

School Leader Behavior and Teacher Work Task Motivation Towards a Proposed Motivational Training Program for Teachers

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Abstract: This study aims to explore the relationship between school leadership behaviors and teacher motivation in the Chinese educational environment. Research understands the impact of this relationship by examining teacher profiles, assessments of principal leadership behaviors, and measures of teacher motivation levels. Research has found that principals exhibiting caring-oriented behaviors help increase teachers' motivation levels. However, teacher motivation is more influenced by external factors, such as rewards and incentives, rather than intrinsic satisfaction that comes from the job itself. Research also highlights the importance of transformational leadership in stimulating teacher interest and improving performance. Based on the findings, a series of recommendations are put forward to improve teacher motivation and performance, including promoting genuine interest in teaching, providing incentives, creating a teamwork atmosphere, providing professional development opportunities, and making effective use of educational resources. This study provides valuable insights into the relationship between leadership behaviors and teacher motivation in Chinese educational institutions and provides practical suggestions for improvement.

Keywords: Educational Leadership Behavior; Teacher Motivation; Transformational Leadership.

1. Introduction

Schools have people in leadership positions and who are responsible for making decisions that could lead their teachers toward fulfilling the school goals. The behavior of the leader, in realizing school goals is considered crucial to teacher empowerment. Therefore, the way leaders manifest their behavior implies motivating teachers to participate in attaining school goals. By empowering and motivating their teachers, they bring to light their strength and weaknesses as well as enhancing competence in their personal and professional growth as well. When a school leader is indecisive, they restrict their capacity to empower, motivate, influence, and confidently lead their group or team. Because the consequences of indecision are detrimental to any organization, it is crucial that the educational leaders manifest appropriate behavior to learn, master, and execute very well. Liu and Yin (2020) studied and link teacher participation in schools in moderating school activities. Organizations should have leaders imbued with appropriate behavior to lead. They should be efficient enough to make executive decision. Undoubtedly, from a macro to micro perspectives, the researcher aims to seek better explanation of the Chinese school leaders behavior and it affects teacher work motivation.

The researcher believes that with leader behavior and its influence on the teacher's motivation towards work can bring about the needed boost to realize educational goals. Within the Chinese context, creating hierarchy in Chinese education in which leader behavior have the power over their constituents, is the implication of school leader -teacher relation for this reason this concept was taken into consideration by the researcher as foremost in effecting better teaching and learning process for the stakeholders in education.

2. Background of the Study

Leadership is the process where someone is able to motivate and inspire others to follow them. Successful businesses and companies need solid leadership to help them thrive, and successful leaders are defined by the behaviors they exhibit as they lead. These behaviors determine if followers are motivated and inspired by their leaders, or merely follow because they must. Leadership traits are an integral part of how a leader is perceived and how they operate. Because leadership behavior is relevant it becomes an interesting topic to investigate. However in most cases organizations need people to be attracted to their organization and stay, perform tasks in a dependable manner and to do so in creative and innovative ways. Whilst one could argue that the latter requirement is not always present in work situations, motivation is of increasing interest as a potential explanation for workers productivity, effort, and attendance. Now, how can we assess and measure what impact leadership has upon motivation?

Leadership effectiveness is crucial to success in any organization. It closely depends on outcomes and consequences of the leaders activities for followers and organization (Yukl, 2016). The extent to which the organization achieves its goals and performs its task is the most commonly measures of leadership effectiveness (Erkutlu, 2018). The current trend of regarding education as a tool for social process become an important solution to global challenges as it gives people access to technology, foster innovative work attitudes (Overtoon, 2010) or access to technology (Hang-Chuon, 2017), that challenges us on the difficulty to provide good benefits at the personal and professional level. In many cases the impact of leadership on motivation tends to be inferred by outcomes, particularly focusing on group or company performance, although work

has been carried out on absenteeism (see Porter, Bigley & Steers, 2003). However it is possible that a leader can motivate subordinates without this making any difference to effort or outcomes, conversely there are many other things a leader can do to improve performance that are not linked to motivation, therefore such studies are limited.

Leadership effectiveness refers to the leader's behavior ability, work status and work results in the implementation of leadership, that is, the leadership ability to achieve leadership goals, leadership efficiency and leadership benefits obtained. Leadership effectiveness is a comprehensive index, including many different specific content. Leadership effectiveness is crucial to success in any organization. It closely depends on outcomes and consequences of the leaders' activities for followers and organization (Yukl, 2016). The extent to which the organization achieves its goals and performs its task is the most commonly measures of leadership effectiveness (Erkutlu, 2018). It is for this reason that this study is to be conducted to determine and venture into leader's behavior ability to motivate teacher's work status and work results in the implementation of leadership.

3. Statement of the Problem

The study determined the leader behavior of the school heads in relation to teachers' work task motivation. It endeavored towards sustaining teachers' motivation at work.

Specifically, the study answered the following problems.

What is the profile of the respondent- teachers in terms of;

- 1.1 sex,
- 1.2 age,
- 1.3 highest educational attainment,
- 1.4 years of teaching experience,
- 1.5 monthly family income?

2.What is the teachers' assessment of their school heads leader-behavior about the following dimensions:

initiating structure, and consideration dimension?

3.Are there significant difference in the teacher-respondents' assessment of leader-behavior dimensions when their profile is taken as test factors?

4.What is the teachers assessment of their own level of work task motivation as measured by WTMS in terms of;

- 4.1 intrinsic motivation
- 4.2 identified regulation,
- 4.3 introjected regulation,
- 4.4 external regulation, and
- 4.5 amotivation?

5.Are there a significant difference among the teachers assessment of their own level of motivation on work tasks when their profile is taken as a test factor.

6.Are there a significant relationship between the assessed leader behavior and the teachers 'assessment of their own motivation on work task?

7.What training program may evolve in order to sustain teachers' motivation on work tasks?

4. Scope and Delimitations of the Study

This study analyzed the relationship between leader behavior and teacher motivation in Chengdu University of Information Technology (CUIT) in Sichuan, China with the objective of developing an enrichment program for teachers' motivation at work. The data on leader behavior gathered using a standard adopted questionnaire, Leader Behavior Description Questionnaire (LBDQ) by Ohio State University

from the study of Sinpatrabordee,2010. The motivation questionnaire is also an adoption.

The participants in this study are teachers, teachers from 5 department of the said university. Teachers were taken randomly and utilized the Qualtrics calculator to determine samples.

After proposal defense, this study also necessitated to seek the participation of the selected teachers of the university so as to share their insights through an interview about their views leader behavior of the immediate superiors and their academic motivation. Unfortunately, due to pandemic the researcher failed to have willing participants for this data gathering.

5. Hypotheses

The following null hypothesis was tested at .05 margin of error:

There is no significant difference in the assessment of leader behavior of the school heads when the teachers profile are considered as test factors.

There is no significant difference in the assessment of the work task motivation among the teachers when their profile is considered as test factor.

The assessment of the leader behavior dimension is not related to the teachers work task motivation.

6. Theoretical Framework

This study is anchored on two sets of theories, with two theories on leadership, from a classical theory of leadership. The early conceptualization of leadership typically relied on two distinct categories of leader behavior, 1) concerned with people and interpersonal relations and 2) concerned with production and task achievements. This was concept was trigger by the impact of leader behavior on school effectiveness. In 1996, Hoy and Miskel stated that leadership does not, indeed cannot, result merely from individual traits of a leader. It must also involve the attributes of transactions between those who lead and those who follow. Thus, in order to follow this line of thinking, the current investigation will deal on establishing the relationship between leadership of immediate superiors and the teachers' motivation.

In the same vein, with modern Transformational Leadership theory by MacGregor Burns (1978), a leader will have an idea on the role of transforming the institution' vision with production and task of what it could and should be. Transformational leadership mainly focuses on the improvement of business in the future and innovations needed for progression. In transformational leadership theory, the leader is not working alone, but with teams, in achieving the following goals: identify the necessary things to be changed, create a point-of-view that guides those things to be changed through inspiration, and work to implement the change with the members of the team who are committed - this is a foundational part of Full Range Leadership Model. Transformational leadership is also used to enhance the motivation, morale, and performance of the group in the job through the variety of mechanisms. These mechanisms include the following: combining the member's sense of identity and the leader's self to a project and to the corporate identity of the institution; being a good role model for the members of the group to inspire them and to uplift their interest in doing the project; and, provoking the members to take bigger possession for their work, and having the

understanding of the strengths and weaknesses of the members. This will help the leader to assign the members to the tasks that will elevate their performance. It is also crucial to understand the qualities that transformational leadership can bring to the work environment.

Two theories of motivation was cited in the study, Psychologists have proposed different theories of motivation, including drive theory, instinct theory, and humanistic theory (such as Maslow's hierarchy of needs). The reality is that there are many different forces that guide and direct our motivations. In McClelland (1978), achievement motivation is viewed as need- motivation. This identifies three types of motivational needs, namely, achievement, power/ authority motivation and affiliation motivation. Every worker (teacher) possesses these three types in different degrees. Following McClelland (1978), the achievement person wants achievement and job advancement. Such an individual needs a realistic and challenging goals and a sense of accomplishment. The authority/ power motivation worker (teacher) believes that others validate their idea and opinions. This makes them feel the need by others. The affiliate worker is motivated by interactions with other people.

7. Research Design

The proposed study adopted the descriptive comparative-correlational research design and utilized the descriptive survey method using adapted survey questionnaires. In a quantitative research design, the data are framed in numbers using closed-ended questions as well as responses (Creswell & Creswell, 2018). Furthermore, the use of survey design enables the quantitative description of opinions and attitudes or tests the associations of variables of a population based on a sample of the population (Creswell & Creswell, 2018). The proposed study fits these characteristics of a quantitative research design. The proposed study was conducted in the Chengdu University of Information Technology (CUIT).

8. Research Locale

Chengdu University of Information Technology (CUIT) is a provincial ordinary undergraduate college jointly built by Sichuan Province and China Meteorological Administration and focused on the development of Sichuan Province. The school was founded in 1951. The university now has 20 teaching units, 57 undergraduate majors and more than 26000 full-time students. There are 31 national and provincial first-class undergraduate specialty construction sites, including 13 national; There are 8 "excellent engineer education and training plan" pilot majors of the Ministry of education and 9 provincial "excellent engineer education and training plan" pilot majors. The University focuses on information, atmospheric and economic management disciplines, with interdisciplinary characteristics, engineering, science and management as the main disciplines, and the coordinated and integrated development of engineering, science, management, economics, literature, law and art. There are 5 provincial-level key disciplines, 14 first-class disciplines authorized for master's degree and 12 categories authorized for master's professional degree, forming three university subject groups of atmosphere, information, economy and management. The university carries out scientific research for the world's scientific and technological frontier and major national needs, comprehensively serves the development of meteorology, statistics, national defense and other undertakings,

comprehensively serves the national strategy for the construction of Chengdu Chongqing twin city economic circle and the development strategy of "one trunk and multiple branches" in Sichuan Province, and the scientific research level and social service ability continue to rise. At present, the university has 20 provincial and ministerial key laboratories and key research bases of Social Sciences, 12 provincial university key laboratories and key research bases of Humanities and Social Sciences, 6 provincial and municipal science popularization and training bases, and 1 post-doctoral.

The school has vigorously strengthened the construction of teaching staff, and the teaching staff has been growing. At present, there are more than 1400 full-time teachers, including more than 600 doctors and nearly 600 senior professional titles. There are more than 120 people, including experts with special government subsidies of the State Council, provincial thousand talents plan, Tianfu ten thousand talents plan, 100 talents plan of the Chinese Academy of Sciences, Provincial Academic and technical leaders and provincial turkong experts; There are more than 10 national model teachers, national famous meteorological teachers, provincial excellent teachers and provincial famous teachers, and more than 100 academicians, Changjiang, outstanding young and other high-level experts are employed as part-time professors of our university. Our teachers have served as more than 20 off campus part-time doctoral tutors, including 46 influential academic part-time tutors.

9. Respondents of the Study

The target population was the teachers of Chengdu University Information Technology. Using Qualtrics calculator (www.qualtrics.com), the ideal sample size – 219 – was determined from the target population of 505 at 95% confidence level and 5% margin of error. For easier calculation, the sample size was rounded to 220. The proportional distribution of the sample size (220) to the five selected public elementary schools. For the actual selection of the teacher respondents, probability or random sampling design was utilized. More specifically, the stratified random sampling design was adopted using the fishbowl technique.

10. Research Instruments

The researcher utilized the following instruments and techniques in the study.

Survey questionnaire. For the current study, an (a) adapted instrument Leader Behavior Description Questionnaire (LBDQ) (developed by Ohio State University) from the study of Sinpatrabordee, 2010 was used to gather data on the leader behavior of the school heads; b) teacher motivation was adopted from Prof Claude Fernet, University of Quebec.

The LBDQ was used to describe the behavior of the leader. It identifies the initiating structure and consideration structure of leader behavior, the school heads. It has 30 indicators; 1-15 items measure the initiating component. The 16-30 items measure the consideration component of the LBDQ. The questionnaire underwent reanalysis and hypothesized analysis at Fisher College of Business the Ohio State University 1963 (downloaded, January 2022) The 30 items of the leader behavior components were designed based on the literature; with a 5-point Likert scale. The scale ranged from 1 to 5 with 1= never; 2 = neutral; 3 = occasionally; 4 = often 5=always.

The teacher motivation was derived from the Work Task Motivation Scale (WTMS) questionnaire developed by Prof Claude Fernet, University of Quebec. It is a 15-item scale that ask the teacher to what degree they correspond why they are doing the tasks. There are five constructs that are identified and each of the items are group to the following categories; Intrinsic motivation, Identified regulations, Introjected regulations, External regulations, and Amotivation. The scale ranged from 1 to 5 with 1= strongly disagree; 2 = disagree; 3 = Neutral; 4 = agree; 5= Strongly Agree.

Interview. Purposely this is done to formally supplement the data gathered, from the faculty roster of Chengdu University Information Technology (CUIT), since there are data that could not be assessed by numerical evaluation. However, due to pandemic, the researcher failed to gather data for lack of voluntary participation.

11. Data Gathering Procedure

The data was gathered following the procedure below:1) Appropriate permission will be obtained from the proper school authorities of the CUIT. 2)Once approval is obtained, the Emails of the respondent school heads/principals and selected grade school teachers were obtained.3) Since face to face are allowed now in the school, the researcher with the support from CUIT staff distributed the data to the 5 departments, however there are those who only allowed online distribution of questionnaire, the researcher started sending said form through social media preferred. 4)After two weeks, the survey was closed for the online respondents, data were obtained from “cloud” while those who allowed a personal distributions, personally the questionnaire were collected. 5) Data were encoded/imported into IBM SPSS Software. 6)The encoded data were submitted for analysis by the school’s statistician. 7)The results of the statistical analysis were presented in appropriate tables for analysis and interpretation.

12. Data Analysis

The following statistical measures and treatments were used to process the gathered data.

Frequency Distribution (f) and Percentage (%). These were used to summarize the data on the demographic profile of the respondents.

Weighted Mean (WM) and Standard Deviation (SD). These were used to summarize the data on the leader behavior school heads and the motivational results of the respondent-teachers.

Table 1. The 5- point scale was utilized based on the adopted questionnaire scheme on LBDQ.

Value	Mean Range	Adj Description	Interpretation
5	4.51-5.00	Always	Highly Manifested
4	3.51-4.50	Often	Manifested
3	2.51-3.50	Occasionally	Moderately Manifested
2	1.51-2.50	Rarely	Less Manifested
1	1.00-1.50	Never	Never Manifested

t-test and ANOVA. These were used to compare the assessment of the respondents of LBDQ and motivation scheme when grouped according to their profile variables.

Table 2. The motivation questionnaire has utilized 5-point scale with the following values:

Value	Mean Range	Adj Description	Interpretation
5	4.51-5.00	Strongly Agree	Highly Motivated
4	3.51-4.50	Agree	Motivated
3	2.51-3.50	Neutral	Moderately Motivated
2	1.51-2.50	Disagree	Less Motivated
1	1.00-1.50	Strongly Disagree	Never Motivated

Pearson r. This tool was used to determine the significant relationship between the leader behavior school heads and the motivational results of the respondent- teachers from CUIT.

Decision Criteria

The analysis of the hypothesis test of significant difference and significant relationship was carried out using the 0.05 level of significance. The null hypothesis was accepted if the computed significance value is greater than or equal to 0.05 level of significance. Otherwise, the null hypothesis would be rejected.

13. Results, Analysis and Interpretation of Data

This chapter presents the data obtained through survey questionnaires and interviews which had been statistically treated to answer the specific problems presented in Chapter 1. The presentations and discussions are in accordance with the sequence of the problems presented.

13.1.Profile of the Respondents

Table 3. Teacher-respondents Profile

Sex	Frequency	Percentage
Male	125	57.0
Female	95	43.0
Total	220	100.0
Age	Frequency	Percentage
30 years old and below	23	10.5
31 - 40 years old	102	46.4
41 - 50 years old	54	24.5
51 years old and above	41	18.6
Total	220	100.0
Highest Educational Attainment	Frequency	Percentage
Bachelor degree	42	19.0
Master degree	142	65.0
Doctorate degree	36	16.0
Total	220	100.0
Teaching Experience	Frequency	Percentage
5 years and below	24	11.0
6 - 10 years	75	34.0
11 - 15 years	75	34.0
16 years and above	46	21.0
Total	220	100.0
Monthly Family Income	Frequency	Percentage
10,000 and below Yuan	23	10.0
10,001 - 15,000 Yuan	60	27.0
15,001 - 20,000 Yuan	97	44.0
20,001 and above Yuan	40	18.0
Total	220	100.0

Presented in Table 3 are the variables of the teachers profile that includes sex, age, educational attainment, teaching experience, and monthly income.

In terms of sex, the majority of the teacher-respondents were male. In terms of age, there were many teachers whose

age falls under 31-40 years old followed by 41-50 years old. In terms of highest educational attainment, the majority of teacher-respondents obtained a Master's Degree. In terms of years of teaching experience, the above table showed that there was an equal number of teachers whose teaching experiences fall from 6 to 10 years and from 11 to 15 years. In terms of monthly family income, there were many teachers whose monthly family income fall under the range of 15,001 – 20,000 Yuan.

13.2. Teachers' Assessment of Their School Heads' Leader-behavior

13.2.1. In Terms of Initiating Structure

In terms of initiating structure, the teachers' assessment of their school heads' leader behavior yielded a composite mean score of 3.66 and 0.61 corresponding standard deviation. The overall result further implied that

Table 4. Teachers' Assessment of their School Heads' Leader-Behavior in terms of Initiating Structure

Indicators	Mean	SD	Interpretation	Rank
He makes his attitudes clear to the group.	3.47	0.80	Moderately Manifested	12
He tries out the new ideas with the group.	3.62	0.73	Manifested	10
He rules with an iron hand.	3.77	0.78	Moderately Manifested	9
He criticizes poor work.	3.06	0.61	Moderately Manifested	15
He speaks in a manner nor to be questioned.	3.67	0.69	Manifested	8
He assigns group members to particular tasks.	3.46	0.82	Moderately Manifested	13
He schedules the work to be done.	3.70	0.66	Manifested	7
He maintains definite standards of performance.	4.04	0.54	Manifested	2
He emphasizes the meeting of deadlines.	3.75	0.53	Manifested	4
He encourages the use of uniform procedure.	4.09	0.39	Manifested	1
He makes sure that his part in the organization is understood by all the group members.	4.02	0.47	Manifested	3
He asks that group members follow standard rules and regulations.	3.49	0.55	Moderately Manifested	11
He lets group members know what is expected of them.	3.12	0.50	Moderately Manifested	14
He sees to it that all members are working up to capacity.	3.75	0.61	Manifested	6
He sees to it that the work of group members is coordinated.	3.86	0.48	Manifested	5
Composite	3.66	0.61	Manifested	

Scale: 5.00-4.51=Always/ Highly manifested; 4.50-3.51= Often/ Manifested; 3.50- 2.51.51= Occasional/ moderately Manifested; 2.50-1.51=Seldom/Less manifested; 1.50-1.00= Never/ Not manifested

The overall result further implied that initiating structure has often manifested in the behavior of school heads as leaders.

Of all the indicators, the top three assessment done by teachers were ranked as follows; the highest mean score was evident by the attitude of the school head “to encourage teachers on the use of the uniform procedures” (mean 4.09), which ranked first; followed “by maintaining definite standards of performance” (mean= 4.04) ranked second. Third rank is, “doing their part in the organization that is understood by all the group members respectively” (4.02). The findings are in line with those described in the study of (Yukl, 2016) where leadership effectiveness is crucial to success in any organization. It closely depends on outcomes and consequences of the leaders' activities for followers and organization. Moreover, Erkutlu, 2018, pointed out that the extent to which the organization achieves its goals and performs its task is the most commonly measures of leadership effectiveness. Effective leaders are capable to fully

engage followers in the organizational strategies. Appropriate leadership style is an important factor influences effectiveness of the leaders (Huretal, 2017; Hoggetal, 2015; Bruno & Lay, 2016). Leaders to be effective require good relationships with their followers because these relationships should enhance followers' well-being and work performance. These relationships also may connect the followers to the group more tightly through loyalty, gratefulness, On the other hand, the lowest mean scores (mean=3.012) and Mean=3.06) were evident on the items “He lets group members know what is expected of them” and “He criticizes poor work.”. This means that the school head is manifesting an appropriate behavior that are acceptable as leader reminding everyone that being part of the team there are expectations that are contributory to group goal. Therefore, criticizing poor work of the school member is putting the member in the right perspective. The findings are an apt description of an initiating structure of a leader, according to. Leader writers. com (2020).

13.2.2. In terms of Consideration Structure

Table 5. Teachers' Assessment of their School Heads' Leader-Behavior in terms of Consideration Structure

Indicators	Mean	SD	Interpretation	Rank
He does personal favors for group members.	3.95	0.59	Manifested	2
He does little things to make it pleasant to be a member of the group.	3.94	0.36	Manifested	3
He is easy to understand.	3.66	0.71	Manifested	9
He finds time to listen to group members.	3.37	0.62	Moderately Manifested	12.5
He keeps to himself.	3.92	0.40	Manifested	6,3
He looks out for personal welfare of individual group members.	3.93	0.44	Manifested	5
He refuses to explain his actions.	3.73	0.55	Manifested	10
He acts without consulting the group.	3.37	0.60	Moderately Manifested	12.5
He backs up with the members in their action.	3.92	0.40	Manifested	6.5
He treats all group members as his equals.	3.14	0.40	Moderately Manifested	15
He is willing to make changes.	4.05	0.39	Manifested	1
He is friendly and approachable.	3.59	0.67	Manifested	7
He makes group members feel at ease when talking to them.	3.85	0.47	Manifested	8
He puts suggestions to made by the group into operation.	3.75	0.58	Manifested	9
He gets group approval on important matters before going ahead.	3.57	0.76	Manifested	11
Composite	3.72	0.53	Manifested	

Scale: 5.00-4.51=Always/ Highly manifested; 4.50-3.51= Often/ Manifested; 3.50- 2.51 = Occasional/moderately Manifested; 2.50-1.51=Seldom/Less manifested; 1.50-1.00= Never/ Not manifested

In terms of consideration structure, the teachers' assessment of their school heads' leader behavior yielded a composite mean score of 3.72 and 0.53 corresponding standard deviation. The overall result further implied that consideration structure has often manifested in the behavior of school heads as leaders. The assessments are unanimous among the respondents as indicated by low standard deviation score. Being considerate is an appropriate leadership style as an important factor that influences effectiveness of the leaders (Huretal, 2017; Hoggetal, 2015; Bruno & Lay, 2016). Leaders to be effective require good relationships with their followers because these relationships should enhance followers' well-being and work performance. These relationships also may connect the followers to the group more tightly through loyalty, gratefulness.

The finding is congruent to the observed behavior manifested by the school heads. The manifested display of consideration behavior highlights the school heads' being supportive and friendly, representing people's interests, communicating openly with group members, recognizing them, respecting their ideas, and sharing their knowledge (www. Oxford bibliographies com retrieved ,2022). Top items in the table showed high assessment for items: First rank, He is willing to make changes"" (mean= 4.05); "He does personal favors for group members" (3.95) has obtained second ranking; while "He does little things to make it pleasant to be a member of the group", (mean=3.94) has gotten the third ranking. The result indicated that leader

behavior displayed by the school head as a change agent. The finding is of similar reference to Kotter (in Kiewicz, R.,2019) that is what leaders do, they change... lead, keep change top of mind, and take action. Mindfully drive change in ways that engage, inspire, and motivate your people to achieve results. Selectively make change to create deeper motivation and enjoyment for your people, "you'll foster trust and loyalty, and you'll position the team to meet the needs of your business and your customers."

Among the indicators shown in the table, the lowest mean score was evident by the item "He treats all group members as his equals". (3.14) which is moderately manifested. This further shows that indeed this are limitations on the part of a considerate leader.

13.2.3. Summary of Assessed Leader Behavior

Table 6. Overall Teachers' Assessment of their School Heads' Leader-Behavior

Variables	Composite		
	Mean	SD	Interpretation
Initiating Structure	3.66	0.61	Manifested
Consideration Structure	3.72	0.53	Manifested
Overall	3.69	0.57	Manifested

Scale: 5.00-4.51=Always/ Highly manifested; 4.50-3.51= Often/ Manifested; 3.50- 2.51 = Occasional/moderately Manifested; 2.50-1.51=Seldom/Less manifested; 1.50-1.00= Never/ Not manifested

In summary of the findings, as shown in the above table,

the overall mean value of 3.69 with a standard deviation of 0.57, means that school heads have manifested appropriate leader behavior that may seem to influence motivation on work tasks among teachers. A perusal into the individual leader behavior assessment, determined that both initiating structure and consideration structure have oftenly manifested in the leader behavior of school heads. This is supported in concluded University of Ohio continued research studies (Technofunc,2022) Both factors were found to be associated with effective leadership. Followers of leaders who are high in consideration were more satisfied with their jobs; more motivated, and had more respect for their leader. However though, the mean value suggest a higher mean assessment for school heads who manifested Consideration structure leader behavior than initiating structure behavior. The means that the school heads have manifested a dominant behavior that is

people-oriented and the teachers may have assessed this often in their school heads. the finding s is in aligned with those of According to Given the flaws in various assessment processes, Hughes et al. (2015) stated that there was no one perfect or best method of assessing leadership effectiveness. According to the authors given the flaws in various assessment processes, they, still proclaimed that, "if leadership is defined partly in the eyes of the followers, then perhaps a better way to judge leadership success is to ask subordinates to rate their level of satisfaction or the effectiveness of their leader".

13.3.Differences in the Assessment of the Teachers of Leader-behavior Dimensions when their Profile is taken as Test Factors.

13.3.1. Differences in Terms of Sex

Table 7. Difference in Teachers' Assessment of their School Heads' Leader-Behavior Dimension according to Sex

Variables	Group		t-value	sig	Decision Ho	Interpret
	Male	Female				
Initiating Structure	3.69	3.70	-.186	.853	Accept	Not Significant
Consideration Structure	3.72	3.72	.080	.937	Accept	Not Significant
Overall	3.71	3.71	-.053	0.895	Accept	Not Significant

Using the T-Test of Independent Samples, the difference in teachers' assessment of their school heads' leader behavior dimension according to sex yielded no significant difference both in the initiating structure and consideration structure as indicated by a t-value of -.053 and a computed significant value at 0.89. Since the significant value exceeded the .05 level, the null hypothesis was accepted at a 5% level of significance. Therefore, male and female teachers did not vary in their assessment of leader behavior manifested by their school heads. The result further implied that there is consistency in their observation. This may seem to indicate that school heads have become consistent in their attitude towards its constituents.

13.3.2. Differences in terms of Age

Table 8. Difference in Teachers' Assessment of their School Heads' Leader-Behavior Dimension according to Age

Variables	F-value	sig	Decision Ho	Interpretation
Initiating Structure	8.713	.000	Reject	Significant
Consideration Structure	2.086	.103	Accept	Not Significant
Overall	5.400	.052	Accept	Not Significant

Using F-test or ANOVA Test, the difference in teachers' assessment of their school heads' leader behavior according to age yielded a significant difference in initiating structure. This means that the teachers' assessment varied in terms of their age bracket. On the other hand, the consideration structure showed no significant difference in the teachers' assessment thus it further implied of the same observations or assessment across all the age brackets of teachers.

14. Summary

This study aimed to determine the relationship between the assessed leader behavior of school heads and the teachers' work task motivations as assessed by the teachers. More particularly, this study sought answers to the following.

14.1.Profile of the Respondents

The two hundred and twenty teacher-respondents drawn for this study using Qualtrics was male-dominated, many of them were within 31 to 50 years old, majority have obtained Master's Degree. Most have had teaching experience from 6 to 15 years ,and there were many teachers whose monthly family income fall under the range of 15,001 – 20,000 yuan.

14.2.Teachers' Assessment of Their School Heads' Leader-Behavior

The school heads were assessed to have manifested both initiating and consideration structure leader behavior, though more towards being a consideration dimension leader.

14.3.Differences in the Assessment of the Teachers of Leader-behavior Dimensions when their Profile is taken as Test Factors.

1 Difference in terms of sex, in general, there was no significant difference in the assessment of leader behavior, however significant difference was noted between male and female teachers that assessed initiating dimension of leader-behavior.

2 Differences in terms of age. In general, there was no significant difference in the assessment of leader behavior, however for those who assessed initiating dimension behavior, significant findings was noted among those who are older teachers than the younger ones.

3 Differences in terms of educational attainment, in general no significant difference existed, however in details, significant findings were found among those who assessed initiating behavior, particularly favoring among those of higher level of education.

4 Differences in terms of teaching experience, in general no significant difference existed, however significant findings were found among those who assessed initiating behavior, particularly favoring among those who have long been teaching.

5 Differences in terms of monthly income. No significant

differences existed in the teachers' assessment of school heads leader behavior.

14.4. Teachers' Assessment of their Level of Motivation

The teachers were motivated with their work tasks, specifically along with the variables in the respective rankings, namely; external regulation, amotivation, introjected regulation, intrinsic motivation, however though moderately motivated with identified regulation motivation variable.

14.5. Difference in the Teachers' Assessment of their Level of Motivation on Work Tasks when their Profile is Taken as a Tests Factor.

The teachers' profile variables such as sex, age, educational attainment, teaching experience and monthly income has no impact on the assessment on the teachers' level of motivation on work tasks.

14.6. Relationship between School Heads' Leaders Behavior and the Teachers' Motivation on Work Tasks.

There was no significant relationship between the assessed school heads' leader behavior and the teachers' motivation on work tasks. Indicating that the leader behavior has no influence over the teachers' motivation to do work tasks.

15. Conclusion

Based on the findings, the following conclusions are hereby drawn;

It be deduced that the respondents taken for this study are teachers who are mostly male who can make objective assessment of their school administrators having obtained the higher educational attainment and have long been teaching under the current administration.

That the school principal is manifesting leader behavior that veered towards consideration behavior, indicating tendency towards people-oriented type of behavior.

The teachers' assessment of their leader behavior is without doubt independent of their personal characteristics. Therefore, it can be inferred that regardless of their personal circumstances such as sex, age, educational attainment, years of teaching experience, and monthly income. Their observation and assessment of their leader behavior have reached certain kind of professional maturity.

Now, it can be said that teachers are motivated to do school work; mainly, not by their sense of interest and satisfaction derived from performing the tasks. Moreover, motivation emanates from external motivation or expectations that could result in praise or fear. Work performance is mechanical not by the conscious values contemplated but by the flow of events in their environments, which may not be personally important to pursue such activities but only to gain the approval of their peers and superiors and unmindful of the benefits their participation could bring to their students.

The motivational result is an expressed need to align to the transformational leadership manifested alongside with consideration structure of leaders. The theoretical framework uplift the teachers' interest in doing the project; and, in provoking the members to take bigger possession for their work, and having the understanding of the strengths and

weaknesses of the members. This will help the leader to assign the members to the tasks that will elevate their performance. It is also crucial to understand the qualities that transformational leadership can bring to the work environment.

The teachers' self -assessment of their motivation to do work tasks are independent of their profile inspired from the interest and enjoyment derived doing the school work tasks. Therefore, the leader behavior could bring about the needed uplifting of their subordinates for optimum performance.

It could be inferred that leader behavior of the school heads assessed by the teachers and of their self -assessment of motivation to work on tasks do not bear obvious relationship that can be considered mutually influential for both constructs.

16. Recommendations

The findings and conclusions derived from the study have led to the following recommendations:

1. Schools should actively ensure that teachers should manifest genuine feelings towards teaching, through role modeling of the school heads and superiors.

2. School heads must be aware of the needs of their constituents; the use of rewards and incentives could be an initial step towards effecting positive motivation intrinsically.

3. Teachers should realize that teaching is a noble profession, to do so one should be in a collegial atmosphere that could inspire others to act in accordance with professional standard of their calling.

4. Professional efforts affect the performance of the teachers that ultimate affect achievement among students, therefore school heads should direct their effort in providing talent training suitable to the personal and professional development of the teachers.

5. Since knowledgeable teachers become motivated teachers, therefore it is suggested for schools to provide teachers with the utilization of various and variety of course wares and computer programs available for a more motivated and inspired delivery of instruction.

6. The researcher is further recommending the adoption of the proposed motivational teacher training.

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