



The Role of Leadership in Employee Motivation

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Abstract: While this study is to draw from the autocratic and transformational leadership styles to advance further understanding on the underlying mechanisms that enable leaders to behave in an autocratic or transformational manner; and to affect employee motivation, their behaviour and consequently, their organisational oriented ventures. The paper intends to establish the role of leadership style in motivating the teaching staff to be committed to their work. From these 7 high schools, 84 teaching staff were selected to participate. It should be noted that these 'high schools were not performing above the provincial benchmark. In order to obtain a holistic view of the overall leadership style present in the school system, a Multifactor Leadership Questionnaire (MLQ) was used. The researchers administered the questionnaires with the assistance of schools' administrative clerks and the completed questionnaires were collected by the research support group. Data were analysed by descriptive statistics, such as percentages, frequency and the Cronbach-alpha coefficient to test among other things, the reliability of describing the impact and the leadership style in these schools. The study reveals that there strong relationship between transformational leadership behaviours and commitment (affective commitment; continuance commitment; and normative commitment). The findings further highlighted the relationship trust, inspiring a shared vision, encouraging creativity and emphasising development as positive aspect that motivate staff. While it can be argued that transformational leadership cannot raise job satisfaction, however the commitment of teachers to their job can raise job satisfaction and ultimately improve the school's academic performance.

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Introduction and Background

Every organisation, like every team requires leadership. Leadership allows managers to affect employee behaviour in the organisation. Thus, motivated employees are one of the most important results of effective leadership. According to (Abbas), successful managers are also successful leaders because they influence employees to help accomplish organisational goals. Achieving organisational goals, however, is not enough to keep employees motivated but helping employees accomplish their own personal and career goals is an important part of their motivation. Leadership and motivation are interactive. Leadership is a "social influence process that is necessary for the attainment of societal and organisational goals; it is both conspicuous in its absence and mysterious in its presence – familiar and yet hard to". Leaders understand that they have power and that they understand the source of their power: their position; their ability to reward and to coerce; their expertise; and their personal appeal and charisma. They influence their followers' behaviour through communication, group dynamics, training, rewards

and discipline. There are many types of leadership styles, namely: transformational, situational, autocratic, visionary and charismatic leadership. While this study is to draw from the autocratic and transformational leadership styles to advance further understanding on the underlying mechanisms that enable leaders to behave in an autocratic or transformational manner; and to affect employee motivation, their behaviour and consequently, their organisational oriented ventures. The paper intends to establish the role of leadership style in motivating the teaching staff to be committed to their work

Leadership

Leadership is complex because it is studied in different ways that entail different definitions. In this case, it can be defined as the process of a leader communicating ideas, gaining acceptance of the vision and motivating followers to support and implement the ideas through others. A leader always has the ability to influence others and may not necessarily be a manager; whereas another person can possess leadership qualities and also be a manager

❖ **Transformational Leadership**

- Demonstrates qualities that motivate respect and pride from association with him or her;
- Communicates values, purpose, and the importance of the organisation's mission;
- Exhibits optimism and excitement about goals and future states;
- Examines new perspectives for solving problems and completing tasks;

❖ **Autocratic Leadership**

- Acts in self-centred ways;
- Makes decisions more unilaterally;
- Supervises subordinates' work attitudes more closely

❖ **Concept of Motivation**

Today , virtually all people - lay people and scholars - have their own concept of wishes , incentives , etc. in defining motivation . Technically , the term motivation can be traced to the Latin word mover , which means to move . In order to understand the concept of motivation , we have to examine three terms : motive , motivating , and motivation and their relationship

❖ **. Motive .**

Based on the Latin word movere , motive (need) has been defined as follows : " A motive is an inner state that energises , activates , or moves (hence motivation) , and that directs behaviour towards goals . Motive has also been described as follows : organism does yen , to mitigate the force . " " A motive is re reduce the restlessness , to remedy the lack , to alleviate the 5s , a lack , a yen , a force . Once in the grip of a motive , the Here , we can differentiate between needs and wants . While needs are more comprehensive and include desires - both

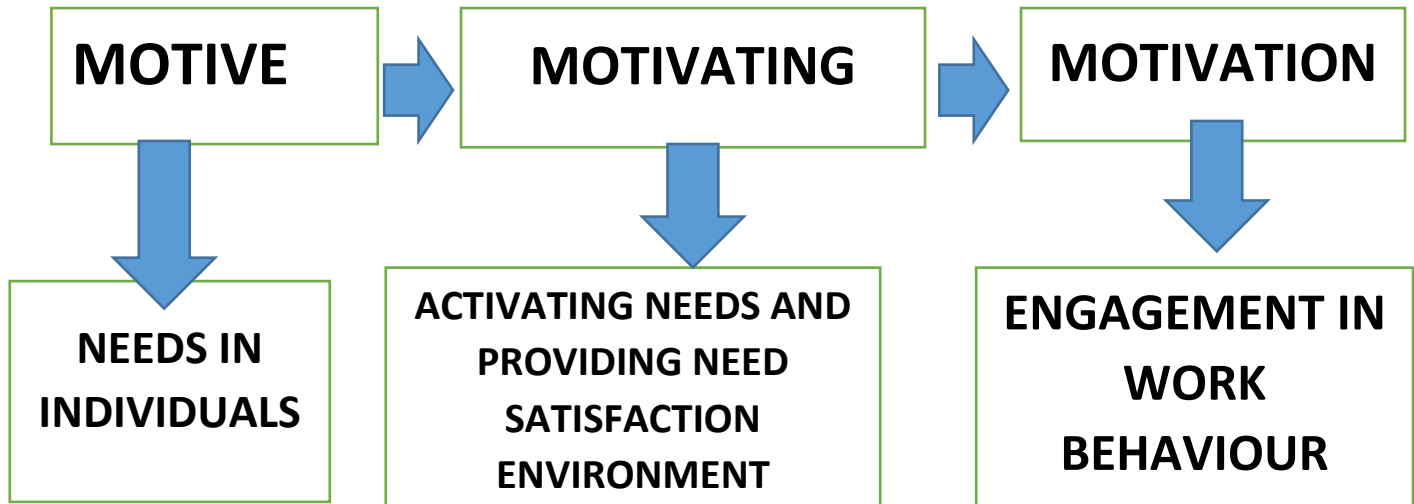
physiological and psychological , wants are expressed in narrow sense and include only those desires for which a person has money and also the desire to spend the needs , like social needs , recognition needs etc. which do not fall under the category of wants . there are many psycho " hey to satisfy the wants . As we shall see later in this .

❖ **Motivating .**

Motivating is a term which implies that one person (in the organisational context , a manager) induces another , (say , employee) to engage in action (work behaviour) by ensuring that a channel to satisfy the motive becomes available and accessible to the individual . In addition to channelising the strong motives in a direction that is satisfying to both the organisation and the employees , the manager can also activate the latent motives in individuals and harness them in a manner that would be functional for the organisation .

❖ **Motivation .**

While a motive is energiser of action , motivating is the channelisation and activation of motives , motivation is the work behaviour itself . Motivation depends on motives and motivating , therefore , it becomes a complex process . For example ,Dubin has defined motivation as follows : " Motivation is the complex force starting and keeping a person at work in an organisation . Motivation is something that moves the person to action , and continues him in the course of action already initiated . " According to McFarland , " Motivation refers to the way in which urges , drives , desires , aspirations , strivings , or needs direct , control , or explain the behaviour of human beings .



1. Research

Participants The present study of principals' views of leadership style as an influencing factor on motivating and encouraging the teaching staff to perform better in their respective academic duties was conducted among 7 high schools. From these 7 high schools, 84 teaching staff were selected to participate. It should be noted that these high schools were not performing above the provincial benchmark. Teaching staff were selected to participate in this study because teaching is a core duty in this enterprise. The participants were conveniently selected; however, the sample was chosen in such a way that more participants came from schools that were not performing above the provincial benchmark. Of the total of 7 high schools, some have performed below the 70% benchmark for the past three academic years, which in principle, classifies them as perennial schools. The data were obtained from the schools and all the teaching staff were encouraged to complete the questionnaire. The sample size was 84 teaching staff and the response rate was 70 . This response rate is regarded as good, this good and can be attributed to the fact that the questionnaires were administered during schools hours by administrative clerks.

2. Data Collection Instrument

Identifying similar phrases, relationships between themes, distinct differences between target blocks and common self administered questionnaires containing structured items, were applied. Items in the questionnaire focused on leadership styles and the role of leaders in the schools in assisting and supporting

teaching staff. In addition, a question was asked on how the principal manages the school. Closed questions helped in eliciting specific information, while open-ended questions enabled the respondents to express their views freely and without restriction.

3. Procedure

Permission to conduct the study was requested and granted by the district management. The researcher personally administered the questionnaires with the assistance of schools' administrative clerks and the completed questionnaires were collected by the research support group. Throughout the study every effort was made to maintain high ethical standards. Anonymity and confidentiality were protected at all times with a thorough explanation in the form of a covering letter provided to all participants, detailing the purpose of the study.

4. Data analyses

After all the questionnaires had been returned, it was important that the mass of data collected should then be reduced to a format suitable for analysis. The respondents' responses were then coded according to the emerging themes using the SPSS program. Data were analysed by descriptive statistics, such as percentages, frequency and the Cronbach-alpha coefficient to test among other things, the reliability of describing the impact and the leadership style in these schools.

5. Conclusion

The above-mentioned results suggest that there is positive relationship between the teaching staff and principal; these positive relationship between transformational leadership behaviours and commitment (affective commitment and continuance commitment). This suggests that leadership behaviours which involve building trust, inspiring a shared vision, encouraging creativity and emphasising development are positively related to employee commitment. While the study interrogates these two phenomena: that style can assist in the motivation of the teaching staff, it can be concluded that transformational leadership can be used to raise organisational commitment and employees' performance. Transformational leadership cannot raise job satisfaction. Rather, the commitment of teachers to their job can raise job satisfaction and ultimately improve the school's academic performance. On the other hand, job satisfaction can raise the employees' performance. To raise school academic performance, consideration should be given to the intellectual stimulation of individual teachers. The leadership style that is accepted by the teaching

staff will motivate, inspire and influence them when decisions and problem arise. Furthermore, these styles can create positive, organisational commitment and promote job performance. The school principal, through his leadership style, can always increase organisational commitment by providing rewards to induce employees to work harder.

6. References

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