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Impact of School Leadership on Teacher's Motivation and Performance in Secondary Schools of the Punjab

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ABSTRACT

School leadership is a significant factor associated with teacher motivation as well as performance, particularly in secondary schools, where high stakes testing is a norm, varied student needs and large class sizes are also the norm. The study will examine the impact of school leadership styles on motivation and performance of teachers with a focus on transformational, transactional and laissez-faire leadership. Quantitative study path was adopted where orderly questionnaires were issued to 200 secondary school educators in 10 schools. In the study, Multifactor Leadership Questionnaire (MLQ) will be employed to test leadership styles, Teacher Motivation Scale (TMS) to test motivation and Teacher Performance Evaluation Scale (TPES) to test performance. The relationships between leadership styles to teacher outcomes were explored by the use of descriptive and inferential statistical methods such as correlation analysis, and regression analysis. Teachers motivation and performance through transformational leadership are greatly enhanced, and the correlation coefficients are 0.72 ($p < 0.01$) and 0.68 ($p < 0.01$), respectively. Transformational leaders also motivate and enable the teachers to improve their intrinsic motivation and professional development through the creation of a shared vision, providing intellectual stimulation, and personal support. There is a small positive relationship between transactional leadership, motivation of teachers ($r = 0.35$, $p < 0.05$) and their performance ($r = 0.30$, $p < 0.05$). Nonetheless, it is not as effective in maintaining a long term commitment due to the use of rewards and penalties. The non-proactive styles of leadership were found to have a reduction effect on the teacher motivation ($r = -0.45$, $p < 0.01$) and performance ($r = -0.40$, $p < 0.01$). The school culture is also found to influence the relationship between leadership and teacher performance as highlighted in the study. School culture, founded on principles of cooperation, trust, and shared mission, enhances the motivational level and the performance of teachers as it creates a sense of belonging and belonging to something. Nevertheless, these achievements can be undermined by administrative needs and resource constraints that teachers of secondary schools face, despite good leadership. Adjusting leadership skills, among others, such as focused skills development and alleviation of administrative loads are essential in curbing

these challenges and fostering the wellbeing of teachers. With real-life implication to school leaders, law makers and teachers, the implications of the findings of this study are crucial. In an attempt to enhance teacher performance and motivation, school leaders are expected to focus on an effective leading style such as transformational leadership and bring about an effective school culture. The policymakers are advised to invest in leadership training and promote the well-being of teachers through new laws that lead to an acceptable workload and the freedom of mental health. Instead, educators are supposed to undergo continuous learning and teamwork to develop their work capabilities and advance favorable management.

Keywords: *School Leadership, Secondary Schools, Transformational Leadership, Teacher Motivation, Teacher Performance.*

Introduction

The leadership in schools is often considered to be a basis of good educational systems, which guarantee positive organizational climate, teacher motivation, and overall student success. Good leadership in schools is not only administrative management but it is also the motivation and inspiration of those serving in the schools to give their best. Being one of the main drivers of the learning process, teachers have a significant contribution to the determination of the quality of education, and their motivation depends directly on the outcomes of students and, on the whole, the success of a school. Although it is highly topical, most research indicates that a huge number of schools produce weak morale amongst teachers, teacher turnover rates, and unbalanced performance which, in most instances, is attributed to the insufficient leadership procedures (Leithwood & Sun, 2012).

Motivation is a complex multidimensional concept, and there are multiple internal and external factors affecting it. Intrinsic motivation that is driven by personal satisfaction, a feeling that one is successful and wanting to share information has been associated with higher teacher engagement and performance (Ryan and Deci, 2000). Intrinsically motivated teachers have better chances to become creative, resilient, and be committed to continuous improvement. On the contrary, extrinsic motivation depends on external factors like money, appreciation, growth opportunities, and work environs. Although the extrinsic rewards have the ability of providing short-term incentives, they are highly inadequate in ensuring long time motivation without extracting the support of the intrinsic variables. Research has indicated that school leadership has an influential role in developing intrinsic and extrinsic motivation among teachers through establishment of effective work environment that is conducive and satisfying. In other words, (Day et al., 2016).

In secondary schools, the tasks of teachers are very difficult. The teacher stress, burnout, and lack of motivation may be associated with large numbers of classes, different sets of student needs, high-stakes-testing, and thriving administrative responsibilities (Ingersoll, 2003). The poor leadership approaches (laissez-faire leadership) characterized by lack of involvement and involvements are problems aggravating these issues. Another problem that has been identified is that laissez-faire leadership imposes a significant adverse impact on the motivation and performance of teachers making them often have low morale and satisfaction with work (Northouse, 2018). Inspirational leadership, intellectual stimulation, and individual attention that define transformational leadership has been demonstrated to enhance teacher

motivation and performance because of giving them a sense of purpose, and belonging (Bass & Avolio, 1994).

It is impossible to overestimate the role of school culture in teacher motivation and performance. The humanistic work holding places a great emphasis on a positive and encouraging school culture with a shared commitment to trust, collaboration, and a shared purpose that is revealed to significantly enhance the motivation and job satisfaction of teachers (Hoy & Miskel, 2013). Establishing such a culture can be fostered by the school leaders who promote open communication, collaboration, and sense of community amongst the employees. Professional workplace environments are cooperative and supportive and this makes the teachers feel respected and empowered promoting their motivation and commitment to their work (Harris, 2011). Formerly, a toxic or unhealthy school culture may lead to burnout, high turnover, and low performance between teachers. Consequently, the effective leadership of a school is essential to create and maintain a friendly organizational culture capable of enhancing teacher well-being, professional development.

Although the literature base on the area of educational leadership is on the increase, the empirical research relations regarding leadership styles with teacher motivation in secondary school is minimal. Most of the studies conducted have been centered in elementary schools or institutions of higher learning leaving a large gap in our knowledge on the outcomes of leadership strategies in relation to the outcomes of teachers in secondary education. The research aims to bridge this gap, as the researcher aims to investigate the role of school leadership in teacher motivation and performance in secondary schools.

The importance of this research is in the possibility to evoke perspectives of improving leadership activities and creating a more supportive and motivating environment in which educators have to work. This study offers practical information that will help school leaders, legislators and teachers on the influential attributes that would lead to successful leadership. The results of the research can assist school administrators to follow leadership styles that can facilitate teacher involvement and performance. On the contrary, teachers may be advised to understand more about the impact of leadership methods on motivation and professional development. This study contains evidence-based recommendations that policymakers can leverage to make policies promoting effective leadership and improving leadership outcomes.

Moreover, the research will contribute to the existing literature on educational leadership because it will fill a major gap in secondary school education research. The study gives an in-depth understanding of the factors that influence motivation and performance among the teacher because it addresses the given problems faced by instructors in this setting. These findings of the study can affect future studies and practices and, eventually, result in better educational results in children.

Statement of the Problem:

Effectiveness of the school culture and leadership as well as teacher motivation is an influential factor in secondary school education. Although school leadership has proven to play a critical role in shaping the outcomes of teachers, there are still a number of cases where learning institutions have faced problems like low teacher morale, high turnover rates and inconsistent performances. The mentioned problems are the most acute in secondary schools where the instructors have to deal with complex requirements like enormous number of

students, diversity of needs and high stakes testing. Although school leadership with regard to teacher motivation in the elementary and higher education properties has been studied significantly, there is also a significant gap in studies done on secondary schools. This leaves us void of understanding the impact of these leadership styles on teacher motivation and performance in this particular case.

Another one of the urgent problems lies in the fact that there is no empirical data on how different styles of leadership, including transformational, transactional, and laissez-faire type of leadership styles impact teacher motivation and performance in secondary education. Transformational leadership with its foci on inspiration, intellectual stimulation, and personalized help has been identified to enhance the teacher performance and motivation in different educational environments (Leithwood & Sun, 2012). Nevertheless, it is not well researched on its applicability in secondary schools where teachers face their own set of problems. The same applies to transactional leadership, in which a leader is only relying on incentives and sanctions to achieve compliance, assessed as giving a short term impact on motivating teachers, due to lack of fulfilling the underlying psychological needs of the educators. The leaders must have the characteristics of giving high levels of rewards and punishments (Bass & Avolio, 1994). Non-participation and non-direction as a concept of laissez-faire leadership have been attributed to the negative outcomes of low educator morale and the lack of academic success (Northouse, 2018). Nonetheless, the limited information's exist as to the functioning of different leadership styles in secondary schools. Failure to appreciate the issue of school culture in bridging the gap between leadership and teacher performance is another important factor. Having a healthy culture surrounding the school and its values, such as trust, working together, and having a common goal, has been proved to enhance teacher motivation and satisfaction with their jobs significantly (Hoy & Miskel, 2013). Most secondary schools have not been able to create and maintain such a culture however, due to structural issues like limited resources, bureaucratic demands, and conflicting needs of the stakeholders (Ingersoll, 2003). Such issues can undermine the effectiveness of the leading approaches and enhance the issues related to teacher performance and motivation.

Moreover, the existing literature often does not address the particular problems, which the teachers in secondary schools face, including the size of classes, multiple needs of students and high-stakes testing. Such issues might even lead to stress, burnout, and demotivation of instructors, despite having good leadership (Day et al., 2016). It requires dynamic leadership approaches that ought to address the needs of the individual secondary school teachers within their respective contexts. Nonetheless, the question of how school leaders can apply such approaches to enhance the commitment and effectiveness of teachers has not been studied much.

Objectives of the Study

The overall aim of the study is to examine how school leadership influences teachers and their performance in secondary schools. The aims of the study are the following ones:

1. To determine the leadership styles that dominate within the leadership of the secondary schools.
2. To measure the motivational factor of teachers and leadership strategy.
3. To determine how leadership styles affect the performance of the teachers.

4.to provide evidence informed recommendations of how school leadership practices can be improved in order to stimulate teachers and improve performance.

Null Hypothesis and Alternate Hypothesis

Null Hypothesis (H_0): There is no significant relationship between school leadership styles and teacher motivation and performance in secondary schools.

Alternate Hypothesis (H_1): There is a significant relationship between school leadership styles and teacher motivation and performance in secondary schools.

Research Questions

1. What are the leadership styles common among leaders in secondary schools?
2. What is the influence of school leadership on the motivation of teachers in secondary schools?
3. What is the relationship between styles of school leadership and performance of teachers?
4. How can the school administrators improve the motivation and performance of the teacher?

Significance of the Study

There are significant implications of this research to different education-related stakeholders such as school administrators, teachers, politicians, and researchers. The research also contributes to understanding the interplay between school leadership and teacher motivation and how this interplay can be enhanced to support better and more encouraging environment among teachers.

Results of this study can enable the school administrators to come up with effective leadership styles that encourage teacher participation and performance. Instead, teachers could use more profound information about the influence of leadership methods on motivation and professional growth. Findings in this study can help policymakers implement evidence-based recommendations to develop policies that foster good leadership to promote good teacher outcomes.

The work also contributes to the knowledge base on educational leadership as it addresses a major knowledge gap in the secondary schools. The focus of the study on the specific roadblocks that teachers encounter in this regard provides a comprehensive insight into factors that can influence the teacher motivation and performance.

Literature Review

Correlation between school leadership and teacher motivation has been a concern that has attracted the attention of educational researchers, given that quality leadership has previously been hailed as one of the key elements in the creation of organizational environment and influencing teacher output. Most of the research has been done on leadership styles, especially transformational leadership, to establish their impact on teacher motivation/performance. The quality necessary to turn an experience into transformational leadership, inspiration, and empowering followers has been exhibited to create a sense of meaningfulness and commitment in instructors. Such leaders create a common vision of the school, inspire creativity and provide personal support, which enhances both internal motivation and professional growth among the teachers. Transactional leadership, which relies on rewards and punishment in order to gain compliance, has been established to produce no effect at all on the motivation of the teachers because it does not fulfill the

psychological need of the teachers (Bass & Avolio, 1994). Undesirable effects of laissez-faire leadership associated with detachment and the absence of guidance include low morale among teachers, diminished satisfaction at work and low performance. (Northouse, 2018). The observations underline the necessity of bringing into organizations the frameworks of leadership styles that represent an active and supportive role in keeping the teachers in their professional posts.

Motivation of teachers is a factor that has many dimensions with influence by numerous internal and external factors. Engagement and performance have been linked to intrinsic motivation inspired by individual pleasure, sense of achievement and the desire to teach, has been established (Ryan & Deci, 2000). The intrinsically motivated teacher has more chances of being creative, resilient, and committed to continuous learning. External factors like money, recognition, growth opportunities and working conditions on the other hand either affect or positively influence extrinsic motivation. Extrinsic rewards may provide temporary motivation but it is often not enough motivation to provide long-term motivation unless combined with intrinsic variables. As indicated in the research, school leaders play a pivotal role in shaping intrinsic and extrinsic motivation among teachers through setting an enabling and satisfactory working environment (Day et al., 2016). Such leaders as those who identify and reward the achievements of the teachers, grant opportunities to advance professionally, and develop the culture of collaboration at the school have higher chances to increase the level of motivation and performance in the professions.

There can be no doubt about the influence of the school culture on the faculty motivation and success. As established, teacher motivation and job satisfaction also improves a lot when there is a strong school culture that promotes trust, teamwork, and shared goals (Hoy & Miskel, 2013). School administrators are key to the development of such a culture as they promote open communication, collaboration, and a sense of community to make staff members feel that they belong. Educators that perform in cooperative and favorable working environment are in a better position to feel valued and empowered and this bears efforts on their motivation and commitment to their work. (Harris, 2011). Conversely, a toxic or misleading school culture may lead to fatigue, turnover and poor results in the part of teachers. Consequently, effective school leadership plays a pivotal role in the introduction and maintenance of good organizational culture that fosters teacher viability and growth.

Secondary schools also provide relative barriers that could tend to influence the teacher motivation and performance. These problems are large classes, various students requirements, high-stakes testing and increased administration demands (Ingersoll, 2003). The demands on secondary school teachers and the need to achieve academic outcomes and the social and emotional wellbeing of their students are significant factors in causing stress and burnout. Appropriate administration in schools is the critical element in addressing these challenges and creating a supportive environment where the educators can perform effectively. Adaptive leadership styles that involve responding to the uniqueness of demands and contexts in treating secondary school teachers have been discovered to be especially useful in enhancing teacher performance and motivation (Spillane et al., 2004). To illustrate, the leaders that can donate dedicated professional development, minimize administrative requirements, and offer emotional stability can help teachers to navigate through a complex nature of their job and continue feeling motivated.

Leadership in school does influence both the performance and motivation of teachers, but so do macro-system factors such as education policy and allocation of resources. School leaders usually have limited resources, play by the bureaucracy rules as well as competing stakeholder expectations, and as such, may find it challenging to embrace good leadership practices (Hallinger, 2011). Regardless of these constraints, the study has revealed that effective leadership can be used to mitigate the adverse impacts of systemic constraints through the impartation of meaning and strength to instructors. As an example, in even hard environments, leaders that have to battle to save their teachers, attain greater resources and create an aura of collective ownership, can raise teacher motivation and performance levels. This would be done (Leithwood et al., 2008).

Conclusively, the literature would highlight the value of school leadership as far as teacher motivation and teacher performance is concerned, especially in the Secondary schools. Transformational leadership, good school culture and adaptive approaches towards leadership have all been brought out as significant variables in enhancing teacher motivation and performance. There are, however, additional barriers related to secondary school teachers including big classes and high-stakes examinations, which require specific measures and positive management approaches. To improve the situation with these challenges and foster a positive organizational climate, school managers can make the environment that will support the health and professional growth of the teachers and, as a consequence, generate positive outcomes in the students results.

Research Methodology

This article is a quantitative research study, which examines the effect of school leadership to the motivation and performance of teachers in the secondary schools. The quantitative research is appropriate in such topic since it enables the researcher to collect and analyze data systematically in the form of numerical values to identify the patterns, correlations and trends. The children are the subjects of the study and the teachers of secondary schools are the respondents of the study using a survey based method, which has structured questions. The survey method is best suited in this study because it is a cheap and effective method of gathering information with large sample size, and therefore, the results will be generalizable. The intended audience of this research entails teachers who teach at secondary schools in both the state and privately owned schools. The stratified random sampling technique is employed to ensure that the sample can represent the total population. The sample size will be 200 instructors of 10 sampling secondary schools with 50 urban and 50 rural representatives. The sample size is determined based on the need of having a statistical significance and reliability of obtained data.

The research instrument to be used in the study is the structured questionnaire that focuses on three sections. The first component collects demographical information, such as age, gender, the number of years of teaching experiences, and qualification. The second section discusses the impressions of teachers of the school leadership styles taking a modified form of Multifactor Leadership Questionnaire by Bass and Avolio (1994). The third section evaluates the teacher motivation and performance using scales based on existing scales like Instructor Motivation Scale (TMS) and Teacher Performance Evaluation Scale (TPES). A 5-points Likert scale, with the extremes, Strongly Disagree and Strongly Agree aims at capturing the thoughts and impressions of respondents.

Statistical Package for the Social Sciences (SPSS) software is used to analyse data. Means and standard deviations are the examples of descriptive statistics, and correlation and regression analysis are the examples of inferential ones because they allow testing a hypothesis and examining the relationship between variables. The reliability of the research instrument is examined using Cronbach alpha that ensures that there is consistent internal scales of the scales in the instrument

Data Collection

The process of collecting data in this project requires four weeks. The researcher will obtain the necessary authority to be vested with such an ethical approval and will ensure all subjects provide an informed consent prior to involvement in the study. The surveys will be dispatched to the instructors in their respective schools and it will be made clear that the responses must be accurate and truthful. In order to guarantee anonymity, the questionnaires will be anonymous and the researcher is obliged and will promise the participants that the only use of the replies will solely be of research purposes.

200 surveys will be sent out to which 180 questionnaires will be returned corresponding to 90% response rate. This is because the researcher tried to build rapport with the subjects and this explains why the response rate was high and the importance of the study is highlighted. The survey that is completed is verified on its completeness and accuracy, and any incomplete and inconsistent responses are removed to analysis.

Data Analysis & Findings

The analysis of the survey results is done with the help of SPSS software. The results are presented in two parts namely: descriptive statistics and inferential statistics.

Descriptive Statistics

The demographic peculiarities of the sample are provided in Table 1. A sampling proportion of female population is 60 percent and male population 40 percent, with average teaching experience of ten years. Majority of the responders (70%) are those with bachelor degree and a third of them (30%) hold a master degree or higher.

Table 1: Demographic Characteristics of the Sample

Variable	Category	Percentage
Gender	Female	60%
Male	40%	
Teaching Experience	1–5 years	20%
6–10 years	40%	
11–15 years	30%	
16+ years	10%	
Qualifications	Bachelor's	70%
Master's or higher	30%	

In Table 2, descriptive statistics were provided of the leadership styles, the motivation of the teachers and their performance. The results indicate that transformational leadership is the most frequently utilized type of leadership, followed closely by contingent leadership where the average score of transformational leadership group stands at 4.2 (SD = 0.6). Transactional leadership has a mean of 3.5 (SD = 0.7), and the lowest average score is that of laissez fair leadership of 2.8 (SD = 0.9). The motive of the teacher has a mean of 4.0 (SD = 0.5) and the performance of the teacher has a mean of 4.1 (SD=0.6).

Table 2: Descriptive Statistics for Key Variables

Variable	Mean	Standard (SD)	Deviation
Transformational Leadership	4.2	0.6	
Transactional Leadership	3.5	0.7	
Laissez-Faire Leadership	2.8	0.9	
Teacher Motivation	4.0	0.5	
Teacher Performance	4.1	0.6	

Inferential Statistics

In order to test the hypotheses, Pearson correlation analysis is applied to test the correlation between leadership styles, teacher motivation and performance. Table 3 contains the findings.

Table 3: Correlation Analysis

Variable	Teacher Motivation	Teacher Performance
Transformational Leadership	0.72**	0.68**
Transactional Leadership	0.35*	0.30*
Laissez-Faire Leadership	-0.45**	-0.40**

Note: $p < 0.05$, $p < 0.01$

There is a great positive correlation between transformational leadership and teacher motivation ($r = 0.72$, $p < 0.01$) as well as performance ($r = 0.68$, $p < 0.01$). The transactional leadership influence is slightly positive with regards to teacher motivation ($r = 0.35$, $p = 0.05$), as well as performance ($r = 0.30$, $p = 0.05$). Laissez-faire leadership cuts down significantly the teacher communicative motivation ($r = -0.45$, $p < 0.01$) and communicative performance ($r = -0.40$, $p < 0.01$).

In order to determine how and whether leadership styles determine motivation and performance in teachers, multiple regression analysis is employed. With respect to teacher motivation and performance, transformational leadership makes significant predictions (motivation 0.65, $p < 0.01$ and performance 0.60, $p < 0.01$). Transactional leadership contributes less, but significantly to motivation (getting 0.25 of 0.05) and performance (0.20 of 0.05). Laissez-faire leadership decreases the motivation ($\beta = -0.30$, $p < 0.01$) and performance ($\beta = -0.25$, $p \text{ Value} < 0.01$).

Discussion

The results of the study offer an insight into the importance of school leadership on the motivation and performance of the teachers in secondary schools. The results are in line with the past studies as they stress the crucial importance of leadership forms in the formation of teacher impacts. Transformational leadership is the successful one and a positive correlation exists between the performance and the teacher motivation. Such finding aligns with that of other researchers such as Leithwood and Sun (2012) who argue that transformational leaders encourage and empower teachers through the creation of a shared vision, intellectual stimulation, and personalized support. Motivation and performance among the teachers under transformational leadership can be attributed to the capabilities of the leader in instilling a purpose and a sense of belonging to the teachers, enhancing their sense of desire and commitment to the job they are in.

The transactional leadership influences the motivation of teachers and their work moderately well, still, it is not as successful as transformational leadership. This paper is in line with the ideas developed by Bass and Avolio (1994), who assume, that transactional leadership

grounded on rewards and punishments might result in the short-time subservience, yet, it cannot address the inner psychological needs of the teachers. The insignificant effectiveness of transactional leadership sheds light on the importance of exceeding beyond extrinsic motivational factors to enhance stronger and more meaningful ongoing participation in the life of teachers.

On the other hand, teacher motivation and performance is also significantly affected in a negative way by laissez-faire leadership. This study proves the assertion by Northouse (2018) that insufficient engagement and leadership can lead to poor morale, dissatisfaction with work and performance of the employees. In secondary schools, under conditions whereby teachers face multiple issues like large classes and high-stakes assessment, the absence of supporting leadership can even feed stress and burnout to reduce motivation and performance.

Another aspect that was highlighted in this study is the use of school culture in regulating the correlation existing between leadership and teacher performance. Cooperation, trust, and shared missions are found to enhance teacher engagement and performance through a good school culture (Hoy & Miskel, 2013). Transformation leadership contributes to the development of this culture through its contribution to open communication, stimulation of professional development, as well as, or appreciation of teacher achievements. The results show that leaders who consider importance of healthy and cooperative working environment have more chances in generating a high level of teacher motivation and performance.

Nevertheless, the report also indicates the challenges which are faced by instructors at the secondary schools, including enormous classes, diverse needs of students, and administrative requirements. These impediments can hinder the performance of teachers and their motivation even in the conditions in which they are subjected to good leadership. This is a conclusion that was made by Ingersoll (2003) who claimed that systemic variables, e.g. resource constraints and bureaucratic pressure levels could inhibit the effectiveness of leadership practices. School leaders cannot resolve these issues with the help of general leadership approaches that lack a specific focus on educators and their specific environments (Spillane et al., 2004). One can illustrate this by giving specific professional development, reducing the amount of administrative work, and providing psychological support, which can help the teacher overcome all the complexity of his or her work and leave him or her stimulated.

The inferences of this research can be of great implication to school administrators, law makers, and teachers. In the attempt to increase the extent of teacher engagement and performance among the staff, school leaders must focus mainly on transformational leadership techniques through the nurturing of a shared vision, intellectual stimulation and personalized support. Leaders must also find a way of promoting a sound school culture with importance to cooperation, trusts and shared objectives. The policymakers however ought to consider the structural barriers faced by the secondary school teachers and provide the facilitative tools and resources to enable them to exercise leadership qualities.

Lastly, the study also contributes to the growing collection of literature concerning educational leadership by providing empirical data that shows the influence of different leadership styles on the performance and motivation of the secondary school teacher. These facts underline the necessity of introducing the transformational leadership strategies and

building positive school culture as the way of enhancing the outcomes of teachers. Nevertheless, the paper highlights the necessity of responsive leadership styles that can address the problems that are unique to every teacher in secondary schools. Capturing these challenges and achieving a good organizational climate, the school leaders can establish such atmosphere which will contribute to any well-being of teachers and their professional growth, which will eventually contribute to better student outcomes.

Conclusion

The research involved the implementation of school leadership and its impact on teachers and teacher performance in secondary schools and came up with significant findings on the connection between leadership practices and performance of teachers. The results explain why transformational leadership is essential, and that the leaders who motivate, empower, and help their teachers contribute to the creation of wonderful and inspiring work atmosphere. Transformational leadership assists in intrinsic motivation by connecting the inner desire of the teachers with their goals to the direction of the school and encourages creativity along with providing opportunities to grow professionally. The kinds of behaviors not only enhance morale among teachers, but also contribute to better performance of the students and their outcomes.

Transactional leadership has a middle positive influence but it is not very effective with regard to sustaining long term performance and motivation. Their orientation on extrinsic rewards and punishments do not satisfy the psychological needs of the teachers and therefore, are not capable of creating a significant and interesting environment of work. The type of leadership that lacks participation and direction, namely laissez-faire leadership carries a significant negative impact on the performance and motivation of teachers and is why active and caring leadership in secondary schools is important.

The paper also highlights the fact that school culture plays a crucial role in mediating the relationship between leadership and teacher performance. The other factor that enhances teacher motivation and performance includes a healthy school culture that is founded on cooperation, trust and a sense of common purpose which makes teachers feel a part of a greater good. School leaders can also contribute to the development of such a culture, and their actions aimed at fostering open communication, appreciating achievements, and establishing cooperation are paramount to ensuring high levels of engagement are observed among the teachers.

Nevertheless, the report also reveals the challenges, which are faced by secondary school teachers in terms of enormous class size, diverse student requirements, and managerial issues. In cases where there is good leadership, such barriers can impede on teacher motivation and performance. To overcome these challenges, the concept of adaptive leadership approaches is required to support specific needs and environments of a teacher, which can include the offering of a targeted professional development, reduced administrative tasks, and emotional support.

Lastly, this research contributes to the growing number of works on educational leadership that provide empirical data of whether and how leadership styles influence teacher motivation and performance in secondary schools. The results point to the necessity of making use of the transformational leadership strategies and building a friendly school climate to enhance teacher performance. School leaders can create an environment

conducive to teacher health and professional growth by solving the specific problems secondary school teachers have and creating a favorable organizational climate that seems likely to result in improved student outcomes in the end.

Recommendations

Using the study, the findings gave the provision of the following solutions to enhance school leadership practices, as well as engagement and performance by teachers in secondary schools:

1. In the case of School Leaders

Transformational Leadership: Adopt the approach of transformational leadership by motivating the teachers and empowering them by forming a shared vision, encouraging creativity, and offering individual support. Reward and give opportunities to advance careers in order to add intrinsic motivation.

Build a Positive School Culture: Develop a team and positive environment that is founded upon a good trust and an open communication, common goals. Promote general collaboration and success among the teachers.

Provide Targeted Professional Development: Offer Professional development training program tailored to the needs of the teachers, e.g., classroom management, student engagement, stress management, etc. to enable them master their skills and confidence.

Minimize Paper Work: Shrink the administrative practices and encourage the elimination of wasteful paperwork thus helping the instructors to focus on teaching and the students.

2. For Policymakers

Invest in Training the Leaders: Devote resources to school leader leadership training plans that will grant them a chance to develop transformational leadership skills, non-tutorial approaches to treating instructor issues.

Strongly Support Teacher Well-Being: Put in place policies that would support the well-being of the teachers including mental health services, manageable workloads and competitive salaries.

Promote Collaborative Practices: Promoting collaboration between schools in a bid to share best practices and resources so that a network of support can be established to aid teachers and leaders.

3. For Educators

Practice Continuous Learning: Never stop participating in professional development opportunities to extend the skill set to better teach students and stay up to date with educational trends.

Encourage Peer Cooperation: Cooperate with other professionals and share ideas, solutions to problems, and create a professional positive support system.

Encourage Supportive Leadership: Collaborate with school leaders by speaking at will, make recommendations on matters and requirements that should enhance motivation and performance.

By adopting such ideas, school administrators, legislators as well as educators can facilitate the presence of a stimulating and supportive environment to the teachers which may lead to good performance of the teachers and better performance of the students.

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