better teaching, positive surface require for concentrated on. It includes resource attend to reimburse for improvement occasion, however assets and ecological environment, as well as class sizes, classroom environment and job stress. To review, the prose specifies that job satisfaction have a potentially important contact on teacher maintenance and good psychologically. Therefore, establishment appreciates to gratify the enhancement of satisfaction by attending learning effort to explore between, though rotate incentive, consequently.

### **2.3.1 Job Satisfaction as a Need**

Brayfield and Rothe (1951) observed that satisfaction is human being feelings on the way to his job represent the second view (Luthans, 1998; Oshagbemi, 1999; Oplatka & Mimon, 2008; Roelen, Koopmans & Groothoff, 2008). Luthans (1998) described a satisfaction is an attitude of the individuals according to the job discrepancies. Furthermore, it is an enentheustic approach that encourages the direction of responsibilities through job hours Vroom (1964). The feelings may be positive or negative according to the environment (Akhtar et al., 2010; Weiss, 2002), and it is associated to constructive and unconstructive position in relation to the job of the persons (Ilies & Judge (2004).

### **2.3.2 Job Satisfaction as a Feeling**

Job satisfaction passes on to individual emotions of the employees that relate to their job and how satisfied they are by means of it (Griffin et al., 2010). In other language, job satisfaction characterizes the degree to which public similar to their job (Ganai & Ali, 2013; Muchinsky, 2000; Smith et al., 1969). Cranny et al (1992) explain job satisfaction as a touching moving response of persons to the job they perform and the environment in which they job.

### **2.3.3 Job Satisfaction as Specific Aspects of the Job**

Persons typically contain various everyday jobs they have to whole job hours. Lawler (1973) job satisfaction is able to be observed as a successful reaction to exacting features or responsibilities of the job position. Ashour (1988) have the same opinion, condition on work has amount the altitude towards satisfaction to accomplish throughout the special feature related to job responsibilities. Lastly, Ladebo (2005) investigate job satisfaction in provisions to contact through reimbursement acquires from side to side the different phase of the attainment of workers that satisfy on satisfying convinced basics.

### **2.4 Factors Related to Job Satisfaction**

The previous studies show that there are various factors that attain the job satisfaction such as; supervision, environment, climate, job security, recognition, pay and promotion. The literature determined many issues related to these factors, which enhance the job satisfaction. The theories of motivation and satisfaction also endorsed these variables (Conklin et al., 2007; Herzberg, 1959; Mullins, 2008; Roelen et al., 2008; Smith et al., 1969; Wharton et al., 2000). The administration of the education institutions makes a strategic plan to overcome the issues related to these variables that characterized the satisfaction level (Chimanikire, 2007).

As a result, various studies have required concluding which issues donate specify and classify the most important collection; governmental strategy and measures, such as

reward, administration, management and perform; the precise job characteristic; multiplicity, independent substantial work situation; person's individuality, worth on the whole being satisfaction (Furnham, 2005). Otherwise, there are five elements that interacts the job satisfaction (Mullins, 2008).

#### **2.4.1 Salary**

Among all the factors of satisfaction, pay has the superior step. The persons looking for recompense that is enthusiasm middle for individual salary and communal arrangement. The other factors mostly relate with it likes individual behavior, motivation, feelings (Mitra et al., 2011; Singh et al., 2010). The Herzbergs' theory also emphasized on the intrinsic and extrinsic elements that are, develop the satisfaction of the workers on work place (Monyatsi, 2012; Shah et al., 2012).

Further, there are number of researches, which signify the importance of salary to fulfill the social needs. According to the social theories, the man work hard for compensation that can meet the social needs that develop the confidence level of the workers, which is the best sign for the growth of the institution (Abd-El-Fattah, 2010). It has been observed that there is dissimilarity between payment organization of the younger and skilled staff. investigate has revealed that mainly youthful personnel are content with the pay they have, but skilled personnel are not salaried according to their job, so the salary arrangement necessitate additional concentration (Khan et al., 2017). This difference does not convey good consequences for the relationship. Concentration of job satisfaction depends on the difference individuals' prospect,

what he or she requirements and what he or she increase. Job satisfaction is a scope to which worker believe completely or harmfully concerning dissimilar feature of job e.g. job situation, moment, arrangement, compensation, responsibilities, and relationship with colleague and responsibilities.

Spector (2008) described worker's satisfaction outcome in enjoyable environments in an organization. Pay is thought to be an input issue after job satisfaction as well encouragement, acknowledgment, occupation contribution and obligation. Job satisfaction is a feeling of a worker in relation to his job the administration should provide priority to their individual asset who is very important job to provide a spirited edge to the organization (Giese & Cote, 2000; Monyatsi, 2012). In the age of globalization, the successful business organization focused to provide the attractive salary to attain the skilful human resources. Gruneberg (1979), Miner (2007) illustration, not as good as countries where education obtains put external and teacher has to acquire on bonus job to give people, salary has more significant than other factors.

#### **2.4.2 Work Itself**

Past studies emphasized that the working condition is one of the most important tools for the satisfaction of the workers. It has been studied which state the number of indicators appears on working place that influence the internal feelings such as; environment, behavior, communication, commitment, recognition, condition of job:

these factors have great significance on satisfaction (Abdullah et al., 2009; Achoka et al., 2011),

Having examined job satisfaction issues, let us revolve to that affect motivation. Two-factor theory, which is personally related to our argument of the relationship between work itself, satisfaction and motivation, situation that worker's satisfaction depends on them require completion Herzberg (1959). He argued that behavior special study to recognize the factors that increase satisfaction and dissatisfaction between white-collar employees. Interestingly, Herzberg (1959) originate that the issues reason satisfaction is special from the issue have a say dissatisfaction. He expression issue linked with dissatisfaction as hygiene factor such as superiority of administration, company policy and administration, working environment, wage, salary and other monetary reward.

On the additional hand, workers demonstrate satisfaction with the issues were person's name as Motivators such as enlargement, responsibility, success, improvement, acknowledgment and employment it etc. specifically aspect moving job satisfaction were comprising job satisfied (Herzberg, 1968). Herzberg (1959) claimed that hygiene aspects are compulsory but not enough to give definitive satisfaction. Therefore, leader should also deliberate at the motivators. Herzberg (1959) has spacious suggestion. For instance, school performance mainly depends upon successful teaching, which is personally connected to teacher motivation and their style, both the issues are imperative at two limits. The theory of intrinsic behavior.

When teacher is satisfied and motivated towards their job, it more help to increase good physical, emotional, and public environment in the classroom.

### **2.4.3 Satisfaction with Supervision**

The other issue unspecified include contact on job satisfaction is successful administration. There is corroboration that administrator do not evaluator the secondary reasonably and enforce individual partiality and dislike in the reward and punishment. The skills of the leader and administrator have an effect on the working situation of the school (Sargent & Hannum, 2005). It is compulsory to obtain specialized and skilled personnel in condition of insecurity to collection up the correct applier and they obligation be rewarded at administrator" result. On the other hand, in various jobs the result of administrator is not the only measure to reward or punish the workers (Koustelios, 2001).

### **2.4.4 Personality Growth**

The big five personality theory explained that the obsessed person's skills further harmful existence actions than other persons do; extraverts influence positive feeling, have more associates, and connect in further satisfying public connections; and thorough persons are independent, resourceful (Heller et al., 2002). The previous studies also revealed that there was a positive correlation among the traits of the personality and job satisfaction more detailed that the behaviors of the senior

colleagues' direct impact on the work performance towards successful completion of specific tasks (Ngidi & Sibaya, 2002).

Additionally, excessively immediate and tend to act in response in an unreasonable and inflexible way. Constant (satisfying and unbiased) teacher and have a tendency to act in response in peaceful behaviors that resolute act in response of exacting circumstances (Morrison, 1997), a few researcher observed and give little sociability in concert relationship that elevated and exposed every time correlated with annoyance, aggression, volatility public relationship because persons might be a function of the domination replicate on conceding the condition which contradict standing in cordiality might manipulate relationship.

A behavior, might participate a main position in expect friendly interpersonal relationships. While it was commonly established that kind as were accomplishment leaning and aggressive, investigate point out that kind A behavior be inclined to be connected with opposition, anger, emotional insecurity, obsessions, and subordinate psychosomatic happiness; therefore, public who have kind character adduced to make concerned interactive difference before types. Public in different personality have not importance, haven conflict, talented for calm down without responsibility, were helpful and elastic, were deferential of others' reliability, confident conviction and honesty, and were willing to unenthusiastic analysis. By evaluation, therefore, public with category A character was additional goal-driven to accomplish, administer additional serious confront and reside on responsibilities for longer. If belongings did

not go their approach, they without troubles turn out to be downhearted, discouraged and demotivated Kind B individuality manage enhanced intense circumstances, implement better decision and were not with no complexity discouraged (Saptoe, 2000; Jaye, 2002).

Moreover, it was recognized unhelpful organize imperative characters as skills and satisfaction with definite personality and satisfaction height, feeling like worry and despair go well together to job stress which the person establishes complicated to handle within the lack of manage instrument such as sympathy, countrified be concerned, leadership and carry (Spector, 2003). Locus of organize specify the amount to which persons thought skills facets in lives. Additionally, life creature proscribed through individuals' measures while externally life form restricted through outer surface produce military outcome fortune, some revision (Crossman & Harris, 2006) discovered skilled altitude probably since complete and enhanced profession that established better reward.

#### **2.4.5 Status with Physical Working Condition**

The accomplishment of mind satisfaction mostly depends upon the democratic working environment and the self-status of job. The evaluation of city school described as usually additional privileged to community complement (Christie et al., 2007; Smith et al., 2007), area, chiefly pastoral, various school provide previously underprivileged the public. Writing is complete with the brave opposite students within districts (Bloch, 2010a:6; Panday et al., 2008). Though District Education

Officer has place in succession the costs and development to examine professional difficulties in same area, restore is attractive position at a deliberate speed (Davids et al., 2007; Guttman, 2007; Karp, 2007; Mohlala, 2010). Some of confronts prevailing in these districts:

- Appropriate tangible infrastructure
- overloading strength of the classes
- Believes on rule and regulations
- Attachment among administration, teacher, parents and learner
- Permanent progress evaluations strategy

The findings of such past researches revealed that the appropriate evaluation system has significant influence for the development of education institutions (Taylor, 2007; Vail, 2005). The Herzbergs' and Maslows' theories have also endorsed these results. Therefore, teacher only act the greatest marginalization appearance deficiency, lack and assault under improvement education culture. Financial support beginning support and large commerce, collectively with payment of moderately elevated train cost make sure the horizontal performance of this organization (Ellis & Bernhardt, 1992), attached with alert school authority, imposed discipline, good manners, individual discussions. Conversely, the weak evaluation system produces the lesser percentage.

#### **2.4.6 Policy and Management**

Teacher requires to apply teaching plan (Kallaway, 2007:30), at the same time as the definite origination of policy is completed through teaching component. Swanepoel (2009) administrations vision structure as implement for community production and the construction of financial development. The organizations for constraining program, DEO is authorization that creates, realized and appraises the plans, which observe improvement. On the other hand, it is the articulated observation of a lot of teachers that in prepare course of action; teacher is no incorporated organizational captivating development (Swanepoel, 2009). Administrator provide deficient cognizance to requirement that teach appearance. The predictable consequence of this is an enormous separate between plan formulation and strategy achievement. Carl (2005:223) is of the watching that, as implementers of teaching plan, teacher want full participation in administrative development. Mohlala (2010) declare that the further teacher contributes in and are concerned with discipline modify, the other encouraging they would experience in relation to the change, and the extra prepared they would be to contribute in opportunity circumstances concerning school alteration.

Furthermore, plethora plan infuses enlightening background that manipulates schools' performance. This research plans in the main manipulation of teachers' motivation, satisfaction, strategy adaptable teacher reward, admittance, obedience, security and safety, promotions, school governance, appreciation and reward, appraisal and teacher assessment. These strategies materialize to be the majority relevant in not only the ILembe area, but also all through KwaZulu-Natal. They conferred and determined at a

diversity of fore, bury alia, throughout workshops and seminar, combination and other teacher congregation, and required inquiry and discussion. A resume of these strategies is nowadays converse with unusual focal points.

#### **2.4.7 School Culture and Climate**

The definite cooperative training of brain is culture that differentiates associate of person being collection through an additional (Macmillan et al., 2001) Culture is therefore view as an occurrence at the collection, institutional, or public stage, still although it has tough significance for envisage person behavior. A school's culture comprises its background, practice, observe, reward and appreciation formal procedure, as well as its corrective regulations of perform that are usually precipitous in it is the past. The cultural do of particularly the prosperous ferociously protected by public and institution dish up, still although the invoice of privileges of the South African establishment forbids exclusionary perform pedestal on competition, civilization, belief or faith (Vally, 1994).

The commonness of such relationship requires being carefully move toward by the most important environment complete helpful education knowledge (Bloch, 2009a; Evans, 2001). Whereas, school environment atmosphere provides communal awareness of governmental guiding principle, observe and events, together. Moreover, describe discipline atmospheres such as feelings, principles, morals and mean that motivate the instructional perform and the process of school. (Milner et al., 2008). Hoy, Smith and Sweetland (2003) observe discipline environment in

governmental wellbeing, preserve well environment, permeate optimistic student, democratic leader relationship, and vision to location towering thus possible objective and determined to complete these objectives.

Macmillan et al (2001) pronounces that most important organize environment. Most important successfully describe job is appropriate planned encourage supportive environment, teaching improve, confidence (Schulze & Steyn, 2003), both release and congested imperatives (Milner et al., 2008) correspond point of view include environment as bottom admiration, faith, truthfulness, organization panel that connect kindly, beneficially with others. Moreover, through distinction, repressive up down management is likely to reduce self-confidence. While, disciplines participated administrative demonstrate less employee's dissonance, beginner misbehavior, and teacher proceeds. Teacher's experience appreciated and appreciated when administrator check with them and believe their observations.

One of the discouraging confront opposite organizations evident is numerous cultures, maltreatment, disobedience to teaching, against the law behavior, intimidation, terrorization and hostility, treatment compulsion and sexual misbehavior (Kollapen, 2006; Steyn, 2002), exacting hostility, aggression, source destruction, insecurity have harmfully influence in producing the apprehension enlightening culture. Important achievement of leadership wants is most important to efficiently obtain indicts condition, the most important requirements to acquire plentiful moving astuteness which comprise understanding, feeling (Vail, 2005).

## **2.5 Theories of Job Satisfaction**

Job satisfaction theories have a strong overlap with theories explaining human motivation. The most common and prominent theories in this area includes Herzberg's (1966) motivator-hygiene theory and the supporting theory of Job Characteristics Model, Hackman (1975). These theories are described and discussed below.

### **2.5.1 Hierarchy of Needs**

Although commonly known in the human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy (Figure 1) consisting of: physiological needs, safety, belongingness/love, esteem, and self-actualisation. Maslow's hierarchy of needs postulates that there are essential needs that need to be met first (such as, physiological needs and safety), before more complex needs can be met (such as, belonging and esteem).

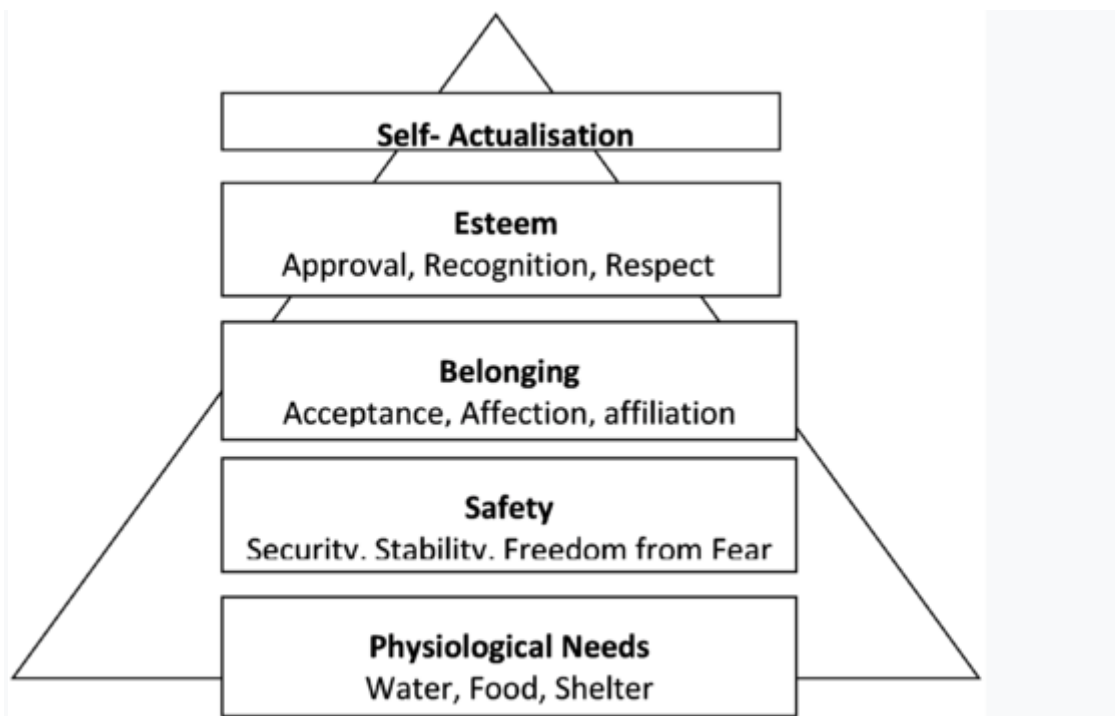


Figure 1: Maslow's Five-level hierarchy

Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security and/ or having suitable company structures and policies. When this is satisfied, the employees can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team/ organization. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-

actualize; where they need to grow and develop in order to become everything, they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualization. Therefore, organizations looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs. However, more recently this approach is becoming less popular as it fails to consider the cognitive process of the employee and, in general, lacks empirical supporting evidence. In addition, others have found fault with the final stage of self-actualization. The lack of a clear definition and conceptual understanding of self-actualization, paired with a difficulty of measuring it, makes it difficult to measure what the final goal is or when it has been achieved.

### **2.5.2 Herzberg's Motivation-Hygiene Theory of Job Satisfaction**

Two-factor theory, which is personally related to our argument of the relationship between work itself, satisfaction and motivation, situation that worker's satisfaction depends on them require completion Herzberg (1959). He argued that behavior special study to recognize the factors that increase satisfaction and dissatisfaction between employees. Interestingly, Herzberg (1959) originate that the issues reason satisfaction are special from the issue have a say dissatisfaction. He expression issue linked with dissatisfaction as hygiene factor such as superiority of administration, management and policy, work environment, wage, salary and other monetary reward. Additionally, workers demonstrate satisfaction with the issues were person's name as Motivators such as enlargement, responsibility, success, improvement,

acknowledgment and employment it etc. specifically aspect moving job satisfaction were comprising job satisfied (Herzberg, 1966). Herzberg (1959) hygiene aspects are compulsory but not enough to give definitive satisfaction. Thus, leader deliberates to the motivators. Herzberg (1959) has spacious suggestion. For instance, school performance mainly depends upon successful teaching, which is personally connected to teacher motivation and their style, both the issues are imperative at two limits. The theory of intrinsic behavior stated when teacher is satisfied and motivated towards their job, it more help to increase good physical, emotional, and public environment in the classroom.

## **2.6 Job Characteristics Model**

The Job Characteristics Model by Hackman (1975) posited that job satisfaction prevail when the condition of work stimulates standard job motivating characteristics. Hackman (1975) notes that, job characteristics: ability and skills, feedback, identification of task, significance and outcome of task. Hackman (1975) contends that, the three psychosocial states lead to several potential outcomes in job satisfaction. Hackman (1975) further asserted that, an establishment whose philosophy is geared towards the improvement of the five-standard job motivating characteristics will subsequently improve good work environment and increased staff job satisfaction. Judge et al (2002) claimed that, Job Characteristics Model had significant empirical support from scholars.

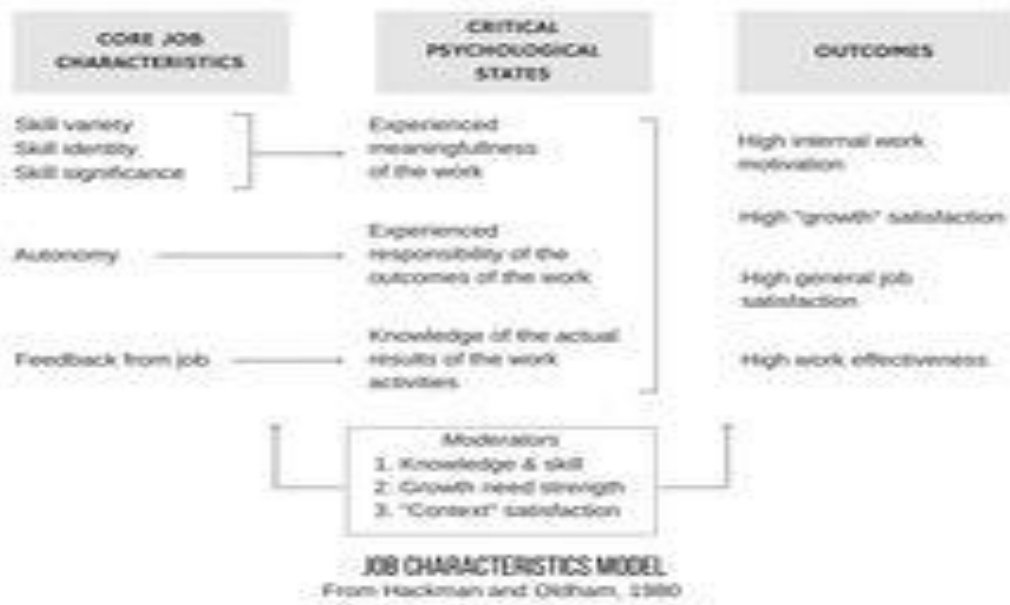
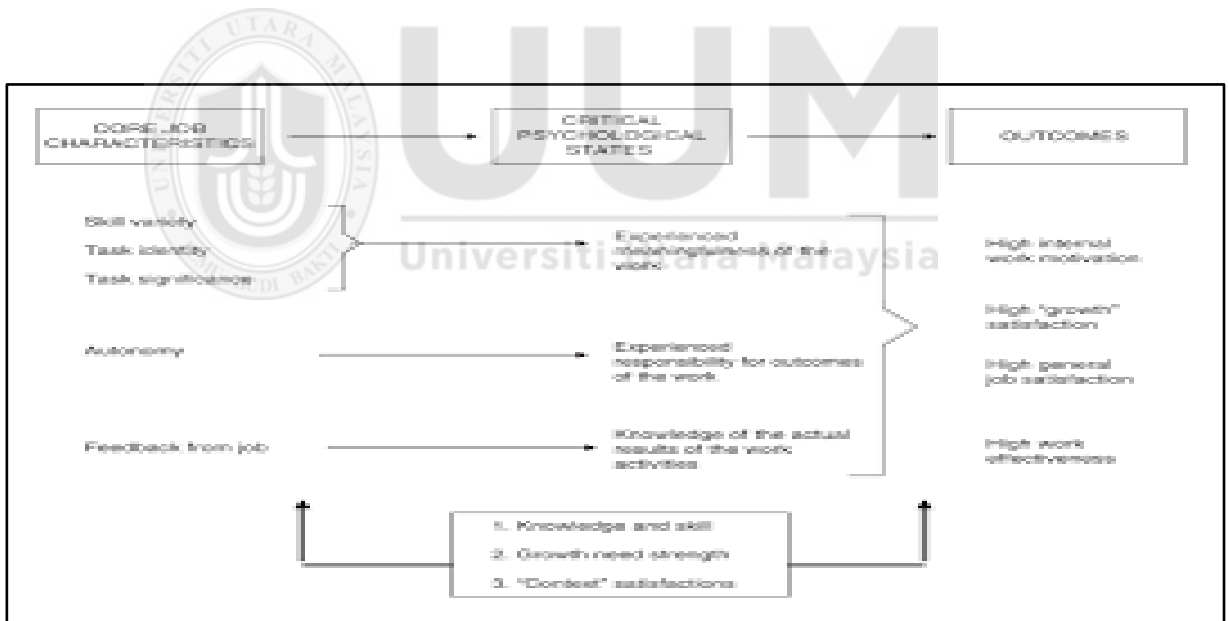


Figure 2.1. Job Characteristics Model





*Source:(Hackman &Oldhan,1975)*

## **2.7 Leadership**

Leadership is the aptitude to move to encourage and manipulate people to be willing to take measures directed at achieve goals through the courage to take decisions about the behavior that must be execute (Avolio, Walumbwa, & Weber, 2009; Germain, 2012) Leadership is the work done by someone with all the ability they have to manipulate, give confidence, lead and propel individuals so that they want to work with enthusiasm and self-confidence in accomplish the goals of the organization (Machumu & Kaitila, 2014) .

Leadership refers to the procedure that achieves the combine objectives. The leader adopts the different kinds of leadership styles according to the various situations for the successful completion of organizational objects. To achieve this purpose the leader provides the confidence, motivation, effective work environment, attractive salary and compensation (Northouse, 2015; Bolman & Deal, 2017). The first idea of leadership was proposed by Burns (1978) and further explained by Bass (1985).

Moreover, Bass and Avolio (1997) established the Full Range Leadership Theory, which explains the three styles of leadership such as transformational leadership, transactional leadership and laissez-faire.

### **2.7.1 Transformational Leadership**

Transformational leadership is specific as a leadership style that reasons alteration in persons and public organizations. In its perfect method, it generates appreciated and confident transformation in the groups with the finish aim of increasing followers into leader. Passed in its reliable method, transformational leadership improves the motivation; confidence and performance of groups complete a diversity of instruments. These comprise linking the supporter's intelligence of personality and self to the duty and the cooperative personality of the society; existence a part ideal in favor that motivates them; motivating group to income superior possession on behalf of their employment, and sympathetic the possessions and dizziness of supporters, so the leader container fetch into procession supporters with responsibilities that improve their presentation (Avolio, 1995).

Surroundings James MacGreger Burns (1978) first presented the idea of transforming leadership in his expressive research on political leader, but this period is at the present worn in administrative psychology as well (Bass, 2010). According to Burns, transforming leadership is a development in which "leaders and supporters assist every additional to move forward to a superior altitude of confidence and motivation". Burns linked to the great effort in difference between administration and leadership

and demanded so as to the dissimilarity is in appearances and performances. He recognized two thoughts: "transformational leadership" and "transactional leadership".

According to Burns, the transform move toward generates important alteration in the existence of publics as well as administrations. It reshapes observations along with ideals, with changes predictions furthermore goals of workers. Different in the operation draw near, it is not created on a "provide and obtain" relationship, except on the leader behavior, characters and skill to kind an alteration done illustration, pronouncement of an energizing apparition as well as inspiring goals. Transform leader are view through rose-tinted glasses in the intellect to they are an ethical example of employed in the direction of the advantage of the group, organization and/or community. Burns hypothesize that transforming and transactional leadership was equally select style Transactional leader typically do not struggle in favor of educational modify in the society but they work in the prevailing civilization though alteration privileged be able to attempt to adjustment administrative civilization (Avolio, 1995).

Maturity of idea by Bass (1985) protracted the labor of Burns (1978) by clarification the emotional apparatuses that motivate transformational and transactional leadership; Bass also worn the expression "transformational" in its place of "transforming." Bass additional to the first ideas of Burns (1978) to support clarify how alteration transformational leadership can be slow, in what way it influences supporter

motivation and performance. The scope, to which a leader is transformation, is deliberate primary, in relationships of his effect on the groups. The supporters of such a leader sense belief, appreciation, faithfulness and deference for the leader moreover since of the makings of the alteration leader are prepared to employment harder than formerly predictable. These consequences take place for the reason that the revolution leader suggestions supporters additional than objective employed for personality achieve; they deliver cliques by means of an inspirational mission with dream along with provide them an independence. The organizer changes and inspire cliques done his or her put on a pedestal authority (previous discussed to as personality), academic inspiration along with person deliberation. In adding, this leader inspires cliques to originate awake by means of innovative along with single behavior to task the position quo moreover to change the situation to provision being effective.

In conclusion, in difference to Burns, Bass recommended to facilitate leadership could concurrently show together transformational and transactional leadership. Nowadays 30 years of study and a quantity of meta- analysis have exposed that transactional and transformational leadership definitely forecasts extensive diversity of performance results with separate, cluster with administrative equal variables (Avolio, 1995). The Bass Guide book of leadership: theory is research, as well as administrative submission" 4th edition Free Press. The filled variety of leadership establishes four elements of transformational leadership.

### **2.7.1.1 Individualized Consideration**

The grade in which the leader appears for the individual admiration according to the requirements of workers performances because a guide or teacher to the student. Moreover, attends to the supporters' apprehensions moreover requirements. The leader provides understanding moreover support, saves statement release with spaces tasks earlier than the cliques save. This also includes require for admiration and commemorate the single influence that all supporters can style to the group. The cliques have a will and objectives for self-expansion and have intrinsic motivation for their responsibilities (Burns, 1978).

### **2.7.1.2 Intellectual Stimulation**

The gradation, to which the leader tasks expectations, proceeds possibilities and asks followers' thoughts. Leader with this style inspire as well as support vision in their cliques. They support as well as improve publics who reason individually. For such a manager, education is an importance with unpredicted circumstances is understood as openings to study. The cliques question interrogations, reason intensely about things and number out well conducts to perform their responsibilities (Burns, 1978).

### **2.7.1.3 Inspirational Motivation**

The measure to which the leader pronounces an idea that is attractive as well as inspirational to cliques. Leaders by means of encouraging enthusiasm experiment

cliques by means of soaring values, interconnect confidence about upcoming objective, and deliver importance for the mission. Clique's requirement has a solid logic of resolve if they are to be aggravated to performance. Determination as well as importance delivers the power that determination a collection onward. The unrealistic features of leadership are maintained by communication skill to style the apparition plausible, specific, prevailing and attractive. The cliques are prepared to participate extra energy in their responsibilities; they are stimulated along with hopeful around the prospect and trust in their skills (Burns, 1978).

#### **2.7.1.4 Idealized Influence**

Delivers a character ideal for far above the ground principled performance, inspires self-importance, improvements admiration and expectation. As an improvement instrument, transformational leadership has range previously in all division of western people, with administrative governments. As an instance, the Finnish Defense Services is spending commonly Deep Lead© Model as plain resolution of its leadership training and improvement. The Deep Lead© Model is bottom on the theory of transformational leadership (Burns, 1978).

#### **2.7.2 Transactional Leadership Style**

Burns (1978) mentioned transactional leadership that motivations on the vagaries intelligence of determination if they are to be encouraged to performance. Determinations in addition to import deliver the force those motivations and

assemblage onward. The impracticable features of be reinforced by that transpire between leaders and their cliques. Equally, leaders who compromise promotions to staffs who surpass their aims be performance transactional leadership. The discussion feature of transactional leadership is predominant and be able to be observed at lots of stages through all categories of administrations. This leadership style emphasis on gathering the goals of the specified job. The important thought of transactional leadership is to the thoughtful of the relationship between struggle and incentive, the accessibility to display the matters, the utilize of enthusiasm, recompense, sentence, the motivation of aim background with satisfying of performance, with the usage of influence to topic cliques to whole the responsibilities (Burns, 1978).

#### **2.7.2.1 Contingent Reward Approach**

Where rewards are, identify in discussion on behalf of gathering the purpose or the ability of group to whole responsibilities built on their leader hope.

1. Organization by exemption learning observable apparatuses to instrument suitable regulations.
2. A leader by means of the administration with exclusion style takes a destructive as well as self-interested awareness in job as well as Observing of responsibilities.

3. The leader includes him or herself reliably in the employment practice observing for nonconformities from ordinary procedure, prevailing before Workers manufacture faults (Bass & Avolio, 1990).

Transactional leadership is similarly important as transformational leadership to contribution leader to increase administrative competitive in the era of international opposition. Transactional leadership does not clutch the matching height of ethics at what time related with that of the transformation leadership. A significant difficulty of the transactional leadership styles absence of motivation to the staffs to provide everything outside what is identified. This particularity is producing a difficulty in the structure production, which has difficulties in instructing absolute job explanations well in development payable to the environment of the missions. The pressure of mission leaders' leadership styles on a development is critical to performance in the structure production (Oshinubi, 2007).

The main object of a transactional leader is to confirm the administration's goals are accomplished done the struggle of the employees (Aydin et al., 2013). When performance as well as motivation of the cliques when performance goals are satisfied (Avolio et al., 1995). These rewards could be in the appearance of financial reward or additional touchable objects that are second-hand to induce the attendants into negligible agreement or special performance. A transactional leader expending dependent loot says others what to do in instruction to be satisfied, highlights what is

anticipated, and confirms that publics are accepted for their activities (Avolio et al., 1995).

A leader who uses transactional dependent reward transactional reward utilize conditional reward, the person in charge will provide many awards to develop encourage employees complete utilize of extrinsic, touchable acknowledgement for successes.

### **2.7.2.2 Active Organization by Exemption**

In this transactional leadership performance, the leader appraises the employees observing carefully for error or deviance from the outlooks of their job and then closely obtains educative act beside the subsidiary (Bass, 2010). This complete from side to side following of employees' presentation and aggressively looking for out openings for development and growth to be applied immediately (Aydim et al., 2013).

In this leadership style, the leader is job concerned with modest respect for rising individual relationships with the subsidiary (Theodory, 1981).

### **2.7.2.3 Passive Management-By Exception**

When leaders utilize the transactional inactive organization through exemption leadership style, the leader delays pending the performance specify there is a difficult and then lectures the worries (Aydin et al., 2013). The difference between the energetic administration in immunity style as well as the submissive organization

because of exemption approach is while the difficulties are observed. With lively administration in omission, the organizer enthusiastically lookouts the worker's performance and styles improvements when the worker strays beginning the opportunities.

On the additional give, with inactive organization by immunity, the leader passively lookouts the outcomes of the worker employment and incomes helpful act at what time the predictable conclusion of the employment is not suitable to principles. In the submissive appearance of transactional leadership, the leader postpones waiting the assistants' error contain pretentious the finish creation's consequences before captivating helpful events (Bass & Riggio, 2006; Northouse, 2010). At what time a leader brings into play transactional organization through immunity leadership style, whether energetic or lazy, the leader conveys others the job requirements and prospects, leftovers satisfied with usual performance, in addition to perform not aggressively try to recover the position quo (Avolio et al., 1995).

### **2.7.3 Laissez Faire Leadership Style**

A leader who circumvents or perform not affect by means of the employment jobs or might completely keep away from duties and accomplish not attendant or hold up the cliques be able to be careful because a laissez faire style of leader. This leader's style is compared with dissatisfaction, unfruitfulness, in addition to uselessness (Limsila & Ogunlana, 2008). Morreale (2002), the leader be unsuccessful guide the group, perform not accomplish the accountabilities because a leader, complete, active management is not tried. Laissez-faire style leader continues a lenient method and are

not often complex in executive with donating some leadership with way. This leadership style allows the assistants to construct them possess results, because the manager displays no actual influence. The leaders only reply to inquiries with give info or offer provision to the collection. The assistants of laissez-faire leader have to pursue additional causes to contribution them in creation results (Liphadzi, Aigbavboa, & Thwala, 2015).

It is too the smallest amount performance with slightest operative leadership style. These styles of leadership perform not type results frequently along with suggestions modest concern, management, sense of inspiration to their secondary. Laissez-faire leadership harmfully influences secondary employment results (Avolio, Waldman & Einstein, 1988; Bass, 1990). The additional important leader's display laissez-faire behavior, the subordinate assistants achieve at work.

## **2.8 Supporting Theories of Leadership**

The three supporting leadership theories namely; situational theory, contingency theory and path-goal theory proposed by Northouse (2010) were adapted in the present study as follows.

More time with the followers using supportive approach (Blanchard, 1985). Using the style, the leader only directs the group members on what to be achieved, how it will be achieved and supports them on it (Sudrajat et al., 2020). This can be asserted as a process of training the followers 'on task specification. The leader focuses his/her instruction on both achieving goals and meeting subordinates' socio-emotional needs

(Vecchio et al., 2006). Similarly, the leader involves in all tasks with subordinates by giving encouragement and soliciting subordinates' input (Northouse, 2010). However, training the followers is an extension of situational leadership which requires that the leader makes the final decision on what and how the goal will be achieved (Vecchio & Boatwright, 2002).

The second approach is called a supporting approach which makes the leader takes a high supportive approach to followers, (Maccoby, 2007). The leader does not exclusively focus on goals but uses supportive behaviors that bring out the employees' skills around the task to be achieved. The supportive behavior includes listening, praising, asking for input, and giving feedback (Northouse, 2010). A leader uses this approach which gives subordinates control of day-to-day decisions but remains available to facilitate problem-solving (Vecchio et al., 2002). This leadership approach posited quick feedback and give recognition and social support to subordinates (Blanchard, 1985).

### **2.8.1 Situational Theory of Leadership**

According to Harsey and Blanchard (1993) the developmental stage of situational theory is a stage that which the employees acquire the necessary skills to accomplish a given task. This stage is important because it gives the employees confidence to continue the task (Harsey & Blanchard, 1993). Developmental stage of situational theory as demonstrated in Fig. 2.2 that classifies followers in 4 groups; D1, D2, D3 and D4. According to the Figure, D1 employees are novice people (Northouse, 2010), they are new to a task, excited about the challenges entailed in a task and do not know precisely how to accomplish the task given (Harsey & Blanchard, 1993). D2

employees are semi competent people, who are posed to learn about the job which they do not are motivated for (Northouse, 2010). D3 employees are described as people that have moderately capabilities but lack of commitment (Johnson et al., 2005). Consequently, D4 employees are the highest people in the portion (Northouse, 2010). These categories of people have high degree of competence, high degree of commitment with required skills, which serve as the basis for getting the job done (Vecchio, Bullis & Brazil, 2006).

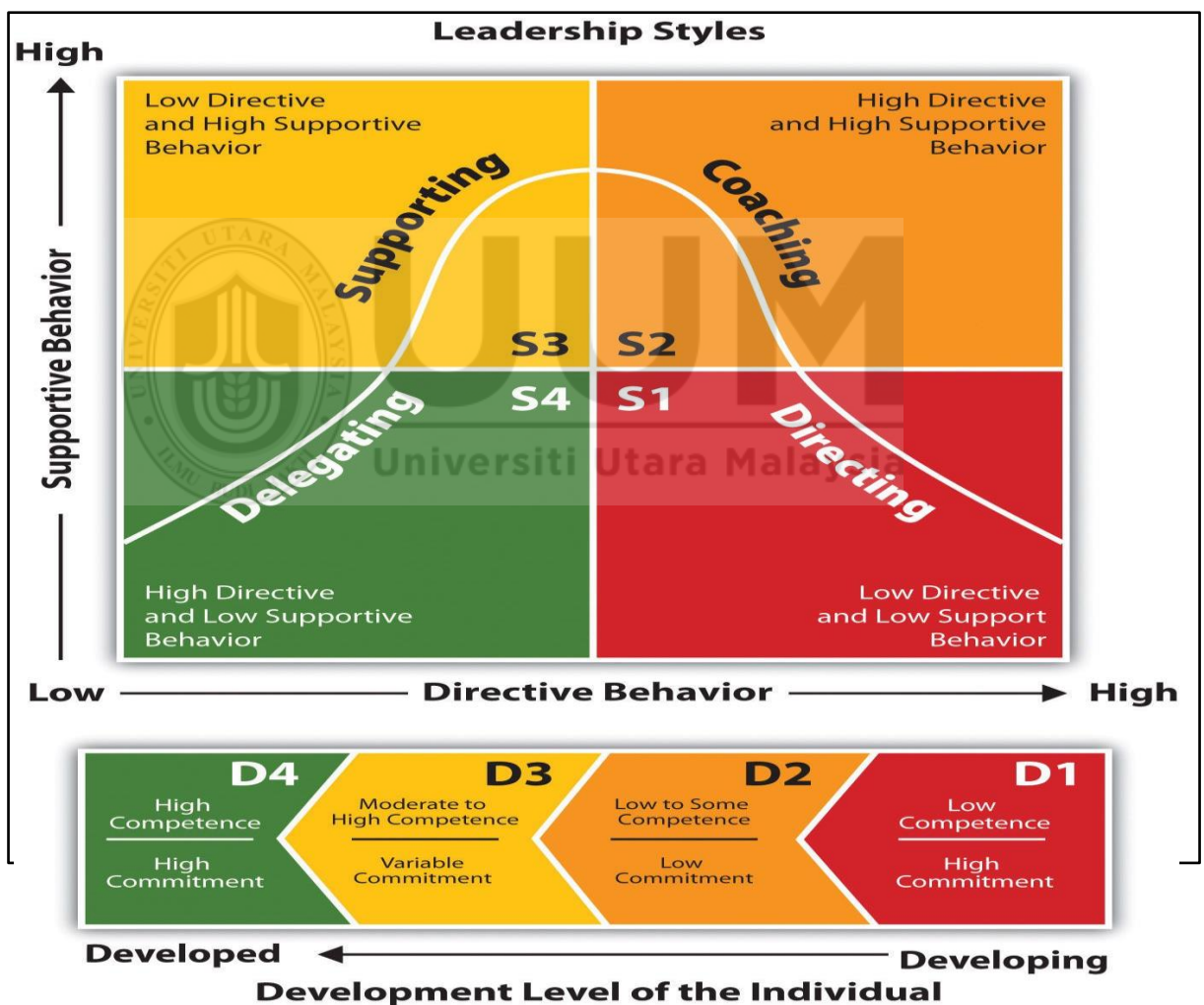


Figure. 2.2. Situational Theory

### **2.8.1.1 Application of Situational Theory**

Situation theory can be implemented in such a way that an effective leader must understand that employees are not on the same array of developmental continuum (Northouse, 2010). For this to be achieved in an institution, a leader should to determine which level his/her employees fit in to match his/her leadership style to that level (Vecchio & Boatwright, 2002). At first instant, the employee is given a task to do, the employer, as a leader must measure all employee abilities across the 4Ds of situational developmental continuum (Harsey & Blanchard, 1993). The ability, commitment, competence and motivation of the employee needed to be ascertained for the successful accomplishment of the task given (Johnson, 2005). Having identified the correct developmental level for the newly employed employee, the second task for the leader is to adapt his or her style to the prescribed leadership style represented in the SLII model (Harsey & Blanchard, 1993). That is, if employees are at the D1, the leader needs to adopt a high directive and supportive leadership behavior (Northouse, 2010). If employees are more advanced and at the D2, the leader needs to adopt a higher directive, higher supportive leadership style (Vecchio, Bullis & Brazil, 2006). The leaders adopt various behaviors according to the situation (Vecchio & Boatwright, 2002).



Figure 2.3. Situational Leadership

### 2.8.2 Contingency Theory

Fiedler and Chemers (1974) propound contingency theory. This theory proposes that a leader's effectiveness depends on how well the leader's style fits the situation (Fiedler and Chemers, 1974). The theory presents the styles and behavior of many different leaders who worked in different situation (Northouse, 2010). Literally, Fiedler and Chemers (1974) posited that, before the followers can measure the performance of leader, it is essential to understand the situation in which they lead. According to Northouse (2015), contingency theory contains styles and situations of a leader. Bass (1990) claimed that, it provides the framework for effective matching of the leader with the situation.

### **2.8.2.1 Factors of Contingency Theory**

Contingency theory consists of three factors namely; leader-follower's relations, task structure, and authority (Northouse, 2010). These three factors are also called situational factors in the contingency theory (Northouse, 2010). The first factor which is leader-follower relations consist of the work environment, the degree of confidence, loyalty, and attraction that followers' feel to their leader (Zaccaro, 2007). This means that, if the work environment is not hostile and the employees have confidence in the leadership of their employer, they will be loyal, attracted to his/her leadership style and the leader shall lead successfully (Burns, 1978). The second factor is the task structure, which is based on the degree to which a given task is clear and easy to be done (Watson & Hoffman, 2004).

The clear structured tasks from the employer or a leader create confidence in the hearts of the employees (Avolio, 1995). A task is considered structured when (a) the requirements of the task is clearly stated and known by the people required to perform them, (b) the path to accomplishing the task is clear, (c) the completion of the task can be clearly demonstrated, and (d) correct solutions to the task exist if any errors occur (Northouse, 2010). The third factor, which is position power, is term as the amount of authority a leader has to reward or to punish the followers (Northouse, 2010). It includes the legitimate power the individual has acquired because of the position they hold in an organization (Bass & Riggio, 2006). Position power is strong if the leader is asserted with the authority to hire and fire the employee or give raises in rank or pay (George, 2007). Northouse (2010) adds that, leaders are tends to be in weak situation, if they do not have the authority to fire and hire employee.

Theoretically, Northouse (2010) posited that, contingency situational factors are rated highly favorable, if the situational factors are positive. They are also rated moderately favorable, if the situational factors lie between two extremes (Northouse, 2010). On other context, they are rated low, if the situational factors are not positive (Northouse, 2010).

### **2.8.2.2 Application of Contingency Theory**

Fiedler and Chemers (1974) posited three contingency situational factors, which show the relationship between leader's behavior and various types of situational factors. Leaders' authority is effective on followers in all categories of the organization is seen as a good leader as stated in this theory (Northouse, 2010). In contrast, in a situation that leader's – follower's relationship is low with an unstructured task. The leader is perceived as a weak leader (Bass & Riggio, 2006).

A leader using supportive behavior to lead the followers using contingency theory in an organization or school tend to perform exceedingly well in as a leader in administrative process (Burns, 1978). As stated in the contingency theory, leader's need to take quick decision-making as response to school or organization urgent issues. It is important to note that situation deals with contingency, effectiveness and the behavior of the leaders will determine the approach to solve school or organizational challenges (Bass, 1990).

### **2.8.2.3 Strength of Contingency Theory**

Contingency theory has several major strengths. Peters, Hartke and Pohlman (1985) found that contingency theory offers an approach to leadership that has a long

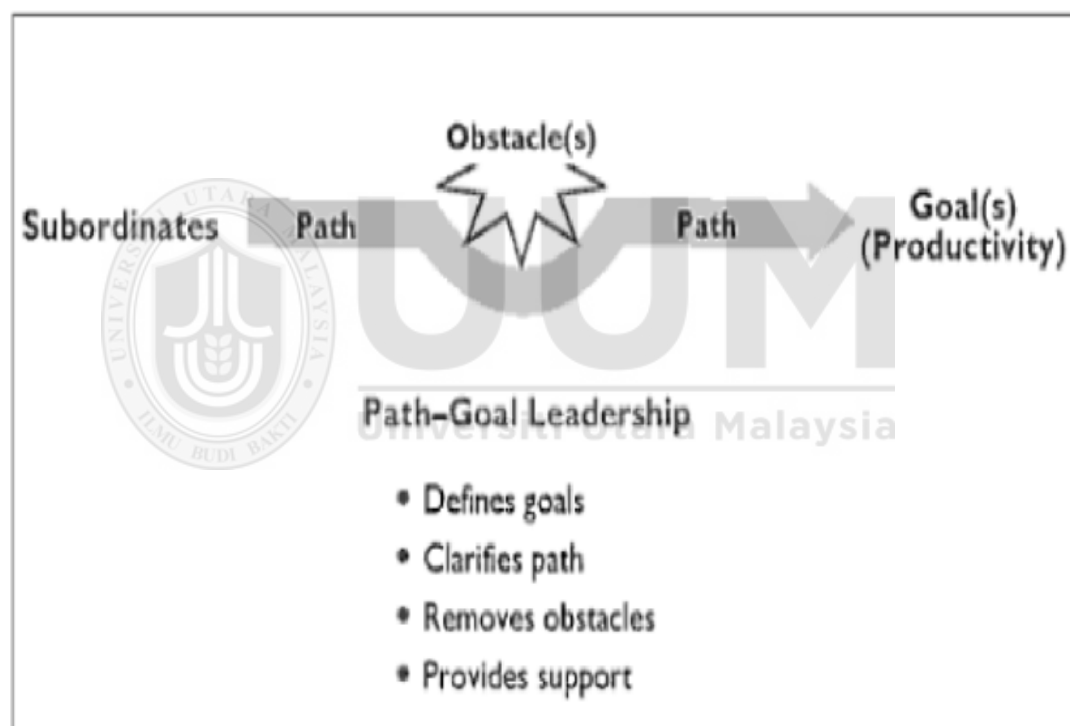
tradition. This means that, contingency theory has been found to be a valid with reliable approach in explaining how effective leadership can be achieved (Peters, Hartke & Pohlman, 1985). Secondly, it has broadened our understanding of leadership in considering the impact of situations on leaders (Northouse, 2010). Thirdly, it emphasizes the importance of focusing on the relationship between the leadership styles and the demands of various situations (Avolio, 2009). Fourthly, this theory is predictive and therefore provides useful information about the type of leadership that is most likely to be effective in certain contexts (Bass, 1990). Lastly, this theory does not require that people be effective in all situations (Burns, 1978).

Arguably, leaders in organizations have the desire to deliver all the organizational goals through their employees (Peters, Hartke & Pohlman, 1985). According to this theory the specific leadership is not best fit for all the dimensions (Avolio, 2004), the leader changes the behavior according to the situation for setting the successful achievements (Bass & Riggio, 2006; George (2007).

### **2.8.3 Path-Goal Theory**

Path-goal theory is the process by which leaders motivate their followers to accomplish designated goals (Northouse, 2010). This theory focuses on the process of enhancing employee's performance and employee's satisfaction through employee's motivation (House, 1996). Path-goal theory emphasizes the relationship between the leader's style, the characteristic of their followers and the work environment (Bess & Goldman, 2001). According to Northouse (2010), the three variables constituting path-goal theory can be achieved through the use of leadership behaviour that best meets followers' motivational needs, in their work environment. Indvik (1988)

contends that leaders always enhance followers' goal attainment by providing rewards in the work place. According to House and Mitchell (1974), leadership generates motivation when it increases the number and kinds of pay that follower receive from their work. Northouse (2010) adds that, followers also get motivated when their leaders make the path to the goal clear to them, and planned easy working process. Indvik (1988). concludes that, removing working hindrances for goals attainment, and making the work itself more satisfying all.



*Figure 2.4. Basic Idea of Path-Goal Theory*

Northouse (2010) state that, path-goal theory is designed to explain how leaders can help employees to achieve task completion along the path to their goals by selecting specific behavior that are best suit employees' needs. Bess and Goldman (2001) add that, in a situation where employees are working with target goals, it is appropriate for

the leader to choose the best leadership behavior that increase followers' expectations for success and in achieving the stated goals.

### 2.8.3.1 Application of Path-Goal Theory

Path-goal is an approach to leadership that is not only theoretically complex, but also pragmatic (House, 1996). The theory provides set of assumptions about how leadership behavior interacts with characteristics of subordinates, in the work place for subordinates' motivation (Northouse, 2010). In practice, the theory provides direction about how leaders can help subordinates to accomplish their work in a satisfactory manner (Bass & Riggio, 2006). Theoretically, the path-goal approach suggests that leaders need to choose a leadership behavior that best fits the needs of subordinates and the work they are doing (House, 1996).

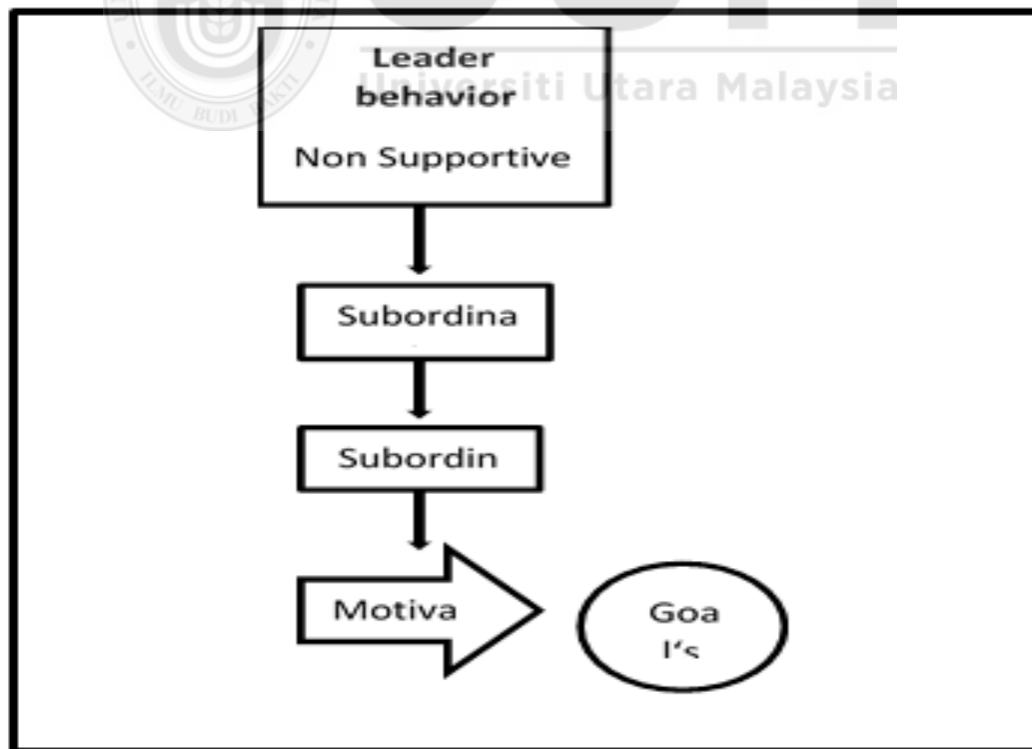


Figure 2.5. Major Components of Path-Goal Theory.

Figure 2.4 shows the different components of path-goal theory. Northouse (2010) asserted that, these components are leader's behavior and follower's behavior, which is based on supportive and non-supportive behavior of the leader and followers. House (1996) state that, path-goal theory suggests that each type of leader's behavior motivates followers in a different way. House (1996) further add that, the theory postulated that particular leadership behavior is needed as motivating factor to followers which is serves as contingent on the followers' behavior and the task completion. This means that, leadership behavior of a leader is a motivating factor in employee behavior towards task accomplishment (Northouse, 2010).

#### **2.8.4 Transformational and Transactional Theory**

According to Lamb (2013) a leader who consider in participative leadership, pursues to include additional publics, somewhat than production every one of the results at his possess. In this method, progresses obligation as well as teamwork, which consequences into balanced results. Transactional theory emphases on the part of administration, institute as well as collection performance with the connections to obtain put between leaders along with cliques. This move towards boundaries leadership is an organization of reward and sentences (Charry, 2012). In additional words, on the belief to a leader job is to generate buildings to compose it plentifully apparent what is predictable of cliques and the values (reward as well as punishment) related by means of gathering or not assembly administrative outlooks (Lamb, 2013). When workers are effective, they are satisfied and at what time they are satisfaction, they are reproach or reprove (Charry2012). This theory is frequently compared to the

idea with practice of association and lasts to be an ordinary constituent of a lot of management representation as well as administrative organization (Lamb, 2013).

Transformational theoretical viewpoint emphasizes on the influences created between leadership with cliques. In this, a leader involves by means of others with is talented to “generate a relationship” that outcome in improved motivation with ethics in together cliques and privileged. Transformation leader inspire with motivate publics by serving collection followers see the position with developed reason of the job. These leaders are attentive on the performance of collection followers, other than also on all individual to satisfying his or her potential. Leader of this style regularly displays elevated quantity of moral with ethical values (Charry, 2012).

Skills theory takes to educated information with developed expertise/capability are important feature in the preparation of real leadership. Captivatingly, these theories recognize the joining between congenital characters with the competence to main efficiently, other than claims to academic ability, an established approach, with developed information, are the real solution to leadership performance. It stresses significant attempt with possessions in support of leadership preparation with improvement (Wolinski, 2010).

## **2.9 Motivation Factors**

Writer as well as researchers has defined the concept “motivation” in different conduct in excess of the existence. Baron et al (2002) said that motivation derives

from Latin word mover, which means moves for acting some actions. Beck (1983) classifies four simple attitudes to support ability motivation: rational economic man, social man, personality actualizing operates with multifaceted person. The basic attitude behindhand the coherent monetary person is to publics are especially aggravated with financial thoughts. In instruction, this would explain to essential plunder highlighting reimburse with outlying welfares. The communal male attitude accepts that personnel are mainly aggravated through public wants such as going to collection with continuing positive interrelationships at work. The personality actualizing male viewpoint highlights to publics be motivated, income arrogance and task completion on job hours.

The various vision identifies that publics are motivated in an unlimited difference of reason, abilities with skills, with to this transformation done occasion as novel reason are learnt with original abilities be established. Spector (2008) defines motivation as an internal condition to encourage an individual to involve in specific behaviors, with grip to motivation can be observed as of two approaches: one emphasizing way, concentration and determination, with the additional consuming the wish to complete a confident objective. Substantiates these views, with suggests more to work motivation is an established of internal and external services to pledge professional behavior with control its appearance, way, concentration and period. In the background of school together is environmental (appropriate) feature with those intrinsic in teachers' prescription and behavior (learning with teaching). Temporarily, work motivation mentions to "a pot of active services that create together in as

glowing as outside a person's life form, to inductee work-related behavior with to control its shape, way, strength as well as period (Al-Kaff et al., 1998).

Between varieties of motivation theory, Herzberg (1959) has developed a theory around the factors connecting to job attitudes and the outcome of this attitude on work performance. In his book, Herzberg (1959) situations in unkindness of educational dissimilarity, employees about the globe are inclined to establish a leaning to satisfaction by job intrinsic and dissatisfaction by means of extrinsic". This plan has been applied in lots of productions now, in instruction to motivate workers in a corresponding with objective concerned with method, leaders must appraise the welfares as well as expenses by admiration to intrinsic as well as extrinsic motivation. This suggestion shows that intrinsic and extrinsic motivations have the highest collision to work performance.

### **2.9.1 Intrinsic and Extrinsic Motivation**

From an administration viewpoint, a motivated as well as pleased employee is a creative employee. Motivated teacher is real as they are continuously observing on behalf of improved ways of responsibility their job, they unceasingly reinvent themselves with do not obligation to be continuously administered as they are dedicated, painstaking, faithful to their train plus satisfied by their job (Sergiovanni et al., 2001). Ololube (2006) continues so as to motivated employees are informal to advertisement through their nimbleness, devotion, interest, center, enthusiasm, and common performance and influence to administrative goals and objectives.

Motivation is apparent as a powerful service behindhand an individual's achievement. It initiates public's desire to work and performance confidently (Spector, 2003). Some writer Schulze and Steyn (2003) observe as donation for understanding the administrative objective. Plunkett and Attner (1992), stated as an arrangement of an individual's internalized wants in addition to outside or ecological pressure to decide behavior and deliver the opening to please requirements. Motivation is a power that invigorates behavior in addition to may extrinsic or intrinsic within organization (Hugo, 2000).

Dauids (2007) describe intrinsic motivation is interior, individual decisions to happen inside persons when they completely job connected everyday works. The believed writer claim to intrinsic motivation includes four features, i.e. competence, impact, meaning, as well as select. Collision mentions to the grade to which an individual's performance is apparent since creating the planned properties in the job environments. Skill is the point to which public's trust they be able to complete a job competently if they attempt Importance suggests the morals of the job objective since arbitrated through the person's own values. When persons knowledge near to the ground quantity of importance, they experience worried in addition to separate. On the other hand, the skill of elevated quantity of importance will construct persons extra dedicated and complicated in commission achievement and globally, assortment of activities to will main to preferred results. Additional select consequences in better litheness, inventiveness, and originality in addition to flexibility at the same time as small select guide to moods of worry unenthusiastic feelings as well as reduced self-

worth. Motivation at the workstation is improved through emotional reward that comprise expressive in addition to different employment, job independence, participating policymaking, optimistic criticism, teamwork, organizational hold up, practical workload, acceptable possessions as well as disburse, as well as education openings as long as task in addition to achievement.

Extrinsic motivation, in difference, is observed because motivation to involve in an action mainly on behalf of the achievement of outside objectives such as admiration, appreciation, recompense, pay augment in addition to development in employed environments (Hugo, *ibid*). Extrinsic factors contain may not be created to intrinsic motivation and involve in a movement mainly on behalf of its individual sake, since the movement is apparent to be motivating, including, pleasing with inspiring. Goffman et al (2006) keep to essential move for satisfaction and success similar degree as fundamental influences. Whawo (2006) suggests extrinsic issue change as of the working situation as the real satisfier be intrinsic and encourage a better success through rising teacher advanced point requirements, i.e. charitable teacher better chance, responsibility, ability with independence.

Many research studies contain specified to the value of an instructive organization cannot overtake the value of its teacher (Harris & Jones, 2010). In instruction to stay reasonable with creative in today's information foundation globe, as Majerič et al (2011) place it, teachers are continuously obligatory to teach with inform their information. At the similar occasion, it maintained to reserve teacher education could

not totally school educator by means of the information with dexterity compulsory on behalf of a life span (Heikkinen, Jokinen, & Tynjälä, 2008, 2012). To have rapidity by means of a wild altering world, education cannot discontinue at advancement; quite the relaxation of educator existence be supposed to be an incessant exertion to be taught and development. The ultimate goals of teacher specialized development are to recover student accomplishment with knowledge (Guskey, 2000; Darling et al, 2009).

It created on the supposition to specialized uplift teacher through attractive their information as well as ability, as well as improved information plus ability will main to development in classroom perform, and better-quality classroom practice in twist will increase student achievement as well as knowledge. This procedure of inform teacher information with ability depend on a variety of issue such as ease of use of successful specialized development plan, teacher's enthusiasm with motivation procedure study and unlearn, teachers' promise to be relevant the information as well as ability increase. The in attendance learns look at the contribution for the growth of SST professionally. Motivation engages the teachers in recreation position and knowledge.

Ololube (2005) stated that motivation not merely vital to the lasting enlargement of some educational system however as well very necessary in the life of teacher while they shape the basic cause on behalf of working. Bennell and Akyeampong (2007) condition that reach improved information consequence for learner in rising countries depend on development in teaching. Therefore, conduct to add to teacher motivation

an ability canister is unspecified to exist middle to several methodical efforts to get better knowledge result. Additionally, Chireshe and Shumba (2011) suggested that it is hierarchy to motivate the leaders that leads to the teachers and students as well aptitude knows how to affect unenthusiastically on learner knowledge and the discipline. Arguably, teachers' satisfaction is deeply authority for teacher job satisfaction, which in turn pressure student knowledge. In a few words place to worker motivation know how to simply be arrive at by understand that their person needs or objective be associated through motivation in organize to obtain extended run achievement.

Rasheed et al (2010) situation, competence experience, workers, similar writer gives details to the bravery as well as commitment for elevated work performance that may achieve if teacher would be enthusiastic to provide their most excellent. Presently, it also supply confirmation for relations between teacher's motivation as well as their appointment, promise and persistence in teaching and their leaning to turn out to be concerned in specialized development (Karabenick & Conley, 2011). A variety of factors motivates public in a different way depending winning the scenery of an association.

Rasheed et al (2010), Zhilla (2013) conducted in senior teaching background make known that recompense is physically powerful issue that motivates teachers. When pay is apparent as evenhanded, is proportionate administrative objectives that association require taking out a variety of tools that can improve the personality

ability altitude, and group of people reimburse principles. Comment to financial reason are likely to be leading in the middle of teacher in little profits state someplace disburse with further textile reimbursement be frequently too little for human being with family continued existence. Therefore, Barmby (2006), Fuhrmann (2006) stated that acknowledgment with criticism to be most important motivator for the personnel motivation to achieve. It is beyond doubt that be short of well-qualified, content and aggravated teachers make a payment to have functional teaching, a learning that cannot create a question, imaginative and analytic intelligence, and teaching that cannot provide the learner with capabilities that handle to achieve administrative objectives. Zhilla (2013) teacher motivation is a significant issue in the understanding of the school center mission. There are more than a few theories put onward to give details why public are motivated or not, why staff acts in an exacting method and what decide to specialize the organization efficiently.

### **2.9.2 Reward and Recognition**

For additional association, the organization focused on the good will of the subordinates. The rewards are the best tool to motivate the workers for performing the specific tasks in order to complete of common objectives. Performances the monetary advantage to member of staff with no some well-known demonstrate also misplace its significance. When a worker obtains a monetary reward by outstanding enjoyment and enthusiasm, that understanding turn into extra wonderful on behalf of receiver. Kinds with scenery of loot have a straight family member by the worker's

acknowledgment be able to convey a specific modify in employment motivation with satisfaction (Ali & Ahmed, 2009).

Katou (2008) posited acknowledgement and rewards have the pivotal role for long established the physically influential workers which know how to exist greater than before significantly, if supplementary attention is known on personnel reward and their recognition (satisfaction, motivation, in sequence, teamwork with friends and generation, dedications, investment and contribution may be in the arrange of the majority significant feature of person reserve organization consequences. Presentation container is moderator through a lonely measure and that is behavioral size of a personnel. There are no systems through which strangely good measure, and it can be enjoyable performance, serving generation or promptness (Flynn, 1998; Ali & Ahmed, 2009). Bearing in mind acknowledgment, it can be said that it is a significant issue moving worker motivation. Recognition is a community look of satisfaction known by a collection to persons who take on preferred behaviors (Fisher, & Ackerman, 1998).

The appreciation might comprise the pecuniary prize however these events could appreciation unaccompanied might not employment alone. Even though the power of gratitude might provide an increase to the worker in civilization, yet its influence is not measureable unaccompanied with no paying amazing (Fisher, & Ackerman, 1998). Intrinsic reward and extrinsic reward are more often than not connected (Hafiza et al., 2011).

In the teaching line of work, together person and feminine humankind, females' influence on work force that growing other than quiet the masculinity changes are also increasing in respects to financial and operational is surfaces some position or consequence (Fisher& Ackerman, 1998). Teacher has specialized capabilities for teaching and actions (Sargent & Hannum, 2005). Reward and acknowledgment have confident relationship with job satisfaction...Environments (Okpara, 2004).

### **2.9.3 Work Motivation**

Watkiss (Watkiss, 2004) motivation is approach to determination human being for responsibility impressive. Considerable and determined to believe an impending recompense that is an important responsibility somewhat. Motivation is the powers the public's do somewhat: requirements is motivated to inclusive the job. Motivation mentions to the initiation, course, power and determination of human behavior. Basis on the description (Watkiss, 2004), it can be established that the motivation is the awareness and initiative to inspire and determination the personality to organize somewhat or to performance well work. At one occasion, staffs were careful now alternative contribution into the construction of merchandise and facilities. What possibly distorted this technique of thoughtful about workers was investigate, mentioned to as the Hawthorne Studies, led by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study originate personnel are not motivated only in money and worker performance is related to their attitudes (Dickson, 1973).

The Hawthorne Experiments initiated the person relationships style to manage, whereby the requirements as well as motivation of staffs turn out to be the center of leaders (Bedeian, 1993). Thoughtful staffs remained attention on various researches subsequent the magazine of the Hawthorne Education consequences (Terpstra, 1979). The theories of Maslow, Herzberg, Vroom, Adam and Skinner combined believed on the five factor (security, community, personality, self-actualization and psychological) that motivate the workers towards satisfaction. Moreover, intrinsic factors like accomplishment, acknowledgement and extrinsic like as job security, rewards, equality and compensation provide the confidence to the subordinates that leads to the satisfaction and performance (Adam, 1965; Herzberg, 1959; Maslow, 1943; Skinner, 1953; Vroom, 1964).

Leaders are supposed to absolutely emphasize worker performance that principal to positive results. Leaders should unenthusiastically support worker performance that indications to negative results. Many contemporary writers have also definite the idea of motivation. Motivation has been distinct as the psychological development that provides performance determination and way (Kreitner, 1995); a predilection to work in a purposive style to attain detailed, unmet necessities internal determination to please a dissatisfied need (Higgins, 1994; Bedeian, 1993; Ryan & Deci, 2000; Trembley, et al., 2009).

## 2.10 Supporting Theories of Motivation

His expectancy theory of motivation, originally developed by Vroom (1964), is a theory explaining the process individuals use to make decisions on various behavioral alternatives. Expectancy theory is presented as follows: motivation force = expectancy × instrumentality × valence: Motivation force is a force directing specific behavioral alternatives, which are suggested when individuals select various behavior options. The theory asserts that they will select the option with the greatest motivation forces. The motivational force for a behavior, action, or task is a function of three distinct perceptions: expectancy, instrumentality, and valence. Expectancy is the perceived probability that effort will lead to good performance; variables affecting the individual's expectancy perception include self-efficacy, goal difficulty, and perceived control. Expectancy that one's effort will lead to a desired performance is based on experience, self-confidence, and the perceived difficulty of the performance goal. Instrumentality is the perceived probability that good performance will lead to desired outcomes; trust, control, and policies are variables affecting the individual's instrumentality perception. Hence, the instrumentality is the belief that if an individual does meet performance expectation, he or she will receive a greater reward. Valence refers the value the individual personally places on rewards: the function of needs, goals, values and preferences. Expectancy theory generally is supported by empirical evidence (Tien, 2000; Vansteenkiste et al., 2005) and is one of most commonly used theories of motivation in the workplace (Campbell and Pritchard, 1976; Heneman and Schwab, 1972; Mitchell and Biglan, 1971). Both the hotel

industry and academy recognize the importance of motivating employees. Most previous studies have concentrated on identifying the factors that motivate employees and on suggesting implications for further improving employee motivation (Simons and Enz, 1995; Siu et al., 1997; Wong et al., 1999). Expectancy theory is a theory of the process of motivation. Rather than simply explaining what will motivate an employee, process theories define how motivation comes about. Process theories are, in effect, working models of the decision-making processes that individuals perform in order to determine whether they will be motivated to pursue a certain activity and sustain a certain level of productivity. Process theories help describe and explain how behavior is directed, energized, sustained, or stopped. While several process theories of motivation exist, one of the most respected theories of motivation among organizational and industrial psychologists is the process theory of expectancy. Expectancy theory provides a general framework for assessing, interpreting, and evaluating employee behavior in learning, decision-making, attitude formation, and motivation (Chen and Lou, 2002). However, Mitchell (1974) suggested that the construct validity of the components of expectancy theory remains little understood. Many different interpretations, organizational plans, applications, and methods of statistical analysis have been used in conjunction with expectancy theory, but a major concern remains that the validity of the expectancy theory remains unclear (Van Eerde and Thierry, 1996). Landy and Becker (1990) suggested that the key to improving the predictions of an expectancy model might lie in variables such as the number of outcomes, the valence of the outcomes, and the particular dependent variable chosen for study. Schwab et al. (1979) examined the relationship between the

VIE model and two criterion variables: effort and performance. They included several moderators of this relationship in 32 between subject studies in a statistical analysis. Van Eared and Thierry (1996) used meta-analysis to examine the expectancy model further and its relationship to five types of criterion variables: performance, effort, intention, preference, and choice. Results showed average correlations between Vroom's (1964) model and work-related criterion variables that were slightly lower than those reported were

Previously in narrative reviews (Mitchell, 1974; Wanous et al., 1983). In particular, the use of a simple correlation between the sum-of-product variables of the models and the criterion variable may be problematic (Evans, 1991; Mellenbergh et al., 1990). Other important issues addressed by Van Eerde and Thierry (1996) indicated criterion variables that are more strongly related to the models and that components appear to be attitudinal (intention and preference) rather than behavioral (performance, effort, and choice) because of response biases in the self-report measures of attitudinal criterion variables. VIE variables should be related to cognition and not directly to actions (Gollwitzer, 1993; Kanfer, 1990; Vroom, 1964). Therefore, a unique aspect of this study was modifying expectancy theory model and examining its validity with three components using structural equation modeling rather using probability as in previous studies. In addition, we attempted to assess employees' attitudinal cognition by asking their perceptions. Campbell et al. (1970) and Lawler (1971) distinguish between intrinsic and extrinsic rewards that accrue to an individual because of job effort and/or job performance. Extrinsic outcomes are

those rewards that are distributed by some external agent (e.g., organization, boss) while intrinsic outcomes are mediated by the individual and are internal, personal rewards (e.g., self-fulfillment, self-esteem). Graen (1969) and Mitchell and Albright (1972) have suggested that intrinsic outcomes yield predictions of job performance and job satisfaction that are superior to those yielded by extrinsic outcomes. Other authors (Wahba and House, 1974) have suggested that intrinsic outcomes may have more power to motivate than extrinsic outcomes, primarily because the instrumentality perceptions associated with outcomes that are self-administered should approach certainty. Parker and Dyer (1976) noted that the roles of intrinsic and extrinsic outcomes in expectancy theory research are very complex and agreement about their roles remains very much unsettled. Among the three constructs of expectancy theory, instrumentality and valence were related with outcomes. Thus, instrumentality and valence could be divided into extrinsic and intrinsic parts: extrinsic instrumentality, intrinsic instrumentality, extrinsic valence, and intrinsic valence. This study advanced the original Vroom's expectancy theory by splitting instrumentality and valence into extrinsic and intrinsic parts. By doing so, we could examine relative contribution of extrinsic and intrinsic components for hotel employee motivation. While there is some support for the prediction made by the overall model (Hackman and Porter, 1968; Lawler and Porter, 1967), less attention has been given to the usefulness of the various components of the model. It is possible to think that instrumentality and expectancy are conceptually equivalent because both refer to a perceived degree of relationship between two variables. Expectancy is the relationship between effort and performance, while instrumentality is the relationship

between performance and job outcomes. This conceptual similarity presumably has led some researchers (e.g., Gavin, 1970; Hackman and Porter, 1968; Lawler, 1968; Porter and Lawler, 1968) to combine expectancy and instrumentality into one variable and discuss the relationship between efforts and job outcomes. By combining these, one can consider job outcomes that are a direct function of efforts. Tests of the model by Gavin (1970), Hackman and Porter (1968), Lawler (1968), and Porter and Lawler (1968) have combined expectancy and instrumentality into one measure. While there is a conceptual advantage in combining expectancy and instrumentality into one measure, there are advantages to keeping them separate as well. Using both variables allows one to assess the value of high performance (valence instrumentality) separately from the perceived relationship between effort and performance. Therefore, this study tested the extent to which each component (expectancy, extrinsic instrumentality, intrinsic instrumentality, extrinsic valence, and intrinsic valence) influences employee motivation, respectively. Based on the literature review, the model of employee motivation was developed using the modified expectancy theory.

# Expectancy Theory



Locke (as cited by Saari and Judge, 2004, p396) defined motivation as "a pleasurable or positive emotional state resulting from the appraisal of one's job experiences". This definition draws attention to two aspects, in particular, namely the emotional attachment an employee has to their job, and the deliberate review of an employee's work by the employer. According to David and Anderzej (2010), motivation can be understood as cognitive decision making in which the intention is to make the behavior that is aimed at achieving a certain goal through initiation and monitoring. At work places, reviews are done using appraisals and appraisals at work have predetermined standards, and their outcome may provoke an emotional reaction in the employee, and this reaction will determine how satisfied or dissatisfied an employee is. Good marks in reviews may reflect that an employee is satisfied and bad marks

may reflect the opposite. In every employee, motivation maybe because outside factors (extrinsic) such as rewards or within an individual (intrinsic), desire to do better.

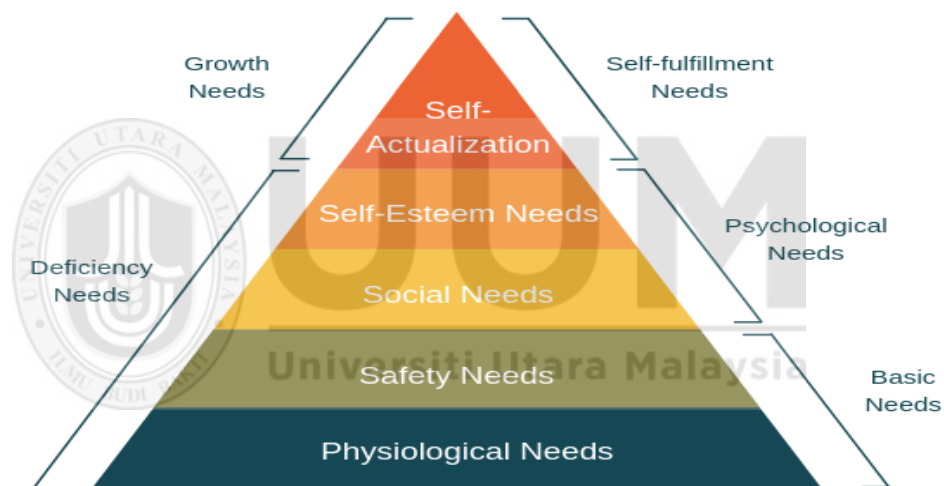
### **2.10.1 Maslow's Needs Theory**

Maslow's Hierarchy of Needs According to Smith & Cronje (1992), the way Maslow's theory is explained relies on the fact that people want to increase what they want to achieve in life and their needs are prioritized according to their importance. Deriving from the hierarchy of needs by Maslow, content theories of job satisfaction revolve around employees' needs and the factors that bring them a reasonable degree of satisfaction (Saif et al., 2012). Based on the basic physical, biological, social and psychological needs of human beings, Maslow came up with a five-stage theory that places the needs of the individual in different categories and prioritizes their attainment. These categories, in order of decreasing priority, are:

- physiological needs (food, shelter, clothing)
- safety and security needs (physical protection);
- social needs (association with others);
- esteem needs (receiving acknowledgement from others); and
- self-actualisation needs (the desire for accomplishment or to leave behind a legacy)

Maslow's hierarchy of needs forms the basis of theories that try to explain job satisfaction. Teachers, like all people, have needs that have to be satisfied. Besides the basic needs for food, shelter and clothing, safety from physical, harm, and social interaction, they also need the recognition and appreciation of students, colleagues, and parents.

## Maslow's Hierarchy of Needs



### 2.10.1.1 Influence of Intrinsic and Extrinsic Motivation on Performance

Research results on the relationship between intrinsic and extrinsic influences in performance a facilitating position in worker motivation are assorted from the viewpoint of the crowding theory, Gagne and Deci (2005) reason that when a specified duty is essentially attractive to the worker, it is likely that the positive

belongings can be destabilized in a situation where the extrinsic rewards are also related to the specified task. In other expressions, the incidence of a relation among intrinsic and extrinsic motivation might outcome into a crowding out effect. As an example, Gange and Deci (2005) communication that salary as one of the moving influences has the possible to corrode necessary motivation (e.g. accomplishment). As an importance, the worker 's performance reduces.

On the other indicator, some studies recommend the presence of a positive relationship between the intrinsic and extrinsic motivation and the successive result on performance (Miao et al., 2007) this positive relationship is well developed in Herzberg (1966) hygiene theory of motivation. From this theory, influences that are responsible for intrinsic motivation comprise effort himself, appreciation as well as individual success. Extrinsic issues are on the other hand the hygiene motivations, which comprise pay and observation. When connecting the intrinsic and extrinsic motivation, Herzberg note that the hygiene issues guide job satisfaction as measure of the intrinsic motivation development as they satisfy the person's internal requirement of self-actualization. The agreement in this situation is that intrinsic and extrinsic motivation influences association to have a positive impact on worker performance (Tzeng, 2011).

Role of performance appraisal is in ornamental worker motivation performance appraisal and Worker reward. As declared in the previous section motivation has inordinate meaning in an administrative situation. Its position first and primary lays in

its ability to initiate human behavior, through and frequency that behavior as well as withstands it. From this environment, Long & Shields (2010) claimed that the performance appraisal could be used to encourage staffs done reward such as promotions and pay increases. Based on Herzberg 's theory, such reward is in the system of extrinsic reward which can be used to improvement performance.

#### **2.10.1.1 Performance Appraisal for Motivation through Promotion**

Measure the worker 's performance and suggestion a performance number (Sutton & Watson, 2013). The performance number more guide to the development of level performance number (LPN) which the management utilize as a period to define reward as part of the motivation development. When there are new job opening outside the access equal, the LPN turn into a suitable orientation opinion for the leaders to utilize for interior upgrades, such elevations not only assist as a reward for the worker 's previous performance but also achieve a critical role in distribution a communication to colleague that their coming firm employment will definitely payment. As such, other workers in the organization are aggravated to increase their performance.

#### **2.10.1.2 Salary Increase and Bonus Payments**

Inside the performance administration works one of the greatest leading opinions is that money or repay for performance is one of the greatest effective ways of pleasing workers and hereafter developed motivation (Van Herpen et al., 2005. Money in this

situation performances as an extrinsic motivator by satisfying the worker 's requirements circuitously during incomes of extra and salary (Tzeng et al., 2011). Although explanation the motivation behindhand salary for performance attraction ahead the rationale theory, which recommends that salary, be capable of be related to performance complete settings of specific goals.

Staffs are then reward built on their skill to attain these goals. The extrinsic motivations to produce extra in this situation manipulate staffs to place in extra effort and well performance Tzeng et al. (2011) Performance appraisal attains a vital responsibility in formative the quantity of extra imbursement of salary increase. For example, comments that in the calculation of extra payments the sale and HR department might set expected performance height of a worker such as the figure of component sold. Workers who go beyond the set doorsill take delivery of inducement spending such as an additional 2 percent for a known height of sales information. Performance appraisals make easy the whole process.

## **2.11 Performance Appraisal**

Performance appraisal is a performance measurement toolkit, which is second-hand to get performance in sequence of an individual and compare them with the already set standards (DeNisi & Smith, 2014). While a number of administrations carry on utilizing familiar with individual performance appraisal performs to style reward results, there is suggestion to goals performance appraisal observes a gradually common in the current times Gardner, (2008) defines performance appraisal as the appraisal of a personality effort with the leading goal of

external at purpose employee's results. It is also deliberated as the procedure of obtaining, evaluating as well as record in sequence that turns around the comparative worth of the worker to the organization (Armstrong, 2009). These receipts put complete the intended communication between an organization's supervisor and workers in which the previous calculate the performance of the final. One of the leading objectives in this situation is the sympathy of assets and faintness that form the basis of mentioning actions for enhanced worker show (Gardner, 2008).

### **2.11.1 Performance Appraisal and Employees' Recognition**

Performance appraisal have also been originated to provide a positive reason in worker motivation by provided that a proposal for acknowledgment of apprehension (Burn, 1978). Acknowledgment in this situation necessitate the job of individual non-monetary reward that assist in strengthen preferred behaviors represented by a worker. It main comprise giving of praise through compliments; reward such as certificate of achievement and private finances; and observance such as community celebrations and words (Long & Sheilds, 2010). Past studies in this district recommend that administrator and other better should recognize the hard work of their workers as such behavior may generate improvement and application of behavior that lead to improved performance. In addition, acknowledgment has been originated to encourage the application of inspired difficulty resolve ability between workers.

As workers acknowledgment as create likely by performance appraisal is mainly careful as a motivating factor, a number of studies that are based on public

comparison theory also propose that acknowledgment can consequence into negative effects (Miao et al., 2007). Within group in employment environments, workers do not only be receiving recognition but also observer the gratitude of others. Other 's appreciation can have the possible to influence one 's has sentiment as well as reply that are aimed at to other persons. This obtains throughout interpersonal counterproductive behavior. In this crate, gratitude is measured to produce an impression of scumll and championsll (Long & Sheilds, 2010; Wille et al., 2013).

### **2.11.2 Using Performance Appraisal to Provide Supervisory Support**

Performance appraisals is too measured as motivation tools owing to the skill to assist recognize workers 'reinforce and help take advantage of on them through support (Sutton & Watson, 2013). At the similar occasion, limitation is acknowledged and measures set in situate in appearance of administrative maintain that is needed in serving the worker to get better. Support on result as of study by (Long & Sheilds, 2010). Staff who take delivery of maintain behind an appraisal development point to that such carry donate considerably on the way to establishment and production of thoughts. The skill to motivate through performance appraisal is though established to be mainly needy on how the consequences of the development are used. In instance where the result is worn to punish mistake, innovative behavior is discouraging.

Performance appraisal outcome, which believe error as education opportunities, have on the contrary been organization to give confidence motivation in the middle of workers. These assertions are maintaining by an observed study by Miao et al (2007).

Who deliberate the contact of helpful administrative behavior on improvement-based organizations such as developed undergrowth and R&D organizations? The learning establishes out that staff are additional possible to move away from commonplace or practice behavior to original actions as well as put into practice inventive ideas if they trust their administrators will not discipline them.

### **2.11.3 Purpose and Practice of Goal Setting Teacher Appraisal**

Goal setting is a basic element according to the purpose for the development of the employees within the organizations. There is positive concern of teachers' appraisal to evaluate the whole process of learning on the base of prime objectives, vision, mission and also strategies and techniques where the activities are made. This is development tool for the employees as well as for the education organizations (Cardno, 2012). The appraisal process is mostly revealed around the behavior, psychological and social needs (Rudman, 2002; Cardno, 2012). Due to the appraisal process the teacher, get benefits likes pre and in-service training that enhance the professional capabilities. The enhancement of professional skills is the most important tool for the growth of personality that leads to the development of the institution (Bennet, 1995).

Additionally, setting goals are considered as the fundamental outcome of the institutions because the practices of the various activities depend on it, which become the source of teacher appraisal. Therefore, appraisal process become the teachers more conscious and responsible for the completion of organizational objectives

through successful given tasks according to setting standards (Fitzgerald, 2001). Moreover, the exploitation of teaching-learning process depends upon the democratic guidance and skillful administration (Hackam et al., 2013). Moreover, the appraisal process rendered the logical mind to the teachers during job hours. Due to this, they can be able to evaluate and criticize of themselves performance according to the objectives and setting goal. Moreover, the teachers observed their appraisal development within the passage of time. It has become the modern phenomena for the growth of any organization (Cardno et al., 1997; Fitzgerald, 2001; Grierson & Woloshyn, 2013).

The theories of Locke (1968) and Pinder (1984) stated that it is the most appropriate toolkit to motivate the workers for performing the effective and given tasks and adopting the systematic procedure for making, the setting objectives enhance the institutions' life. Moreover, strong objectives also provide the strength to the administration faculty in decision and policymaking. These views also endorsed by Sergiovanni (2000), the individuals are motivated with already setting goals, which develop the professional abilities of the workers. Cardno (2012) emphasizes as main apprehension for productive results to maintain the inside the recognition of the institution and it produce a positive impression can help to compose this move, and is an important section of modeling the development, allowing for the indication, reflecting on follow and production continuing correction based on indication (Earl & Timperley, 2008). Furthermore, previous researches also investigated that it is a

building block for quality-oriented improvement regarding work environment and organizational culture (Behrstock et al., 2013; Falcon 2011; Carr et al., 2005).

## **2.12 Goal Setting Theory of Motivation for Performance**

Gage the enlargement, productivity, and value of a produce row. Accustomed to novel and changing situation (Luthans, 2011). Goal is successful in recognized job, but it may not be effectual when organization component is learning a new, complex job. Gage the enlargement, productivity, and value of a produce row. Accustomed to novel and changing situation (Luthans, 2011). Goal is successful in recognized job, but it may not be effectual when organization component is learning a new, complex job.

### **2.12.1 Implications for Practice**

Under the accurate environment, goal setting is able to be an influential performance for motivating organization component. The following are realistic plan for leader to Goals Must Be Difficult but Attainable.

## **2.13 Relationship among the Variables of the Study**

### **2.13.1 Relationship between School Leadership Styles and Job Satisfaction**

Job satisfaction is attitudinal behavior representing individual assessment of his or her job (Abraiz et al., 2012). Job satisfaction is the grade to which staffs similar to or find

objectionable their profession and their mood towards many characteristics of their jobs. It is the sentiment of internal satisfaction and enjoyment achieved when performing a specific task (Swaminathan & Jawahar, 2013). Job satisfaction is a main factor that controls employee's behavior to its organization. It is typically observed in both humanistic and economic relationships. Furthermore, it has been maintained that employees who are satisfied commonly do quality work and incline to be extra devoted to the organization, related to employees who are dissatisfied (Saif & Saleh 2013).

There are significant proofs, which specify to present is positive plus significant association connecting school leadership and job satisfaction. In their study on Transformational, leadership and job satisfaction in Malaysia Wan Omar and Hussin (2013) originate to present is important and positive relationship between by knowledgeable motivation as well as job satisfaction. It should be worried that intellectual stimulation is one of the influences of transformational leadership. Additionally, Arzi & Farahbod (2014) in their study similarly found that there were important relationships between specific factors of transformational leadership like vision, intellectual stimulation with job fulfillment. Similarly, in their study on leadership style as well as job satisfaction originate that there is confident and significant relationship between leadership and job satisfaction.

Leadership in the educational organizations such as schools is a key feature for the development and success of school environment and job satisfaction of its staffs.

Educational leaders achieve multi-dimensional characters in schools and colleges and improve job satisfaction of their colleagues (Northhouse, 2007). Usually, it is perceived that in the current situation, teachers have no strong idea around which leadership style is present trained in their schools, and how much their principal's leadership style disturbs their job satisfaction. Principals have no awareness around the different leadership styles and how does it communicate to or move their workers' job satisfaction. Moreover, it is usually observed that they have no knowledge which leadership style is more active for the well school environment as well as the profession approval of their staff.

Locke (1976) describes that job satisfaction is an enjoyable or positive expressive condition resultant as of one's job skills. Armstrong (2003) declares career contentment because a constructive approach of staffs towards a specific job or situation. While, aggressive and negative approach of staffs towards their job incomes job dissatisfaction. Aziri (2011) defines that job satisfaction is feeling enjoyable feelings around the job and work residence and it has a positive influence on working skills, which motivates for work promise of employees in an institute. Riggio (2000) and Robbins (2001) specify that it is a personality's overall feelings and defiance towards his or her job. The efficiency of an institute depends upon the job satisfaction of its staffs and leadership in that institute (Kennerly, 1989). Leadership is a main donating issue in the job satisfaction of staffs of an institute. Moreover, it has a great influence on the employed motivation and commitment of staffs. Yousef (2000) discloses that leadership behavior is carefully associated to the job satisfaction so, it is

important for leaders to accept suitable leadership style to recover it. Chen and Silverthorne (2005) define that leadership styles disturb several issues in addition to job satisfaction is one of them.

### **2.13.2 Relationship between Motivation Factors and Job Satisfaction**

The foundations of motivation and satisfaction consider at same place. It is difficult to differentiate through activities and practice (Addison & Brundrett, 2008). Although motivation is primarily concerned with objective aimed at behavior, job satisfaction is the accomplishment developed through feeling many job activities and reward. The understood author preserve that a worker can exhibition short motivation from the administration's viewpoint, however like all phase of the job. This public characterizes high job satisfaction. The opposite also grips true. An extremely motivated worker may too be dissatisfied (little job satisfaction) with each facet of his job (Spector, 2008; Sergiovanni & Starratt, 2007).

Dinham and Scott (2000) and Foster (2000) stated that there is a strong correlation between these two constructs Lather and Jain (2005) there is a curtain sphere between each other. Mukherjee (2005) also endorsed this view. Moreover, emotionally, both variables have their positive image but it can vary about the inner feelings, behavior and expectations of the individuals (Mertler, 2002). It was also emphasized from the past researches that the motivation factors play a vital role for the enhancement of satisfaction (Karsli & Iskender 2009; Sargent & Hannum, 2005).

Theoretically, motivation factors engage for the development of satisfaction (Garrett, 1999; Herzberg, 1959, Iqbal et al., 2010; Vroom, 1964; Ganai & Ali, 2013; Thompson, 1996; Mullins, 2008). Related literatures on teacher motivation and job satisfaction both national and international were reviewed. Further, various theories were explored and the main issue that pressure teacher motivation and job satisfaction were examined. This review offers an overview of the leanings in teacher motivation with job satisfaction.

A number of researchers, for the purpose of their studies have developed a working definition in favor of teacher motivation and job satisfaction. Richardson (2014) describe teacher motivation as the internal and external issue that rouse desire or power in lessons to be incessantly paying attention and committed to construct their best attempt to hold up undergraduate knowledge objective. Whereas, Guajardo (2011) explain motivation as the readiness, force or wish to connect in good teaching. According to Gulnaz et al. (2015), the word “motivation” can be distinct as the intrinsic and extrinsic constrain or services that decide center, and straight behavior of the learner towards a detailed aim or objective. Further, Nyakundi (2012) defines job satisfaction as the emotion by the worker towards the job they do with look upon to circumstances of work and the reward accrue. Employees’ satisfaction in their jobs is essential for the establishment, which will avoid bad performance and huge losses.

Several studies found that teacher motivation and job satisfaction play vital roles in the success of teaching and knowledge development. According to Ololube (2005)

teacher motivation and job satisfaction are not only critical to the continuing enlargement of any educational organization but also very necessary in the lives of teacher as they appearance the primary reason for working. Further, Nyakundi (2012) specifies that teacher motivation is the imperative issue for classroom efficiency and educate improvement. He argues that high point of job dissatisfaction, stress and burn out negatively influence motivation and job performance.

Sharif& Nazir (2016) determine that dissimilar mechanism and factors effecting worker job satisfaction including and found working environments, pay and encouragement, job safety, and stage of fairness shave important relationships and job satisfaction. They additional enlarge Low job satisfaction of the employees' guide to be short of productivity, job stress, and unfortunate in general performance and worker turnover rate. They suggest by charitable high-quality income and promotion chance, the performance of the organization, service excellence and job satisfaction among workers can increased

The reviews of empirical studies on teacher motivation in low-income countries indicate that teacher motivation and job satisfaction is low and decreasing. Further, Arachchi and Edirisinghe (2011) dissatisfied with lack of autonomy and job security. In addition, some empirical indications showed that teachers' motivation and job satisfaction are declining in Sri Lanka. Therefore, the present study was planned to discover motivation and job satisfaction of teachers in three regions in north Sri Lanka) stress that, motivation and satisfaction of teachers are spirited to play their

character in schools successfully and teachers straight influence by helping more than four billion students in Sri Lankan government schools. They too create that greatest of the teachers in Sri Lanka remained.

### **2.13.3 Relationship between Performance Appraisal and Job Satisfaction**

Performance appraisal is the process of categorize and humanizing member of staff employment performance and align member of staff job performance with governmental objectives and objective (Amin et al., 2014). The reasons of performance appraisal are to assess the worker job performance and facilitate them in civilizing their efficiency level and consequently person and governmental performance (Dar, Bashir, Ghazanfar, & Abrar, 2014). The fundamental aspire of performance judgment is civilizing person performance with the approved principles, i.e., improvement of in attendance performance, increase of motivation and discovery of training and increase, and it is absolutely interrelated with member of staff job performance (Abutayeh & Al-Qatawneh, 2012). According to Dar et al. (2014), performance appraisal improved member of staff job performance and in sequence positively influence organizational performance. While, Amin et al. (2014) suggest that unsuccessful performance appraisal might have unenthusiastic impact on worker's confidence and generate frustration and dissatisfaction between workers. Brown and Heywood (2005) suggested that corresponding human source management apply such as teaching and development, compensation perform and performance appraisal guide to better influence on worker production. Literature makes public that

performance appraisal has an important positive relationship with worker's job performance (Ahmad & Shahzad, 2011; Khan, 2010; Khan, Khan, & Khan, 2017).

#### **2.14 Summary of the Chapter**

Overall, this chapter concluded that how various constructs school leadership styles, motivation factors and performance appraisal are linked with job satisfaction with respect to external and internal approaches. This chapter also concludes that quality management measures to education sector moreover; this chapter is giving overview of quality management standards & guidelines at global level by covering quality management standards & guidelines at global level, developed nations and developing nations. At the end, this chapter concludes that Pakistani education sector with respect to management standards & guidelines, school leadership styles, motivation factor, performance appraisal and job satisfaction of teachers at secondary education level has been facing diverse issues at multiple levels related to management practices by top management and teachers as well.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The objective of this study was to investigate the relationship between school leadership styles, motivation factors, performance appraisal and job satisfaction among secondary school teachers in Pakistan. This chapter describes the methods that were used for gathering data for this study under the following sub headings: Research design, area of the study, population and sample and sampling techniques, instrumentation, validity and reliability of the instrument, method of data collection and method of data analysis.

#### **3.2 Research Design**

The research design has three approaches such as; quantitative, qualitative and mixed method while, for this study a quantitative and cross-sectional research design was administered on the basis of survey method. It is the best approach to evaluate the research questions of the study regarding actual problem. There are multiple definitions, Creswell (2014) define the research design as basic organized strategy to propose the gathering data and analyze with meticulous technique. Moreover, Creswell and Plano Clark (2011) stated that research design is a gum that connect the whole process together likes; sampling technique, data collection procedure, and

analysis. So, it is the best research approach to adopt the strategies and techniques to address the research questions appropriately.

### 3.3 Research Area

The country Pakistan will be the area of research for this study. There are four provinces in Pakistan i.e. Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan. The Punjab is the largest province among all the provinces having 59% population of the country will be the research area for this study. The province further divided into ten divisions and thirty-six districts.

### 3.4 Research Population

The study population will consist of all the secondary school teachers in Punjab. There are 6662 public secondary schools and 45052 teachers in Punjab that will constitute the population for the study.

Table 3.1

*Population of secondary school teachers*

<b>Divisions</b>	<b>Schools</b>	<b>Teachers</b>
Lahore	498	4566
Gujranwala	1202	8414
Sheikhupura	237	1909
Faisalabad	915	2637
Sargodha	652	4657
Rawalpindi	992	6011
Bhawalpur	617	4587

Table 3.1 (Continued)

Multan	604	4995
Sahiwal	464	3523
D.G. Khan	481	3753
Grant Total	6662	45052

Source: Punjab Education Foundation (PEF), 2018 (Transition rate September 27,2017, Retrieved April 15, 2018. From <http://uis.unesco.org/en/glossary-term/transition-rate>

### 3.5 Sample Size

In probability sampling, teachers have equal opportunity of being chosen for sampling (Creswell, 2014). A representative sample was adopted for chosen the secondary school teachers, which ensured equal and independent representation of data selection. This sampling method is advantageous on the basis that it checkmates research bias in the process of sampling the lecturers' (Creswell & Plano Clark, 2011). In this study, samples were selected from all the public secondary school teachers in Punjab. This consists of 10% of school were selected one teacher will be selected from each school from 6662 schools that accounted for total summation of (666) for this study (Gray, 2014). Krejcie and Morgan (1970) table was followed to select the sample of the study.

Table 3.2

*Determining sample size of a known population*

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Source: Krejcie & Morgan, (1970)*

*N= Population*

*S= Sample size*

### 3.6 Sampling Technique

For this research stratified random sampling technique was used and 10% proportionate was be applied to select the sample. One teacher will be selected from each selected school which gave total number 6662 which were 10% (662) of the entire population for this study (Gray, 2014). It important to notes that stratified

random sampling techniques will reflect the whole strata of entire sample size (Creswell, 2014). In addition, the techniques will ensure that various strata or department in the school with their different numbers of teachers will be well represented.

Table 3.3

*List of sample lecturers from public secondary schools*

<b>Division</b>	<b>School</b>	<b>Teacher</b>	<b>Sample</b>
Lahore	498	4566	50
Gujranwala	1202	8414	121
Sheikhupura	237	1909	24
Faisalabad	915	2637	92
Sargodha	652	4657	65
Rawalpindi	992	6011	99
Bhawalpur	617	4587	61
Multan	604	4995	60
Sahiwal	464	3523	46
D.G. Khan	481	3753	48
Grant Total	6662	45052	666

### **3.7 Instrumentation**

The study will make use of these four structured questionnaires: Multifactor Leadership Questionnaire (MFLQ); Motivation Factors Questionnaire (MFQ); Teacher Job Performance questionnaire (TJPQ) and Teachers' job Performance Questionnaire (TJPQ). The majority of questions were adopted from questionnaires on leadership, motivation, performance appraisal and job satisfaction by an expert. Leadership questionnaire was adopted from Avolio and Bass, (2004). While motivation questionnaire was adopted from Herzberg (1995). The performance

appraisal questionnaire was adopted from Goodman & Svyantak (1999) while job satisfaction questionnaire was adopted from Herzberg (1959).

### **3.8 Division of Questionnaire**

For better understanding the questionnaire was divided into five sections according to the demographic characteristics of the participants and constructs of the study. While, Section I revealed around the demographic data, Section II dealt with leadership styles questionnaire, Section III contained motivation factors questionnaire, Section IV dealt with performance appraisal questionnaire and Section V contained job satisfaction questionnaire. The seven-points scale format grounded on rating from 1. Strongly Disagree to 7. Strongly Agree for data collection. Vagias and wade (2006) this scale is useful for survey method researches and the questions were rephrased in educational context for easy understanding.

### **3.9 Validity and Reliability of Instrument**

Gray (2014) posited validity is a degree of the questionnaire as what it is supposed to be measure. However, for this study, content and face validity was used to validate the questionnaire. Content and face validity were used to ensure validity of the questionnaire. Content validity is the ability of the questionnaire content to measure what the questionnaire intend to measure accurately (Creswell, 2014; Bagozzi., 1991). In order to assess the content validity, it was assured that the items of the questionnaires appropriately selected according to the literature of the research which

was used in the entire study. For this purpose, there was taken help from some experts like as supervisor, senior colleagues, linguistics and statisticians. Moreover, in order to evaluate the face validity, it was assured that the questionnaire is appropriately valid according to the objective of the research (Gray, 2014). Furthermore, Reliability is the consistency of series of measurements on an instrument (Creswell, 2014). It means that the findings should be same as treated the instrument more times. Creswell and Plano Clark (2014) posited the reliability as the predictable measurement of the instrument in same sensation. Gray (2014) it is the accuracy of a measuring instrument. The researcher used Cronbach's Alpha in this study to measure reliability of the instrument. It is applied for single administration of questionnaire when used Likert scale

### 3.10 Pilot Test

The sample size of a pilot study differs according to different scholars in different discipline. Hertzog (2008) suggested that for pilot test 10% ratio of the whole sample can be selected. While, Hertzog (2008) proposed 10 to 40 participants can be appropriate to administer the pilot test. Therefore, 40 public secondary school teachers from Lahore, Punjab were selected for the pilot study that was selected as sample of this research. It was used SPSS- Version 25 to analyse the pilot test because, the questionnaires were administered from the past researches and as such, a confirmatory factor analysis is required and SPSS is suitable. As all the items in the instrument are reflective indicators, From the result of the analysis, the loadings for

items measuring are between 0.7 and 0.8 showing that all the items indicated measuring loading greater than the threshold value of 0.6 as suggested by Chin (2010).

Table 3.4

*Pilot test results*

<b>Constructs</b>	<b>Dimensions</b>	<b>Reliability</b>
Leadership styles	Transformational Leadership	.89
	Transactional Leadership	.87
	Laissez-fair Leadership	.82
Motivation Factors	Intrinsic Factors	.79
	Extrinsic Factors	.86
Performance Appraisal	Growth	.82
	Collaboration	.86
	Discipline/Regularity	.89
	Interpersonal Relations	.83
	Teaching Skills	.88
	Management Skills	.89
	Job Satisfaction	Salary
	Status	.75
	Environment	.87
	Work Itself	.81
	Job Security	.89
	Policy & Personal life	.78

### 3.11 Procedure of Data Collection

An introductory letter from the School of Education and Modern Languages, Awang Had Salleh Graduate School of Arts and Science, University Utara Malaysia, seeking permission to conduct the study was served to the public secondary schools in Punjab, Pakistan. The researcher visited to the sampled schools and briefly discuss with the

respondents about the objective of this research. Moreover, it was requested to complete the questionnaire appropriately. This system ensured high return rate and encourage freedom of expression to the participants. The researcher confirmed that, relevant information and data were gathered using the instrument. The researcher personal visit the sample schools and also data was gathered through emails and also using social media app like WhatsApp due to uncertain situation of covid-19. Finally, the researcher collected the responded questionnaires for screening and proceeded to data analysis.

### **3.12 Data Analysis**

To analyse the job satisfaction of the secondary school teachers the seven-points scale format was be used for data collection. Whereas, the results of data screening and demographics of the respondents were analysed through SPSS-25. To determine the relationship among cross sectional constructs PLS-SEM handles the analysis properly and for the confirmation of relationship among variables. Moreover, it is appropriate to measure the proposed model (Chin, 1998; Henseler et al., 2009). The following assumptions were administered to analyse the formulated hypothesis in this study.

### **3.13 Measurement Model**

The association among the latent constructs and indicators called as measurement model (Hair et al, 2010). For this study CFA, consistency reliability, discriminant and convergent validity was measured in order to assess the measurement model. According to the this, Cronbach's Alpha value was assessed for reliability that is

recommended greater than 0.7 and AVE more than 0.5 and loading should be  $>0.6$  (Nunnally & Bernstein, 1994). After measuring the reliability and validity of the model, the structural model was also assessed.

### **3.14 Structure Model**

Hair et al (2014) said that in hypothetical model it deals with the significance relationship among the variables of the study. It has also a convenient illustration of constructs' relationship. Through the structural model hypothesis were formulated according to the model of the study. The structural model encompassed the exogenous variables, which were school leadership styles, motivation factors, performance appraisal and the endogenous variable that was job satisfaction. The path coefficient and specific indirect effect among the constructs of the study were measured by applying bootstrapping through structural model. Moreover, effect size ( $f^2$ ), coefficient of determination ( $R^2$ ) and predictive capability of the model ( $Q^2$ ) were assessed. Chin (1998) it is used to explain the t-value and the standard errors as it signifies a non-parametric method for assessing the precision of the PLS-SEM estimates. However, which allowed the researcher to measure the statistical significance of the path coefficients and specific indirect effect (Hayes, 2012).

### **3.15 Summary of the Chapter**

This chapter explains methodology and research designed adopted for this study. The methodology signified as the soul of the research, it was structured attentively and systematically with appropriate research designed for the achievement of study

objectives. The chapter compacts with the research methodology and techniques used to conduct this research in order to examine the study problems. The real objective of the study was to explore the relationship of school leadership styles, motivation factors and performance appraisal with job satisfaction among secondary school teachers in Pakistan. In addition, this chapter conferred the research design, population, sample and sampling technique, instrumentation, procedure of data collection and analysis of data.



## **CHAPTER FOUR**

### **RESULTS**

#### **4.1 Introduction**

This chapter enlightens the findings of this study of quantitative data, which was gathering to analyse the relationship between school leadership styles, motivation factors, performance appraisal and job satisfaction among secondary school teachers in Punjab, Pakistan. The results of data screening and demographist of the respondents were analysed through SPSS-25. Whereas, measurement model (individual item reliability, internal consistency, convergent and discriminate validity) and structural model (path coefficient) were assessed to examine the propose hypothesis in this study by using Smart PLS-3. Moreover, effect size ( $f^2$ ), coefficient of determination ( $R^2$ ) and predictive relevance ( $Q^2$ ) was also determined to analyse the strength of the model.

#### **4.2 Response Rate**

In this study, 666 questionnaires were distributed to the secondary school teachers from nine divisions of Punjab, Pakistan. In order to get high response, rate several phone calls and visits were made (Sekaran & Bougie, 2010). It was distributed 666 questionnaires where 479 questionnaires resumed and 471 were usable for this study while 14 questionnaires were discarded because those questionnaires were not completed and a significant part of information was found missing. This shows that

457 (68.61%) of the questionnaires were sufficiently used for this study (Sekaran & Bougie, 2010).

Table 4.1

*Response rate of questionnaires*

<b>Response</b>	<b>Frequency</b>	<b>Rate (%)</b>
Number of questionnaires administered	666	100
Questionnaires not returned	187	28.07
Returned questionnaires	479	71.92
Returned and excluded questionnaires	8	1.20
Returned and useable questionnaires	471	70.72
Missing value	14	2.10
Useable for study	457	68.61

### 4.3 Data Screening and Preliminary Analysis

Hair, Money, Samouel and Page (2007) described that data screening is considered necessary for every multivariate analysis. It assists the researchers to recognize the possible violation of the key assumptions about techniques applied during data analysis. Pallant (2011) addresses it makes certain that data should be assessed before analyse that best fit for the requirement of research. Therefore, 457 usable responses were entered in SPSS sheets for analysing. Hair et al (2010), Tabachnick and Fidell (2007) stated that initially analysis should carry out to assess the missing values, outliers, normality and test of multi co linearity.

### 4.4 Accuracy of Data Input

For this purpose, it is ensured that all the values put in the software for analysis must be accurate. So that 471 returned response from the respondents were entered

attentively and it was ensured all the values were in between the range 1 to 7 that were used in questionnaires for collecting the response. The researcher also makes sure that all negatively worded items in the questionnaire were reversely coded.

#### **4.5 Assessment of Outliers**

According to Barclay, Higgins & Thompson (1995) the outliers are annotations that seem to be unpredictable with the residue of the data. The presence of outliers in any data set can seriously distort the regression coefficient estimation hence, leading to unreliable results (Verardi & Croux, 2008). The distribution of data was assessed to check the frequency by minimum and maximum through SPSS in this study. Tabachnick and Fidell (2007) univariate outliers were identified on the basis of standardized values with a cut-off of  $\pm 3.29$  ( $p < .001$ ). Following on this criterion to detect outliers and Mahalanobis distance ( $D^2$ ) was employed to assess the outliers. According to Tabachnick and Fidell (2007) this method is appropriate to inspect the outliers. Based on examined constructs in the present study, 129.074 ( $p < 0.01$ ) was the recommended threshold of chi-square. The values were detected from (479) the data set which were greater than the threshold value whereas, referring to this criterion, the eight cases 78, 123, 159, 263, 312, 349, 421 and 449.

#### **4.6 Missing Data**

In survey study, missing data is often a human-centred issue. It appears when participants fail to respond more than single question that can affect the results negatively without appropriately canned earlier analysing.. Hair et al (2014) suggested

when the questionnaire increases from 10% missing values; it should be erased from data file. Out of the 471 data that was returned, fourteen (14) of it have more than 30 items which exceeded 10% that were not responded to and as recommended by Hair et al. (2014) the data must be erased. SPSS-25 was administered to assess the missing data for this study and the questionnaires, which were not completed by the participants, were detected from the data sheet. The only data was entered that was taken response absolutely. Therefore, 457 questionnaires were finally used for this study.

#### **4.7 Test of Normality**

Stewart (1981) normality is the utmost important convention in order to assess the difference between predictions and attainable values for dependent variable. Past researches had conventionally determined the PLS delivers perfect model appraisals of circumstances tremendously (Reinartz, Haenlein, & Henseler, 2009). However, test of normality is common practice in social sciences for testing the multivariate such as; probability, skewness and kurtosis. Moreover, Hair et al (2010), Mooi and Sarstedt (2011) suggested the p-p plot. The deficiency of normality in constructs disseminations could mislead the correlation among research variables and it is useful to proceed before analyze (Hair et al., 2014).

Foe this study p-p plot and histogram was drawn to analyses the normality of the data for complete constructs proposed in this research. The observed value for each score of the variable is plotted against the expected value from the normal distribution. A reasonably straight line suggests a normal distribution (Pallant, 2011). As seen in

Figures 4.1 and 4.2, the normal probability plots indicated that all the research variables are normally distributed. Additionally, skewness and kurtosis was analysed to examine the distribution of data. (Hair et al., 2007; Tabachnick & Fidell, 2007). The cluster of data in the right or left sideshow the skewness where as the acceptable value close to zero and with many cases in the extreme is considered the normal data. Therefore,  $> +1$  shows peakness of kurtosis and  $< -1$  shows too flat. So that in table 4.2 kourtious and skewness values are  $\pm 1$  that were acceptable for study.

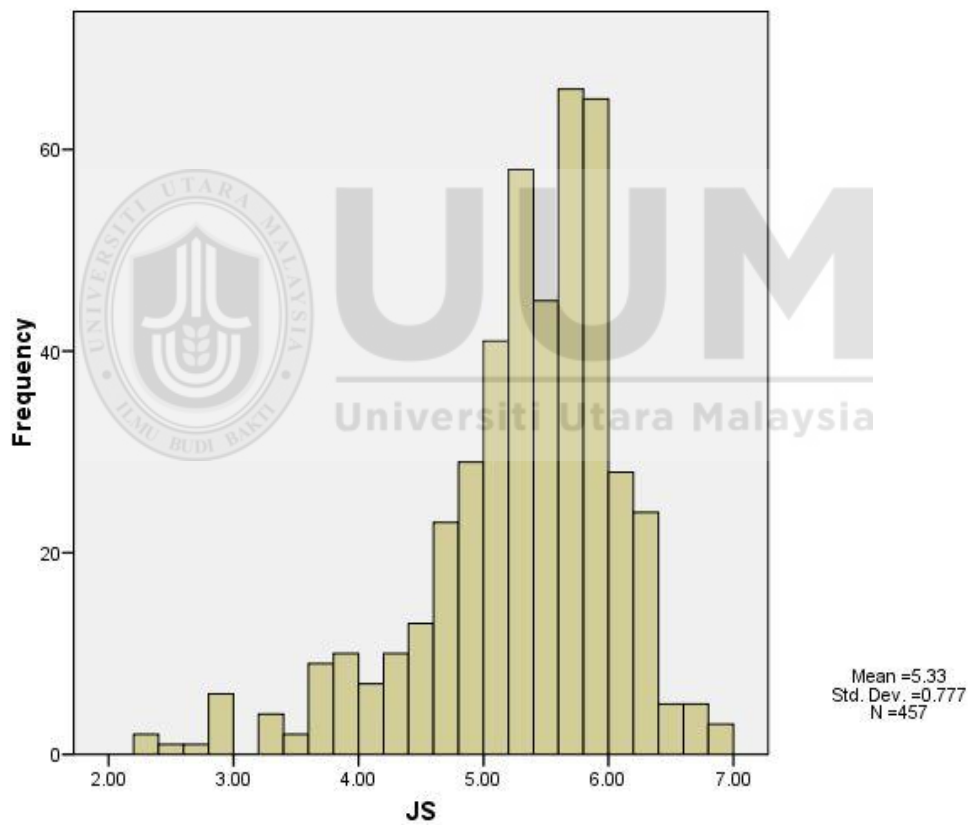


Figure 4.1. Histogram test of normality

## Normal P-P Plot of Regression Standardized Residual

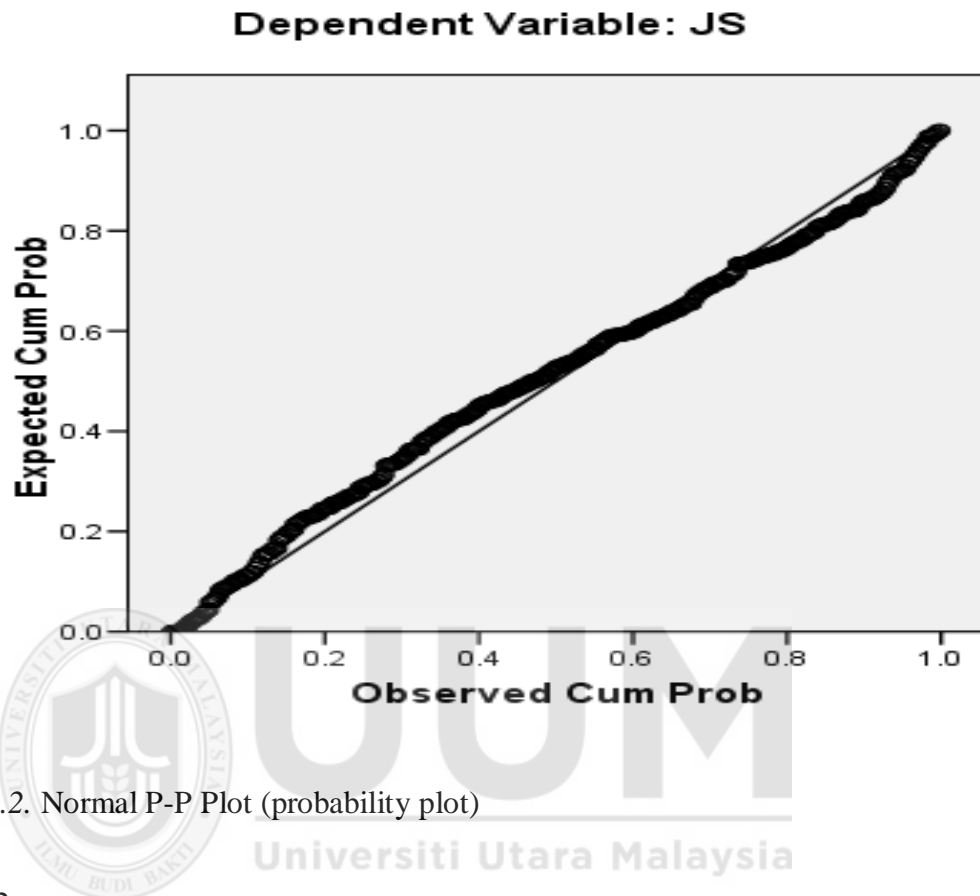


Figure 4.2. Normal P-P Plot (probability plot)

Table 4.2

*Values of Skewness and Kurtosis*

Constructs	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Leadership Styles	-.906	.114	1.095	.228
Motivation Factors	-.461	.114	1.454	.228
Performance Appraisal	-1.039	.114	1.196	.228
Job Satisfaction	-1.133	.114	1.748	.228

### 4.8 Multicollinearity Test

Co linearity is a phenomenon, it appears when two constructs have a positive relationship and multicollinearity arises when more than two exogenous variables

interacts each other (Hair et al., 2014). For this research correlate Marti and variance inflated factor analysis were analysed which are the best tool to assess the multicollinearity as suggested by (Hair et al., 2010; Hair, Ringle, & Sarstedt, 2011; Pallant, 2011; Tabachnick & Fidell, 2007) this test show the relationship among the constructs. Hair et al. (2010) explained that a correlation matrix of the independent variables should also be examined and value >0.90 directs multicollinearity among the independent variables.

Table 4.3

*Correlate Matrix*

<b>Exogenous Variables</b>	<b>LS</b>	<b>MF</b>	<b>PA</b>	<b>JS</b>
Leadership Styles	1			
Motivation Factors	.460(**)	1		
Performance Appraisal	.536(**)	.395(**)	1	
Job Satisfaction	.592(**)	.462(**)	.651(**)	1

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

Table 4.3 indicates the relationships between the exogenous variables were appropriately under the recommended threshold values of 0.9. This shows that leadership styles, motivation factors and performance appraisal were moderately correlated and as such, multicollinearity is not a problem in this study.

Furthermore, multicollinearity test was conducted bt testing the VIF, as well as tolerance values for independent variables. Tolerance characterizes the variance characterized of variables not defined by the other variables in a structural model, while VIF is the degree to which the standard error has been inflated due to the existence of collinearity (Götz, Liehr-Gobbers, and Krafft, 2010). A tolerance of 0.20

or lower; a VIF of 5.0 or higher and condition index of 30 or higher suggest a multicollinearity problem. As shown in Table 4.4, multicollinearity is not an issue in this study.

Table 4.4

*Tolerance and variance inflated factor (VIF) value*

Variables	Collinearity Statistics		
	Tolerance	VIF	Condition Index
Leadership Styles	.64	1.56	13.58
Motivation Factors	.75	1.32	17.59
Performance Appraisal	.68	1.46	18.94

#### 4.9 Testing for Non-Response Bias

As this study adopted a survey method-using questionnaire to gather data for this study, it is necessary to conduct a non-response bias test. This is because, at times, it arises when the sampled respondents are not willing to produce the data. These responses according to Malhotra, Hall, Shaw, and Oppenheim (2006) could be because of attitude, personalities, demography, motivations or behaviour of the respondents, which may affect the outcomes of the study by limiting the generalizability of the sample to the population of the study.

Out of the 666 questionnaires distributed, only 479 responses were received where only 457 questionnaires were usable for this study due to high level of missing data in one of the responses. Independent sample t-test was carried out to assess the non-response bias by using SPSS-25. The researcher therefore considered last respondents as a prediction of non-respondents for cases in which there were a priority grounds

(Armstrong & Overton, 1977). All returned questionnaires were classified and tagged “early response” and “late response”. 327 responses were classified as early respondents while 130 responses were classified as late respondents.

Drawing up (Armstrong & Overton, 1977) all the respondents were divided into two major groups’ i-e early response and late response. These groups classified on the base of response within 30 days or after. In present study, 327 (71.55%) responses were received within 30 days after questionnaire distribution, while 130 (28.44%) were received after 30 days. Table 4.5 presents detailed information in this regard.

The result of the independent sample t-test indicated that, there is no significant difference on all the variables of this study. Therefore, as seen on Table 4.5, non-response bias is not a problem in this study. Furthermore, with response rate of 71.92% was achieved in this study. According to Pallant (2011) and Field (2009) the significance values of Levine’s test for equality of variance should be greater than 0.05 (Wagner and Kemmerling, 2010).

Table 4.5

*Results of Independent Samples t- test for Non-Response Bias between early and late response*

<b>Variables</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>	<b>T</b>	<b>Sig</b>
Transformational	Early	327	5.40	.88	.049	-.552	.58
	Late	130	5.44	.81	.071		
Transactional	Early	327	5.14	.97	.053	-1.88	.06
	Late	130	5.32	.77	.068		
Laissez-fair	Early	327	4.84	1.49	.082	-.299	.76
	Late	130	4.89	1.53	.134		
Policy	Early	327	4.51	1.32	.073	-.548	.58

Table 4.5 (Continued)

	Late	130	4.58	.93	.081		
Relationship	Early	327	4.63	1.43	.079	-1.21	.22
	Late	130	4.81	1.37	.120		
Ability Utilization	Early	327	4.56	1.50	.083	-.965	.33
	Late	130	4.70	1.29	.113		
Achievement	Early	327	5.44	1.34	.074	1.62	.10
	Late	130	5.21	1.48	.130		
Creativity	Early	327	5.51	1.24	.069	1.43	.15
	Late	130	5.32	1.37	.120		
Independence	Early	327	5.34	1.38	.076	.923	.35
	Late	130	5.21	1.41	.124		
Moral Values	Early	327	5.39	1.38	.076	.312	.75
	Late	130	5.35	1.26	.110		
Responsibility	Early	327	5.46	1.36	.075	-.490	.62
	Late	130	5.53	1.12	.098		
Authority	Early	327	5.35	1.43	.079	-.314	.74
	Late	130	5.40	1.27	.112		
Co-Workers	Early	327	5.34	1.43	.079	.808	.42
	Late	130	5.23	1.32	.116		
Collaboration	Early	327	4.99	1.57	.087	-1.16	.24
	Late	130	5.18	1.58	.139		
Discipline	Early	327	4.84	1.49	.082	-.299	.76
	Late	130	4.89	1.53	.134		
Interpersonal Relations	Early	327	5.20	1.54	.085	.530	.59
	Late	130	5.28	1.39	.122		
Teaching Skills	Early	327	5.25	1.41	.078	.125	.90
	Late	130	5.23	1.42	.125		
Management Skills	Early	327	5.30	1.38	.076	1.26	.20
	Late	130	5.12	1.41	.124		
Supervision	Early	327	5.32	1.16	.064	.056	.95
	Late	130	5.31	1.03	.090		
Advancement	Early	327	5.49	1.13	.062	.818	.41
	Late	130	5.40	.95	.083		
Work Itself	Early	327	5.24	1.27	.070	-1.88	.06

	Late	130	5.47	.84	.074		
<i>Table 4.5 (Continued)</i>							
Recognition	Early	327	5.24	1.17	.065	-.413	.68
	Late	130	5.29	1.07	.094		
Growth	Early	327	5.26	1.18	.065	.153	.87
	Late	130	5.24	1.07	.094		
Salary	Early	327	5.27	1.14	.063	-.845	.39
	Late	130	5.36	.86	.075		
Promotion	Early	327	5.40	1.16	.064	1.43	.15
	Late	130	5.24	.92	.081		
Contingent Rewards	Early	327	5.36	1.16	.064	-.163	.87
	Late	130	5.38	1.04	.091		
Fringe Benefits	Early	327	5.30	1.20	.066	-.603	.54
	Late	130	5.37	.99	.087		

#### 4.10 Common Method Variance Test

CMV is described as the sum of spurious covariance among constructs because the approach is used in data collection and is the best source in self-report survey (Buckley et al. 1990; Podsakoff et al., 2012). These biases approaches create the problem as definite phenomenon under assassination to evaluate the measurement objects (Hufnagel & Conca, 1994, Avolio & Bass, 1995). There are number of causes likeslengthy and vague statements that create the biasness (Hufnagel and Conca, 1994; Harrison et al., 1996).

In addition to this, common method variance is also defined as variance that is attributable to the measurement method rather than to the construct of interest (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Researchers at large have the opinion that in self-reporting survey method, the common method variance should be a major concern (Spector, 2006; Lindell & Whitney, 2001). The Common method

bias bloats relationships between variables measured by self-reporting (Podsakoff et al., 2003). Similarly, Organ and Ryan (1995) while conducting a meta-analytic review of 55 studies stated that, studies, which are conducted using self-report survey method, are associated with high level of correlations due to CMV. Common method variance according to Podsakoff et al. (2003) is also known as mono method.

For minimizing the effects of CMV the present study followed on several procedural remedies (MacKenzie & Podsakoff, 2012; Podsakoff, MacKenzie & Podsakoff, 2012; Podsakoff et al., 2003; Podsakoff & Organ, 1986). First, it was informed to the respondents that there exists no right and wrong answer to the statements (items) which they were supposed to be responded. Additionally, the respondents were also assured in terms of their responses` confidentiality. Secondly, the present study employed improving-scale items approach to reduce method biases. For doing so, the items used in the scale were written using simple, specific, and clear language.

Apart from the above remedies, to determine the common method bias, it was administered the Harman`s single factor test (Podsakoff & Organ, 1986). For this purpose, EFA was assessed by using SPSS. It revealed that 27 factors with the first factor explaining 34.07% while the total variance explained was 69.74 as the first factor is not a majority because it is less than 50%, it shows the minimum significant common method bias (Podsakoff, MacKenzie, & Podsakoff, 2012). Finally, Table 4.3 shows the moderate relationship among the constructs of the study. Therefore, there was not an issue (Bagozzi, Yi, & Phillips, 1991).

#### 4.11 Demographic Profile of the Respondents

The participants' profile was also analysed such as; gender, marital status, academic qualification and job experience. The detailed analyses are presented in Table 4.6. Of all the 457 respondents, in this study, 201(44%) of them were males and the remaining highest 256(56%) were females. The descriptive analysis also revealed that 344(75.2%) of the respondents had master degree, 104(22.8%) had M. Phil degree and 9(2%) were Ph.D. holder whereas, 191(41.8%) respondents had 1-5 years total professional experience, 135(29.5%) had 6-10 years, 94(20.6%) had 11-15 years and 37(8.10%) had more than 15 years of professional experience. This shows that the respondents belong to different demographic presented in this study.

Table 4.6  
*Demographic analysis*

Demographics	Categories	Frequency	%
<b>Gender</b>	Male	201	44
	Female	256	56
<b>Marital Status</b>	Married	333	72.9
	Unmarried	110	24.1
	Divorce	14	3.00
<b>Qualification</b>	Master	344	75.2
	M. Phil	104	22.8
	Ph. D	9	2.00
<b>Job Experience</b>	1 to 5 years	191	41.8
	6 to 10 years	135	29.5
	11 to 15 years	94	20.6
	More than 15 years	37	8.10
<b>Total</b>		457	100

#### **4.12 Descriptive Statistics of the Research Constructs (Variables)**

The descriptive statistics for the dimensions of all variables was computed through means and standard deviation. Seven-point Likert response scale of 1). Strongly Disagree to 7). Strongly Agree was used to measure the indicators. The results of the descriptive statistics for all the main constructs and their dimensions are presented in Table 4.7. As shown in the mean values of all the three components of leadership styles constructs are 5.41, 5.19 and 4.86 while leadership styles as an unobservable construct itself has a component mean value of 5.20. This means that the leadership styles in terms of transformational, transactional and laissez-fair are moderately practiced in the sampled secondary schools. Whereas, the ten dimensions of motivation factors have mean value from 5.31 to 5.48, while motivation factors as a construct has a composite mean of 5.05. This also revealed that the sampled teachers perceived the motivation factors to be moderate in terms of policy, relationship, ability utilization, achievement, creativity, independence, moral values, responsibility, authority and co-workers. Furthermore, performance appraisal in positions of collaboration, discipline, interpersonal relations, teaching skills and management skills has a mean value of 5.04, 4.75, 5.22, 5.25 and 5.25 respectively, while the composite mean of performance appraisal is 5.10. Thus, teachers moderately perceived performance appraisal. However, the job satisfaction with nine dimensions with mean value ranges between 5.25 and 5.46 while the composite mean value is 5.33. This suggested that the secondary school teachers are moderately satisfied with their job.

Table 4.7

*Descriptive Statistics*

<b>Dimensions</b>	<b>Mean</b>	<b>Std. Deviation</b>
Transformational	5.41	.86
Transactional	5.19	.92
Laissez-fair	4.86	1.50
<b>Leadership Styles</b>	<b>5.20</b>	<b>.81</b>
Policy	5.31	1.40
Relationship	5.36	1.39
Ability Utilization	5.48	1.29
Achievement	5.38	1.34
Creativity	5.31	1.39
Independence	5.45	1.28
Moral Values	5.38	1.39
Responsibility	4.60	1.44
Authority	4.68	1.41
Co-Workers	4.53	1.22
<b>Motivation Factors</b>	<b>5.05</b>	<b>.80</b>
Collaboration	5.04	1.58
Discipline	4.75	1.71
Interpersonal Relations	5.22	1.50
Teaching Skills	5.25	1.41
Management Skills	5.25	1.39
<b>Performance Appraisal</b>	<b>5.10</b>	<b>1.01</b>
Supervision	5.31	1.12
Advancement	5.46	1.08
Work itself	5.31	1.16
Recognition	5.30	1.07
Growth	5.36	1.10
Salary	5.37	1.13
Promotion	5.32	1.14
Contingent Rewards	5.25	1.14
Fringe Benefits	5.25	1.15
<b>Job Satisfaction</b>	<b>5.33</b>	<b>.77</b>

### **4.13 Assessment of the Measurement Model**

#### **4.14 Overview**

There are two major approaches (variance-based SEM and covariance-based SEM) have been identified to estimate the structural equation model (SEM), Partial Least Square (PLS) is a variance-based approach to SEM. To estimate the correlation between the variables, minimizing the error, the PLS-SEM is useful (Chin, 2010; Hair et al., 2014). Moreover, Ringle, Wende, and Will (2005) stated that PLS-SEM is the best approach to assess the theoretical model of the study. The PLS-SEM variance-based approach was selected for this study because; 1. It is the best for developing the model; 2. Assumption the normal data appropriately; 3. Observed multiple variable analysis; 4. Appropriate for a complex model (Hair et al., 2011).

A PLS-SEM has two ways for assessment (measurement and structural) and two approaches (reflective and formative) for measurements to address the reliability and validity of the model. Whereas, reflective approach shows the arrow from constructs to the indicators while formative shows the arrows from indicators to the constructs. Thus, in this study in order to calculate the outer weight reflective approach was used. Moreover, for assessing the measurement model, it was applied item reliability, internal consistency reliability and construct validity (convergence and discriminate).

#### **4.15 Individual Item (Indicator) Reliability**

Item reliability is the fraction and variance of items that illuminated by the construct; the recommended value of indicator reliability is between 0 to 1 (Hair et al. 2014).

Hulland (1999) suggested that indicator reliability is also assessed to measure the factor loading. By administered PLS the threshold value of ( $\alpha$ ) is greater than 0.7 and loading  $> 0.4$ . Moreover, Confirmatory Factor Analysis (CFA) technique was used to analyse the factor loading of each item (Hair et al., 2014; Hulland, 1999; Peng & Lai, 2012). Moreover, Tables 4.8 indicates that all the items used in this study are reliable. Fornell and Larcker (1981) and Hair et al (2014) recommended that the coefficient value 0.7 or greater and Chin (1998) loading 0.6 or more is appropriately considered.

#### **4.16 Internal Consistency Reliability**

ICR is the degree where items of sub scales are assessed the similar approach reliability (Sun et al., 2007). Mostly, Cronbach's Alpha coefficient and composite reliability are computed to check the internal consistency of scale in research settings (Bacon et al., 1995; McCrae et al., 2010; Peterson et al., 2013). Composite reliability for ascertaining the internal consistency reliability was adopted in this study.

There are two important aspects for selecting composite reliability over Cronbach's alpha. First, the estimates provided by composite reliability are less than the Cronbach's alpha coefficients because the Cronbach's alpha undertakes equal participation of all the indicators towards the particular variable individually (Barclay, et al., 1995; Götz et al., 2010). Second, the reliability of scale may be over or underestimated by Cronbach's alpha. Whereas, composite reliability provides the same involvement of all the indicators of construct with different loading and interprets in the same way but internal consistency reliability greater than 0.7 is considered appropriate. Bagozzi and Yi (1988); Hair et al (2011) advocated that more than 0.7

coefficient is acceptable for research this is also inline by Ringle, Wende and Becker (2005). Table 4.8 indicates the reliability value between .76 to .91 and composite reliability ( $\rho_c$ ) .83 to.88 that is acceptable by (Bagozzi & Yi, 1988; Hair et al., 2011). Hair et al (2014) composite reliability ( $\rho_c$ ) takes note of outer loadings of every indicator variable. Thus, suggesting the adequacy of internal consistency reliability for the measures.

#### 4.17 Convergent Validity

Convergent validity defines the variance of proportion of each item of the variable's indicator of a construct. It relates to the actual expected to measure where AVE (Fornell & Larcker, 1981) assesses constructs. AVE is the sum of square loadings of items allied with a construct divided by the number of indicators which is equivalent to the communality of a construct. The AVE value 0.5 or greater is considered the acceptable Convergent validity (Hair et al., 2014; Urbach & Ahlemann, 2010). As all the AVE value exceeded the minimum acceptable level of 0.5 proposed by Bagozzi and Yi (1988). Therefore, convergent validity is acceptable in table 4.8.

Table 4.8

*Internal consistency and convergent validity*

2 <sup>nd</sup> Order	1 <sup>st</sup> order	Items	Loading	Alpha	CR	AVE
Leadership Styles	Transformational	TRF1	0.624	0.76	0.86	0.67
		TRF2	0.669			
		TRF3	0.712			
		TRF4	0.626			
		TRF5	0.657			
		TRF6	0.642			

Table 4.8 (Continued)

		TRF7	0.619			
	Transactional	TRN1	0.627			
		TRN2	0.723			
		TRN3	0.632			
		TRN4	0.788			
	Laissez-fair	LF1	0.653			
		LF2	0.788			
		LF3	0.652			
		LF4	0.679			
Motivation Factors	Policy	P1	0.613	0.81	0.88	0.83
		P2	0.677			
		P3	0.741			
	Relationship	Re1	0.788			
	Ability Utilization	AU1	0.625			
	Achievement	Ac1	0.671			
	Creativity	Cr1	0.725			
	Independence	In1	0.724			
	Moral Values	MV1	0.624			
	Responsibility	Res1	0.658			
	Authority	Au1	0.613			
	Co-Workers	CW1	0.778			
Performance Appraisal	Collaboration	Col1	0.626	0.89	0.83	0.79
	Discipline	Disc1	0.642			
	Interpersonal Relations	IR1	0.722			
	Teaching Skills	TS1	0.832			
	Management Skills	MS1	0.765			
Job Satisfaction	Supervision	SUP1	0.784	0.91	0.87	0.72
		SUP2	0.654			
	Advancement	Adv1	0.637			
		Adv2	0.782			
	Work itself	WI1	0.676			
		WI2	0.636			
	Recognition	Rec1	0.653			
		Rec2	0.786			
	Growth	Gr1	0.626			

Table 4.8 (Continued)

	Gr2	0.659
Salary	Sa1	0.652
	Sa2	0.602
Promotion	Pr1	0.793
	Pr2	0.621
Contingent Rewards	CR1	0.782
	CR2	0.654
Fringe Benefits	FB1	0.634
	FB2	0.791

#### 4.18 Discriminate Validity

Discriminate validity proposed differentiate among the constructs of the study (Duarte & Raposo, 2010), it means that a variable has distinct with other variables (Duarte & Raposo, 2010; Fornell & Larcker, 1981). Additionally, the discriminate validity was also determined using criterion provided by Chin (1998). The external consistency of the model was investigated by the discriminate validity (Fornell & Larcker, 1981). In this study, Fornell-Larcker Criterion, Cross Loading and HTMT were conducted to assess discriminate validity. According to the recommended criteria of Fornell-Larcker and cross loading, the value of latent construct should be greater than other (Hair et al., 2014; Urbach & Ahlemann, 2010).

Table 4.9

#### *Fornell-Larcker Criterion*

Constructs	JS	LS	MF	PA
Job Satisfaction	<b>.689</b>			
Leadership Styles	.641	<b>.774</b>		

Table 4.9 (Continued)

Motivation Factors	.514	.506	<b>.608</b>	
Performance Appraisal	.664	.578	.458	<b>.671</b>

Furthermore, Heterotrait-Monotrait (HTMT) and cross loading analysis was done to assess the discriminant validity. Whereas, HTMT is an advance approach in PLS-SEM for investigate the validity of the model. Therefore, HTMT value < 1 and constructs value should not exceed than .85 and in cross loading the value of construct should be greater than other constructs. (Hair et al., 2014; Urbach & Ahlemann, 2010). Table 4.10 and 4.11 indicates the appropriate results, which are acceptable.

Table 4.10

(Heterotrait-Monotrait) HTMT 1st order

Constructs	JS	LS	MF	PA
Job Satisfaction				
Leadership Styles	0.81			
Motivation Factors	0.58	0.65		
Performance Appraisal	0.84	0.82	0.57	

Table 4.11

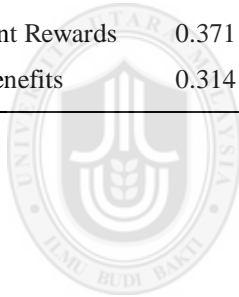
(Heterotrait-Monotrait) HTMT 2nd order

	T F	T N	L F	A U	A c	A u	C W	C r	In	M	P	R	R	C	Di	I	M	T	S	A	W
TF																					
T N	0. 02																				
LF	0. 35	0.1 2																			
A U	0. 14	0.0 7	0. 48																		
Ac h	0. 29	0.1 4	0. 34	0. 43																	
Au t	0. 34	0.0 6	0. 48	0. 48	0. 45																
C W	0. 08	0.1 2	0. 84	0. 55	0. 39	0. 67															



Table 4.12 (Continued)

Responsibility	0.372	0.739	0.360	0.383
Authority	0.397	0.693	0.317	0.330
Co-Workers	0.404	0.638	0.362	0.351
Collaboration	0.299	0.096	0.592	0.398
Discipline	0.258	0.108	0.534	0.343
Interpersonal Relations	0.461	0.405	0.762	0.532
Teaching Skills	0.464	0.440	0.759	0.499
Management Skills	0.418	0.405	0.677	0.429
Supervision	0.553	0.549	0.533	0.744
Advancement	0.459	0.483	0.471	0.656
Work Itself	0.431	0.197	0.469	0.666
Recognition	0.423	0.237	0.429	0.700
Growth	0.431	0.270	0.470	0.695
Salary	0.473	0.355	0.472	0.731
Promotion	0.463	0.453	0.464	0.735
Contingent Rewards	0.371	0.296	0.404	0.622
Fringe Benefits	0.314	0.232	0.373	0.643



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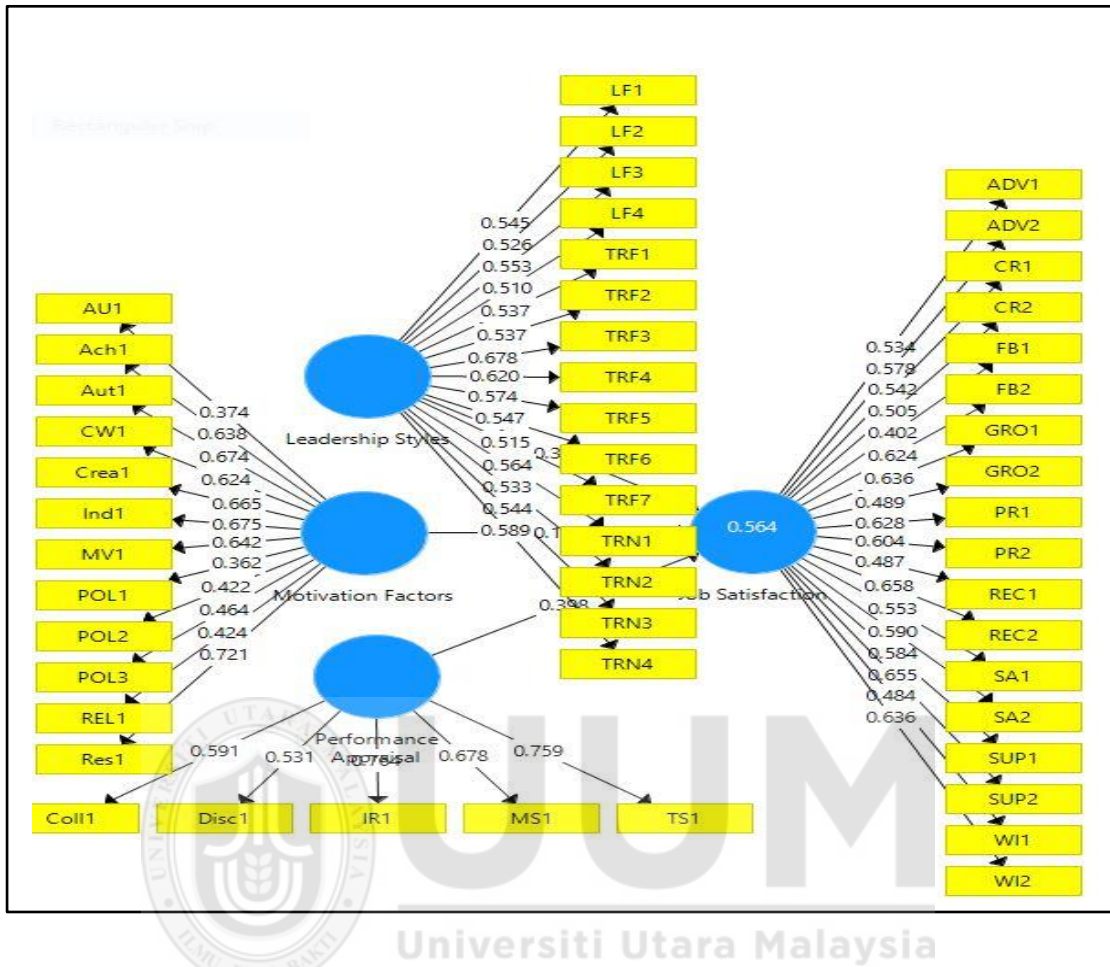


Figure 4.3. Measurement Model

#### 4.19 Structure Model Assessment (PLS-SEM)

According to Hair et al., (2014) in hypothetical model, structure model is the dependent relationships connecting the variables or constructs. That is, structure model is an essential demonstration of inter correlation among constructs. It enlightens the correlation between latent constructs (Chin, 1998). The hypothesized relationship between leadership styles, motivation factors, performance appraisal and job satisfaction in this study was tested through the structure model. For this purpose, the structure model was calculated for co linearity issues such as, effect size ( $f^2$ ),

predictive relevance (R2) and cross-validated redundancy (Q2). Moreover, path coefficient was conducted to determine the direct effects between the study variables by using Bootstrapping. As recommended by Hayes (2012) and Henseler et al (2009) it is comprehensive approach of PLS-SEM for testing the hypothesis based on multiple correlations among the constructs.

#### 4.20 Assessing the Structural Model for Co linearity

In research to determine the correlation among the constructs, it arise the co linearity. In SEM the same procedure was followed to analyses the formative model. Furthermore, VIF and Tolerance assessment was analyzed for this study. Hair et al (2014) stated that the construct can be erased if there is no relationship among the constructs. In order to test for co linearity among leadership styles, motivation factors and performance appraisal that are the predicting variables so, the results of the regression analysis are acceptable shown in following Table 4.13.

Table 4.13

##### *Multiple Regression analysis*

<b>DV</b>	<b>Constructs</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig</b>
Job satisfaction	(Constant)				
	Leadership Styles	.039	.286	7.06	.00*
	Motivation Factors	.036	.158	4.25	.00*
	Performance Appraisal	.030	.436	11.13	.00*

*Dependent Variable: JS*

#### 4.21 Results of Hypothesis Testing

As earlier stated in this study, the structure model is the stage for testing the hypothesis formulated for this study. As pointed out by Ee, Halim, and Ramayah (2013); Sang, Lee, and Lee (2010) the structural model indicates the causal relationships between the constructs, for this purpose path coefficient was estimated. The t-value  $> 1.96$  and p-value  $< .05$  was carried out by following the guidelines provided by the eminent scholars in their recent studies (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009). The results of the structural model are presented in Table 4.14 and figure 4.4.

Here are the results of path coefficient between the constructs, which are leadership styles and job satisfaction ( $\beta= 0.324$ ,  $t= 6.954$ ,  $p= 0.00$ ), motivation factors and job satisfaction ( $\beta= 0.171$ ,  $t= 3.192$ ,  $p= 0.02$ ), Performance appraisal and job satisfaction ( $\beta= 0.399$ ,  $t= 7.986$ ,  $p= 0.00$ ). Table 4.14 shows that there was significance relationship between leadership styles, motivation factors, performance appraisal and job satisfaction of secondary school teachers.

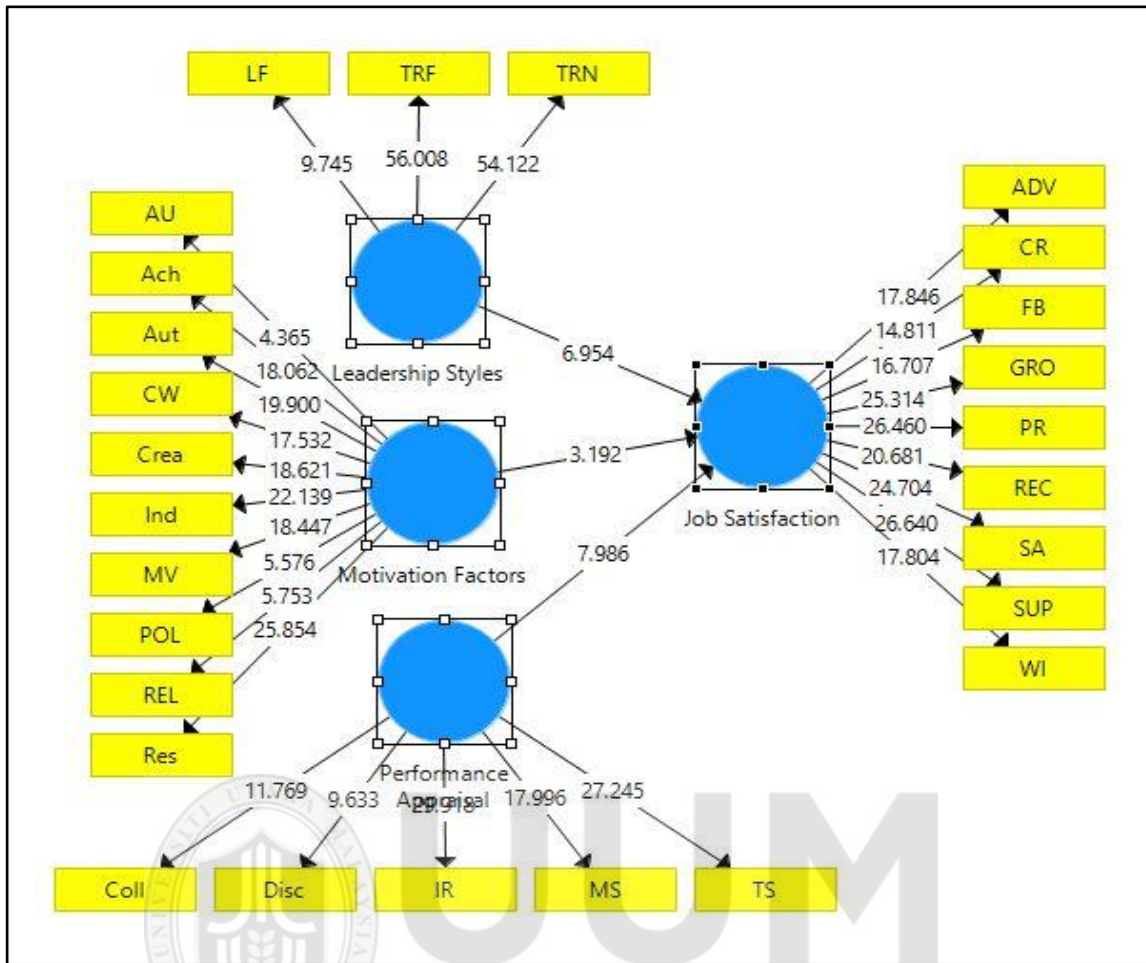


Figure 4.4. Structure Model

Table 4.14

Structure model assessment Path Coefficient (Direct Effect)

Constructs	Beta	SD	T-Value	P-Value
LS → JS	.324	.047	6.954	.000*
MF → JS	.171	.052	3.192	.002*
PA → JS	.399	.050	7.986	.000*

#### 4.22 Coefficient of Determination (R<sup>2</sup>)

Coefficient of Determination identifies the relationship among entire variables and suggest the strength of proposed model It also validates the aptitude among all the

constructs (Hair et al., 2014). The R<sup>2</sup> value is acceptable that greater than 1 (Hair et al., 2010; Henseler et al., 2009; Elliott & Woodward, 2007).

However, according to Falk and Miller (1992) R-square value of 0.10 is acceptable. Furthermore, Chin (1998) R<sup>2</sup> value of 0.67, 0.33 and 0.19 are adjudged to be high, moderate and weak respectively. As revealed in Table 4.15, the R<sup>2</sup> 0.560 is considered moderate for job satisfaction. This means that leadership styles, motivation factors and performance appraisal collectively explain 56.0% of variance in teachers' job satisfaction that is the good model (Lei & Chu, 2015).

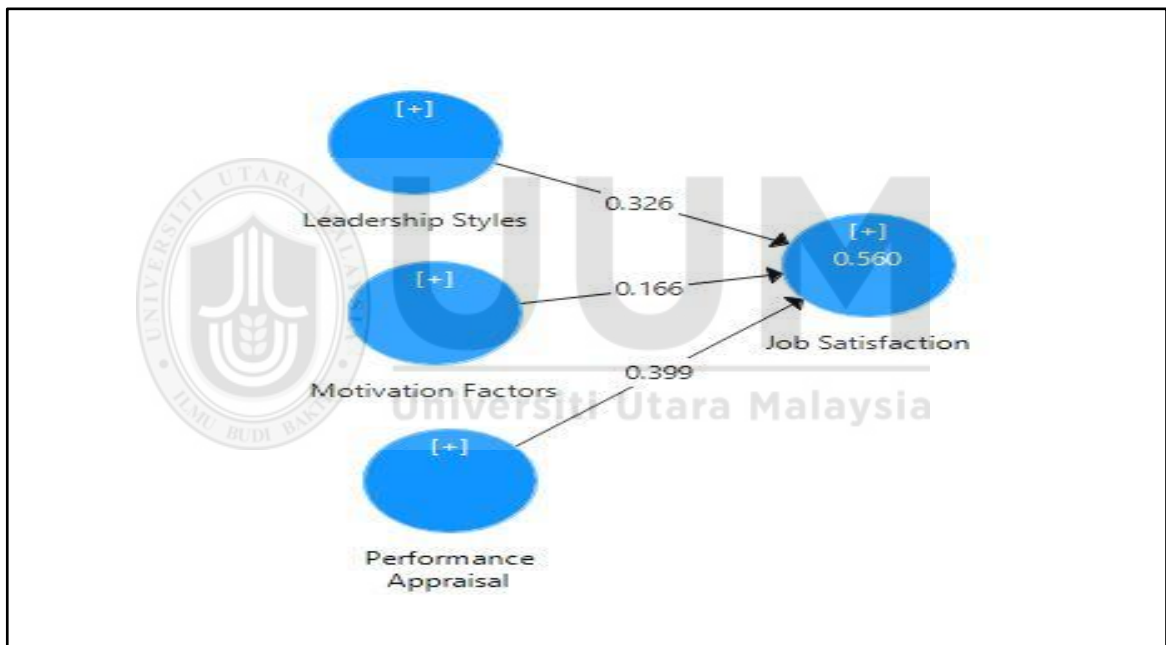


Figure 4.4. Coefficient of Determination (R<sup>2</sup>) Value

Table 4.15

*Predictive relevance (R<sup>2</sup>)*

Variables	R <sup>2</sup>	Range
Job Satisfaction	0.560	Moderate

#### 4.23 Effect Size (f<sup>2</sup>)

Since to explore the R<sup>2</sup> value, the change in R<sup>2</sup> value when a particular exogenous variable is excluded from the model was also determined to recognise the effect size (f<sup>2</sup>) which is an extent of the impact of a specific exogenous construct on an endogenous construct (Gim, Desa, & Ramayah, 2015; Hair et al., 2014). As suggested by Preacher and Kelley (2011) effect size f<sup>2</sup> functions as a practical guide to understand the practical position of a specific correlation. Gim et al (2015) recommended that effect size f<sup>2</sup> measure the correlation between each variable. Chin (1998) it explains the relationship between exogenous and endogenous constructs. It is designed on following formula (Cohen, 1988; Callaghan, Wilson, Ringle, & Henseler, 2007; Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012).


$$\text{Effect size: } f^2 = \frac{R_{\text{included2}} - R_{\text{excluded2}}}{1 - R_{\text{included2}}}$$

Cohen (1988) suggested the  $f^2$  values as 0.02 (weak), 0.15 (moderate) and 0.35 (strong). Table 4.18 indicates the result of effect size between the variables of the study. As recommended, the guidelines by Cohen (1988) the effect sizes of these three exogenous latent constructs can be considered as weak and moderate that are acceptable that can be shown in Table 4.16.

Table 4.16

*Effect size (f<sup>2</sup>)*

<b>Relationship</b>	<b>f<sup>2</sup></b>	<b>Range</b>
LS → JS	.15	Moderate
MF → JS	.04	Weak
PA → JS	.22	Moderate

#### 4.24 Predictive Capability of the Model (Q<sup>2</sup>)

It is a degree that measures the relevance prediction of latent variables. It also defines the relative determination reflective variables (Hair et al., 2014). In table 4.17, the predictive relevance is shown in the column labeled 1-SSE/SSO, which means squared prediction error/squared observations. Any value in the column that is more than 0 are said to have predictive relevance suggested by (Chin, 1998; Henseler et al., 2009). Thus, the model is adjudged to have predictive relevance (Henseler, Ringle, & Sinkovics, 2009).

Table 4.17

*Cross-validated redundancy (Q<sup>2</sup>)*

<b>Construct</b>	<b>SSO</b>	<b>SSE</b>	<b>Q<sup>2</sup> = (1-SSE/SSO)</b>
Job satisfaction	4113.00	3115.835	0.242

>0

Table 4.18

*Hypothesis testing Summary*

<b>Path Coefficient</b>	<b>Decision</b>
Leadership Styles → Job Satisfaction	Accepted
Motivation Factors → Job Satisfaction	Accepted
Performance Appraisal → Job Satisfaction	Accepted

#### **4.25 Summary of the Chapter**

This chapter is the presentation of the findings for this study. Several research questions and hypothesis were raised and formulated for this study respectively. The findings of the study specified that there is a moderate level of all the variables school leadership styles, motivation factors, performance appraisal and job satisfaction. The entire alternative hypothesis formulated for this study was accepted that are summarized in Table 4.18.



## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS AND CONCLUSION**

#### **5.1 Introduction**

This chapter entails the discussion of the research findings, the implications of the results and conclusion. The study adopted a quantitative research design where the collected data was analyzed to answer the four research questions raised in this study. This chapter enlightened a summary of the research findings and the discussion of the findings based on research questions. The contributions and implications of this study were also discussed and some suggestions were made for future study.

#### **5.2 Recapitulations of Research Findings**

The main objective of this study was to determine how leadership style, motivation factors performance appraisal relate to teachers' Job satisfaction among secondary school teachers in Pakistan. For the achievement of this objective, it was proposed following research questions;

- I. What is the level of job satisfaction among secondary school teacher in Pakistan?
- ii. Is there any significance relationship between Leadership styles on job satisfaction among secondary school teacher in Pakistan?
- iii. Is there any significance relationship between motivation factors on job satisfaction among secondary school teacher in Pakistan?
- IV. Is there any significance relationship between performance appraisals on job satisfaction among secondary school teachers in Pakistan?

In this study, leadership style was examined through transformational, transitional and laissez faire leadership style; which has three components (Transformational, transitional and laissez faire), Transformational has 4 dimensions idealized influence, (Attributed) idealized influence, (Behavior) inspirational motivation, intellectual stimulation. Transitional has 2 dimensions' contingent rewards management exception, while; teachers job satisfaction has 16 dimensions (pay, achievement, relationship with co-worker, environment, growth, JB, Policy, promotion, recognition, Responsibility, salary, status, supervision, WC, PL and work itself). The research Questions were addressed using quantitative approach where leadership style Questionnaire, motivation factors questionnaire, performance appraisal questionnaire and Teacher job satisfaction questionnaire were distributed to the sampled teachers from secondary school teacher in Pakistan.

Extensive teachers were reviewed as reported in chapter two where the theoretical framework was employed to describe the relationship between the independent variables (leadership styles, motivation factors, performance appraisal) and the dependent variable (teacher job satisfaction). The framework for this study was supported by path-goal theory, contingency theory, Herzberg's motivator-hygiene theory and the supporting theory of Job Characteristics Model. Path-goal theory emphasizes the relationship between the leader's style, the characteristic of their followers and the work environment, which determines teacher job satisfaction. In practice, the path-goal theory offers the right way about how leader supports the workers to complete their work in a satisfactory mode (Bass & Riggio, 2006).

Theoretically, the path-goal method advocates that different situation need best different way to engage the workers on job (House, 1996). The Job Characteristics Model by Hackman (1975) posited that job satisfaction prevail when the condition of work invigorates standard job motivating characteristics like task Identity, skill variety, autonomy, task significance and feedback. As such, these Theories presume that when the right leadership style, motivation factors and performance appraisal are put into place, teachers will be satisfied with their job. After the descriptive and multivariate analysis as well as the result of the hypotheses Testing, the following are the summary of the key findings: Firstly, there is a moderate level of teacher job satisfaction, leadership styles (transformational, transitional and laissez faire), Secondly, the findings from the study revealed that the three-identified leadership styles are key factors to teacher' job satisfaction

### **5.3 Discussion of Research Findings**

This section is the discussion of research findings, which are in line with the research questions raised for this study. This section entails the discussion on the level of teachers' job satisfaction as well as the impact of leadership style, motivation factors performance appraisal of teacher's job satisfaction.

### **5.4 The Level of Job Satisfaction of secondary school teacher in Pakistan**

Job satisfaction is the dependent variable in this study with sixteen dimensions namely: Pay, status, promotion, recognition, environment, responsibility, WC, supervision, Achievement, work itself, JB, growth, co-worker, policy, PL and salary.

As shown in the analysis of data collected for this study, secondary school teachers in Pakistan were moderately satisfied with their job. The mean value of the sixteen dimensions ranges from 3.58 to 4.55 and using the 7-point scale, the mean value justifies those lecturers are moderately satisfied with their job (Kayode et al., 2016). The outcome of this study is in line with previous researches on lecturers' job satisfaction (Van Oest et al, 2010; Marston & Brunetti, 2009; Froeschle & Sinkford, 2009).

Sharif and Nazir (2016) proposed the eight characteristics (i) strong communication between leadership and workers, (ii) up-low administrative hierarchy, (iii) enrolment in decision-making, (iv) productive outcome, (v) management progression, (vi) democratize behavior, (vii) good approach towards workers, (viii) proficient expansion. On a scale of 4.0, the perceptions of support by U.S. faculty were just under 3.0, which we read judging to be moderate. It is evident in this current study that teacher is more satisfy with the policy put in place, their co-workers, responsibilities than the school environment, promotion, pay and recognition with a lower mean.

The same result of the study Marston and Brunetti (2009) found which conducted on the job satisfaction of the teachers of mid-sized liberal arts college. Additionally, it revealed that the intrinsic factors played a pivotal role for the enhancement of job satisfaction of schoolteachers. Moreover, other factors such as extrinsic also have significant participation for proficient integrity.

The further study was examined by Froeschle et al (2009) that conducted to investigate the effect of working environment on job satisfaction among 57 teaching

faculty. The findings revealed that the teachers who have high pay perform well as compare to low. Furthermore, the other tools such as status, promotion, growth and compensation have positive correlation with job satisfaction. Conversely, Heyliger (2014) found that the supportive behavior of leadership, strong communication, rewards and recognition have positive engagement with job satisfaction of teaching faculty.

### **5.5 The Relationship between Leadership Styles and Job Satisfaction among secondary school teacher in Pakistan**

The first hypothesis formulated for this study was to determine the relationship between leadership style and teacher job satisfaction. The findings from this study revealed that there is a positive and significant relationship between leadership styles and teacher job satisfaction. The result of this study is consistent with previous studies that found out that leadership style has positive and significantly related to job satisfaction (Alonderinene & Majauskaite, 2016; Di Simplicio, 2014; Yang and Islam, 2012). As revealed in the effect outcomes of this study, leadership style has more effect on teacher job satisfaction as it is adjudged to have a large effect on teacher job satisfaction. The path analysis also revealed that a unit improvement in leadership style would bring about in teacher job satisfaction. House and Mitchell (1974) emphasized that the attractive salary is an important factor, which enhance the job satisfaction and motivate the subordinate for the completion of institutional objectives. Additionally, Northouse (2010) suggested that the workers get motivation if they have clear path for performing the given tasks that leads to the job satisfaction. Mardanov et al (2008) also inclined that the best leadership style one of the icons to

provide the best working place for the subordinates, which definitely enhance the job satisfaction.

Lashbrook (1997) and Di Simplicio (2014) asserted that there are number of factors that have positive impact on job satisfaction but leadership style is one of the best factors among all those variables. Lawrence and Bell (2012) added there are multiple leadership styles that used to the growth of job satisfaction but transformational leadership play its pivotal role according to the job hours. Furthermore, transformational leadership styles system promotes both professional and personal growth of the teachers throughout the school and they welcome new ideas and change. As revealed in the second order analysis, it was revealed that transitional leadership style enhances leadership more than other leadership style while laissez-faire has little or no contribution. This was in support of Di Simplicio (2014) whose study revealed that Laissez faire dynamics contribution for the fulfill of organizational tasks. However, the laissez faire according to fail to hold an up-to-date understanding of happenings in their department.

#### **5.6 The Relationship between Motivation factor and Job Satisfaction of among scenery school teachers in Pakistan**

The second hypothesis formulated for this study was to determine the relationship between motivation factors and teacher job satisfaction. The findings from this study revealed that there is a positive and significant relationship between motivation factors and teacher job satisfaction. The result of this study is consistent with previous

studies found that motivation factors have positive and significantly associated with job satisfaction.

Chireshe and Shumba (2011), Raza and Ahmed (2017) endorsed that motivated workers do well and make their enthusiastic efforts for the good will of the students and organizational image as well. Ololube (2005) and Bennell and Akyeampong (2007) asserted that the motivation factors and job satisfaction not only have significant association but also a crucial edge between each other. Moreover, stated that these constructs have crucial contribution to make the successful process of teaching learning. Additionally, (Ali, 2017) stated that motivation factors have more significant role as compare to satisfaction for the development of the education institutions. Whereas, satisfaction of the teachers is mainly depending on the internal and external factors of motivation. Moreover, Ekpenyong and Joseph (2017) also explained that the social needs of the employees relate to the motivation that is the best source for the enhancement of satisfaction.

Zhilla (2013) posited that the motivation factors and job satisfaction have positive association. The theories of these constructs also revealed around this view. Moreover, Chireshe and Shumba (2011) and Mukherjee (2005) stated that the motivation and satisfaction are interlinked, these are the two sides of one coin and have curtain sphere between each other and revealed around the psychological needs of the workers and organizational goals mostly linked with these factors. However, these constructs provide the best outcome of learning process.

Conversely, Unsatisfied and less motivated employees provide the less productive outcomes that affect the good image of the institutions. However, motivation plays a

pivotal role for the development of satisfaction of the subordinates. The previous studies likeas Mertler (2002), Karsli & Iskender (2009) endorsed these points. Finally, Ahmed et al (2010), Lather and Jain (2005), Dinham and Scott (2000), Foster (2000) found that the motivation and satisfaction cannot be treated separately. There is significant correlation between each other.

### **5.7 The Relationship between Performance appraisal and Job Satisfaction of among scenery school teacher in Pakistan.**

The first hypothesis formulated for this study was to determine the relationship between performance appraisal and teacher job satisfaction. The findings from this study revealed that there is a positive and significant relationship between performance appraisal and teacher job satisfaction. The result of this study is consistent with previous studies that found out that performance appraisal has positive and significantly related to job satisfaction.

Khan et al (2017) Performance appraisal is the process of categorize and humanizing employees' job performance and align employees' job performance with governmental objectives and goals (Amin et al., 2014). The reasons of performance appraisal are to assess the worker job performance and facilitate them in civilizing their efficiency level and consequently person and governmental performance (Dar, Bashir, Ghazanfar, &Abrar, 2014). The basic aim of performance appraisal is civilizing person performance with the approved standards, i.e., improvement of in attendance performance, increase of enthusiasm and discovery of preparation and

increase, and it is absolutely interrelated with employee's job presentation (Abutayeh & Al-Qatawneh, 2012).

According to Dar et al (2014) performance appraisal improved employee's job performance and in sequence positively manipulate directorial performance. While, Amin et al. (2014) suggest that unsuccessful presentation appraisal might have unenthusiastic collision on worker's self-confidence and generate disturbance and dissatisfaction between workers. Brown and Heywood (2005) optional that corresponding human source management apply such as teaching and expansion, recompense perform and presentation assessment guide to better influence on employee's production. Literature makes public that performance appraisal has a important positive relationship with worker's job performance (Ahmad & Shahzad, 2011; Khan, 2010)

Furthermore, it is natural phenomenon that performance of the employees is the best way for the development of the educational institutions. This can be possible to depend upon the factors such as collaboration among the team members, strong administrative and professional skills. Moreover, it produces a positive impression that can help to compose this move, and is an important section of modeling the development, allowing for the indication, reflecting on follow and production continuing correction based on indication (Earl & Timperley, 2008; Nyamubi, 2017)). These results also endorsed by previous researches that mainly focused on the

performance appraisal and job satisfaction of the teachers (Fitzgerald, 2001; Grierson & Woloshyn, 2013).

### **5.8 Implication of the Study**

In the context of implications of this study as revealed in the conceptual framework the findings of this study. Leadership style, motivation factors and performance appraisal have a significant relationship on teacher job satisfaction. Thus, specification of any conceptual framework has both theoretical practical and methodological implications (Hallinger, 2010; Kayode et al., 2016).

### **5.9 Theoretical Contribution**

The conceptual framework of this study was based on previous research evidences as well as theoretical gaps identified in the literature. The path-goal theory, contingency Theory as well as the Herzberg's motivator-hygiene theory and the supporting theory of Job Characteristics Model were used to support the influence of leadership Style, motivation factors and performance appraisal on teacher job satisfaction. Base on the outcomes of this study, several theoretical contributions of this study were

Identified this research work tries to enrich the literature reviewed as well as contribute to improvement of school administration. As there are inconsistency in the literature regarding the relationship between leadership style and performance appraisal on job satisfaction, this study identified the gap as further study were suggested to clarifies the relationship between leadership style and performance appraisal on teachers job satisfaction. This current study has also substantially

enriched the understanding of how leadership style, motivation factors and appraisal main can affect teacher's job satisfaction.

As the three main variables in this study is second order, (multi-Dimensional) constructs it will serve as a substantial contribution to secondary school teachers. To the researcher's knowledge, this study is first of it kinds as an empirical study that examine the combined role of leadership style, motivation factors and performance appraisal on teacher job satisfaction school context and most especially in Pakistan. Even though, several studies have examined the individual contribution of leadership style, motivation factors or performance appraisal towards teacher' job satisfaction; this study examined the combined efforts of the three constructs towards teachers' job satisfaction.

#### **5.10 Practical Implication**

As teachers are vital for the success of school education, their increased job satisfaction will bring about higher retention, which will directly, reduce the cost of selecting and hiring teachers into the secondary school system. As such, this study exposes the leadership styles in the school system to how they can enhance the job satisfaction of their teachers. As revealed in this study, of all the three exogenous constructs; leadership style in terms of transformational, transitional and laissez-faire leadership style are more influential towards teacher job satisfaction followed by motivation factors. Therefore, the result of this study provides a framework for leadership styles and school administrators to predict how leadership style, motivation factors and performance appraisal influence teachers' job satisfaction.

The results of this study revealed that there is a significant relationship between leadership styles and teachers' job satisfaction. These results may be of interest to academic researchers' who study how teachers' satisfaction can be enhanced. The school key stakeholders such as schoolteachers and administrators may also be interested in how the findings can contribute to improving the work environment as well as teachers' retention. Leadership styles may take further action by adjusting their leadership styles based on their teacher indicated preferences, which may help to attain or enhance possible best teachers' job satisfaction. Based on the analysis transformational leadership style is likely to be a key determinant for improving teacher' job satisfaction.

As revealed in the outcome of this study, teachers were most likely to be satisfied and motivated in their job thereby willing to exert extra effort when their displays self-confidence, personal conviction, energy, assertiveness and charisma. Therefore, the results of this study provided a model for administrators to predict how their leadership styles will affect job satisfaction of faculty members. As stipulated by path-goal theory, the leadership styles role includes enriching the environment when the existing rewards are inadequate. Additionally, the leader's vision and intellectual stimulation had greater influence in situations with limited use of contingent reward.

### **5.11 Methodological Contribution**

Aside the practical and theoretical contribution of this study, few methodological contributions were also highlighted: In examining the relationship between the identified variables of this study, most research work examined decision making and

job satisfaction as a unidimensional construct but the four major variables of this study were examined as a second order (multi-dimensional construct). As such, the findings of this study will serve as a reference point to research study that are intended using hierarchical model of structural equation modeling. Another methodological contribution of this study is the usage of partial least square structural equation modeling techniques to assess the psychometric properties of each latent construct in terms of item indicator and composite reliability; discriminate validity as well as convergent validity. The study also performs importance matrix analysis that distinguished this study from previous studies that was carried out on the variables of this study.

As all the four main constructs in this study are second order construct, the use of Smart-PLS-SEM for the analysis techniques helps to reveal the contribution of each of the first order constructs to the unobservable construct in this study which will help future researchers who intend to study the four main variables in this study. None the less, motivation factors have been conceptualized differently by previous scholars but this study re-conceptualizes them into supportive and non-supportive motivation factors which makes this study significant to secondary school, researchers and practitioners.

### **5.12 Future Research**

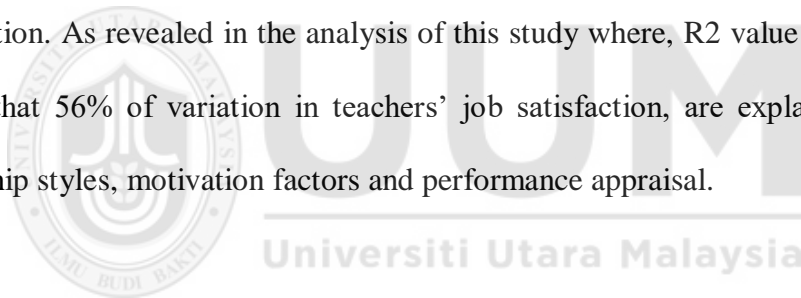
Even though this study has provided support for the hypothesized relationship between leadership style, motivation factor, performance appraisal and teachers job satisfaction; some limitations are identified which may guide future researchers.

Firstly, this present study adopted a cross-sectional design and causal inferences where not allowed. Therefore, future researchers are encouraged to consider a longitudinal approach to measure the theoretical constructs at different points in time in order to confirm the outcomes of this study. Secondly, as obtained in the coefficient of determination, 56% of variation in teachers' job satisfaction as explained by head of departments' leadership style, motivation factors and performance appraisal. The remaining 44 % are determined by other factors or variables. Further studies could be carried out to find out other variables that could influence teacher's job satisfaction. Thirdly, this study was carried out among secondary school teachers in Pakistan and this region is one of the regions with lower numbers of public secondary school in Pakistan. As such, for the generalization of the outcomes of this study, further study should be carried out to involve other regions of the country as well as using the same instrument. Also further study can be conducted in other countries of the world.

Furthermore, different scholars in relation to organizational theories have categorized leadership style differently. This study using the path-goal theory and contingency theory of leadership and well as the Herzberg's motivator-hygiene theory and the supporting theory of Job Characteristics Model; the leadership styles are classified into transformational, transitional and laissez-faire leadership style and teachers' job satisfaction encompasses 16 components. Future study using different theories can re-conceptualize the main variables of this study using different theories. Lastly, as the leadership style, motivation factors and performance appraisal are related to teachers' job satisfaction in this study; further study can be carried out to include non-academic staff in various academic departments as respondents.

### 5.13 Conclusion

Overall, this study was carried out to determine the relationship of school leadership styles, motivation factors and performance appraisal with teachers' job satisfaction. The study adopted quantitative research design using standardized questionnaires to accumulate data from the respondents. Analysis was done using SPSS-25 and Smart PLS-SEM-3 in the study. As revealed in the result of this study, teachers were moderately satisfied with their job; school leadership styles, motivation factors and performance appraisal have a significance and positive correlation with teachers' job satisfaction. This indicates that various factors among which are school leadership styles, motivation factors and performance appraisal determine teachers' job satisfaction. As revealed in the analysis of this study where, R<sup>2</sup> value is 0.560, which shows that 56% of variation in teachers' job satisfaction, are explained by school leadership styles, motivation factors and performance appraisal.



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## Appendix A

### QUESTIONNAIRES

#### SECTION: I

Demographic Questionnaire (for teachers)

This section contains questions that require your demographic data. Please circle and write the one that best describes your status.

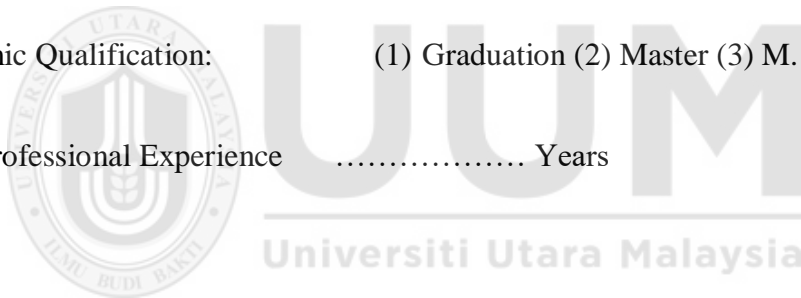
School Name: .....

Gender: (1) Male (2) Female

Marital Status (2) Married (2) Unmarried (3) Divorced

Academic Qualification: (1) Graduation (2) Master (3) M. Phil (4) Ph. D

Total Professional Experience ..... Years



#### **Likert Scale:**

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<b>Strongly Disagree</b>	<b>Moderately Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Moderately Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	2	3	4	5	6	7

---

**SECTION: II**  
**Leadership styles**

**Transformational Leadership**

**Idealized influence**

1	I provide other with assistance in exchange for their efforts.	1	2	3	4	5	6	7
2	I re-examine critical assumptions to question whether they are appropriate.	1	2	3	4	5	6	7
3	I fail to interfere until problems.	1	2	3	4	5	6	7
4	I focus attention on irregularities, mistakes, exception, and deviations from standards.	1	2	3	4	5	6	7
5	I avoid getting involved when important issues arise.	1	2	3	4	5	6	7
6	I talk about my most important value and beliefs.	1	2	3	4	5	6	7
7	I am absent about when needed.	1	2	3	4	5	6	7
8	I seek differing perspectives when solving problems.							

**Inspirational Motivation**

1	I talk optimistically about the future.	1	2	3	4	5	6	7
2	I instill pride in others for being associated with me.	1	2	3	4	5	6	7
3	I discuss in specific terms that is responsible for achieving performance targets.	1	2	3	4	5	6	7
4	I wait for things to go wrong before taking action.	1	2	3	4	5	6	7

**Intellectual Stimulation**

1	I talk enthusiastically about what needs to be accomplished	1	2	3	4	5	6	7
2	I specify the importance of having a strong sense of purpose.	1	2	3	4	5	6	7
3	I spend time teaching and coaching.	1	2	3	4	5	6	7
4	I make clear what one can expect to receive when performance goals are achieved.	1	2	3	4	5	6	7

**Individualized Consideration**

1	I show that I am a firm believer in "if it a in to broke, don't fix it"	1	2	3	4	5	6	7
2	I go beyond self-interest for the good of the group.	1	2	3	4	5	6	7
3	I treat others as individuals rather than just as a member of group.	1	2	3	4	5	6	7

4	I demonstrate that problems must become chronic before I talk action.	1	2	3	4	5	6	7
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**Transactional Leadership**

1	I display a sense of power and confidence.	1	2	3	4	5	6	7
2	I articulate a compelling vision of the future.	1	2	3	4	5	6	7
3	I direct my attention toward failures to meet standards.	1	2	3	4	5	6	7
4	I avoid making decisions.	1	2	3	4	5	6	7
5	I consider an individual as having different needs, abilities, and aspiration from others.	1	2	3	4	5	6	7
6	I get others to look at problems from many different angles.	1	2	3	4	5	6	7
7	I help others to develop their strengths.	1	2	3	4	5	6	7
8	I suggest new ways of looking at how to complete assignments.	1	2	3	4	5	6	7

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**Laissez-faire**

1	I delay responding to urgent question.	1	2	3	4	5	6	7
2	I emphasize the importance of having a collective sense of mission.	1	2	3	4	5	6	7
3	I express satisfaction when others meet expectations.	1	2	3	4	5	6	7
4	I express confidence that goals will be achieved.	1	2	3	4	5	6	7

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**SECTION: III**  
**Performance Appraisal**

**Collaboration**

1	In-service training creates best possible collaborative learning condition in which the best sources of expertise are linked with the experiences and current needs of the teachers.	1	2	3	4	5	6	7
2	The entire in-service training exercise has been very supportive and encourage and support teachers in efforts to collaborate	1	2	3	4	5	6	7
3	Teachers use their knowledge to make efficient decisions about learning objectives, instructional models, evaluation tasks, and curriculum resources.	1	2	3	4	5	6	7
4	In-service training maintains the allotment of teacher skill by preparing and using mentors, teacher advisers, coaches, lead teachers, and resource teachers to create opportunities for professional development.	1	2	3	4	5	6	7

5	Teachers learn and apply a variety of tools and methods for self-reflection and uncompetitive expression.	1	2	3	4	5	6	7
---	-----------------------------------------------------------------------------------------------------------	---	---	---	---	---	---	---

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**Discipline/Regularity**

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1	I am always punctual to school	1	2	3	4	5	6	7
2	When on duty I commence work on time	1	2	3	4	5	6	7
3	I avoid irrelevant activities during my lesson periods.	1	2	3	4	5	6	7
4	I complete instruction on my syllabus on time.	1	2	3	4	5	6	7
5	I control and maintain discipline in my class.	1	2	3	4	5	6	7

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**Interpersonal Relations**

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1	My relationship with my colleagues is cordial.	1	2	3	4	5	6	7
2	I also solve students' problems outside teaching	1	2	3	4	5	6	7
3	I cooperate with other teachers while doing my job.	1	2	3	4	5	6	7
4	To advance my students learning I also relate effectively with their parents.	1	2	3	4	5	6	7
5	I assist the school head to solve our school problems.	1	2	3	4	5	6	7

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**Teaching Skills**

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1	I apply a variety of instructional models	1	2	3	4	5	6	7
2	A good number of the students in my class get good grades.	1	2	3	4	5	6	7
3	I go to class fully prepared for the instructions.	1	2	3	4	5	6	7
4	Difficult topics are made easy in my class	1	2	3	4	5	6	7
5	I teach students to meet their learning needs.	1	2	3	4	5	6	7

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**Management Skills**

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1	In addition to teaching, I also accomplish other tasks.	1	2	3	4	5	6	7
2	clerical duties do not affect my teaching	1	2	3	4	5	6	7
3	Home problems do not interfere in my job as a teacher.	1	2	3	4	5	6	7
4	I quickly adjust when there is a change in my responsibilities.	1	2	3	4	5	6	7
5	I do all in my power to advance my performance.	1	2	3	4	5	6	7

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**SECTION: IV**

**Motivations Factors**

**Hygiene**

**Policy**

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1	The attitude of the administration is very accommodative in	1	2	3	4	5	6	7
---	-------------------------------------------------------------	---	---	---	---	---	---	---

	my company						
2	I am proud to work for this company because the company policy is favorable for its workers	1	2	3	4	5	6 7
3	I completely understand the mission of my company.	1	2	3	4	5	6 7
<b>Relationship</b>							
1	It is easy to get along with my colleagues.	1	2	3	4	5	6 7
<b>Ability utilization</b>							
1	The chance to do something that makes use of my abilities.	1	2	3	4	5	6 7
<b>Achievement</b>							
1	The feeling of accomplishment that I get from the job	1	2	3	4	5	6 7
<b>Creativity</b>							
1	The chance to try my own methods of doing the job	1	2	3	4	5	6 7
<b>Independence</b>							
1	The chance to work along on the job	1	2	3	4	5	6 7
<b>Moral values</b>							
1	Being able to do thing that don't go against my conscience	1	2	3	4	5	6 7
<b>Responsibility</b>							
1	The freedom to use my own judgment	1	2	3	4	5	6 7
<b>Authority</b>							
1	The chance to tell other people what to do	1	2	3	4	5	6 7
<b>Co-workers</b>							
1	The way my co-workers get along with each other.	1	2	3	4	5	6 7

## SECTION: V

### Job Satisfaction

#### Supervision

1	My supervisor cares of his/her subordinates' feelings.	1	2	3	4	5	6 7
2	There is an effective web-based communication on the management hierarchy (top-down and bottom-up).	1	2	3	4	5	6 7
3	My supervisor appreciates me when I perform well.	1	2	3	4	5	6 7
4	I like the instructional behavior of my supervisor.	1	2	3	4	5	6 7

#### Advancement

1	I will choose career advancement rather than monetary	1	2	3	4	5	6 7
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	incentives.								
2	My job allows me to learn new skills for career advancement.	1	2	3	4	5	6	7	
<b>Work itself</b>									
1	My work is thrilling and I have a lot of variety in tasks that I do.	1	2	3	4	5	6	7	
2	I am empowered enough to do my job.	1	2	3	4	5	6	7	
3	My job is challenging and exciting.	1	2	3	4	5	6	7	
<b>Recognition</b>									
1	I feel appreciated when I achieve or complete a task.	1	2	3	4	5	6	7	
2	My manager always thanks me for a job well down.	1	2	3	4	5	6	7	
3	I receive adequate recognition for downing my job well.	1	2	3	4	5	6	7	
<b>Growth</b>									
1	Teachers achieve the goals they set aside for participation in in-service training	1	2	3	4	5	6	7	
2	There is a splendid experience of in-service training because it incorporates ongoing reflection on the process and outcomes of understanding the content	1	2	3	4	5	6	7	
3	My growth is vital to my professional development	1	2	3	4	5	6	7	
4	My colleagues often accompany me to an in-service training course	1	2	3	4	5	6	7	
5	I am supercharged to make some changes in my classroom practices based on my new experience	1	2	3	4	5	6	7	
<b>Salary</b>									
1	I feel satisfied when the institution gives us sufficient salary package.	1	2	3	4	5	6	7	
2	The pay I received is a good as most other organization offer.	1	2	3	4	5	6	7	
3	My income is good which I deserve.	1	2	3	4	5	6	7	
<b>Promotion</b>									
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6	7	
2	Good work and enthusiastic efforts of individuals are payable in the eyes of administration.	1	2	3	4	5	6	7	
3	Those are promoted who work with full zeal and zest.	1	2	3	4	5	6	7	
4	There are fair chances of promotion that do well in job.	1	2	3	4	5	6	7	

### Contingent Rewards

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1	The package I have in this institution is based on equity.	1	2	3	4	5	6	7
2	I think I am rewarded for my efforts as much as I should be.	1	2	3	4	5	6	7
3	This organization gives seldom rewards to the employees.	1	2	3	4	5	6	7

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### Fringe Benefits

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1	When I do a good job, I receive the recognition for it that it should be.	1	2	3	4	5	6	7
2	Mostly I am appreciated on my good performance.	1	2	3	4	5	6	7
3	Often benefits are available in this organization.	1	2	3	4	5	6	7

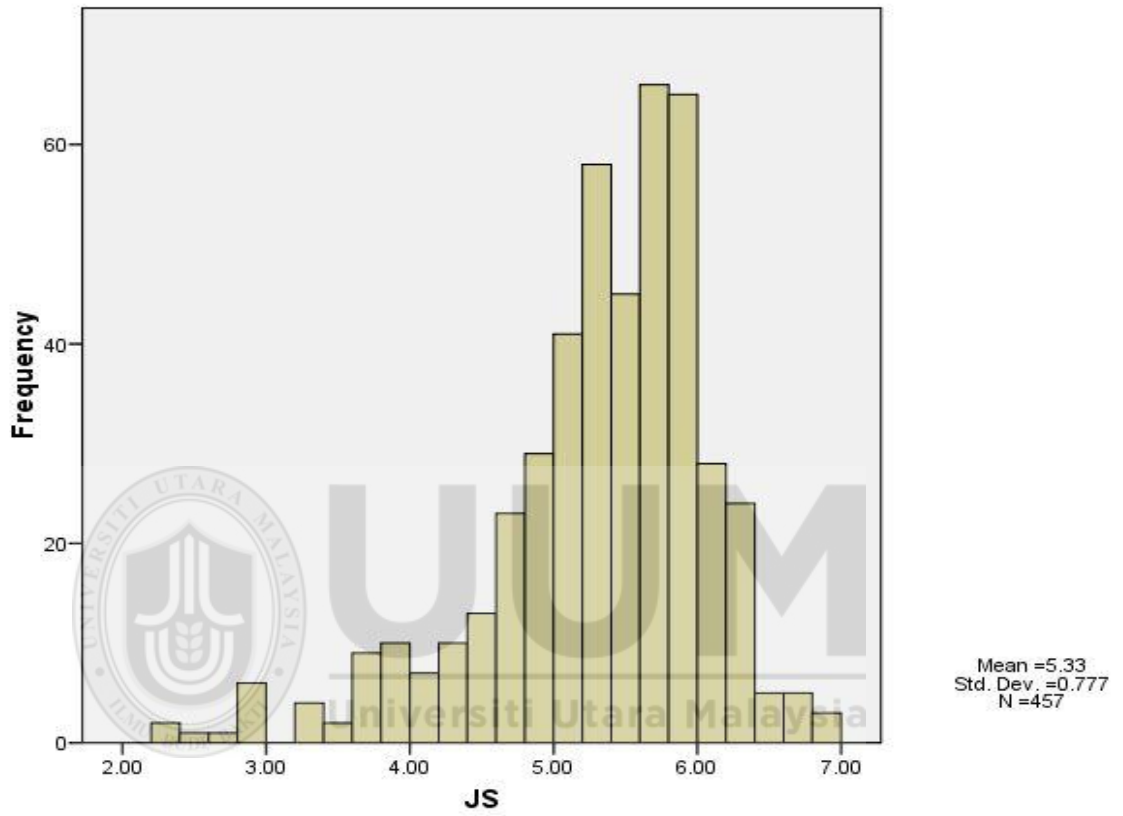
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**UUM**  
Universiti Utara Malaysia

## Appendix B

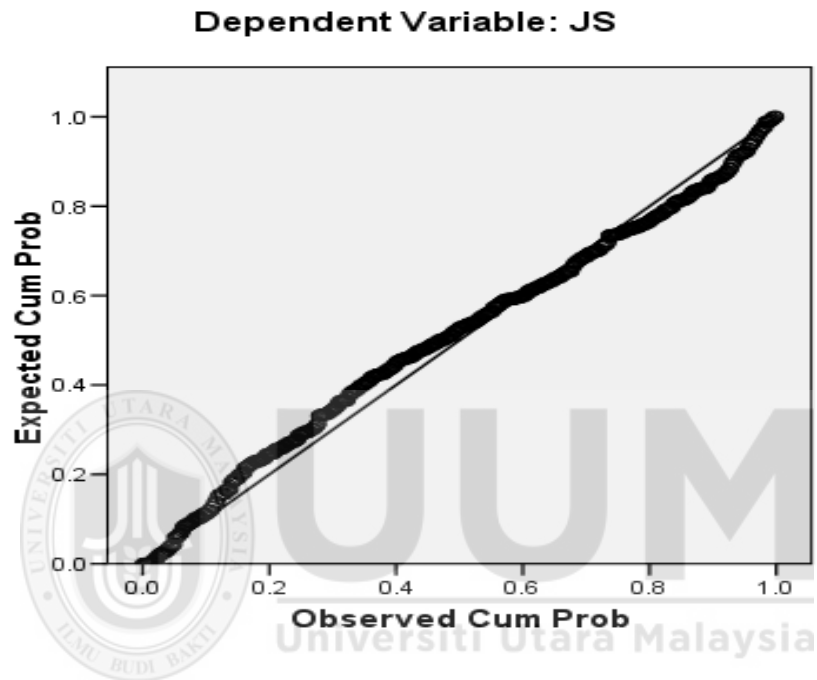
### Histogram



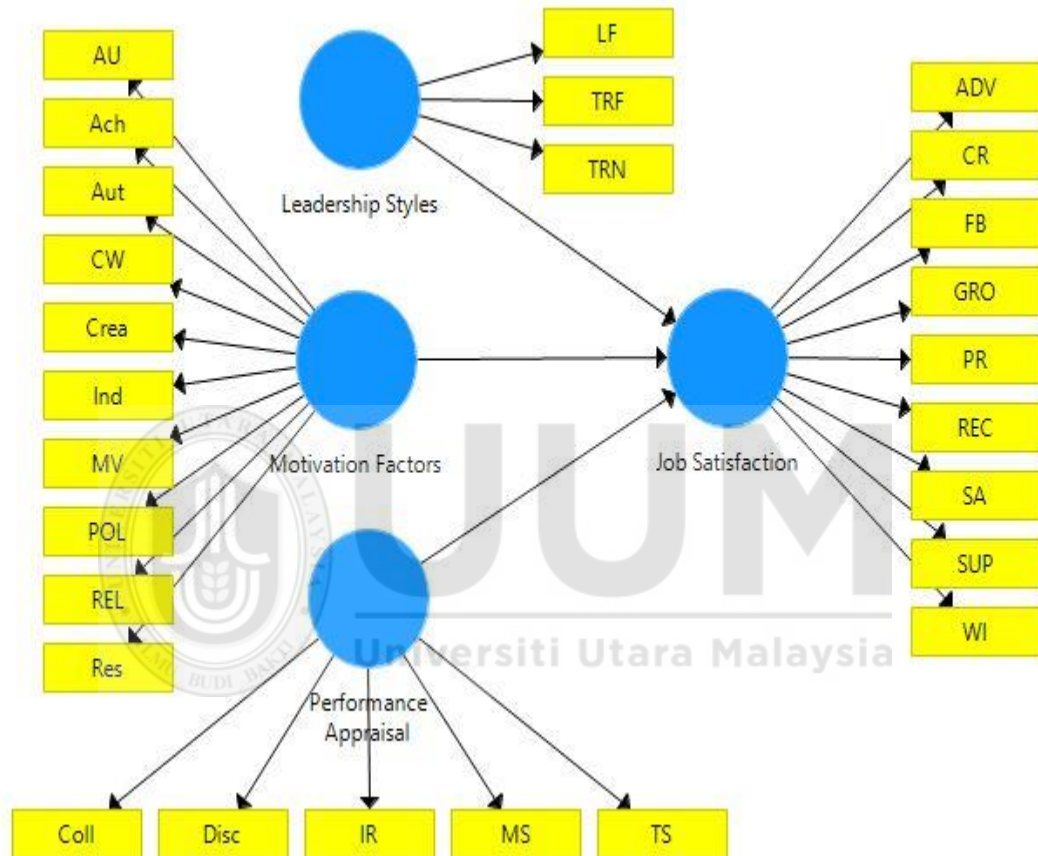
## Appendix C

### P-P-Plot

Normal P-P Plot of Regression Standardized Residual



## Appendix D Conceptual Framework



**Appendix E**  
**Path Coefficient**

<b>Constructs</b>	<b>Beta</b>	<b>SD</b>	<b>T-Value</b>	<b>P-Value</b>
LS → JS	.324	.047	6.954	.000*
MF → JS	.171	.052	3.192	.002*
PA → JS	.399	.050	7.986	.000*



**Appendix F**  
**Predictive relevance ( $R^2$ )**

<b>Variables</b>	<b><math>R^2</math></b>	<b>Range</b>
Job Satisfaction	0.560	Moderate



**Appendix G**  
**Effect size ( $f^2$ )**

<b>Relationship</b>	<b><math>f^2</math></b>	<b>Range</b>
LS → JS	.15	Moderate
MF → JS	.04	Weak
PA → JS	.22	Moderate



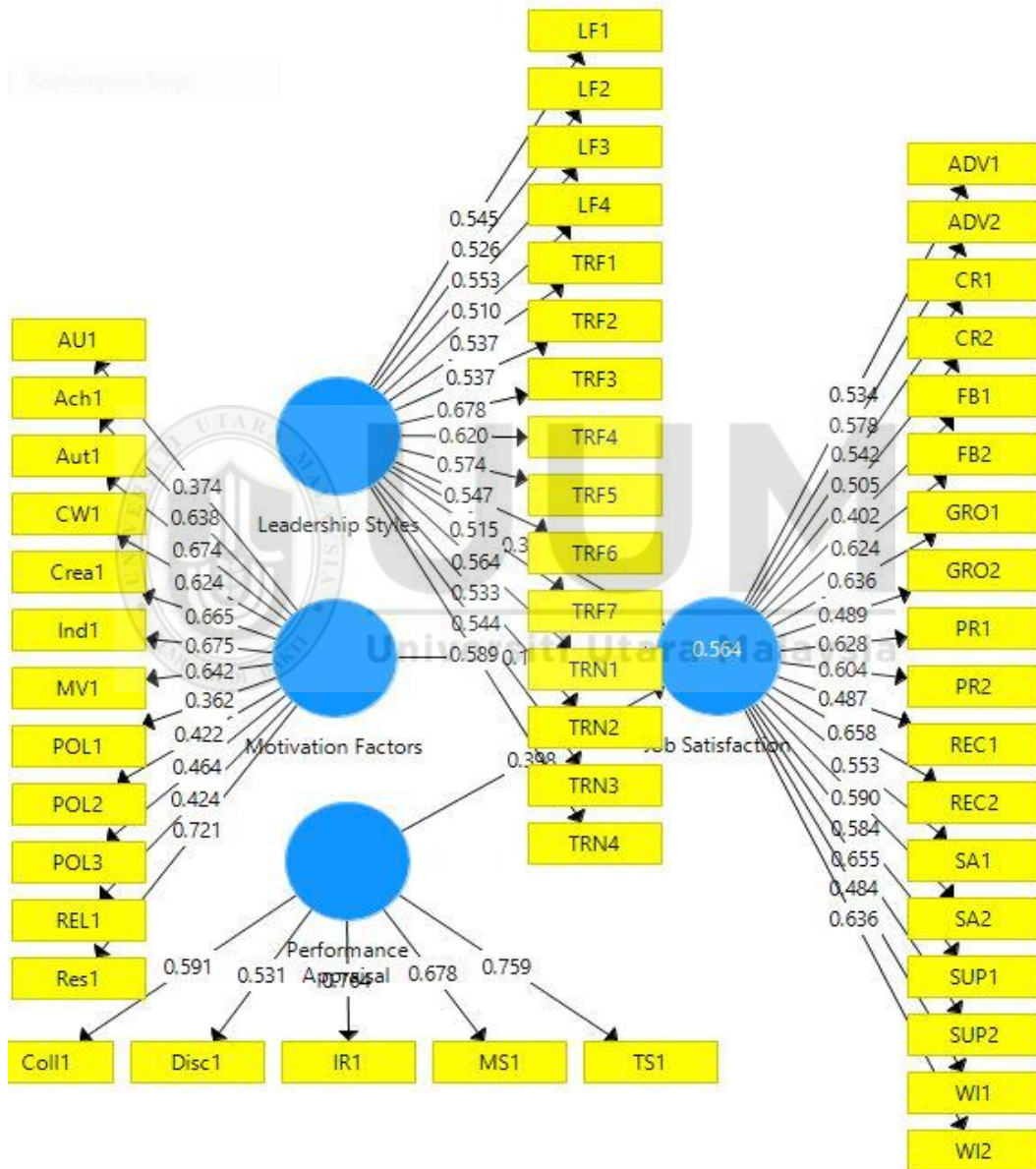
## Appendix H

### Cross-validated redundancy ( $Q^2$ )

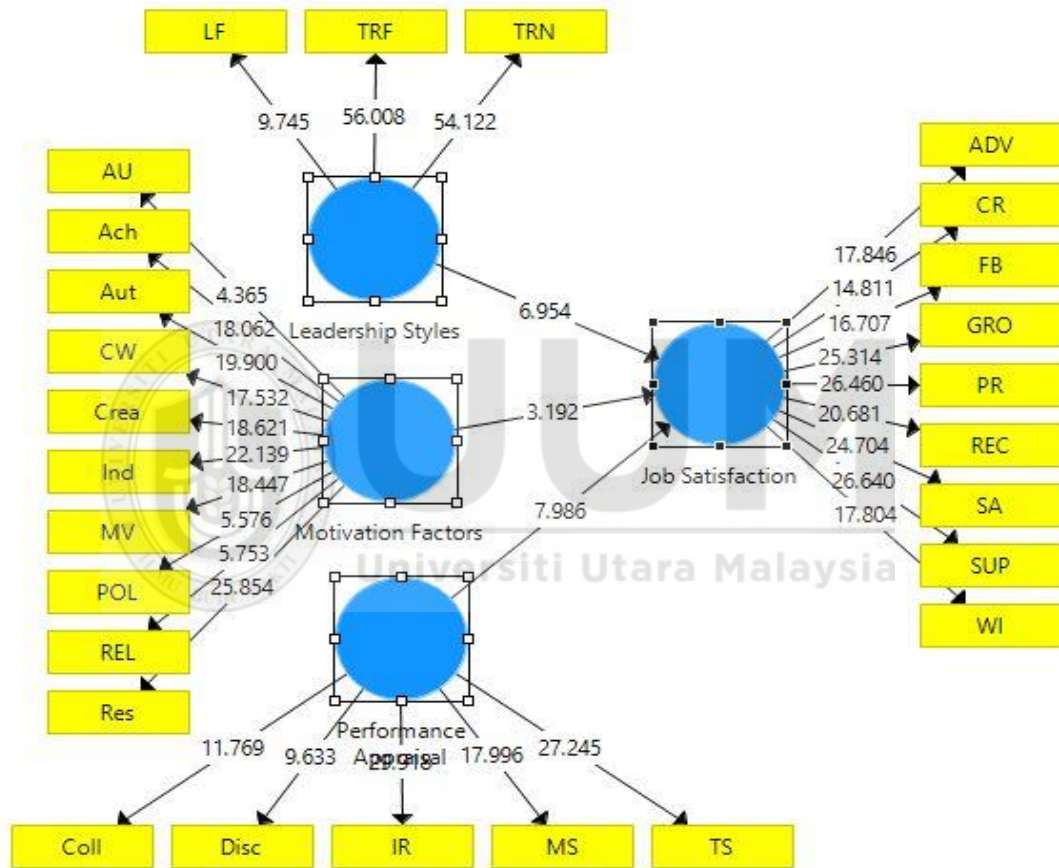
<b>Construct</b>	<b>SSO</b>	<b>SSE</b>	<b><math>Q^2</math></b>	<b>= (1- SSE/SSO)</b>
Job satisfaction	4113.00	3115.835	0.242	



## Appendix I Measurement Model

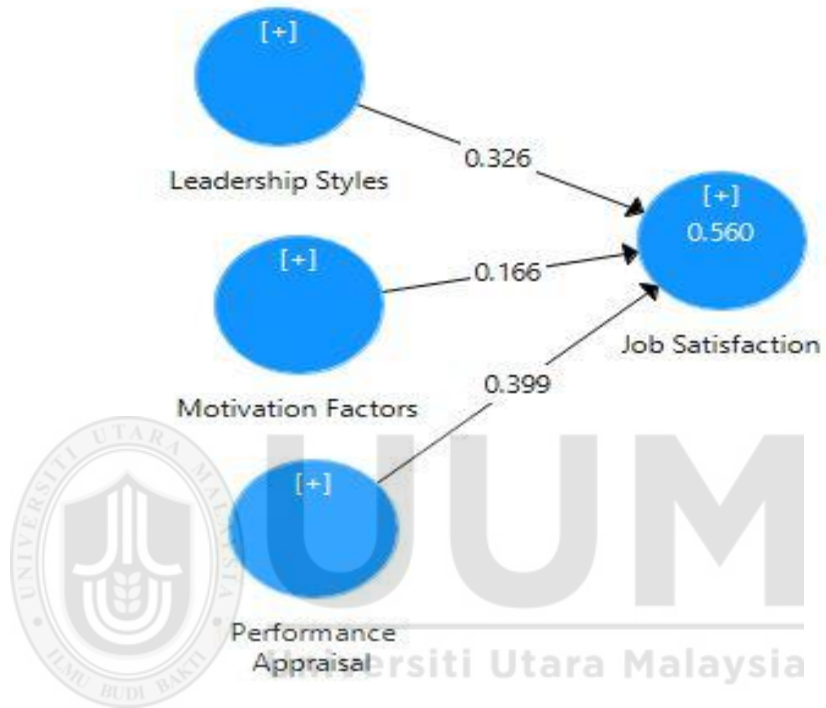


## Appendix J Structure Model

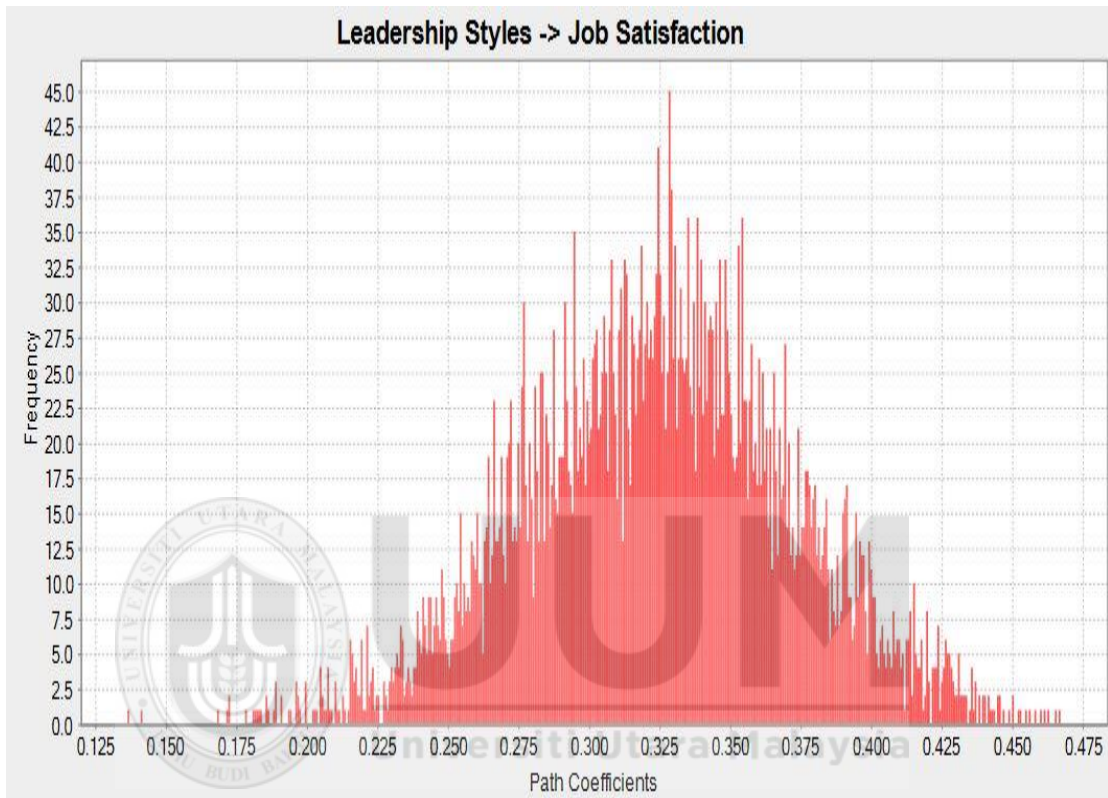


## Appendix K

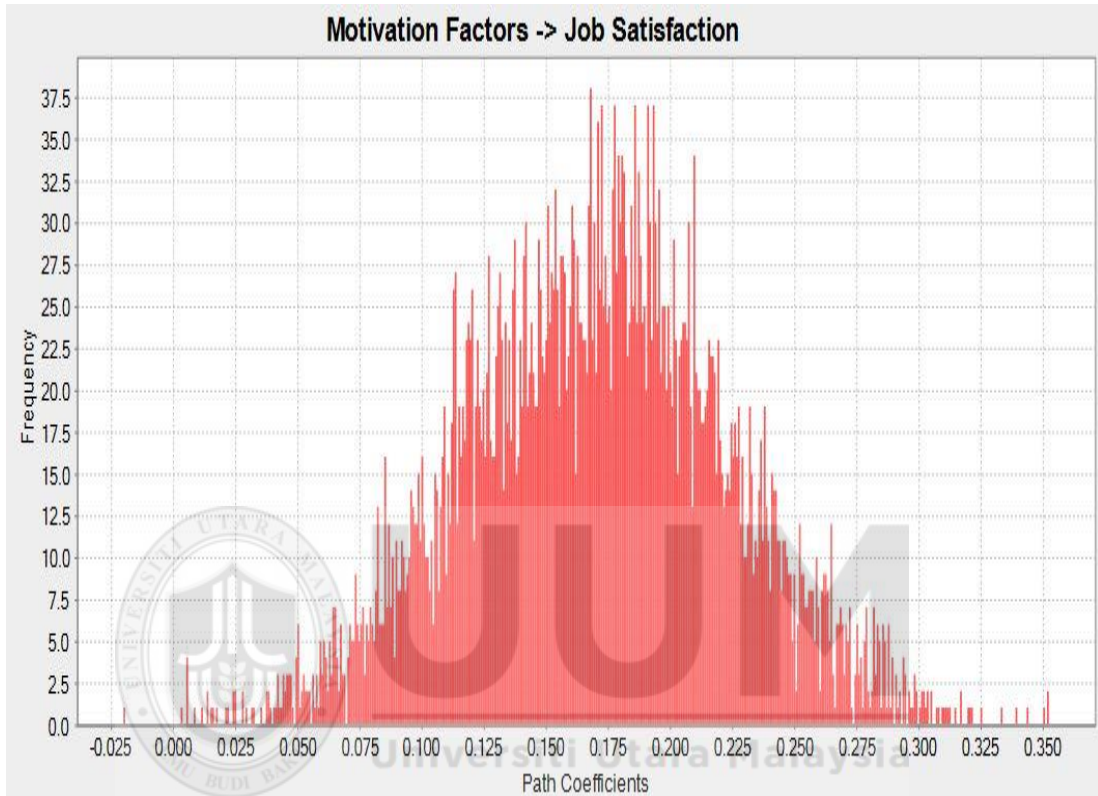
### Predictive relevance ( $R^2$ ) Value



## Appendix L



## Appendix M



## Appendix N

