

A Study of Teachers' Motivation and Academic Coordinators' Leadership Practice: The Relationship to Vision, Inspirational Motivation, Intellectual Stimulation, Supportive Leadership and Personal Recognition

Genevieve M. Gepitulan

LIDE Learning Center, Inc., Isabel, Leyte, Philippines

Abstract: *The purpose of this study was to examine the relationship between teachers' motivation to academic coordinators' leadership practice on vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. Whereas previous research had explored these constructs separately, this study investigated two distinct paths to the motivation of the teachers and the leadership practice of the academic coordinators. The analytical procedure of multiple regression was utilized to determine and to evaluate the predicting strength among teachers' motivation and the independent variables: vision, inspirational motivation, intellectual stimulation, supportive leadership and personal recognition of the academic coordinators' transformational leadership in the institution. The researcher pilot-tested a total of 30 teachers who were randomly chosen both from Elementary and Junior High School Department of LIDE Learning Center, Inc. The Pearson product-moment correlation and the multiple regression analysis coefficients revealed that a strong positive correlation existed between the dependent variable and all the five independent variables. Of the five variables, the vision was the most strongly related to teachers' motivation. This study provides new support to previous research about the importance of teachers' motivation and academic coordinators' leadership practice for institutions' effectiveness and quality of performance.*

Keywords: Teachers' motivation, academic coordinators' leadership practice, vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition

1. Introduction

Instruction and curriculum are the core of the educational process. Instruction refers to the learning activities and methods of teaching employed by teachers to help students master the content and objectives specified by a curriculum. It encompasses the activities of both teachers and students. The quality of the outcome of students in an institution is directly proportionate to the quality of instruction and the quality of teachers. To ensure quality education, the school administration formulated a new office under the academic coordinators which focus on the day-to-day supervision of classroom instruction to contribute to the attainment of the school's vision-mission, goals, and objectives. It observes the principles of collaborative activity among administrators, teachers, students, and parents to improve instructional quality. The academic coordinators serve as instructional leaders of teachers assigned to different departments.

School leadership is the ability to inspiring teachers and others to pursue the vision within the parameters set, to the extent that it becomes a shared effort, a shared vision, and a shared success. It also is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013). School leadership is a process whereby academic coordinators' influence the activities of a group of individuals or teachers willingly to achieve common educational goals (Rauch & Behling, 1984). Therefore, the successes of school might be depending upon appropriate academic leaders who are highly sensitive to identify the

needs and trying to meet the needs of the faculty and staff. Thus, for school leaders to motivate the teachers and staff, the school administration including academic coordinators must understand and know the concepts and approaches of teachers' motivation.

The academic coordinators' office has been created in LIDE Learning Center, Inc. (LLCI) in three years. It started its office on the school year 2016-2017 and this has been the third year of its existence. The researcher would like to find out the teachers' motivation in relation to the academic coordinators' leadership practice on vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. School administrators would also like to find out how these academic coordinators influence teachers in their teaching career and how are they helped in the instruction. Since the office is new, there is no formal evaluation yet of how this office affected or influenced or motivated the teachers. The main objective of the academic coordinators is to (a) improve instruction in order to enhance student learning; (b) help teachers acquire skills to improve teaching performance and classroom instruction; (c) provide intervention measures to improve the teaching-learning experiences in the classroom; (d) develop the quality of work to optimize teachers' empowerment; (e) monitor lesson plans, manage the curriculum and evaluate teachers' performance.

Therefore, the focus of this paper is to examine teachers' motivation and the academic coordinators' leadership practice in the LIDE Learning Center, Inc. in Isabel, Leyte.

Volume 8 Issue 7, July 2019

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

The emphasis of this evaluation is on the classroom instruction and pedagogies assigned to the academic coordinators being the head of the curriculum and instruction.

2. Purpose of the Study

The purpose of this study focused on the predictive effects of vision, inspirational motivation, intellectual stimulation, supportive leadership and personal recognition on the degree of intrinsic and extrinsic motivation of teachers in LIDE Learning Center, Inc., Isabel, Leyte. Studies of this nature and magnitude may be instrumental in helping administrators to better meet the needs of long-term faculty employed in the institutions, which may have implications for quality education being offered by the school.

3. Previous Research

Teachers' motivation is the willingness to do something and conditioned by the action's ability to satisfy some need of the individual. A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time (impactteachers.com, 2017).

Kamery (2004) argued that motivation concerns the willingness of somebody to behave in a certain way and this willingness is dynamic in the sense that it changes over time. Ryan and Deci (2000) also explain motivation can vary in the level as well as in the orientation of motivation. The level of motivation refers to how much motivation of one person feels. Eccles and Wigfield (2002) also defined motivation as voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring. This definition refers to reasons that underlie behavior that is characterized by willingness and volition.

Cherry (2019) define human motivation as the drive and the process that causes or initiates, guides, and maintains goal-oriented people to behave the way they do. This implies that the concept of human motivation is a set of psychological processes causing an individual to initiate, direct, intensify, and persist in a particular behavior. Motivation involves an assemblage of closely related beliefs, perceptions, values, interests, and actions. Moreover, motivation is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Overall, the above definitions emphasize that motivation is more of a combined variable that includes various behavioral, affective and environmental factors that drive someone toward actions.

Furthermore, to bring changes at school and to improve efficiency and quality of education transformational leadership is a pre-request. Thus, transformational leadership is the process of influencing and directing the behavior of its followers (White, 2018). Due to this reason, the role of transformational leadership behavior is very important in keeping up with scientific knowledge and technology at

school, the adaptation of the school to changing environmental conditions and increasing the quality of education. Transformational leadership is the restructuring of the system in order for the mission and vision of people to be redefined and their responsibilities refreshed so that the goals could be reached. Therefore transformational leadership aims to ensure that the staff identifies themselves with the goals of the organization. It is a process in which leaders and their followers bring each other to a higher level of ethics and motivation. Transformational leadership is the process in which the leader and workers support each other to reach a high level of moral and supportive spirit (Ayaserah, 2006). Fenn and Mixon (2011) also confirmed that transformational leadership raises the efficiency and the productivity of school, because of its flexibility and how it gives the followers the chance to be creative. Transformational leadership has four components such as charisma, inspirational motivation, intellectual stimulation, and individual consideration. Because it plays a key role to make teaching and learning more effective and also to improve efficiency and quality of education. In addition, also provide support to teachers, parents, and students to function at their best both academically and socially. As Kappen (2000) states transformational leadership has an overall positive relationship with intrinsic motivation and no relationship with extrinsic motivation. From the review of various literature on school leadership and teachers motivation in general secondary schools, more studies have been identified by different educational researchers worldwide.

4. Research Question

What are the multiple correlations between the predictors (vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition) and the teachers' motivation?

5. Research Method

5.1 Research design

The study utilized the analytical procedure of multiple regression to determine whether vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition predict a score on the teachers' motivation questionnaire.

The researcher randomly chose a total of 30 teachers both from the Grade School and the Junior High School Department. The participants were randomly chosen by the researcher. To assure anonymity, the list had only identifying numbers representing teachers in the department.

In order to examine the teachers' motivation and academic coordinators' leadership practice, the explanatory correlational research design was employed. Because the design is assumed to be more important in examining the association between dependent and independent variables. In another hand, it also helps to measure the degree of relationship between two variables using quantitative correlational statistical analysis research procedure.

5.2 Data Collection Procedures

The sample group of teachers was invited to participate voluntarily to answer the survey questionnaire and the purpose of the study was explained. The survey questionnaire was distributed to the teachers and once completed, it was returned to the researcher. Written guidelines and instruction on each part of the questionnaire was given to assure that each receives directions and information. The questionnaire was prepared in the English language, with the assumption that all of the sample teachers read and understood the items written in the questionnaires. The questionnaire consists of two parts: The first part of the questionnaire describes the respondent's background information includes sex, academic qualification, and the field of specialization, experience and responsibilities holding. Whereas the second part contains the largest and the whole number of close-ended items that address the basic question of the study. The closed-ended items were prepared by using Likert scales, which contain the value between one and four. The information provided by the participants was completely anonymous and no names or identifying numbers were collected on the instruments.

5.3 Data Collection Measures

In addition to the background information of the teachers which was found on the first part of the questionnaire, the academic coordinators' leadership practice and teachers' motivation questionnaire focused on the respondent's perceived vision, inspirational motivation, intellectual stimulation, supportive leadership, personal recognition of the transformational leadership of the academic coordinator. All of the items in transformational leadership of academic coordinators were responded to on a 4-point Likert scale. Total scores on each measure were obtained by averaging across items.

To evaluate the teachers' perceptions of their academic coordinators' leadership practice, the teachers were asked to respond to 19 descriptive elements of transformational leadership of academic coordinators developed by Opeia, Ferdeeb, and Daksac (2017). It contains four items each for vision, inspirational motivation, supportive leadership and personal recognition, three items for intellectual stimulation. The dependent variable, teachers' motivation has measured a total of 24 descriptive elements. It contains sixteen items for intrinsic motivation and eight items for extrinsic motivation. Respondents were requested to answer by rating how frequently their academic coordinator had displayed the behaviors described, using a four-point Likert scale (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree).

The study utilized the analytical procedure of multiple regression to determine whether academic coordinators' leadership particularly the transformational leadership which consists five aspects such as vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition predict a score on teachers' motivation questionnaire. Furthermore, to analyze the strength of the relationship between academic coordinators' leadership practice and teacher's motivation, the researcher used co-

relational analysis to compare the two variables, in a simple and understandable way and to make it easy for further interpretation. It also used to roughly judge whether an independent variable has more or less relationship with the dependent variable. Therefore, a correlation analysis was performed using the Pearson product-moment correlation coefficient. This helped to see the relationship between academic coordinators' leadership practice and teachers' motivation in LIDE Learning Center, Inc., Isabel, Leyte.

Pearson product-moment correlations coefficients (r) were conducted to determine whether a relationship existed between the dependent variable of teachers' motivation and the independent variables of academic coordinators' leadership practice of vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. In addition, a multiple regression was conducted to evaluate the predictive values of vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition and level of motivation of teachers in an institution. All analyses were conducted at the .05 significance level.

6. Research Findings

Academic Coordinators' Leadership seems to be one of the most important tools to encourage and to inspire teachers to perform in the most effective way and also to attract potential teachers. Therefore, where teachers are highly motivated, then teaching and learning activities become more effective which result in good efficiency and quality education. To this end, the key to creating efficient academic coordinators' leadership practice is to answer the question of what really enhance teacher's motivation. Thus, this research study aimed to provide and to examine the relationship between academic coordinators' leadership practice and teachers' motivation in LIDE Learning Center, Inc.

Pearson product-moment correlations coefficients (r) were conducted to determine whether a relationship existed between the dependent variable teachers' motivation and the independent variable academic coordinators' leadership practice: vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. In addition, a multiple regression analysis was conducted to evaluate the predictive values of vision, inspirational motivation, intellectual stimulation, supportive leadership and personal recognition on the teachers' motivation in an institution. All analyses were conducted at the .05 significance level.

The research findings in this study of teachers' motivation ($n = 30$), indicated that there was a strong correlation $r(30) = .92$, $p < .05$ between the teachers' motivation and vision of the academic coordinators' leadership practice. The correlation .92 indicated that approximately 92 percent of the variance of teacher motivation was accounted for by the predictor, vision. Of all the independent variables, vision resulted in the highest correlation with teachers' motivation. The results which indicated that approximately 92 percent of the variance of teachers' motivation was accounted for by the predictor, vision.

Table 1 reflects that a correlation (N = 30), $r(30) = .62, p < .05$ was obtained among teachers' motivation, inspirational motivation and supportive leadership. Table 1 shows the results of a Pearson product-moment correlation which produced a positive correlation of (n = 30), $r(30) = .56, p > .05$ between personal recognition and teachers' motivation. Also table 1 shows a positive correlation of (n = 30), $r(30) = .46, p < .05$, between intellectual stimulation and teachers' motivation. These results suggested that the predictor, transformational leadership of academic coordinator accounted for an estimated 90 percent of the variance of teachers' motivation. Of the five measures of predictors, vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition, the vision was most strongly related to teachers' motivation. Supporting this finding is the strength of the bivariate correlation between vision, inspirational motivation, intellectual stimulation, supportive leadership and personal recognition, and the dependent variable, teachers' motivation, which were .92, .62, .46, .62, .56 ($p < .001$), respectively.

Table 1: Pearson correlation of Teachers' Motivation, and Academic Coordinators' Leadership Practice – Vision, Inspirational Motivation, Intellectual Stimulation, Supportive Leadership, and Personal Recognition

	TM	V	IM	IS	SL	PR
TM Pearson Correlation	1					
Sig. (2-tailed)						
N	30					
V Pearson Correlation	.924**	1				
Sig. (2-tailed)	.000					
N	30	30				
IM Pearson Correlation	.619**	.747**	1			
Sig. (2-tailed)	.000	.000				
N	30	30	30			
IS Pearson Correlation	.459*	.407*	.367*	1		
Sig. (2-tailed)	.011	.026	.046			
N	30	30	30	30		
SL Pearson Correlation	.619**	.747**	1.000**	.367*	1	
Sig. (2-tailed)	.000	.000	.000	.046		
N	30	30	30	30	30	
PR Pearson Correlation	.563**	.635**	.565**	.298	.565**	1
Sig. (2-tailed)	.001	.000	.001	.110	.001	
N	30	30	30	30	30	30

Note:** Correlation is significant at 0.01 level (2-tailed).* Correlation is significant at 0.05 level (2-tailed). (TM= Teachers' Motivation; V=Vision; IM=Inspirational Motivation; IS= Intellectual Stimulation; SL=Supportive Leadership; PR=Personal Recognition)

The model analysis included the five independent variables of vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. The linear combination of the five independent variables was significantly related to the dependent variable (teacher motivation), $R^2 = .88$, adjusted $R^2 = .86$, $F(4, 25) = 43.975$, $P = .000$ (Table 2). An estimated 88% of the variance of the transformational leadership index can be accounted for by the linear combination of predictors, vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition.

Table 2: Multiple linear Regressions for a Single Set of Predictors: Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.936 ^a	.876	.856	2.15407	
ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	816.167	4	204.042	43.975	.000 ^b
Residual	116.000	25	4.640		
Total	932.167	29			

- a. Predictors: (Constant), PR, IS, SL, V
- b. Dependent Variable: Teacher Motivation

As indicated in table 3, the five measures of predictors, vision and intellectual stimulation were most strongly related to academic coordinators' leadership practice. Supporting this conclusion was the strength of the bivariate correlation between teachers' motivation and vision, which was .92 and inspirational motivation and supportive leadership, which were both .62, $p \leq .01$. While intellectual stimulation was found a significant predictor of teachers' motivation which was .46, $p \leq .05$ level of significance.

The results from the regression equation for the standardized variables were as follows: Predicted teachers' motivation score = $38.054 + 3.648$ (vision) + $.496$ (intellectual stimulation) + $-.601$ (supportive leadership) + $-.077$ (personal recognition) (shown in Table 3).

Table 3: Multiple Linear Regressions for a Single Set of Predictors: Coefficients

Independent Variable	Unstandardized Coefficient		Standardized Coefficient		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	38.054	4.488		8.478	.000
Vision	3.648	.419	1.019	8.697	.000
Intellectual Stimulation	.496	.337	.114	1.469	.154
Supportive Leadership	-.601	.381	-.171	-1.577	.127
Personal Recognition	-.077	.327	-.022	-.234	.817
Inspirational Motivation	. ^b

- a. Dependent Variable: Teachers Motivation

This study provides new support to previous research about the importance of teachers' motivation and academic coordinators' leadership practice for institutional effectiveness and performance. It also provides further evidence that the more motivated they are to their work, the more they will be productive and effective in their school. This gives a clear message to all school administrators and academic coordinators to pay considerable attention to the issues of leadership practice and motivation of teachers and other employees/ staff in their institutions.

7. Summary and Concluding Remarks

The findings indicated that there was a strong correlation $r(30) = .92, p < .05$ between teachers' motivation and vision. The results suggested that the teachers' motivation towards vision were their clear understanding and sense of where the school is going, clear articulation of the school's strategic vision and objectives and feelings that the school is

moving in the right direction toward achieving its goals. Also, teachers' motivation and inspirational motivation and supportive leadership of the academic coordinators were determined to be significantly related. The results in this study revealed that a positive correlation existed between the dependent variable, teachers' motivation and the independent variables: vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. The multiple regression performed in this study indicated that 88% of the variance in teachers' motivation was accounted for by the linear combinations of vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. Vision was determined to be the strongest predictor of the five variables and intellectual stimulation was the least predictor of teachers' motivation although it was also significantly correlated. One of the major implications that a study of this nature raises is the manner in which academic coordinators and school administrators monitor the work climate, observe and identify factors that may increase or decrease teachers' motivation and work commitment. Even though the findings were positive toward teachers' motivation, continued consideration should be given to the fact that teachers remain motivated. The cost associated with leaving from the school they are in is high. Teachers have identified behaviors and conditions that promote vision, inspirational motivation, intellectual stimulation, supportive leadership, and personal recognition. They are more likely to be more committed to the institution when they are paid a proportionate amount of job autonomy, provided equitable workloads, appreciated for the effort invested in teaching, and offered/participated opportunities for professional growth. The perception that the organization also focus on competitive salaries may also contribute to teachers' motivation.

Another implication is that academic coordinators should stay abreast of the current trends and factors that contribute to teachers' motivation. Issues related to vision, inspirational motivation, intellectual stimulation, supportive leadership and personal recognition such as unfair work conditions, unbalance exposure to seminars and activities, salary inequities, lack of employee support should be addressed promptly and justly.

Recommendation for future research is to replicate this study or conduct a similar one on teachers' motivation in other private or even public school. The purpose of such a study would be to determine how motivation is viewed by teachers in other settings compared to the teachers in this study. Another recommendation would be to conduct further studies with teachers regarding their commitment to the organization, without including their construct of vision. Requesting teachers to address questions regarding the administration as opposed to themselves, or in addition to themselves, may produce totally different outcomes.

References

- [1] Abwalla, J. The Principals Leadership Styles and Teachers Performance in Secondary Schools of Gambella Regional States; Unpublished MA. Thesis. Jimma. University Ethiopia, (2014).
- [2] Agrist, Joshua D., and Victor Lavy. "Does Teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools." *Journal of Labor Economics* (University of Chicago) 19, no. 2 (2001): 343-369.
- [3] Anderson, S.E. *Improving schools through teacher development: Case studies of the Aga Khan Foundation Projects in East Africa*. Routledge, 2002.
- [4] Ayaserah: The Relationship Between School Principals' Leadership Styles and Teachers' Achievement Motivation www.davidpublishing.com/davidpublishing/Upfile/8/23/2013/, (2006).
- [5] Benabou, R. and Tirole, J. "Intrinsic and Extrinsic Motivation." *Review of Economic Studies* 70 (2003): 489-520.
- [6] Barnett, K. and McCormick, J. (2003). "Vision, Relationships and Teacher Motivation: A Case Study", *Journal of Educational Administration*, Vol. 41 Issue: 1, pp. 55-73, <https://doi.org/10.1108/09578230310457439>
- [7] Eyal, Ori and Guy Roth. "Principals' Leadership and Teachers' Motivation: Self-Determination Theory Analysis." *Journal of Educational Administration* 49.3 (2011): 256-75.
- [8] Fenn and Mixon: The Relationship Between School Principals' Leadership Styles and Teachers' Achievement Motivation www.davidpublishing.com/davidpublishing/Upfile/8/23/2013/, 20 11.
- [9] Fernet, Claude, et al. "Predicting Intraindividual Changes in Teacher Burnout: The role of Perceived School Environment and Motivational Factors." *Teaching and Teacher Education* 28 (2012): 514-25.
- [10] Fleur Kappen. *How leadership-styles contribute to employees' intrinsic and extrinsic motivation*: ANR: 858300 Tilburg University, 2000
- [11] Kamery, R.H. Motivation techniques for positive reinforcement: A review. *Proceedings of the Academy of Legal, Ethical and Regulatory Issues*, Vol. 8, No. 2, 91-96, 2004.
- [12] Kruse, (2013) Kruse, K. What Is Leadership? *Forbes*. <http://www.forbes.com/sites/kevinkruse/2013/04/09/wh-at-is-leadership/2/>, 2013.
- [13] Ryan, R.M., & Deci, E.L. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, Vol. 25, 54-67, 2000-a.
- [14] Tourish & Pinnington. A cohesive group in which the leader heavily influences the behaviours of their followers <https://www.emaze.com/@AOROTFWI/Motivation:-Cults>, 2002.
- [15] Urwick, James, Puleng Mapuru, and Michael Nkhobotin. *Teacher Motivation and Incentives in Lesotho*. Maseru: Lesotho College of Education, 2005.
- [16] Yenew, A. Effectiveness of Principal Instructional Leadership in Preparatory Schools in South Wollo Zone; Unpublished MA. Thesis. Addis Ababa University, Ethiopia, 2012.