



# Research Consortium Archive

P(ISSN) : 3007-0031

E(ISSN) : 3007-004X

<https://rc-archive.com/index.php/Journal/about>



## Association Between Motivation and Performance of an Educational Leader of an Institution

### **Dr. Rahmat Ullah Khan\***

Chairperson/HOD School of Humanities & Sciences, College of Aeronautical Engg, Risalpur, National University of Sciences & Technology (NUST), Islamabad, Pakistan . Corresponding Author Email: [rahmat66\\_marwat@yahoo.com](mailto:rahmat66_marwat@yahoo.com)

### **Dr. Nauman Sadiq**

Asstt Prof Faculty School of Humanities & Sciences, College of Aeronautical Engg, Risalpur, NUST, Islamabad, Pakistan

### **Muhammad Kashif Ehsan**

Asstt Prof Faculty School of Humanities & Sciences, College of Aeronautical Engg, Risalpur, NUST, Islamabad, Pakistan

### **Dr. Muhammad Waqar Ul Hassan**

Asstt Prof Faculty School of Humanities & Sciences, College of Aeronautical Engg, Risalpur, NUST, Islamabad, Pakistan

### **Dr. Arif Hussain**

Associate Professor, Abdul Wali Khan University Mardan, Pakistan

**Publisher : EDUCATION GENIUS SOLUTIONS**

**Review Type:** Double Blind Peer Review

## ABSTRACT

The performance of an educational leader is affected by various factors. In these many factors, one is his / her inspiration and motivation towards the defined and desired goals of an institution. Researches reveal that motivation has an inordinate significance in all walks of life. But on the other hand, it is the least important area among the educational leaders who have key leadership positions in their institutions. Regarding educational leadership and his inspiration, literature exposes that the field of leadership depends on motivation a lot. Various theories of motivation and particular research on the subject area can assist in giving a better understanding of how a leader could build favourable conditions and improve performance using the tool of inspiration and motivation. On the other sides, mixed views are given regarding the relationship of motivation and performance of an individual. So, the purpose of the research was to determine the association between motivation and performance of an educational leader of educational institutions. The research was descriptive in nature, and it was based on quantitative data analysis leading to qualitative judgments on the hypothesis. Structure questionnaires, suggestions and interviews were used for data collection. A total of 130 respondents including renowned educational leaders / principals of educational institutions of the study area were asked and interviewed about the present study. Data analysis was made, and it was found that most of the literature reviews and respondents of the study were of the opinions that motivation is essential for educational leadership of institutions, and it enhances their performance in the shape of achieving organizational goals positively. Therefore, it was concluded that besides other reasons, motivation is paramount and has a deep positive association with the performance of an educational leader of educational institutions. It was recommended that it is the need of the day to give due preference to the motivational level of educational leaders for achieving the organizational goals in effective and an efficient manner.

**Keywords:** Relationship, Motivation, Performance Incentives, Extrinsic and Intrinsic Motivation, Leadership, Educational Leader

### Introduction

A strong association exists between an educational leader's motivation and the performance of an institution. Motivated leaders inspire and empower teachers, creating a positive and productive learning environment that ultimately leads to improved student outcomes. Conversely, a lack of motivation in leadership can hinder teacher morale, reduce effectiveness, and negatively impact overall institutional performance. Motivation plays an important role in educational leadership because it greatly affects how teachers perform, which in turn influences how well students learn. When educational leaders create an environment that motivates teachers—either by inspiring them internally (intrinsic motivation) or by offering external rewards (extrinsic motivation)—teachers are more

likely to stay engaged, work with dedication, and provide better teaching. This leads to improved educational outcomes for students and a stronger overall learning environment. Educational leadership plays a pivotal role in shaping the vision, culture, and performance of academic institutions. Effective leaders go beyond managing administrative responsibilities they inspire, influence, and motivate staff and stakeholders to achieve collective goals. Among the various factors that influence leadership effectiveness, motivation has emerged as a central determinant of performance (Leithwood, Harris, & Hopkins, 2020). Motivation, commonly defined as the internal or external drive that compels individuals to act toward achieving specific goals, is widely acknowledged as essential to enhancing human performance. In educational settings, motivation not only drives leader behavior but also impacts their capacity to innovate, remain resilient in the face of challenges, and cultivate a productive and goal-oriented institutional climate (García-Tuñón, Martínez-Fernández, & García-Garnica, 2021). Despite its acknowledged importance, motivation remains an underexplored aspect of educational leadership, particularly in the context of those occupying key decision-making roles (Nguyen et al., 2022). Leadership models such as Transformational Leadership, Servant Leadership, and Situational Leadership underscore the necessity for leaders to inspire and empower their teams (Bass & Riggio, 2006; Greenleaf, 2002). In particular, transformational leaders are recognized for their ability to articulate a compelling vision, stimulate intellectual engagement, and foster trust all of which are closely tied to motivational competencies. Research has increasingly linked motivational leadership to improved teacher effectiveness, higher student achievement, and stronger organizational commitment (Wang, Zhang, & Jia, 2023). Additionally, foundational motivation theories such as Maslow's Hierarchy of Needs (1943), Herzberg's Two-Factor Theory (1959), and Self-Determination Theory (Deci & Ryan, 1985) offer essential perspectives on how intrinsic and extrinsic motivators influence leader behavior and effectiveness. However, the literature presents mixed perspectives on the exact nature and degree of the relationship between motivation and leadership performance. While some studies highlight a strong positive correlation, others argue that motivation alone may not suffice without supportive organizational structures, resources, or autonomy (Bush, Bell, & Middlewood, 2019; Zameer et al., 2019). This inconsistency underscores the need for empirical research, particularly in non-Western and under-researched contexts, to determine how motivational factors concretely influence the performance of educational leaders. Accordingly, this study investigates the relationship between motivation and leadership performance among educational leaders in selected districts of Punjab province. It aims to provide context-specific insights that can guide educational policymakers, institutional heads, and leadership trainers in leveraging motivation to improve institutional outcomes

and leadership efficacy.

### **Problem Statement**

The performance of educational leaders plays a critical role in the success and sustainability of educational institutions. Among the many factors influencing their performance, motivation is widely regarded in leadership literature as a key driver of effective decision-making, goal achievement, and organizational development. However, in practical settings, motivation remains an overlooked and undervalued factor among many educational leaders, despite its recognized importance in both theory and practice. Although various theories of motivation and leadership models emphasize the significance of motivational strategies in enhancing leader effectiveness, empirical studies show mixed and inconclusive evidence about the strength and nature of the relationship between motivation and leadership performance. In the context of educational institutions, especially in developing countries, there is a lack of context-specific research that explores how motivation influences leaders' ability to achieve institutional goals. This gap in both understanding and practice highlights a pressing need to examine whether and how motivation significantly contributes to the performance of educational leaders. Without this understanding, leadership development programs may fail to address one of the most fundamental elements of effective leadership the internal drive to lead, inspire, and achieve. Therefore, the core problem that this study addresses is the insufficient empirical understanding of the relationship between motivation and the performance of educational leaders, particularly in educational institutions where leadership effectiveness is vital for institutional improvement and student success.

### **Contribution of the Research Study to the Existing Literature**

This research study contributes meaningfully to the existing body of literature on educational leadership and motivation in several key ways:

(a) Although numerous theoretical frameworks emphasize the role of motivation in leadership, empirical studies particularly in educational contexts have often overlooked this connection. This study provides evidence-based insights into the direct relationship between motivation and the performance of educational leaders, addressing the existing research gap and reinforcing the idea that motivated leaders are more effective in achieving institutional goals. Much of the existing research on motivation and leadership originates from corporate or Western educational environments. This study offers context-specific findings drawn from principals and institutional leaders within a particular educational landscape, thereby broadening the geographical and cultural scope of leadership research and making it more applicable to diverse educational settings.

(b) By employing both quantitative and qualitative techniques, the study demonstrates the value of integrating statistical data with

personal insights from educational leaders. This methodological contribution helps enrich the field by showing how leaders' subjective experiences complement measurable trends, providing a more holistic view of leadership dynamics. This research validates classical and contemporary motivation theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory within the real-world domain of educational leadership. The study demonstrates how these theoretical constructs manifest in the daily practices and performances of educational leaders. By highlighting the significant impact of motivation on leadership effectiveness, the study offers valuable implications for educational policymakers, training institutions, and school management boards. It suggests that enhancing motivational strategies and leadership development programs can contribute to more effective school leadership and better institutional outcomes. The study lays the groundwork for future researchers to explore causal relationships, longitudinal effects, and intervention-based studies on motivation in leadership. It encourages further exploration of motivational factors across different leadership styles, gender, institutional types, and cultural backgrounds.

#### **Objectives of the Research Study**

- (a) To find out the association between motivation and performance of an educational leadership of an institution
- (b) To suggest recommendations to further enhance motivation of educational leader of an institution

#### **Research Hypotheses**

**H<sub>0</sub>1:** There is no significant association between motivation and performance of an educational leader.

**H<sub>0</sub>2:** Motivation has no significant effect on performance of an educational leader

#### **Theoretical Framework**

This study is grounded in well-established motivation theories and leadership theories, which collectively provide the foundation for understanding how motivational factors influence the performance of educational leaders. Maslow's theory suggests that individuals are motivated by a series of hierarchical needs: physiological, safety, love/belonging, esteem, and self-actualization. Educational leaders are more likely to perform effectively when these needs especially esteem and self-actualization are fulfilled. Leaders who are motivated at these higher levels tend to be more committed, visionary, and effective. This theory divides motivation into hygiene factors (e.g., salary, job security, work conditions) and motivators (e.g., recognition, achievement, growth opportunities). Herzberg's theory helps explain what aspects of the professional environment educational leaders find motivating and how this affects their job performance. This theory emphasizes autonomy, competence, and relatedness as key elements of intrinsic motivation. Educational leaders who experience a sense of control over their decisions, feel competent, and enjoy meaningful relationships at work are more

likely to show high levels of performance and commitment. Transformational leaders inspire and motivate followers to exceed expectations by creating a shared vision, offering intellectual stimulation, and showing individualized consideration. This theory supports the notion that motivated leaders not only perform better but also influence others positively, fostering a culture of performance and improvement.

### Conceptual Framework

The conceptual framework of this study illustrates the hypothesized relationship between motivation (independent variable) and the performance of educational leaders (dependent variable).

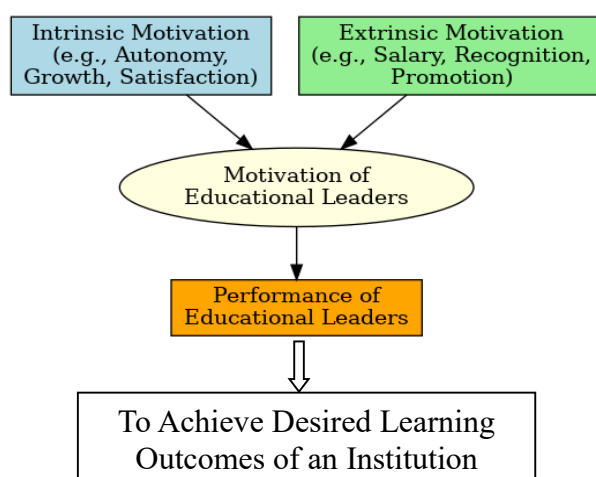
**Independent Variable:** Motivation

(a) **Intrinsic Motivation** (e.g., personal satisfaction, professional growth, autonomy)

(b) **Extrinsic Motivation** (e.g., salary, recognition, promotion)

**Dependent Variable:** Performance of Educational Leaders

(e.g., achievement of institutional goals, decision-making effectiveness, staff engagement and leadership impact, overall administrative performance)



This conceptual model shows that both intrinsic and extrinsic motivators contribute to a leader's overall motivation, which in turn significantly impacts their performance in educational institutions.

### Literature Review

Motivation holds substantial significance as it motivates educational leaders and resultantly, it further inspired its employees of the institution to facilitate students in formulating and accomplishing their academic objectives, cultivating self-regulation, maintaining systematic organization, and demonstrating proactiveness in the form of better results. Furthermore, motivation contributes to the development of a constructive disposition toward learning and sustains students' perseverance during challenging or adverse circumstances. The effectiveness of educational leadership is widely acknowledged as a key driver of school improvement, teacher performance, and student success (Leithwood, Harris, & Hopkins, 2020). Within this framework, motivation is increasingly recognized

as a vital yet often underestimated factor influencing leadership behavior and institutional outcomes. Motivation, defined as the internal or external force that drives individuals toward achieving specific objectives (Ryan & Deci, 2000), directly affects a leader's decision-making, commitment, and capacity to inspire others. In educational institutions, motivated leaders tend to demonstrate initiative, innovation, and high morale, contributing to a more engaged and productive organizational culture (García-Tuñón et al., 2021). Conversely, demotivation is associated with leadership burnout, passive decision-making, and decreased organizational effectiveness (Nguyen et al., 2022). Empirical research supports the positive association between motivation and leadership performance. For example, Wang, Zhang, and Jia (2023) observed that intrinsically motivated leaders display stronger transformational behaviors, which in turn promote higher teacher engagement and institutional success. Similarly, Zameer et al. (2019) emphasize that leadership performance is sustained through continuous motivational reinforcement, including recognition, autonomy, and professional development. Various motivation theories help explain this link: Maslow's Hierarchy of Needs (1943) posits that once basic physiological and safety needs are fulfilled, individuals pursue higher-order goals like self-actualization, which often characterizes visionary and highly effective leaders. Herzberg's Two-Factor Theory (1959) distinguishes between hygiene factors (e.g., job security, working conditions) and motivators (e.g., achievement, recognition). For leaders, both sets of factors must be addressed to ensure sustained performance. Self-Determination Theory (Deci & Ryan, 1985) asserts that intrinsic motivation thrives when individuals feel competent, autonomous, and connected, which are essential attributes for educational leaders aiming to empower others and drive institutional progress. Similarly, leadership theories such as Transformational and Servant Leadership emphasize the motivational role of leaders in setting the tone for an organization. Transformational leaders, as described by Bass and Riggio (2006), influence followers by modeling passion, commitment, and vision, thereby fostering an environment where performance is aligned with purpose. Servant leaders prioritize the needs of others, using empathy and empowerment as tools to cultivate motivation and collaboration (Greenleaf, 2002). In the context of education, motivational leadership has been linked to improved staff morale, stronger team dynamics, and enhanced instructional quality (Bush, Bell, & Middlewood, 2019). Leaders who encourage, support, and inspire their teams create environments conducive to learning and development. Despite these insights, the literature reveals inconsistencies regarding the extent to which motivation alone predicts leadership success. Some studies argue that structural conditions, institutional autonomy, and available resources significantly mediate the motivation-performance relationship (Nguyen et al., 2022; Zameer et al., 2019).

Motivation plays a crucial role in determining how effective leaders are within the field of education. The performance of educational leaders—such as principals or department heads—is reflected in how efficiently they manage school operations, raise academic standards, and support both teaching and learning processes. According to Herzberg’s Two-Factor Theory, motivation driven by factors like achievement, recognition, and responsibility leads to greater job satisfaction and enhanced leadership performance. In contrast, basic needs such as salary and working conditions help prevent dissatisfaction but do not necessarily increase motivation. Transformational Leadership Theory highlights that leaders who are intrinsically motivated often demonstrate transformational qualities. These leaders inspire and uplift others, leading to improved team performance. Key research findings from various studies confirm that motivation significantly boosts leadership effectiveness. For example, a 2020 study by Nguyen and Walker found that highly motivated school leaders tend to be more dedicated, make better decisions, and offer stronger support to their teachers. Teacher performance is also closely linked to leader motivation. Research by Leithwood et al. (2008) revealed that motivated leaders help foster a positive school culture, which in turn leads to more engaged teachers, greater student participation, and better academic outcomes.

Additionally, self-motivation and autonomy are essential. According to Deci and Ryan’s Self-Determination Theory, leaders perform best when they are guided by personal interests and values—especially when they feel autonomous, competent, and connected to others—rather than by external pressure. On the other hand, low motivation can result in poor performance. A 2017 study published in the *Journal of Educational Administration* found that unmotivated leaders are more prone to stress, absenteeism, and poor decision-making, all of which negatively affect school performance. Practical implications suggest that to enhance leadership effectiveness, schools must foster environments that nurture motivation. This can include:

- Providing opportunities for professional growth
- Recognizing and rewarding achievements
- Setting clear objectives and promoting teamwork

Leadership training programs should also incorporate concepts from motivational psychology to ensure sustained performance improvements. In conclusion, research clearly shows that motivated school leaders work more effectively, inspire those around them, and contribute significantly to a school’s success. Therefore, investing in and nurturing leadership motivation is essential for improving the quality of education overall.

Moreover, recent scholarship underscores the importance of emotional intelligence and psychological well-being as mediators between motivation and effective leadership. Leaders who possess higher emotional intelligence are better equipped to understand and



manage their own emotions and those of others, thereby fostering motivation across all institutional levels (Salovey & Mayer, 1990; Goleman, 1995). This emotional competence enables leaders to navigate complex interpersonal dynamics and sustain positive school climates, which are essential for maintaining motivation over time. Additionally, studies by Skaalvik and Skaalvik (2017) emphasize that leader well-being and job satisfaction are intricately linked to motivational levels, which in turn affect their capacity to support teacher autonomy, trust, and engagement. In the context of educational reforms, motivation has also been linked to a leader's openness to change and innovation a key component in adapting to 21st-century learning demands (Fullan, 2001). Therefore, understanding how motivation intersects with emotional resilience, adaptability, and institutional change capacity offers valuable insight into cultivating leadership effectiveness in dynamic educational landscapes. Furthermore, much of the existing research is grounded in Western or corporate contexts, with limited application to developing educational systems. This gap calls for context-specific empirical research to examine how motivation operates in diverse educational environments, particularly in regions where cultural, institutional, and systemic challenges may influence leadership practices. Therefore, this study focuses on the educational leadership context of Islamabad and Rawalpindi region (Punjab), aiming to explore how motivation influences leadership performance and institutional effectiveness within a localized framework. In sum, the literature affirms that motivation both intrinsic and extrinsic is a critical factor in educational leadership. However, there is a clear need for further empirical investigation, particularly in non-Western educational settings, to understand how motivational dynamics influence leadership outcomes in practice.

### **Limitations of the Study**

While this study provides valuable insights into the role of motivation in enhancing the performance of educational leaders, several limitations must be acknowledged to contextualize its findings and interpretations:

- (a) The study was confined to District Islamabad and District Rawalpindi in Punjab, Pakistan. Although these areas were purposefully chosen due to their educational significance, the limited regional focus may restrict the generalizability of the findings to other districts or provinces with different socio-cultural and institutional dynamics. Educational leadership challenges and motivational patterns may vary significantly in rural or underdeveloped regions, which were not represented in the sample.
- (b) The use of non-probability sampling techniques (purposive and convenience sampling) enabled access to experienced leaders, but it also introduced the possibility of sampling bias. Participants were selected based on availability and prominence, potentially overlooking the perspectives of less visible or emerging leaders. The findings may reflect the views of high-performing leaders rather

than offering a balanced picture across performance levels.

(c) Out of the targeted population, only 110 respondents participated in the study, with 90 completing questionnaires and 10 participating in interviews. While this was sufficient for initial analysis, the relatively small sample size limits the statistical power of the findings. Smaller samples reduce the confidence with which results can be generalized, and subtle trends may go undetected.

(d) The data relied on self-reported questionnaires and interviews, which are inherently subject to social desirability bias. Participants may have responded in ways that reflect positively on their leadership style or motivation rather than providing purely objective insights. This could lead to an overestimation of motivation levels and leadership effectiveness.

(e) The study was cross-sectional in nature, capturing a snapshot in time. It did not track changes in motivation or leadership performance over a period. The study cannot determine causality or how motivation fluctuates in response to institutional reforms, workload, or personal development over time.

(f) Although motivation was central to the study, other contextual variables such as institutional resources, workload, organizational culture, and leadership training were not examined in depth. These unmeasured variables may have influenced leadership performance, creating an incomplete understanding of motivation's role.

#### **Study Population and Sampling Technique**

The population of this study consisted of educational leaders, principals, and institutional heads working in both public and private sector institutions located in District Rawalpindi and Islamabad are of Pakistan. These regions were selected for their educational significance and the diversity of their institutions. The targeted respondents included renowned educational officers, experienced principals, and prominent institutional heads, particularly from well-established institutions in Islamabad city. A total of 120 respondents were selected using purposive sampling, ensuring participants had relevant leadership experience and could provide meaningful insights on the relationship between motivation and performance. The sample comprised individuals who responded to structured questionnaires as well as those who participated in semi-structured interviews to enrich the data through qualitative insights. A purposive and convenience sampling technique was employed due to time and resource constraints and the need to involve experienced, accessible educational leaders. A total of 120 participants were involved in the study: 100 respondents completed the structured opinionnaire. 10 respondents participated in semi-structured interviews. 10 additional respondents were included for triangulation purposes.

**Table 1: Gender-wise Population and Sample of Respondents for Opinionnaire**

<b>S. No</b>	<b>Description</b>	<b>Sample Size</b>
1	Educationists (Male)	50

2	Educationists (Female)	35
3	Renowned Educational Leaders	15
4	Total Educationists for Questionnaire	100
5	Total Edu Leaders for Interviews	10
6	<b>Total Sample</b>	<b>110</b>

\*Note: Population figures are withheld due to confidentiality agreements with participating institutions.

This sampling strategy ensured diverse representation across gender and leadership roles, contributing to the study's validity, reliability, and contextual relevance. To gain deeper insights, 10 educational leaders were selected for semi-structured interviews, ensuring a diverse mix of gender and professional roles.

**Table 2: Number of Educationists for Interview**

S. No	Educationists	Sample
1	Male Educationists	03
2	Female Educationists	03
3	Renowned Heads / Leaders	04
4	<b>Total sample for Interview</b>	<b>10</b>

These interviews added qualitative depth to the findings and helped triangulate the results derived from the questionnaire data.

### **Research Data Collection Tools**

A mixed-methods approach was adopted, utilizing both quantitative and qualitative instruments to collect comprehensive data aligned with the research objectives.

#### **(a) Questionnaire / Opinionnaire**

A structured questionnaire was the primary tool for quantitative data collection. It used a five-point Likert scale (from Strongly Disagree to Strongly Agree) to assess perceptions about the role of motivation in leadership effectiveness. The questionnaire was pilot-tested and validated by subject experts to ensure clarity, relevance, and alignment with research goals.

#### **(b) Semi-Structured Interviews**

To complement the quantitative data, semi-structured interviews were conducted during personal visits to participants' offices in both districts. The interviews explored leadership experiences, motivational challenges, and institutional goals from a deeper, more personal perspective. Together, these instruments provided a holistic understanding of how motivation influences educational leadership performance.

### **Validation of Questionnaire and Interview**

To ensure instrument validity, a pilot test was conducted involving 8 respondents for the questionnaire and 3 for interviews (none of whom were included in the final sample). Their feedback helped identify areas of improvement. Subsequently, four experts in educational leadership reviewed the tools for:

- Content relevance
- Clarity and language
- Logical structure
- Alignment with study objectives

Based on expert feedback, necessary revisions were made to improve the instruments' effectiveness and ensure content validity.

### **Validity and Reliability**

To enhance validity and reliability, the following measures were implemented:

- Instruments were developed in consultation with the research supervisor and field experts.
- All questionnaires and interviews were conducted personally by the researcher, ensuring consistency and reducing bias.
- The study was repeated with a similar group from comparable institutions in Rawalpindi to confirm reliability.
- Data analysis was conducted exclusively by the researcher, further ensuring objectivity and consistency in interpreting results.

These steps ensured the accuracy and dependability of the findings related to motivation and leadership performance.

### **Data Analysis Strategy**

A combination of quantitative and qualitative methods was used to analyze the data:

#### **(a) Quantitative Data Analysis (Questionnaire)**

Responses from the questionnaire were analyzed using descriptive statistics. Each response was classified on the five-point Likert's scale, and the percentage of responses was calculated using the formula:

$$\text{Percentage} = \left( \frac{\text{Number of responses for an item}}{\text{Total responses}} \right) \times 100$$

This approach allowed for clear identification of trends and respondent attitudes.

#### **(b) Qualitative Data Analysis (Interviews)**

Interview data were analyzed through thematic analysis. Each response was reviewed, coded, and grouped into categories reflecting key themes and motivational insights relevant to leadership performance.

#### **(c) Analysis of Interview Suggestions**

Open-ended suggestions from interviews were analyzed separately to extract practical recommendations and leadership reflections. These findings were used to validate and enrich the quantitative results. By integrating both data types, the study achieved comprehensive analysis, offering both statistical clarity and contextual depth in understanding the motivational dimensions of educational leadership.

### **Ethical Considerations**

This research was conducted with full adherence to ethical standards in educational research to ensure the dignity, rights, and privacy of all participants were protected throughout the study.

(a) All participants were informed about the purpose, nature, and scope of the study prior to their involvement. Participation was entirely voluntary, and respondents were given the opportunity to withdraw at any stage without any consequence. A written or verbal

consent was obtained from each participant before administering the questionnaire or conducting interviews.

(b) To ensure confidentiality, no personally identifiable information was disclosed in any part of the study. The identities of the respondents and the names of their institutions were kept anonymous to maintain privacy and protect the integrity of their responses. Data was stored securely and used solely for academic purposes. The researcher ensured that participants were treated with respect and that there was no coercion or undue pressure to participate. All responses were respected, and participants were not judged or evaluated based on their opinions.

(c) The researcher personally conducted and recorded all data collection to maintain accuracy and minimize bias. The data was analyzed and presented objectively, without manipulation or misrepresentation of results. The research instruments were reviewed and approved by academic experts in the field to ensure their appropriateness, clarity, and ethical suitability. Although formal institutional ethical review board clearance was not required for this study due to its non-invasive nature, care was taken to align with recognized ethical research practices.

### **Findings of the Study**

This section presents the results derived from the analysis of the questionnaire and semi-structured interview data. The purpose was to explore educational leaders' perceptions of the role of motivation in effective leadership performance.

#### **Findings of the Questionnaire (Quantitative Analysis)**

A total of 90 respondents completed the questionnaire, which consisted of 15 key statements rated on a five-point Likert scale:

- SA = Strongly Agree,                      A = Agree,    UNC = Uncertain
- DA = Disagree,                      SDA = Strongly Disagree

The frequency and percentage of responses were calculated to determine patterns in the participants' views. A summary of the quantitative results is provided in Table 3, followed by key findings from both quantitative and qualitative analyses.

**Table 3: Number of Responses of Respondents**

S. No	Items / Statements	SA (%)	A (%)	UNC (%)	DA (%)	SDA (%)
1	Educational leaders' performance is influenced by multiple factors, including motivation.	25	70	1.25	2.5	1.25
2	Motivation significantly contributes to the effectiveness of educational leadership.	25	65	3.75	2.5	1.25
3	Leadership other qualities are less impactful in the absence of strong motivation.	13	50	17.5	10	10
4	Motivation plays a more critical role in leadership effectiveness than other traits.	19	44	17.5	10	10
5	Motivation among both leaders and followers is essential for achieving institutional goals.	23	65	5	5	2.5
6	Motivation is a fundamental requirement across all organizational types, including educational institutions.	24	63	7.5	3.8	2.5
7	Motivation enhances leadership performance by acting as a catalyst for action and decision-making.	23	65	5	5	2.5
8	Motivated leaders demonstrate improved performance, efficiency, and decision-making effectiveness.	23	65	5	5	2.5
9	Both intrinsic (e.g., personal fulfillment) and extrinsic (e.g., rewards) motivation are vital for effective leadership.	23	65	5	5	2.5
10	External incentives, such as rewards or consequences, influence the motivation of leaders and followers.	23	65	5	5	2.5
11	Motivation is a key predictor of leadership success, though it may require support from other factors.	23	65	5	5	2.5
12	Effective leaders are self-motivated and skilled in inspiring motivation in others.	23	65	5	5	2.5
13	A leader's level of motivation directly impacts his performance and that of their followers.	23	65	5	5	2.5
14	Both leader self-motivation and	23	65	5	5	2.5

---

	their ability to motivate others are linked to improved organizational performance.					
	Motivation is a core component of					
15	effective educational leadership of an institution.	25	67.5	3.75	2.5	1.25

---

Across all key statements / items, a strong majority of respondents either agreed or strongly agreed that motivation is fundamental to educational leadership of an institution. Statements 2, 7, 8, and 15 received 88-92.5% combined agreement, affirming motivation's critical role in enhancing leadership performance. Statement 1 shows that while leadership is influenced by many factors, motivation stands out as a major contributing element. Statements 3 and 4 saw slightly higher levels of uncertainty (~17.5%), indicating some variability in views on whether motivation should be prioritized over other leadership traits. Statements 5, 9, 11, 13, and 14 affirm the importance of both leaders and their teams being motivated to accomplish institutional goals and sustain effectiveness. The questionnaire results, supported by interview responses, revealed a consistent perception among educational leaders that motivation is integral to effective leadership. This affirms the study's primary hypothesis. Most participants described motivation as a central trait of successful educational leaders, essential for goal attainment, organizational growth, and positive staff engagement. Interviewees shared that motivated leaders inspire teams, maintain higher morale, and are more effective in problem-solving and decision-making. Their accounts reinforced the patterns observed in the quantitative data. Respondents emphasized that both intrinsic motivation (personal growth, professional fulfillment) and extrinsic motivation (rewards, recognition) play pivotal roles in leadership performance. Leaders who possess both tend to set higher standards and lead more effectively. Participants acknowledged that while leadership traits may be innate, motivation can be developed, aligning with transformational and servant leadership theories that emphasize internal drive, influence, and vision. The findings reaffirm that motivated educational leaders positively influence institutional culture, staff development, and student outcomes highlighting motivation as a performance catalyst.

### **Findings of the Interview (Qualitative Analysis)**

The qualitative analysis of the semi-structured interviews conducted with 10 educational leaders reveals strong and consistent support for the research topic: motivation is considered an integral part of educational leadership. Thematic analysis of the participants' responses highlights several key patterns and insights. Nearly all respondents affirmed that motivation plays a pivotal role in enhancing leadership effectiveness, with one respondent stating, "Without motivation, leadership is only managerial it lacks inspiration and impact." Most participants linked self-motivation with improved decision-making, resilience in challenging situations,

and the ability to foster high morale among staff. Participants emphasized that motivated leaders are more visionary, proactive, and effective in driving institutional goals. Respondents also reiterated that self-motivation enhances a leader's confidence and commitment to their responsibilities, which ultimately translates into better organizational outcomes. Moreover, there was strong agreement that both intrinsic (e.g., personal fulfillment, passion for education) and extrinsic motivation (e.g., recognition, institutional rewards) are essential to sustain leadership performance. Several interviewees mentioned that leaders who are internally driven are more likely to innovate and take initiative, while external validation helps maintain their momentum. Some notable quotes from respondents include: "When I feel recognized and trusted, I naturally perform better and encourage my team to do the same." "A self-motivated leader creates an atmosphere where others feel motivated too it's contagious." "Institutions that ignore motivation cannot expect consistent performance from their leaders." Overall, the interview data confirms that motivation is not only relevant but central to effective educational leadership of an institution.

#### **Findings of the Suggestions (Qualitative Insights)**

The open-ended suggestions collected during interviews further reinforce the core research argument that motivation should be prioritized in leadership development and institutional policies. Respondents provided a wide array of practical and experience-based recommendations that align with the study's focus. Key suggestions included:

- Incorporate motivational training into leadership development programs, focusing on emotional intelligence, goal-setting, and self-reflection. Establish recognition and reward systems to celebrate leadership success, particularly in challenging environments. Promote autonomy and decision-making authority to empower leaders and build intrinsic motivation. Ensure alignment between institutional vision and personal values of leaders to increase ownership and commitment. Regularly assess and address motivational barriers such as bureaucratic restrictions, lack of resources, or limited professional growth opportunities. Several participants also advocated for institutional mechanisms to support motivational health, such as mentorship systems, peer support groups, and performance-based incentives. A recurring theme was the need for leadership models that embed motivation as a strategic objective, rather than treating it as a secondary factor. One respondent commented, "Leadership is not sustainable without motivation it must be built into the system, not left to chance." In conclusion, the interview suggestions validate the centrality of motivation in educational leadership and offer actionable ideas to enhance motivational strategies in leadership frameworks. These insights support the research problem and underscore the practical importance of cultivating motivation at both the individual and institutional levels.



## Discussion

This study aimed to examine the relationship between motivation and the performance of educational leaders within selected educational institutions in the Rawalpindi region. Through a mixed-methods approach, combining structured questionnaires and semi-structured interviews, the findings offer compelling evidence that motivation both intrinsic and extrinsic is a central factor influencing leadership effectiveness in the educational sector. Quantitative data revealed overwhelming consensus among respondents that motivation significantly contributes to the performance and decision-making abilities of educational leaders. A substantial majority (over 85%) agreed that motivation plays a critical role in improving leadership performance, institutional goal attainment, and organizational engagement. These findings confirm the relevance of key theoretical frameworks, such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory (Deci & Ryan, 1985), which collectively argue that human behavior and performance are enhanced when psychological needs, recognition, autonomy, and personal growth are fulfilled. Qualitative analysis of the interviews further corroborated the statistical trends, highlighting that self-motivated leaders demonstrate greater initiative, resilience, and capacity to inspire their teams. Participants emphasized that motivation is not merely an internal driver but a strategic tool that enhances institutional culture, boosts morale, and enables leaders to navigate educational challenges. This aligns with Transformational Leadership Theory (Bass & Riggio, 2006), which posits that motivated leaders are more likely to influence and empower others by articulating a clear vision, modeling enthusiasm, and cultivating trust. Respondents also highlighted the interplay between intrinsic motivators (e.g., passion for teaching, desire for student success, personal accomplishment) and extrinsic motivators (e.g., recognition, promotions, rewards), suggesting that a balanced approach is essential for sustained leadership performance. These observations are consistent with findings from García-Tuñón et al. (2021) and Wang et al. (2023), who emphasize the role of motivation in fostering effective, adaptive, and high-performing educational leadership. Importantly, this study offers a culturally grounded understanding of how motivation operates in non-Western educational contexts, where institutional constraints, policy limitations, and bureaucratic challenges may affect leadership outcomes. The results highlight that motivation alone may not be sufficient without structural support (such as adequate resources, autonomy, and recognition systems reinforcing Herzberg's distinction) between hygiene factors and motivators. The findings were consistent across gender, leadership roles, and institutional types, underscoring the universal applicability of motivational dynamics in educational leadership. Additionally, the practical suggestions offered by interview participants such as integrating motivational training, enhancing recognition systems, and fostering

leader autonomy provide actionable insights for educational planners and policymakers. In sum, the study reaffirms that motivation is not a peripheral concern but a foundational element of effective educational leadership. Leaders who are intrinsically and extrinsically motivated are more likely to drive positive institutional change, support staff development, and achieve long-term organizational goals. These findings not only strengthen the theoretical discourse on motivational leadership but also present empirical evidence to inform future training, policy development, and institutional strategies.

### **Conclusion**

This research examined the relationship between motivation and the performance of educational leaders in public and private educational institutions of Punjab. The study concluded that motivation both intrinsic and extrinsic is a foundational component of effective educational leadership. The quantitative and qualitative data confirmed that motivated leaders demonstrate stronger institutional commitment, better staff engagement, and greater capacity to achieve organizational goals. The rejection of both null hypotheses affirmed a statistically and contextually significant relationship between motivation and leadership performance. Motivational theories and leadership frameworks jointly support the conclusion that motivated educational leaders are more resilient, visionary, and effective in their roles. Moreover, the research highlights the importance of aligning institutional policies and leadership development initiatives with motivational drivers. Educational institutions, therefore, must prioritize motivation in leadership training, support systems, and organizational culture. Addressing both motivational needs and environmental conditions will help build leadership capacities that are sustainable and responsive to evolving educational challenges. Finally, this study makes a valuable contribution to the existing body of knowledge by offering empirical, culturally grounded insights from the Pakistani educational context. It also lays the groundwork for future research that can further examine specific motivational strategies, their long-term effects, and their applicability in diverse educational settings.

### **Recommendations**

In light of the findings of this study on the impact of motivation on educational leadership, the following recommendations are proposed for policymakers, institutional heads, education departments, and future researchers:

- Educational leadership training programs should place a strong emphasis on motivation as a core leadership competency. Both intrinsic and extrinsic motivational strategies should be included in leadership development modules to enhance the effectiveness of school and college heads. Institutions should implement well-structured reward and recognition mechanisms to promote extrinsic motivation among educational leaders. Timely acknowledgment of achievements, promotions based on merit, and

public appreciation can significantly boost morale and performance.

- Educational leaders should be encouraged to cultivate self-motivation through goal setting, professional autonomy, and reflective practices. Encouraging leaders to align their personal values with institutional goals can lead to sustained commitment and productivity. Institutional environments should be designed to nurture motivation at all levels, not only among leaders but also among teachers and staff. Open communication, participative decision-making, and shared vision can create a positive and motivating work culture. Education departments should ensure the availability of continuous professional development programs that empower leaders with the latest motivational techniques and leadership models. These programs should focus on emotional intelligence, team-building, and strategic planning.

- Leadership appraisal systems should include criteria related to motivational capacity, such as the ability to inspire staff, initiate positive change, and maintain high morale within the institution. Educational authorities and government agencies should introduce policies that prioritize leader motivation through budgetary support, policy reforms, and recognition frameworks aimed at enhancing leadership performance across educational institutions.

### **Recommendation for Future Research**

Based on the findings and qualitative insights from the present study, the following recommendations are proposed for future research on the relationship between motivation and educational leadership:

- Future research should adopt longitudinal designs to track how motivational levels among educational leaders evolve over time and how these changes impact their performance. This will provide clearer evidence of causality and the long-term effects of motivation on leadership effectiveness. Given the qualitative findings emphasizing emotional intelligence as a key mediator of motivational leadership, future studies should empirically explore how psychological well-being, emotional regulation, and interpersonal skills influence the motivation-performance relationship in educational contexts.

- Further research should compare motivational dynamics in public vs. private institutions, rural vs. urban schools, and primary vs. tertiary education to uncover contextual differences and determine which strategies are most effective in varying environments. Future studies should analyze whether motivational factors differ based on gender, years of experience, or leadership role (e.g., middle management vs. senior leadership). This can inform more tailored leadership development interventions. Researchers should examine how institutional policies such as recognition programs, promotion criteria, and autonomy levels contribute to or hinder leader motivation, and how this in turn affects institutional performance. Intervention-based research can evaluate the effectiveness of structured motivational workshops, coaching programs, and mentorship schemes in enhancing leaders'

intrinsic and extrinsic motivation and their subsequent performance.

- Future studies should integrate the voices of teachers and students to assess how motivated leadership affects not just institutional outcomes, but also the daily lived experiences and morale of the wider school community. Building on the current study's strength, future researchers are encouraged to combine quantitative metrics with qualitative narratives to capture both the measurable and experiential dimensions of motivation in educational leadership. Future research should investigate how leaders sustain motivation during crises (e.g., pandemics, political shifts) or during times of major educational reform, where leadership resilience and adaptability are particularly tested. To enhance generalizability, further studies should explore motivational dynamics across different provinces, countries, or cultural contexts, especially in under-researched regions where leadership practices may differ substantially. These directions can significantly deepen our understanding of how motivation drives effective educational leadership and inform more context-specific and sustainable strategies for leadership development.

## **References / Bibliography**

- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Psychology Press.
- Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of Educational Leadership & Management* (3rd ed.). SAGE Publications.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer.
- Fullan, M. (2001). Leading in a culture of change. Jossey-Bass.
- García-Tuñón, J., Martínez-Fernández, A., & García-Garnica, M. (2021). *Leadership and motivation in education: A bibliometric review. Education Sciences*, 11(9), 495. <https://doi.org/10.3390/educsci11090495>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.
- Herzberg, F. (1959). *The Motivation to Work*. John Wiley & Sons.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22. <https://doi.org/10.1080/13632434.2019.1596077>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.
- Nguyen, L. D., Bui, H. T., Tran, N. T., & Pham, H. T. (2022). The role of motivation in educational leadership: A study of public school principals. *International Journal of Educational Management*, 36(3), 347-364. <https://doi.org/10.1108/IJEM-09-2021-0372>
- Rahmat, U. K. & Nauman, S. (2024). *Physics Learning Through 5E Model of Instructions: An Experimental Study*. International

- Journal of Social Science Archives, 7(2), 103-113
- R.U. Khan & Irshad M Hafiz (2018). *Effects of E-Learning Media on Cognitive Skills Enhancement of Students. Journal of Global Social Sciences Review (GSSR):* Vol. III, No. I (Winter 2018) Page: 176 - 193
- RU Khan, A Khan, N Sadiq, S Uddin (2025). *A Review of Challenges Faced by Educators and their Ripple Effects on Learners' Outcomes. Journal of Dialogue Social Science Review (DSSR),* 2025 : Vol. III, No. I (2025/1/7) Page: 231 - 245
- Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation. American Psychologist, 55*(1), 68-78.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185-211.
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction, and emotional exhaustion. *Teaching and Teacher Education, 67*, 152-160.
- Wang, H., Zhang, Y., & Jia, X. (2023). The effect of transformational leadership on teachers' motivation and performance: A moderated mediation model. *Educational Management Administration & Leadership. <https://doi.org/10.1177/17411432231164251>*
- Zameer, H., Wang, Y., Yasmeen, H., & Rashid, H. (2019). Leadership and motivation: How do they impact performance of educational leaders? *International Journal of Educational Development, 65*, 1-11.

## Annexure 1

### Semi-Structured Interview

S	No	Statements	Yes	No
1		In your opinion, does motivation influence the performance and effectiveness of educational leadership of an institution?		
2		Do you believe that self-motivation in both leaders and followers are essential for achieving institutional goals?		
3		Does a leader's self-motivation enhance their performance and contribute to improved institutional outcomes?		
4		Do you believe that self-motivation among staff members leads to improved individual performance and overall organizational productivity?		
5		To what extent do you agree that both intrinsic (e.g., personal satisfaction) and extrinsic (e.g., rewards) motivation are essential for leaders and followers in educational institutions?		
6		Should enhancing leader motivation be a top priority in institutional policies and leadership development programs?		
7		In your experience, does low motivation among leaders and staff contribute to poor organizational performance?		
8		Do you consider motivation to be a core component of effective educational leadership of an institution?		

9. Based on your leadership experience, please share three reasons that why do you disagree with the notion that there is an association between motivation and performance of an educational leader of an institution

-----  
 -----  
 -----  
 -----  
 -----

10. Drawing from your personal experience as a leader or subordinate, please share five reasons or examples to support the idea that motivation enhances performance of an educational leader of an institution.

-----  
 -----  
 -----  
 -----  
 -----  
 -----