

The Role of School Leadership in Improving Teacher Motivation and Student Performance in Penajam

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Abstract

This is a qualitative research study seeking to determine how leadership in schools can help in motivating teachers as well as improve on students' performance. A prospective quantitative study is carried out in Penajam to compare the two research questions on how participatory and transformational leadership affects teacher engagement and its relation to the students' outcomes. Conducting interviews with the teachers, the work confirms that-being receptive and open to all, the leaders undoubtedly enhance the motivation level of teachers and as a result – the levels of classroom activity, the creativity in approaching the tasks, and the achievements of students are also raised. On the other hand, autocratic leadership and other similar leadership practices were seen to have negative impacts on the motivation of the teachers and thus the students' performance. The study brings into focus that teacher motivation, backed up by good leadership improves school climate, reduces lumpenism and enhances academic performance. Of particular relevance in the study is the need to maintain leadership support, proper resource provision and organizational support to keep the teachers motivated as well as to support long-term students' outcomes. The findings of this study may be useful for school leaders as well as policymakers to pay timely attention towards the necessity of better leadership approach in order to improve education.

Introduction

The part that school leadership plays in the educational processes of teachers and students has received a lot of interest in the field of education. In other words, leadership is perceived to be instrumental to creating conditions that make teachers to be motivated as well as students to perform as expected. This influence is most likely seen in areas such as Penajam as it experiences challenges in the following areas of education; lack of resource, culture and physical structures. School leadership therefore goes beyond management; it is about wanting, providing and facilitating the environment in a way that teachers give their best so that student outcomes improve (Amtu et al., 2020). This paper seeks to examine the school leadership practices in relation to motivation of teachers and students' performance in Penajam with the gap found from previous studies that focused on the use of teacher motivation and students' performance simultaneously in the context of a certain region.

Pieged in the context of educational management and administration, leadership intervenes in various ways, in the basic organisation and in the affective or emotional pattern of the school respectively. Kalkan et al. (2020) posits that efficient school leadership can be seen as one of

the major factors that will contribute to student success especially in countries whereby there is limited external assistance. A type of leadership that concerns more about instructional direction and staff training is likely to encourage the recognition of the educators, which in turn will make these educators interested in performing their duties optimally (Bellibaş et al., 2021). In such areas as Penajam, where economic and social factors that Bespoke ailing the Education process are apparent, the authorities' performance is of paramount importance. Such leaders must be able to show resolve, create and implement solutions for the needs of the teachers and students in such contexts (Umasangaji, et al., 2023).

It is in this regard that motivation of teachers is a critical feature in any teaching system. Many authors have highlighted the nature of the relationship between the leadership practices and teacher motivation (Alblooshi et al., 2021; Bolden et al., 2023). When teachers are motivated, they put more effort in practices such as doing more than the traditional approach in delivering knowledge, sharing with other professionals and even being constructive in the school setting. Motivation however is not solely intrinsic but it involves the encouraged behaviour to change or improve on certain characteristics. As such, it is shaped by several background variables most of which can be either implemented or regulated by school administrators (Yurkofsky, 2022; Wang et al., 2023). Motivation may be improved by focusing on Patrol leaders who ensure that they offer constant training, celebrating successes, and providing emotional and material support to a teacher with the goal of helping the teacher to increase his/her achievement motivation in the classroom (Modise, 2024; Enter, 2023). On the other hand, low quality of leadership is associated with a number of negative outcomes such as the employees feeling burnt out, disengaged and decline in the quality of teaching that is provided.

In Penajam the social economic indicator and the availability of education resources is diverse hence leadership in school plays an even heightened importance in motivating teachers. In this regard, the educational leaders often find themselves dealing with scarcity of resources for providing quality education. Some of these challenges can be overcome by leadership through creating unity amongst the school stakeholders to be one big family (Sulthani & Thoifah, 2022; Dasopang et al., 2023). Holistically, leaders who identify with the unique needs of their teachers in reference to lesson delivery, curriculum modification as well as training and development are in a better place to support and maintain teacher engagement and motivation in the future (Razali, et al., 2024; Ibeawuchi et al., 2021).

In addition, literature of education also shows that there is causal relationship between teacher motivation and performance of a student. It was established that motivated teachers are likely to be more involved with their students, and be more animated when delivering their content and are more inclined to incorporate student centered learning (Oh et al., 2022; Barut & Dursun, 2022). This in turn leads to improved students' performance because students' engagement is usually high if they are taught in a manner that is attributable to their needs. Bülbül & Kuzu (2021) opine that school leaders who foster motivation of teachers thereby regulating incentives and avenues for engagement affect student outcomes in some way since the teachers are encouraged to continue performing their duties. This relationship is important when in areas such as Penajam educational difficulties for example inadequate resources and infrastructural shortcomings might slow down student outcomes.

In such structural realities, leadership requirements are thus most critical in the regions as indicated below. According to Grillo & Kier (2021) the leaders in these types of schools must move from administrating to advocating and building communities. This might mean how to ways of utilising existing resources in the local community, engaging with community groups

and creating the atmosphere that both the teacher and the students are valued. In Penajam this is reflected in leadership that is responsive, involving teachers in formulation of policies as well as making sure that their professional requirements are catered for.

Despite this correlation though, the effect of leadership on teacher motivation in availing students' performance is a research area that is still open. Meşe & Sevilen (2021) have pointed out that maximization of teacher motivation increases the likelihood of student achievement especially in SCORE countries. This may happen directly as in case motivated teacher is better placed to bring out positive changes in the way they teach or indirectly through school environment and the promotion of inter teacher collaboration as pointed by Mauludin (2021). In Penajam, school leaders who are able to motivate the teachers may also notice an increased level of student participation, better attendance records and better performance at their academics.

This research contributes to the existing knowledge by explore the link between school leadership factors in Penajam and teacher engagement as well as students' performance. Though, earlier research has looked at these dynamics especially in urban or natural resource abundant settings, little is known on how leadership plays out under comparatively less endowed settings such as Penajam. This study aims at filling this gap by exploring and describing in a qualitative manner, the particularistic leadership practices that yielded positive results for teachers as well as students. Furthermore, it brings into focus the major difficulties and prospects for the LM school leaders in this specific context and provides useful guidelines to national and local governments and other educational managers who aspiring to improve educational performance in similar schools.

Method

This research work therefore used a qualitative research method to examine the role of school leadership towards enhancing teacher motivation and students' achievement in Penajam. Qualitative data collection method was used because it facilitated understanding of the participants' experience, attitude and environment in which school leadership practices impacted on education. It meant that the research emphasized data accumulation about a number of case schools during the interview and observation in order to reveal the interactions between the leadership, the teacher motivation and the students' performance. To be pertinent for the investigation of the leadership practices of particular schools in Penajam, the study relied exclusively on the case study method. This approach allowed researchers to describe leadership behavior in its context; helping shed light on effects of these practices on both teachers and learners.

The adopted case study design was especially appropriate to the extent that it facilitated consideration of multiple aspects of the studied phenomena (Yin, 2018). The subjects for this study were from purposive sampling to get the people with the most practical experience in the subject matter of this research. Respondents of the study were school principals, teachers and main educational personnel of five public schools in Penajam. Qualitative criteria used in selection of school leaders were leadership experience of more than three years in the current position of the leaders, while teachers in the study were required to have experience of more than two years in teaching in the respective schools. In total, 12 participants were interviewed: 5 principals, 6 teacher and 1 educational staff. Qualitative data were obtained from self-administered questionnaires in the form of semi structured interviews and direct observation. The interviews conducted with the participants were face to face semi structured interviews

that enabled participants to give their opinions about school leadership, motivation and student performance in an unrestrictive way.

After identifying the research questions, an interview guide was designed to contain questions on leadership plans, teacher frequentation, barriers to leading and implementing reforms in school environment. All the interviews took about 45-60 minutes, and following the participants' permission, all the interviews were taped and transcribed. Another method used in this study was observation which was conducted in the schools in order to collect context data of the relationship between the school leaders and the teachers. These observations centered on the leaders' actions and decisions as well as the general climate of the school. Field observations were conducted based on the following schedule: The observation took two weeks and there were twelve observation sessions and the observation lasted for one hour in each sessions.

Result and Discussion

This research reveals vital findings about how Penajam school leadership supports teacher involvement which leads to enhanced student academic results. The research participants confirmed that leadership success depends on offering teachers support which results in better student achievement. The school leaders within this study adopted approaches that accept the reality of scarce operational funds and below-average socioeconomic status through their creation and backing of training mentorship programs that focus on praise. Leadership practices implemented by the school leaders improved educational processes and managed to boost teaching staff dedication toward learning environment development.

How Leadership Fosters a Positive or Negative Work Environment for Teachers

School leadership in developing a positive work environment and motivation as well as performance of the teachers cannot be overemphasized. When relating it with Penajam, the leadership style that was applied by the principals affected the overall climate of work either positively or negatively. From the interviews different ways in which leadership practices influenced the work climate, affecting teacher satisfaction, motivation, and cooperation were identified. Some of the aspects mentioned by the teachers included friendly environment to work in based on the leadership of the principals in their respective schools. Some of the principals demonstrated flavoured leadership and involved teachers in decision making so that they felt that they were the ones responsible for particular decisions.

“My group is involved in planning and decision making by our principal This makes me feel good and encourages me to make best contribution.”

This kind of leadership helped not only in increasing the morale of the teachers but also promoting teamwork among the teachers implying team approach. In the same regard, teachers said they felt valued when the leadership sought for their views and listened to them. They felt wanted, which enhanced their morale, satisfaction levels and also increased the extent to which dedicated to their duties.

“Folks feel valued when the principal recognizes contributions that they make in the school whether it is achieving small things or even big things, it matters a lot.”

Leadership also considered a positive working climate by providing possibilities for the respondents to get professional practice. Some of the teachers noted that their principals have always stressed the need for the training of their teachers through several workshops and training sessions. Such opportunities were helpful in enhancing the aspect of personal as well

as professional development of the teachers by allowing them to practice and enhance on their areas of weakness.

“Our principal supports us to attend the professional development programs. I have learnt new ways of teaching and felt more confident in class.”

On this hand, some teachers described negative work environment related to leadership practices differentiates behavior. When the principals were autocratic and made all the decisions without consulting the teachers, the teachers felt frustrated and motivated.

“There are no dissents made by the principal; therefore, the principal makes all the decisions without consulting us and though we want to be motivated, it becomes difficult to do so in such circumstances.”

Owing to the insufficient intercommunication and favourable perceptions from the management, the climate became unfavourable and the workers started to feel alienated. Teachers’ experiences made them feel as if they are on their own to deal with challenges because the principal does not even encourage them. Lack of support from leadership resulted in increased stress and possibly burn out among some teacher personnel.

“Most of the time when we are struggling to meet our targets there is no help from the top management which, in my view, is discouraging because you feel like you are all alone.”

These things describe the manner in which steward leadership enhances or reduces the motivational work climate for teachers. The findings indicate a show that when leadership is more embracing, relay of information and supportive in nature then it boosts the morale and motivation in case of teachers. On the other hand, authoritative leadership with no social support leads to an environment which is demotivating and stressful and therefore impacts teacher performance and satisfaction. Along with decision-making and support, the degree of autonomy given by school leaders was considered as another critical factor that contributed to the design of work climate of teachers. Teacher autonomy of instructional decisions and leadership support for innovation: Evidence from student achievement, teacher EFA job satisfaction and EFA job involvement. Some of the positive of using the autonomy in teaching included; flexibility in teaching practices, individuality in delivery of topics and professionalism among the teachers.

“This indicates that our principal has left our classrooms at our own discretion and this aspect has had huge impact in how I teach.”

Similarly, this approach provided more energy and creativity in the school because the teachers felt they had the power over their working responsibilities. It also showed that when teachers have positive beliefs about their capabilities to assume responsibility, they will exercise enhanced initiative at schools and they also will have better performance in class as well as effective relations with fellow teachers. However, the same was also observed in the schools where leadership was autocratic and had high level of structuralization. Those teachers who reported to the principals with micromanagers reported that they were being controlled too much in their duties. They informed the researchers that mass supervision, and bureaucratic frameworks limited their imagination and demotivated them from teaching.

“The principal comes checking everything we do, including the small print jobs; it looks as if there’s no way we can be allowed to experiment with a new idea.”

These findings emanate from the fact that the teachers did not have any autonomy in their work, an aspect that negatively affected their morale and made them less willing to perform. Their findings stem from the fact that teachers feel a lack of autonomy which made them minimize their chance of working extra hard. But it first and foremost generated the culture of obedience rather than the culture of choice, where teachers felt they are just executing orders instead of implementing their dream for students. Not only creativity is suffered by such a conformist environment but teachers are also under enormous pressure as they work in a very stressful conditions and do not have an opportunity to create more widely the approved pattern of teaching.

Leadership's behavior on how to tackle issues in the school also impacted the nature of the workplace. This study also revealed that in school where principals engaged either in mediating fights and encouraging the development of an open-door communication policy, teachers felt less pressured and isolated. Regarding these organisational work leadership practices, they mentioned that the leadership practices ensured that harmony and co-operation among the staff was achieved as well as the minimisation of tension among the members of the staff apart from promoting the aspects of community.

“In case of any dispute among teachers, the principal is always there to intervene in a bid to assist us in coming up with a solution and this is beneficial in a way that it avoids the development of animosity among teachers.”

On the other hand, teachers in the schools that leadership did not attend to conflicts or where interpersonal conflicts among staff were not addressed reported higher levels of dissatisfaction and interpersonal pressure. Such issues were never resolved, and, as a result, the working environment became highly toxic as teachers reported feeling abandoned and split.

“The staff can see no attempt from the principal to solve problems at the staff level causing stress and negative energy at the school.”

From the so conducted research, therefore, it is quite clear that leadership practices have a very strong bearing on the working context of teachers. Promotion of organisational support, Diversity, and encouragement to realise a teacher also contributes to building a healthy working environment that improves motivation, job satisfaction and cooperation among the teachers. On the other hand, authoritarian unsupportive and neglectful leadership fost the negative climate that results in low performance of teachers through frustration. According to the findings of this research, the leadership of the learning institution determines the growth of the teachers' career as well as the climate of the institution.

Connection Between Leadership Styles and Levels of Teacher Motivation

Specifically, it was found that the leadership practices used by school principals in Penajam impacted on the motivation levels of teachers. Leadership styles which included; democratic, autocratic, transformed, bureaucratic etc determine teacher's psychological states and their feeling of being motivated and engaged at their workplace. As can be noted from the interviews, there was a direct correlation between the teachers' leadership and motivation levels across the schools. Only teachers who followed a leadership participation or democracy leadership style was found to have high motivation. The principals in these schools encouraged participation of the teachers in the decision-making processes, encouraged the teachers to speak out their ideas and encouraged the teachers to develop themselves professionally. The organisational strategy facilitated the involvement of teachers through enhancing their autonomy and developing among them the sense of the school.

“Our principal always seeks our opinion on the issues to do with school policies and classroom manners of students It makes me feel part of the team and I always work hard for the students.”

Teachers who have the opportunity to input the school’s decisions are likely to feel valued and respected hence they are more committed. This feeling of ownership of school events led to the expectation of motivated teachers to do more than expected of them, bring in new teaching methods and be pro-active in their duties as well as in the interaction with students.

“The following are some of the actions that support the asserted claims This makes feel like my voice matters here When I see the principal, implementing the idea, I will be motivated to try harder on my students.”

In addition to that, participatory leaders emphasized on professional growth where they motivated the teachers to attend other training sessions besides the kindergarten and also provided them with tools to enhance their practise. These growth opportunities helped further promote the motivation of teachers because it reassures the teachers that they are supported in their career progression. The overall outcome was organizational change that led to positive school climate of both teachers and students. On the other hand, schools where principals practiced authoritarian leadership style had low motivated teachers. The teachers stated that they felt bureaucracy at their working environments whereby they had no influence over matters concerning the school and classroom management. The top-down approach could therefore be described as having caused them to feel like mere protocol followers of orders that sought to make the school great.

“The principal decides for all of us, we just obey as if our voice does not count; it is hard to work when there is no input from us.”

At times, this type of leadership resulted in a scenario where the teachers did not have confidence in their school leaders thereby lowering their morale. Finally, the staff stated that they were pressured with no time to innovate or to even deliver an instruction method which could suit the class the most. These constraints decreased the proper motivation of the teachers as they totally lost the desire to work and instead went through the motions of performing their duties.

“There are no experiments and many a lesson we are compelled to teach is equally uninteresting to teach as well as to learn, few teachers said something on those lines like, ‘I wanted to try this new approach in my class today, ‘or ‘I wanted to focus on this new teaching methodology in a classroom.”

Furthermore, the teachers under authoritarian leadership styles perceived that they lacked support from their leaders in case of any difficulties confronting them include students’ misbehavior, teaching and learning resources, and workload. Leadership did not support them in their professional endeavours, and this took a toll on their morale to continue resisting their problems. Some of the teachers mentioned that due to lack of encouragement or support from their principals, they had increased pressure levels and turnovers. Another leadership style that was evident from the interviews was the Transformational leadership in which principals gave purpose and direction to the teachers by creating a vision of the school. These leaders emphasized on the appreciation of the teachers through the development of purpose and individual encouragement. This study found out that teachers who served under transformational leadership felt motivated since working for the school’s larger goals.

“We always have to hear our principal asking us to start thinking bigger goals for the school and for the students which is something that can inspire me to work harder on my teaching.”

This style of leadership also focused on trust, self-organizing and self-actualization. Innovativeness: Transformational leaders facilitated idea development for accreditation of innovative ideas, Mentoring: Transformational Leaders supported and guided teachers to achieve their goals and Acknowledgment: Transformational leaders commended teachers' efforts and achievements. This approach was liked by Teachers as it provoked them professionally but at the same time, supported them in enhancing professionalism. This I suggest was due to a combination of having high expectations for students and at the same time providing individual support for the teachers to further improve means that teachers were always motivated to do better. The findings also revealed that leadership stability kept or eroded teacher motivation as an important consideration. Participatory and transformational school leaders fostered positive change for the long-term where morale among teachers was generally enhanced and the teachers certainly felt that their school was a healthy institution where they could work. This contributed to the development of rationales and rely on stability within the workplace environment; an important source of motivation that teachers were able to recognize from the study.

“In regard with our principal, he has always been supportive; we know what to anticipate in the future and such predictability helps keep us on track year in and year out.”

The understanding of the fact that for participatory or transformational style of leadership was maintained consistently offered assurance to the teachers to put their best in their work without the feeling that there would be a shift on the leadership expectations or shift in school's policies. This had to be done in a consistent manner especially in the schools that were facing other teaching challenges that were outside the classroom such as lack of teaching and learning resources or a large number of students per teacher. Moreover, when there was pressure on teachers, leadership support is known to have moderated these external pressures, so that motivation was not too much compressed despite these unfavourable conditions. On the other hand, the variations in the approach made to them by the leaders negatively affected the level of motivation of the teachers. The teachers in the schools that experienced frequent change in leadership, or where principals acted in an unpredictable manner said that they were in most cases, unclear of their roles and responsibilities.

“One day the principal may encourage you and the next he or she is unreachable, it wears you down and your motivation dies down too.”

This is due to the inconsistency that was created for the teachers, they were unclear of how to go about their duties or how to relate to their principal. This led to uncertainty and stress which in turn reduced their motivation, it became a big challenge for teachers to remain motivated in the class, or even motivate the students. In particular, the positive effects on motivation appeared to be higher for leadership behaviors representing emotional appeal and interpersonal relationship. I also found that principals who spent time earning these teachers' trust and trying to relate to their struggles were able to gain much deeper loyalty and motivation. In this case, the leaders demonstrated the ability to manage emotions, that is, identifying the need to help teachers by providing either professional counsel or a compassionate ear to listen to them or a simple appreciation of the effort they put in their work.

“In that respect, the principal genuinely cares about us not just as individuals who teaches but as individuals who have his or her own problems to deal with.”

Thus, this personal relation-built employees, in this case teachers, community believing in each other and supporting one another not only in the work-related issue but also individually. The effect that came with this form of leadership that was rich in emotional intelligence cannot be overemphasized as the teachers felt very much valued and dedicated towards their responsibilities knowing fully well that a principal had their back.

Evidence of improved student performance linked to motivated teachers and effective leadership

Motivation of the teachers, school leadership and higher performance of students were established in this study. Specifically, in the interviews the respondents noted that there was improvement in student outcomes wherever there was high motivation among teachers as a result of good leadership practices. Among the leadership practices mentioned included: This study found that motivated teachers elicited positive reactions from their principals in the study and these enhanced their teaching, consequently improving academic achievement as well as the students' behaviour in classrooms. Teachers liked a participative and supportive leadership style as their creativity and pro-activity in their teaching styles were enhanced. Meanwhile, this intensified interaction in the classroom had a positive effect on students' learning. Survey data shows that teachers stated that they are also willing to expend more efforts in order to cater to the needs of students and these lead to students being more engaged in lesson and other related activities.

“After our principal begun to insisted on us to assume greater responsibility in teaching, I noticed a behavior change among my students because they are learning something new and their performance is improving.”

This proactive teaching style introduced certain level of change in the of teaching and learning environment to foster more involvement of the students. Therefore, students were more motivated to learn and increased their performance, teachers also noted increased performance, in courses where participation and interest are sensed as key factors for comprehending the content. Some of the teachers also agreed that effective leadership meant increased motivation to work and this came with higher achievements such as high results on standardized tests among students. Engaging teachers were willing to spend much of their time developing lesson plans, extra coaching periods and searching for ways of presenting something in different perspective.

“The lessons have been more engaging and I have had time to dedicate on trying different strategies, because, as you know, our principal supported us on this.”

It was clear that the increased motivation results from leadership that enhanced professionalism and self-development of teachers stating that now they could use new ideas in teaching without probable remarks. This flexibility allowed teachers to use approaches to suit peculiar characteristics attached to students enabling them achieve better performance within internal tests as well as the national examinations. Besides academic achievement, other things which motivated teachers achieved included positive changes in the students' demeanour. The teachers who said that they received necessary support from their leaders in class management reported better class management than those who did not. Teachers' leaders' support led to increased enthusiasm throughout the class hence creating a positive classroom climate. In

return students became more disciplined and focused thereby improving on the environment within class rooms towards learning.

“When I get a foul and feel like teaching, the children reciprocate the same feeling by becoming more attentive, reduce on misconduct and be willing to go through lessons.”

This positive change of students’ behavior in class made the children more responsible and collective hence few cases of misbehavior. Some of the issues raised by teachers include; teachers noted that students copied their effort level and hence performed better when teachers felt challenged and committed to their teaching job. Management also made significant contribution in enhancing school culture of continuous academic achievement. Teachers who were subjected to transformational leadership indicated that their motivation went beyond the short term oriented to creating long term student success. Such principals empowered teachers to provide education by embracing whole developmental aspects of a child rather than or focusing solely on performance of the student in the exam.

“Many of our principal asked: We are not preparing kids just to get good grades, we are preparing them for their future, for their everyday life. That is one thing that has changed the way I look at my teaching and I can see that students are benefiting from that.”

Thus, encouraging teachers to improve their student development concerns, leadership enable students to develop a solid educational and personal achievement foundation. Teachers were encouraged to get students ready for examinations and other forms of testing as well as other life situations outside the classroom thus making education well rounded. It also helped in improving the performance of both retained and more engaged students by the instance of motivated teachers. Institutional transformation which entails supportive leadership was found to have impacted positively on academic performance as well as the retention of students. Motivated teachers could effectively design environments that would help students learn in a fun and dynamic manner one which students would pay attention to in class.

“If I am energetic and have passion in teaching, the student also follows that energy and becomes lively to come to school they don’t repeat or drop out as they used to do before”.

The perceived presence enabled the students to be more focused hence resulting to a more improved learning environment because there were no interruptions hence making continuous progress. Due to the motivation from the teachers, most of the students felt that they are part of the schooling system and hence became more committed to schooling. Generalising from the results, the link between teacher motivation and student retention show how supportive leadership ensures stability of learning institutions. In the same way, leadership promoted cooperation among teachers in the school and as such influenced the high performance among students. Teachers who were motivated as perceived through their interactions with the principals, implemented the team-teaching approach characterized by sharing of resources, cross over teaching, team teaching, and other related features. This put in place a more collaborative environment to facilitate improvement of the quality of instruction alongside exposing the students to various learning experiences.

“Property which has significantly affected our teaching I think it is about how our principal encourages teachers to work in groups We teach in group, share our ideas, and materials, which makes ideas and materials more diverse and beneficial for our students.”

The crux was not only in the enhancement of the pedagogical practices but also in development of unity and cohesion between teachers, which seemed to positively affect students' educational environment. Through consolidation of knowledge with their teachers, student was able to be exposed to different strategies employed by the teachers which enriched their learning. These gains were positive in schools to which leadership offered focused support and resources to the motivated teachers, when implementing for the at-risk students. Expert principals made sure that their teachers received supplementary relief mechanisms in place including counseling and tutoring as well as specialized training. This support helped the teachers to provide individual assistance concerning lessons, which helped to enhance achievements of the learners who faced having low performances.

“We have to have the support of our principal in terms of resources and training for the struggling students. Thus, with these resources, it has been relatively easier to put in measures to improve performance among the struggling students.”

Resources and interventions that were made available and planned to respond to students' needs enabled teachers to attend to students' difficulties and needs so that struggling students could improve their performance. These approaches of helping students at risk therefore highlight the need for leadership in order to have an equitable school environment that caters for the needs of all the students. Last, the school environment which has been shaped by enhanced leadership and motivated teachers had a major contribution in the enhanced performance of the students. Educational management team and dedicated faculty staff scenario can create positive enhancing school climate fostering academic achievements and self-actualization values. The students interviewed in these environments hence experienced enhanced support and value, thus leading to accomplishment and growth in their academic endeavors.

“Such encouragement by a school principal, backed up by motivated teachers has gone a long way to transform the school culture where students are now willing to expend the efforts required in capturing their potential.”

This positive school culture developed effective environment that enhanced the students' performance and fostered their feeling of being affiliated. The motivated teachers, the strong leadership, and the positive school climate favoured both the academic and the personal development.

Using the research questions of this study, this chapter aims at identifying the relationship between school leadership, motivation of teachers, as well as students' performance. The current study affirms and enriches the existing literature in the following ways, by giving fresh evidence and information about leadership effects on teacher motivation and students' achievement. Some of the major things that this study reveals are how good leadership contributes to positive working environment for teachers, works to motivate them and ultimately affects the performance of students in school. This discussion therefore brings out a more detailed picture of these relationships by incorporating recent studies and filling the gaps left in the literature. The conclusion of this study accords with other similar researches in that leadership patterns play a critical role in determining the motivation of the teachers. Leadership participation and leadership transformation are considered as the critical determinants to improve teacher motivation, which support the works of Rechsteiner et al. (2022) that leadership encouragement and frontier vision is leading to the improvement of teacher engagement and satisfaction. Participative leadership in our study showed the following effects: teachers aligned to this leadership style was more motivated due to the freedom they

were afforded to exercise some responsibilities including decision making. This is as supported by Liu & Watson (2023) who have established that leadership practices that incorporate teacher into key decisions in school contribute to their motivation and job satisfaction.

On the other hand, authoritarian forms of management were associated with low teacher motivation, as has been assumed by the studies by Shahbaz et al. (2021) where excessive supervision and reduced authority of teachers leads to job demotivation. The results of our study therefore vindify our hypotheses that teachers in such settings where control is paramount and their inputs minimal are likely to feel a lot of negativities with Leadership styles identified by Arif et al. (2023) as being damaging to teacher morale and effectiveness. The findings of the study reveal correlation between teacher motivation and student performance and build on the knowledge presented in the current literature. Teachers who had high motivation and principals' support in leadership and management were more committed to their teaching practices resulting in the improvement of the programme and student's performance. This finding is consistent with the Bardach & Klassen (2021) recent study that showed the extent of teacher motivation determines students' performance. This study builds on this literature by offering qualitative data that show how motivated teachers make for improved student performance given increased classroom involvement and creativity.

However, the study established that there is a positive effect of self-created concept maps on student performance with regards to their performance, behavior and dropout rates. This finding also corroborates the study by Cents et al. (2021) that established that teacher motivation enhances scholars' behaviour and learning interest. This level of value and empowerment helped the teachers to effectively demonstrate positive approach towards the classroom which then enhanced the students' interest and determination towards learning. One of the major thrusts of this research is to show how leadership support as well as the provision for resources affect teacher incentives and student results. Focussed support by leaders who promoted needs of the teachers allowed teachers to cater for at-risk students and these students improved.

This research is supported by other recent papers by Kwatubana & Molaodi (2021). where they stress the role of leadership in ensuring the provision for teaching and learning, as well as, supporting students in their endeavours. This understanding is taken a step further in our study to show that leadership played a key part in teachers' collaboration which in turn improved students' learning. Significantly, teachers who use cooperative methods for developing resources showed a more successful students' performance; in support of Alam & Mohanty (2023) make a revelation on the fact that, cooperative teaching led to enhanced Students' performance. This aspect of our study fills the gap in literature on relationship between leaders' behavior, teachers' integration, and students' achievement. Another important finding which emanates from this study is the effect of leadership on school and student culture and success in the future. Hypothesis for the study Researchers postulated that schools with supportive leadership and motivated teachers put in place a positive school culture that supports, encourages and fosters scholarly achievement and individual development. This assertion is in line with the current findings by Kraft et al. (2023) with regards to the importance of culture in school for students' successful teaching and learning for the long-run. This study builds on this knowledge by showing that a survey of the supportive school culture through effective school leadership means improved student performance in the short and long run.

In addition, decision-making and leadership skills are highlighted in the study to ensure that consistency and steadiness of the school environment is upheld. Teachers who received

supportive leadership: To have higher motivation, and better student outcomes, reflecting the work of Bradshaw et al. (2021) that pointed out that consistent school leadership practices, enhanced school climate, and student achievement are likely to grow. This research also aims to fill a number of concerns in the current literature through offering qualitative evidence of how leadership styles affect motivation of teachers and consequently academic achievements of students. Although numerous studies have approached the dependency of leadership with the scholarly and educational outcomes on a more or less quantitative basis, relatively fewer qualitative investigations that specifically examine the experiences of teachers and the contexts of leadership interactions and transactions have been documented.

Have reviewed quantitative research on leadership styles and motivation of teachers. That said, qualitative research has been more limited, especially concerning the actual methods through which leadership affects the teacher motivational work on a daily basis. This study helps to eliminate this gap by giving life narratives of teachers of the impact of leadership styles such as participation and transformational on their motivation and job satisfaction. We identified that in the participatory settings, teachers were more valued and engaged pointing to the process that underlies such changes.

Qualitative research on how motivated teachers transform their motivation into better student performance is rather scarce although quantitative findings can be found. This study, therefore, offers a qualitative assessment to support the understanding that motivated teachers can make fundamental differences by applying innovative teaching methods and helping foster positive environment that make a difference in the students' performance. Including teachers' view in this study, this investigation adds to the known body of work explaining the effects that teachers' motivation brings about in relation to student achievement other than performance indicators such as behavioral changes and increased learning. Postulate that leadership involves provision of resource and support which is critical in the process of enhancing teacher motivation as well as student performance; nevertheless, there is a dearth of qualitative studies to support that argument. This study contributes to this body of knowledge by presenting how increased leadership support and resources can increase teacher engagement and benefit learners at-risk. The examples of leadership practices reported by the teachers offer more concrete suggestions about how leadership affects the practical nature of teaching and learning, and fills the literature gap due to the lack of reporting on the instrumental use of supportive measures in school.

It is widely acknowledged that culture of a school has antecedent in portraying long-term success of learners but more qualitative studies examining the leadership styles that facilitate positive school culture are rare. This research seeks to fill this gap by demonstrating how pro-active and stable leadership practices foster a positive organizational climate so as to enhance students' steady achievement. The qualitative results that were obtained from the teachers as well as their experiences in leadership provided an opportunity to getting into a deeper understanding of how the positive environment in schools is created and sustained in the long-run. Therefore, the following are the implications of the study for the school heads and the policymakers. Firstly, the evidence underlines the ideas of the need for the use of the participatory and the transformational leadership styles in increasing the motivation of the teachers. Pro-active leadership, meaning that principals actually involve teachers in decision making processes and offer them the needed emotional and professional support is such environment teachers are most likely to be innovative and effective.

Secondly, the study highlights the need for consistent leadership practices to maintain teacher motivation and ensure stable, supportive work environments. Leaders should strive to be predictable and reliable in their interactions with staff to build trust and prevent fluctuations in teacher morale. Additionally, the research emphasizes the importance of providing adequate resources and support for teachers, particularly in addressing the needs of at-risk students. Effective leaders should ensure that teachers have access to the necessary tools and training to implement successful interventions and enhance student outcomes. Finally, fostering a positive school culture through supportive leadership can contribute to both immediate improvements in student performance and long-term success. School leaders should focus on creating and sustaining a culture of collaboration, respect, and shared goals to promote a productive and engaging learning environment.

Conclusion

This work brings critical perspective necessary to understand the essentiality of school leadership for motivation of teachers and, by extension, the ability to improve performance of students by using supportive and participatory leadership styles. The study indicates the role of motivated teachers with their day-to-day experiences and their relationship with school leaders in creating a positive climate in the classroom, improved discipline and better performances among students. This paper has emphasized on the many ways that teachers are motivated and ways that will maintain a proper school culture in the long run with the ability to support students. These findings provide insights useful for educational leaders and policymakers regarding how to establish better school climate and support the members of schools' community and teachers especially to face challenges present in the current educational environment.

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