




Khalid Mehboob¹, Umar Ali Khan² & Liaquat Hussain³

¹PhD Scholar, Qurtuba University of Science & Information Technology, Dera Ismail Khan, Pakistan

²Professor, Qurtuba University of Science and Information Technology, Dera Ismail Khan, Pakistan

³Associate Professor, Institute of Education & Research, Gomal University, Dera Ismail Khan, Pakistan

KEYWORDS	ABSTRACT
Transactional Leadership, Teachers' Motivation, Relationships, Higher Education Institutions	<p>This study investigated the correlation between transactional leadership and teachers' motivation at university level, focusing on two public sector universities hailing from Punjab (BZ University, Multan, Islamia University Bahawalpur) and two universities from the Khyber-Pakhtunkhwa (Gomal University, Dera Ismail Khan and University of Science and Technology Bannu). With a total population of 1477 teachers, a sample of 147 teachers was selected using Gay's (1987) recommendation of 10% sample size. Data was gathered through questionnaires, a commonly used tool in the social sciences, particularly in education (Taherdoost, 2016). Descriptive statistics such as mean and percentage were employed, alongside the inferential statistics including correlation, t-tests, and ANOVA. Findings indicated a significant relationship between transactional leadership and teachers' motivation at the university level. The results are significant and offered some recommendations to policy-makers along with certain clues for the future researchers about the application of transactional leadership in the higher institutions.</p>  <p>2024 Journal of Social Research Development</p>
ARTICLE HISTORY	
<p>Date of Submission: 21-01-2024 Date of Acceptance: 26-02-2024 Date of Publication: 28-02-2024</p>	
Correspondence	Liaquat Hussain
Email:	Lhgudik@gmail.com
DOI	https://doi.org/10.53664/JSRD/05-01-2024-01-01-12

INTRODUCTION

The effective leadership is necessary for advancement of teacher in order to inspire them towards desired outcomes (Duraku & Hoxha, 2021). The leadership is an art of influencing others towards predetermined objectives (Sarwar, Tariq & Yong, 2022). The researchers believed that leadership involves an effective process by which leader influences the behaviors of their colleagues (Hussain, Ahmed, Malik, & Ayesha, 2017), providing the direction to group members and striving towards organizational objectives (Hussain, Ahmed, Malik, Ayesha, 2017; Smith, 2000). Effective leaders, as

noted by Hussain et al. (2017), are those who inspire and motivate the group members, attending to their needs and driving them towards the organizational goals (Nyenyembe, Maslowski, Nimrod, & Peter, 2016). This study specifically examines the transactional leadership and its impact upon the motivation and professional development of university educators. Transactional leadership, often termed monitoring leadership, operates upon a reward-for-compliance basis, emphasizing efficient management and adherence to organizational rules and regulations (Bass & Riggio, 2006). In this leadership style, followers agree to follow the leader to achieve organizational objectives through an exchange process (Yukl, 1998), wherein the leaders direct their followers to follow the bee-line towards assigned tasks.

The employees under transactional leadership are expected to comply with established protocols rather than engage in innovative thinking (Eyal & Kark, 2004), with their adherence monitored closely (Bass, 2000). While research on leadership is extensive, fewer studies have explored impact of transactional leadership on the motivation of university-level educators. Kark and Dijk (2007) suggest that transactional leadership should prioritize duties and commitments to predict worker motivation. However, such studies remain largely theoretical and unproven. The leadership style of education institution heads plays crucial role in teacher motivation (Williams, 2018). Transactional leadership is a style of leadership that focuses on the exchange between leaders and followers. It is based upon the principles of rewards and punishments, and leaders who adopt this style often use a transactional approach to motivate their followers (Sarwar, Tariq & Yong, 2022). The ineffective leadership by institutional heads contributes to teacher dissatisfaction and demotivation (Brown, 2008; Waddell, 2010). It is incumbent upon educational leaders to understand the factors driving teacher motivation (Lekamge, 2010) and to take action to enhance motivation within educational settings (Korkmaz, 2007). Consequently, given the inherent stress of teaching profession, leaders' efforts are instrumental in achieving work motivation (Khan, Gul, Shah & Khan, 2012; Kottler & Zehn, 2000; Roth, 2007).

Problem Statement

In universities, a prevailing issue is the lack of motivation among the teachers, leading to a lack of commitment to their roles. A pivotal figure in addressing this issue is the leader within university context, who serves to rally and guide teachers in their responsibilities (Bono & Judge, 2003). Thus, there is a pressing need for research that examines the interplay between leadership and teachers' motivation. While previous studies have explored the correlation between transactional leadership and motivation, none have been conducted within the context of Pakistan. This gap in the existing literature is addressed by the current study, which aims to investigate the relationship between transactional leadership and teachers' motivation at the university level in order to produce new and valuable knowledge.

Research Objectives

1. To examine the association of heads transactional leadership and motivation of teachers at university level
2. To examine the demographic differences that exists in transactional leadership & teachers' motivation?

Research Questions

1. RQ-1: Does a relationship exist between transactional leadership exhibited by university heads and motivation levels of teachers?
2. RQ-2: Are there any demographic variances in the transactional leadership and teachers' motivation in particular context?

Significance of Study

The current research marks a significant contribution towards the field of transactional leadership by examining its correlation with teachers' motivation and professional development. Transactional leadership is a crucial area of inquiry within educational and management research, particularly given its emphasis on adherence to organizational rules and regulations. Addressing this leadership style's impact is imperative in the contemporary educational settings. Moreover, motivation is a key determinant of success in teaching and learning process. Motivated teachers yield better outcomes, making it essential to understand the factors influencing their motivation. Additionally, the study delves into the realm of teachers' professional growth, an area of global focus aimed at enhancing educational outcomes through teacher training and development. The study's beneficiaries include both teachers and university leaders. University leaders will gain insights into effective leadership styles at university level, enabling them to navigate the complexities of transactional leadership and its implications. Teachers stand to benefit by gaining awareness of how transactional leaders influences their motivation levels, by empowering them to navigate their professional environments more effectively.

Null Hypotheses

1. There is no significant relationship amid transactional leadership and teachers' motivation.
2. There is no significant impact of the transactional leadership upon the teachers' motivation.
3. There is no significant difference in transactional leadership across faculties in institutions.
4. There is no difference in scores of transactional leaderships amid male and female teachers.
5. There is no significant difference in the teachers' motivations across faculties in institutions.
6. There are no differences in the teachers' motivation perceived by male and female teachers.

LITERATURE REVIEW

Leadership encompasses the capacity of institutional heads to collaborate with team members to fulfill organizational objectives (Adesina, 2011). It involves coordinating, motivating, and executing plans with the support of colleagues, albeit the nature of this coordination may vary across different organizations (Chemers, 2001). In this linking, educational leaders wield significant influence over teachers, impacting their working conditions, motivation, and professional development (Hussain, et al., 2017). According to Clark (2000), leaders within educational settings play the pivotal role in motivating teachers to achieve goals, particularly when they involve teachers in decision-making processes, which enhances the job satisfaction (Bogler, 2001). Some teachers may find motivation in clear guidelines, as it helps them understand how their efforts contribute to the overall goals of the institution (Duraku & Hoxha, 2021). The effectiveness of transactional leadership in motivating the teachers can depend upon the specific context and the personalities of both leaders and teachers. In

today's era, the educational leadership assumes heightened importance as leaders are tasked with nurturing the potential of the younger generation, focusing upon their growth, development, and overall satisfaction (Sehar & Alwi, 2019). Therefore, leadership dynamics within higher education institutions involve motivating and supervising teachers to attain the institutional objectives (Hinic, Grubor, & Brulic, 2017).

Various leadership styles exist, with Burns (1978) introducing concept of transactional leadership, which revolves around bargaining between leaders and group members to attain short-term gains through rewards and punishment (Williams, 2018). Transactional leadership involves an exchange process where teachers are rewarded for meeting specified objectives and may face consequences for not meeting expectations (Sarwar, Tariq & Yong, 2022). While transactional leadership can yield instant benefits, it may not sustain long-term success. Transactional leaders typically delegate tasks to teachers and intervene only, when required, primarily focusing on performance monitoring (Eyal & Roth, 2011). Some teachers may be motivated by transactional nature of the relationship, as it offers structured framework for performance and accountability (Sehar & Alwi, 2019). Teachers driven by the passion and sense of purpose may not find transactional leadership due to emphasizes autonomy, personal growth, and meaningful work (Galvão, António, Maria, Silva & Rêgo, 2023). In contrast, transformational leaders prioritize the needs of group members and strive for institutional targets over collaborative teamwork. Team members under transformational leaders tend to exhibit high levels of satisfaction and motivation (Limsili & Ogunlana, 2008). Effectiveness of leadership styles in education depends on unique features of school environment, preferences of teachers, and overall organizational culture.

RESEARCH METHODOLOGY

The research design serves as overarching framework that encompasses the methods & procedures employed in research investigation (McCombes, 2022). It delineates the process of data collection, analysis, and reporting, as articulated by Lancaster, Dodd and Williamson (2014). The current study adopts quantitative methods & utilizes correlational research design. Descriptive research designs are particularly suitable when researchers aim to elucidate the current state of affairs by collecting, analyzing, and presenting the comprehensible reports (Calderon, 2006). Creswell and Clark (2007) advocate for descriptive designs when data collection, analysis, interpretation, and reporting are integral to the research study. Population of the Study: As defined by Polit and Hungler (2004), the population comprises the set of elements that are subject of study and meet the specified criteria outlined by researcher. These elements typically share common characteristics that differentiate them from other groups (Shukla, 2020). Thus, the population under investigation in the existing study encompasses 1477 teachers from selected universities in the provinces of Punjab and Khyber-Pakhtunkhwa, Pakistan.

Table 1 Details of Population

University	Faculty	Frequency	Total
BZ University Multan	Science	241	433
	Arts	192	
Islamia University Bahawalpur	Science	310	605

University of Science & technology Bannu	Arts	295	97
	Science	65	
Gomal University, Dikhan	Arts	32	342
	Science	185	
	Arts	157	
Grand Total			1477

Sample Size & Sampling Technique

Due to challenge of working with an entire population of interest, researchers often opt to select a subset of entities from larger accessible population, known as sample (Andrade, 2020). Considering the substantial size of the study population, as indicated by Gay (1987), a 10% sample was deemed appropriate. With an overall population of 1477, sample size of 147 was determined to be adequate for present study.

Table 2 Details of Sampling

University	Faculty	Faculty	Total
BZ University Multan	Science	24	43
	Arts	19	
Islamia University Bahawalpur	Science	31	60
	Arts	29	
University of Science & Technology Bannu	Science	6	11
	Arts	5	
Gomal University, D.I. Khan	Science	18	33
	Arts	15	
Grand Total			147

Data Collection Tools

Questionnaires are widely regarded as the instrument of choice in social sciences, particularly in educational research (Taherdoost, 2016). For this study, two distinct questionnaires were employed to gather data on main variables: transactional leadership and teachers' motivation. Data collection involved administering questionnaires to sampled teachers from selected universities. Validity and Reliability of Instruments: Validity pertains to extent to which an instrument accurately measures what it intends to measure (Field, 2005). The content and face validities are utilized measures in educational research, and they were ensured over expert assessment. Content validity ensures that questionnaire's contents are pertinent and encompass entirety of construct being measured (Straub et al., 2004). On other hand, reliability refers to the consistency and stability of instrument results (Huck, 2007). Reliability, assessed using Cronbach's alpha method in SPSS, indicated satisfactory levels for both the Transactional Leadership questionnaire ($\alpha = 0.85$) and the Teachers' Motivation questionnaire ($\alpha = 0.87$).

Data Analysis Techniques

Data analysis was conducted using the statistical software SPSS. Descriptive statistics such as mean and percentage were employed to summarize data, while inferential statistics including correlation, t-test, ANOVA, and regression were utilized to infer relationships and patterns within the data to attain desired results.

Table 3 Relationship between Transactional Leadership & Teachers' Motivation

Correlations			
Transactional Leadership [TL]		TL	TM
	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
Teachers' Motivation [TM]		N	147
	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	
		N	147

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

The table 3 illustrates the findings of the Pearson correlation analysis conducted to examine the relationship amid transactional leadership and teachers' motivation. The results of study revealed a significant correlation of $r = 0.832$ at $p = 0.000$, which is less than 0.05 , indicating the very strong positive correlation between transactional leadership and teachers' motivation. In this connection, this suggests that as transactional leadership increases, teachers' motivation also increases. Thus, the hypothesis H01 is rejected.

Table 4 Showing Impact of Transactional Leadership on Teachers' Motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.832a	.693	.691	.10362

a. Predictors: (Constant), Teachers' Motivation

Table 4A Showing Impact of Transactional Leadership on Teachers' Motivation

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.077	.159		6.787	.000
	Teachers' Motivation	.731	.040	.832	18.080	.000

a. Dependent Variable: TL

Tables 4 & 4A present the outcomes of enter method regression aimed at examining the influence of transactional leadership on teachers' motivation. Thus, the analysis reveals a significant impact ($p=0.000 < 0.05$), with transactional leadership accounting for 69% of the variance in teachers' motivation. The positive B values indicate that as transactional leadership increases by one unit, there is an expected increase of 0.731 units in teachers' motivation. Consequently, we reject the null hypothesis H02.

Table 4.6 T-Test to Detect Difference in Transactional Leadership Across Faculties

Group Statistics						
	Faculty	N	Mean	SD	t	p
TL	Science	79	3.9494	.18450	0.453	0.652
	Arts	68	3.9354	.18942		

The analysis presented in Table 6 compares the perspectives of the faculty members from different disciplines (Science and Arts) regarding transactional leadership. Thus, it reveals that the mean and standard deviation of the science faculty members were 3.94 and 0.184 respectively, while those of Arts faculty members were 3.93 and 0.189 respectively. Additionally, with a t-value of 0.453 at $p=0.652 > 0.05$, indicating no significant difference, it can be inferred that views of the two groups are thus similar. Consequently, it is concluded that a similar form of the transactional leadership is perceived by faculty members across Arts and Science disciplines. Therefore, the null hypothesis H03 is accepted.

Table 7 Male and Female Differences on Transactional Leadership

		Group Statistics				
TL	Gender	N	Mean	SD	t	p
	Male	74	3.9398	.19623	0.202	0.840
	Female	73	3.9460	.17693		

The analysis presented in Table 7 compares perspectives of male and female faculty members about transactional leadership. It reveals that the mean and standard deviation of male faculty members were 3.93 and 0.196, while those of female faculty members were 3.94 and 0.176 respectively. Moreover, with a t-value of 0.202 at $p=0.840 > 0.05$, indicating no significant difference, it can be inferred that the views of the two groups are similar. Thus, it is concluded that a similar perception of transactional leadership exists among male and female faculty members. Consequently, the null hypothesis H04 is accepted.

Table 8 T-Test to Detect Difference in Teachers' Motivation Across the Faculties

		Group Statistics				
Teachers' Motivation	Faculty	N	Mean	SD	t	p
	Science	79	3.9202	.21651	-0.039	0.969
	Arts	68	3.9216	.20853		

Table 8 conducted an analysis to discern the variance in teachers' motivation between Science and Arts faculties. The findings indicate that mean and standard deviation of science faculty members were 3.92 & 0.216 respectively, while those of Arts faculty members were 3.92 and 0.208. Also, with a t-value of -0.039 at $p=0.969 > 0.05$, signifying no significant difference, it can be inferred that views of Science and Arts faculty members align regarding teachers' motivation. Thus, the null hypothesis H05 is accepted.

Table 9 T-Test to Detect Difference in Motivation Perceived by Male & Female Teachers

		Group Statistics				
Teachers' Motivation	Gender	N	Mean	SD	t	p
	Male	74	3.9294	.21315	0.494	0.622
	Female	73	3.9121	.21221		

Table 9 conducted an analysis to examine the disparity in teachers' motivation between males and females. The results indicate that the mean and standard deviation of males were 3.92 and 0.213 respectively, while those of females were 3.91 and 0.212 respectively. Additionally, with a t-value

of 0.494 at $p=0.622 > 0.05$, indicating no significant difference, it can be concluded that there is no discernible distinction in teachers' motivation between males and females. Thus, the null hypothesis H06 is accepted.

FINDINGS OF STUDY

1. An analysis of the association between transactional leadership and teachers' motivation revealed a strong correlation ($r = 0.832$) at $p= 0.000 < 0.05$, indicating that higher levels of transactional leadership are linked with increased teachers' motivation. Thus, Hypothesis H01 is rejected.
2. The regression analysis found that transactional leadership significantly impacts teachers' motivation ($p=0.000 < 0.05$). Transactional leadership show 69% of variance in teachers' motivation, with positive B values indicating that for every unit increase in transactional leadership, there was predicted increase of 0.731 units in teachers' motivation. Thus, null hypothesis H02 is rejected.
3. Analysis of discrepancy in perceptions between faculty members from Science and Arts disciplines about transactional leadership revealed similar mean and SD values. With a t-value of 0.453 at $p=0.652 > 0.05$, it is concluded that both groups perceive transactional leadership, so, H03 is accepted.
4. Analysis of views of male and female faculty members regarding transactional leadership indicated no significant difference, with a t-value of 0.202 at $p=0.840 > 0.05$. Thus, it is concluded that both genders perceive transactional leadership similarly, leading to the acceptance of H04.
5. A t-test comparing teachers' motivation between Science and Arts faculties showed no significant difference, with a t-value of -0.039 at $p=0.969 > 0.05$. Thus, it is concluded that perceptions of teachers' motivation do not differ amid Science and Arts faculties, resulting in the acceptance H05.
6. T-test comparing teachers' motivation between male & female faculty members indicated no significant difference, with a t-value of 0.494 at $p=0.622 > 0.05$. So, it is concluded that perceptions of teachers' motivation are similar between male and female faculty members, leading to acceptance of H06.

DISCUSSION

The study investigated the correlation between transactional leadership and teachers' motivation at the university level, an area that has received limited attention in the existing literature (Bono & Judge, 2003). Notably, prior research has primarily focused upon the developed countries, with the scholars such as Bono and Judge (2004), Duraku and Hoxha (2021), and Eyal and Roth (2011) highlighting the association between leadership and motivation. However, within Pakistan, there remains a dearth of research on this relationship, with Jabeen et al. (2019) being among the few to explore connection between transactional leadership style and teachers' motivation. The findings of the study reveal a strong positive correlation between the transactional leadership and teachers' motivation, as well as moderate positive correlation between transactional leadership and teachers' professional growth. These results align with the perspectives of Abbas and Asgar (2010) and Afsar

et al. (2014), who emphasize the integral role of leadership in motivating and inspiring colleagues to achieve institutional objectives. The leaders, as emphasized by Western (2019), influence employee behavior through various means such as establishing rules, providing training, offering rewards, and fostering motivation.

Further support for these findings comes from Sehar and Alwi (2019) and Louis et al. (2010), who assert that positive leadership styles significantly impact employee motivation within educational settings. Leithwood et al. (2004) emphasize the importance of leadership in schools, highlighting its role in enhancing employee motivation and achieving educational goals. Similarly, Oriha (2018) underscores impact of laissez-faire, democratic leadership styles in fostering intrinsic motivation in employees for goal attainment. Addressing dissatisfaction and low motivation among teachers due to poor working conditions and scarce salaries, Adelabu (2005) suggests that effective leadership influence teacher performance. Pazeu and Cole (2013) argue that the leadership practices reinforce teacher commitment to achieving educational objectives potentially through confidence-building measures, creating a favorable work environment, and offering competitive compensation. Muchina (2009) emphasizes significant influence of educational leaders on teacher motivation. The findings of study underscore the critical role of transactional leadership in promoting teachers' motivation and professional growth within university settings, echoing the sentiments of various scholars across the different contexts.

CONCLUSIONS

At university level, there exists a robust correlation between transactional leadership and teachers' motivation. This indicates that the leadership approach adopted by heads of teaching departments in higher education significantly impacts motivation levels of their faculty members. Particularly, teachers who receive the recognition and rewards from their department heads demonstrate higher levels of motivation towards their tasks. Thus, it can be inferred that transactional leadership style of department heads plays pivotal role in fostering motivation among teachers in higher education settings in Pakistan.

Recommendations

1. Given strong correlation established amid transactional leadership and teacher motivation at university level it is advisable to implement transactional practices within the university departments. Doing so can boost motivation of teachers within these departments, thereby potentially improving their performance outcomes.
2. Building upon study's findings, it is suggested that Vice-chancellors of universities organize training programs aimed at developing transactional leadership skills among the heads of teaching departments. By providing such training opportunities, universities can empower department heads to effectively utilize transactional leadership strategies to motivate their faculty members.
3. As the Higher Education Commission (HEC) in Pakistan serves as the regulatory authority for universities, it is recommended that the HEC take proactive measures to facilitate the development of transactional leadership skills among heads of teaching departments. This can be achieved through initiatives such as arranging training sessions, refresher courses,

seminars, and workshops focused on enhancing transactional leadership capabilities within university settings across Pakistan.

REFERENCES

- Abbas, W., & Asgar, I. (2010). The role of leadership in the organizational change: Relating the successful organizational change to visionary and innovative leadership. Master's Thesis. University of Gavle.
- Adesina, S. D. (2011). What is educational management? The Enugu, Nigeria: The Fourth Dimension.
- Afsar, B., Badir, Y., & Saeed, B. (2014). The transformational leadership and innovative work behavior. *Industrial Management & Data Systems*, 114(8), 1270-1300.
- Andrade, C. (2020). Sample Size and its Importance in Research. *Indian Journal of Psychology & Medication*, 42(1): 102-103.
- Gay, L. R. (1987). Educational research competencies for analysis and application (3rd ed.). London: Merrill Publishing Company.
- Bass, B. M. (2000). The Future of Leadership in Learning Organizations. *Journal of Leadership & Organizational Studies*, 7, 3, 18-40.
- Bass, B. M. M., & Riggio, R. E. I. (2006). The transformational leadership," 2nd Edition, The Lawrence.
- Bogler, R. (2001). The influence of leadership style on the teacher job satisfaction. *Educational Administration Quarterly*, 37, 662.
- Bono, M. J., & Judge, A. M. (2004). The Personality and Transformational and Transactional Leadership: A Meta-Analysis. *Journal of Applied Psychology*, 89 (5), 901-910.
- Bono, J. E., & Judge, T. A. A. (2003). The self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46 (5), 554-71.
- Boudreau, M. M., Gefen, D. D. & Straub, D. (2001). Validation in IS research: A state-of-the-art assessment. *MIS Quarterly*, 25, 1-24
- Brown, K. K. (2008). Teacher retention issues: How some principals are supporting and keeping new teachers. *Journal of School Leadership*, 17(6), 664-698.
- Burns, J. M. N. M., (1978). The Leadership. The Harper & Row, New York, 1978. [Citation Time(s):5].
- Calderon, J. (2006). Methods of research and thesis writing (2nd Ed.). Mandaluyong City: National Bookstore
- Creswell, J. W., & Plano-Clark, V. L. (2007). Designing and conducting mixed methods research. Thousand Oaks, Calif: SAGE Publications.
- Chemers, M. M. (2001). The Leadership effectiveness: An integrative review. In M.A. Hogg & R.S. Tindale (Eds.), Blackwell handbook of social psychology: Group processes (pp. 376-399). Oxford, UK: Blackwell.
- Choudrie, J. & Dwivedi, K. (2005). Investigating Broadband Diffusion in the Household: Towards Content Validity Pre-Test of Survey Instrument. Proceedings of 13th European Conference on Information Systems (ECIS, 2005), May 26-28, 2005 Regensburg, Germany.
- Clark, R. (2000). Schools' choice and administration: Will principals become marketers? *Clearing House*, 71(2), 95-98.

- Duraku, Z. H., & Hoxha, L. (2021). Impact of transformational and transactional attributes of school principal leadership on teacher motivation for work. *Frontiers in Education*, 6:659919.
- Eyal, O., & Kark, R. (2004), "How do transformational leaders transform organizations? A study of the relationship between leadership and entrepreneurship", *Leadership, & Policy in Schools*, 3 (3), 211-35.
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of Educational Administration*, 49(3), 256-275.
- Field, A. P. (2005). *Discovering Statistics Using SPSS*, Sage Publications Inc
- Hinic, D., Grubor, J., and Brulic, L. (2017). Followership styles and job satisfaction in secondary school teachers in Serbia. *Educational Management Administration and Leadership*, 45(3), 503-520.
- Huck, S. W. (2007). *Reading Statistics and Research*. The United States of America, Allyn & Bacon.
- Hussain, C. A., Ahmed, Malik, S., Ayesha, B. (2017). Principals' Leadership Styles and Teachers' Job Satisfaction: A Correlation Study at Secondary Level. *Bulletin of Education and Research*, 39 (3), 45-56.
- Jabeen, A., Khan, S., & Manzoor, M. (2019). The Relationship between Teacher Motivation and Leadership Styles: An Empirical Study of Public Sector Colleges of Punjab, Pakistan, IV (IV), 412 – 423.
- Kark, R., & Drijl, D. V. (2007). The Motivation to lead, Motivation to follow: The role of the self-regulatory focus in leadership processes, *Academy of Management Review*, 32(2): 500-528.
- Khan, S., Gul, S., Shah, I. M., & Khan, A. M. (2012). Teachers' stress, performance & resources. *International Review of Social Sciences and Humanities*, 2(2), 21-29
- Kitchen, J. (2009). Relational teacher development: Growing collaboratively in hoping relationship. *Teacher Education Quarterly*, 36(2), 45-62
- Korkmaz, M. (2007). The effects of leadership styles on organizational health. *Educational Research Quarterly*, 30(3), 22-55.
- Kottler, J. A., & Zehn, D. M. (2000). *On being a teacher: The Human Dimension*. California: Corwin.
- Lancaster, G. A., Dodd, S., & Williamson, P, R. (2004). Design and analysis of pilot studies: recommendations for good practice. *Journal of Evaluation & Clinical Practices*. 2004, 10: 307-12.
- Lekamge, D. (2010). Leadership roles played by school principals: An analysis of cases. *Journal of Emerging Trends in Educational Research and Policy Studies*, 1(2), 43-49
- Limsili, K., & Ogunlana, S. O. (2008). The Performance and leadership outcome correlates of leadership styles, subordinate commitment. *Engineering, Construction and Architectural Management*, 15(2), 164-184
- Louis, S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). *Learning from leadership: Investigating the links to improved student learning*. Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/ University of Toronto, 42(1), 50-72.
- MCcombes (2022). *Descriptive Research | Definition, Types, Methods & Examples*, retrieved from <https://www.scribbr.com/category/methodology> on dated 16-10-2022.
- Moser, C. A., & Kalton, G. G. (2009). *Survey methods in the social investigationa*, Aldershot, Gower.

- Muchina, J. M. (2009). Effects of Headteachers Leadership Styles on Motivation of Secondary School Teachers in Kirinyaga District (Unpublished Master of Education Proposal).
- Nyenyembe, F. W., Maslowski, R., Nimrod, B. S., & Peter, L. (2016). Leadership Styles and Teachers' Job Satisfaction in Tanzanian Public Secondary Schools, *Universal Journal of Educational Research* 4(5): 980-988.
- Polit, D.F. and Hungler, B.P. (2004) Nursing research-principle and methods Lippincott Williams & Wilkins, Philadelphia Publishers.
- Shukla, S. (2020). Concept of Population and Sample. In How to Write a Research Paper? Rishit Publications. https://www.researchgate.net/publication/346426707_concept_of_population_and_sample.
- Robinson, J. (2009). Triandis theory of interpersonal behavior in understanding software private behavior in the South African context. Master's degree, University of Witwatersrand.
- Roth, G. (2007). Autonomous motivation for teaching: how self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology*, 99(4), 761-774.
- Sehar, F., & Alwi, K. K. (2019). The impact of the head teacher's leadership style on the teacher's job satisfaction and work motivation. *Journal of Business Strategies*, 13 (1).
- Smith, J. M. (2000). Analysis of the relationship between principal leadership style and teacher job satisfaction. Unpublished doctoral dissertation, University of North Carolina at Charlotte, North Carolina.
- Straub, D., Boudreau, M.-C. & Gefen, D. (2004). Validation guidelines for IS positivist research. *Communications of the Association for Information Systems*, 13, 380-427.
- Taherdoost, H. (2016). Validity and Reliability of Research Instrument; How to Test Validation of a Questionnaire/Survey in a Research. *The International Journal of Academic Research in Management*, 5 (3), 28-36,
- Waddell (2010). A multilevel study of transformational leadership, identification, and follower outcomes. *Leadership Quarterly*, 23, 775-790.
- Western, S. D. D. (2019). Leadership: A critical texts. SAGE Publications Limited. 12 (3), pp. 120-126.
- Whitley, B. E. (2002). Principals of Research and Behavioral Science, Boston, McGraw-Hill
- Wikipedia, "Transforming Leadership," (2014).
- Williams, W. E. (2018). Principal Leadership Style, Teacher Motivation, and Teacher Retention, Walden Dissertations and Doctoral Studies, Walden University Scholar Works. Yukl, G. (1998), Leadership in Organizations, Prentice-Hall, Upper Saddle River, NJ
- Duraku, Z., & Hoxha, L. (2021). Impact of Transformational and Transactional Attributes of School Principal Leadership on Teachers' Motivation for Work. *Frontiers in Education*, 6:659919.
- Sarwar U, Tariq R and Yong QZ (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in Psychology*, 13:919693.
- Galvão, M., António, C, Maria, N., Silva, R., & Rêgo, R. (2023). The Leadership Styles, Motivation, Communication and Reward Systems in Business Performance. *Journal of Risk and Financial Management*, 16: 70.