

Effect of Leadership Styles and Motivation on Job Performance among University Academicians

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Abstract

The objective of this study was the effect of leadership styles and motivation on job performance among university academicians. The population of the study was university teachers from Punjab, Pakistan whereas, 460 respondents were selected as sample through stratified simple random sampling technique. The data was collected by using standardized questionnaires according to the variables of this study through survey method. Statistical Package for Social Science [SPSS] was administered to analyze the hypotheses proposed in this research. The results revealed a significant and positive association of leadership styles and motivation with job performance whereas, leadership styles had more significant relationship with job performance than motivation. Moreover, there was a significant effect of leadership styles and motivation on job performance whereas, leadership styles had more significant effect on job performance as compare to motivation. This study may be beneficial for the enhancement of job performance of academic staff by adopting a best leadership style through motivation.

Keywords: Leadership Styles, Motivation, Job Performance, University Academicians

INTRODUCTION

Performance is regarded to be as one of the most crucial and central issues which could be subjected to a debate within any organization. Employees' performance influences the accomplishments or failures of an organization. Employees' performance is one of those indicators which help in determining the dedication, proficiency, capability, and character of the employees. In addition, extraordinary performance of the employees could prove to be helpful in achieving the vision and mission of any organization. Several studies have focused on the performance as performance has been indicated as one of the important factors through which organizations and the well-being of its employees get influenced (Dinantara, 2019; Zafar et al., 2017; Shafiq, & Hamza, 2017). Performance is one of the necessary variables in any of the organizations. Similarly, academicians' performance determines the university excellence (Hashim & Shawkataly, 2017). A significant role is thus played by academicians' job performance on the betterment of individual persons and for the organization as a whole (Bhat & Bashir, 2016).

It has been mentioned by Anna and Yamin (2017) that the efforts made for enhancing the performance of teachers could only be attained when the leadership gets improved and the outcomes of teachers' efforts could be made certain with the help of quality leadership. Effective leadership could help in making the performance of teachers effective. During emulous situations, the organization has to develop around the globe for which it encounters different hurdles and barriers before getting its set target of objectives and persuading to be more efficient as compared to the others. An important contribution is made by the leaders for achieving the goals of organization and thus enhancing the employees' performance. Performance of teachers is deeply dependent on the leadership; therefore, organizations should critically analyze what

kind of leadership style they should implement if teachers' performance is to be enhanced (Paracha et al., 2012).

Therefore, it is important to have a knowledge regarding the leadership style that is vibrant enough to support the HRM. The suitable leadership style is one of the key aspects which help to shape the accomplishments made by leaders, individual persons, and overall organization (Long & Thean, 2011). Teachers' performance gets shadowed if the leadership style is effective. Leadership helps to refine the educational quality in educational institutions. The role of leadership expands and plays a dynamic role in academic life. The success of an educational organization depends on the realization of duties and targets by the leaders and leaders are also required to keep a check regarding the concerns of faculty members and students. For meeting the demands of competitive market, it is imperative for the organizations to manage their performance efficiently.

Teacher's performance is determined by analyzing the suitability of leadership style most of the times. Effective leadership creates an impact on the employees which results in enhancing their level of performance. It helps in shaping and sustaining the virtuous performance of teachers. Teachers' privileges should be vigilantly considered by a leader because they are not only supposed to fulfill their duties and also require having an interactive relationship with the leader. The knowledge regarding these aspects is to be developed by such a leader's performance who is task-oriented and by having social associations which also affect the enactment of teachers. On the other hand, an ineffective leadership leads to reducing the level of teachers' performance (Sewang, 2016). A combination of leadership styles adopted by a chairperson is one of the techniques for boosting the performance of teachers in higher educational organizations. In Pakistan, there is a shortage of studies regarding the leadership style of chairpersons (Munaf, 2011).

According to Farooq & Hanif (2013) made a distinction between external and internal factors of motivation which help in improving the needs and powers of a community for ensuring reliability while doing work and staying dedicated with the work for accomplishing the particular aims and objectives. According to Naseem (2018) developing a knowledge regarding the effective conditions and paying with the impression of institute contributes in developing happiness for their occupation thus these factors affect the contributions which get reflected in the form of contentment with work and staff members of the organization. According to (Skaalvik&Skaalvik, 2017) encouragement helps the staff members to move and climb the ladder of administration so that the accountability could get ensured (Khalid & Irshad, 2015). Inherent inspiration has been described by researchers in different ways. Intrinsic motivation is the appreciation aimed at the sake of a person and comes out to be self-sustained (Farooq & Hanif, 2013). Intrinsic motivation includes the motivation that commences to be utilized for one's own satisfaction (Rheinberg&Engeser, 2018). Interior features derive intrinsic motivation and is particularly related to the requirements of a person (Güntert, 2015).

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LITERATURE REVIEW

Teachers are adequately developed in their responsibilities due to the leadership style. So, leaders realize style of leadership for the increasement of teachers' performance. In Pakistan, very limited research is available on the leadership style assumed in the education field and there may be some significant variables omitted or misfit which has positive impact on the employees' performance (Sewang, 2016).Paracha et al (2012) also explains that academic staff members are one of the crucial components of university's performance because teachers are the main source for providing support to universities for fulfilling its roles. That's why, teachers' performance within the system of a university is a matter of concern for the university upon which the overall university performance depends. To evaluate the teachers' performance, the main concerns for universities are the administrative and counseling services. For depicting a superior performance, it is needed that the teachers of university accomplish their duties in an efficient and effective manner.

Haryono et al (2020) specified that efforts to improve the university it is recommended that to improve the teacher performance. According to Torlak and Kuzey (2019) teacher performance can be increased through appropriate leadership styles. Effective leadership styles can enhance employees' job performances (Zhang, & Shi, 2019).Yousuf (2000) asserted that leadership style is any way for the improvement of the performance; it can as well be used as the origin for policies that can improve the performance of teachers. Ingraham (2005) established that after concentrating on and gauging small and large performance related issues. Therefore, problems about performance are so gargantuan which require anticipation for performance at high level so far issues might be resolved. It rests on upon the efficiency of a good leader who can probably resolve the issues occur in institutions. Mahdinezhad et al (2017) investigated the impact of leadership styles on job performance and asserted positive relationship; they strongly recommended that there is further need to thoroughly investigation on this relationship. Shah et al (2017) suggested that further exploration is needed to investigate the relationship, leadership styles and faculty performance in universities of Pakistan. These studies address the highlighted issues in the university teachers' performance by examining the influence of leadership styles, work climate on job performance of university teachers in Pakistan.

It has been explored through research that there are fewer experts related to work motivation and they are of the view that model-oriented leadership style towards the will of subordinate staff members results in providing more motivation to the members of staff. Therefore, motivation is required to accomplish the associations. A positive leadership style could manipulate the level of

motivation related to work in an ultimate manner (Ariyani, 2011; Rawung, 2013). Staff members with more motivation are happy and exerts struggle to improve the performance of learners. However, the experiments demonstrate that the performance of a learner belonging to South Africa is considered to be more horrible as compared to the learners living in other parts of the world (Dessler, 2013).

On the other hand, motivation could be provided to the workers with the help of non-monetary rewards which include criticism (Silberstein, 2017). The achievement of valuable goals also provides motivation to people for improving their performance. In most of the organizations, administrators are confident regarding the fact that they could give their opinion to the assistants (McKenzie-Mohr & Schultz 2014). Many of the organizations raise salaries or give bonus for improving the job performance, whereas other organizations adopt the strategy of non-monetary compensation. According to the leadership theories, it has been proposed that leaders could have an influencing impact on the personalities of individuals, assembling, and outcomes of the organization. In addition, motivation of a devotee is considered to be one of the main instruments which enhance their influential authority. Therefore, if a leader desires to achieve better results, then they are required to improving the level of motivation of group nobles (Emeka et al., 2015). Work motivation is considered to be the expression of an individual person's approach and assertiveness towards collection and association with their work such as the attitude of an individual towards other staff members. The factor of motivation also gets affected by the leader and is dependent on the leader's level of understanding (Rawung, 2013).

Herzberg (1959) has given a hypothetical statement related to the features which connect occupational attitude and the consequences of those feelings on the work performance. He states that "within malevolence of educational differentiation, staff about the earth be liable to obviously get inclined towards the contentment among extrinsic work, and getting disappointed with the intrinsic work." Most of the businesses have brought this proposal into function. For instance, learning by organizing so that workers could be inspired in correspondence (Gleeson, 2016) and aiming towards leaning depicts the meaning that directors are supposed to appraise the amount of remuneration with the expenses by admiring them inherently with the help of extrinsic motivation. Such confirmations depict that there is a contact of intrinsic motivation and extrinsic motivation with the job presentation.

In the setting of higher education, management and leadership have strong relationship. The relationship between teachers and students, faculty and administration, head of department / chairperson relationship with faculty, head of department and non-teaching staff relationship and other relationships are very important to run the operational activities of educational institutions. Among the other relationships the relationship between head of department / Chairperson with faculty of concerned department is act as significant factor that help in improving the teaching performance of the teachers (Munaf, 2011). These leaders and subordinate relationship are a key to success in any organization particularly educational context. It has been mentioned that the heads of department in higher educational sector are the representation of leadership's first tier with respect to establish the interactions with staff members which are made directly and

frequently and to monitor the central roles of teaching and research work. However, not much attention is paid for identifying how the duties associated with leadership position are performed with respect to the academics (Al-Husseini & Elbeltagi, 2014, Smothers et al., 2012).

Difficult and odd jobs are usually preferred by those workers who are more motivated and they use their intellect to explain the alternatives for presenting the information. Such workers perform several duties practically. The collisions of basic incentive cannot be questioned and can provide secretarial advantage by lowering the expenses associated with contract, raising belief and assets of public (McKenzie-Mohr et al., 2014). Furthermore, extrinsic motivation denotes the establishment to become liable for being in-charge of job performance externally (Morisano, 2013). A motivated staff member could perform a difficult task as it leads towards a clear conclusion (Locke, 2018). Extrinsic motivation is usually regarded as a manipulating factor which includes admiration, announcement, benefit or money (Dysvik&Kuvaas, 2010; Samuel & Chipunza, 2009). The management which adopts extrinsic motivation within a university could attain the connection between financial motivation of staff members and institute's aims and objectives (Boundless, 2017). Money is one of the most ordinary types of extrinsic motivation because it is a goal that provides contentment and self-determination for the actual movement (Healthfield, 2017).

RESEARCH HYPOTHESIS

H1. There is a significance relationship between leadership styles and job performance of university teaching staff.

H2. There is significance relationship between motivation and job performance of university teaching staff.

H3. There is a significance effect of leadership styles on job performance among university teaching staff.

H4. There is a significance effect of motivation on job performance among university teaching staff.

RESEARCH METHODOLOGY

In this study leadership styles and motivation were selected as independent variables while job performance treated as dependent variable. This study is quantitative based on correlational research design. The population of the study was university academic staff whereas, 460 respondents were selected as sample of this study from six public general universities through stratified simple random sampling technique. Moreover, for conducting this research, model given by Krejcie and Morgan (1970) was undertaken for selecting the sample size. For this study structured questionnaires were administered to collect the primary data from the respondents through survey method such as; Multifactor leadership styles questionnaire (MFLQ) from (Bass & Avolio, 1995), Teacher motivation questionnaire (TMQ) from (Herzberg, 1996), Teacher Job Performance Scale (TJPS) from (Goodman &Svyantek, 1999), Furthermore, seven points 1. SA to 7. SDA Likert scale was used to collect the data, Vagias and wade (2006) this scale is useful

for survey method researches and the questions were rephrased in educational context for easy understanding. It was ensured the content and face validity from the help of some experts while reliability of the instrument was tested by applying Cronbach's Alpha Coefficient which was greater than 0.7. (Cronbach, 1951; Gray, 2014; Nunnally, 1978). For analyzing the research hypotheses which were proposed in this study, Statistical Package for Social Sciences [SPSS-25] was computed and descriptive (M, SD) and inferential statistics (Pearson Correlation and Multiple Regression Analysis) were administered.

DATA ANALYSIS

Table 1: Descriptive Analysis

Constructs	M	SD
Transformational Leadership	5.47	.98
Transactional Leadership	4.98	.93
Leadership Styles	5.22	.95
Intrinsic Motivation	5.29	.96
Extrinsic Motivation	5.41	.89
Motivation	5.35	.93
Contextual Performance	5.39	1.01
Task Performance	5.22	1.09
Job Performance	5.30	1.05

In order to investigate the level of university academicians about the variables of the study, Descriptive analysis shows that the mean value of the transformational leadership was 5.47 and transactional leadership was 4.98 and cumulative means score of leadership style was 5.22. Moreover, the mean score of intrinsic motivation was 5.29 and extrinsic motivation was 5.41 and cumulative means value of motivation was 5.35. Additionally, the mean value of contextual performance was 5.39 and task performance was 5.22 and cumulative means score of job performance was 5.30. It means the respondents were moderately agreed about the constructs of this research.

Table 2: Pearson Correlation

Variables	TL	TrL	JP
Transformational Leadership	1		
Transactional Leadership	.422(**)	1	
Job Performance	.679(**)	.561(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation was applied to analyze the relationship between leadership styles and job performance of university academicians. The findings of the study shows that there was strong relationship between transformational leadership and job performance with r value of .679 whereas, r value of .561 shows a moderate relationship between transactional leadership and job performance.

Table 3: Pearson Correlation

Variables	IM	EM	JP
Intrinsic Motivation	1		
Extrinsic Motivation	.447(**)	1	
Job Performance	.539(**)	.466(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation was applied to analyze the relationship between motivation and job performance of university academicians. The findings of the study shows that there was a moderate relationship between intrinsic motivation and job performance with r value of .539 while, r score of .466 shows a moderate relationship between extrinsic motivation and job performance.

Table 4: Pearson Correlation

Exogenous Variables	LS	M	JP
Leadership Styles	1		
Motivation	.398(**)	1	
Job Performance	.620(**)	.502(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation was applied to analyze the relationship between the variables of the study. The findings of the study shows that there was a strong relationship between leadership styles and job performance with r value of .620 whereas, r value of .502 indicates a moderate relationship between motivation and job performance.

Table 5: Regression Analysis

DV	IV	St. Er	Beta	t	Sig
Job Performance	(Constant)				
	Transformational Leadership	.047	.449	9.571	.00*
	Transactional Leadership	.029	.341	10.815	.00*

Multiple Regression Analysis was administered to evaluate the effect of leadership styles on job performance. According to the statistical analysis beta value of .449 indicates the moderate effect

of transformational leadership on job performance and beta value of .341 also shows a moderate effect of transactional leadership on job performance.

Table 6: Regression Analysis

DV	IV	Sd. Er	Beta	t	Sig
Job Performance	(Constant)				
	Intrinsic Motivation	.041	.272	6.695	.00*
	Extrinsic Motivation	.023	.168	6.991	.00*

Multiple Regression Analysis was administered to evaluate the effect of motivation on job performance. According to statistical analysis beta value of .272 evaluates the moderate effect of intrinsic motivation on job performance and .168 beta value shows a weak effect of extrinsic motivation on job performance.

Table 7: Regression Analysis

DV	IV	St. Er	Beta	t	Sig
Job Performance	(Constant)				
	Leadership Styles	.039	.395	10.193	.00*
	Motivation	.032	.220	6.843	.00*

Multiple Regression Analysis was administered to evaluate the effect of leadership styles and motivation on job performance. The beta value of .395 indicated a moderate effect of leadership styles on job performance while .220 beta value shows a weak effect of motivation on job performance.

CONCLUSIONS

On the behalf of the findings, it concluded that the respondents were agreed about all the constructs of this research such as; leadership styles, motivation and job performance. There was a moderate and significant relationship of leadership styles and motivation with job performance whereas, leadership styles had more correlation with job performance than motivation. Moreover, there was a moderate and significant effect of leadership styles on job performance and weak effect of motivation on job performance. Additionally, the leadership styles had more significant effect on job performance as compare to motivation.

DISCUSSION AND RECOMMENDATIONS

The results of this study are according to the previous research studies conducted regarding the job performance of teachers. It seems that the organizational vision and mission could be attained with the help of employees' extraordinary performance. Several research studies have obsessively focused on performance because it is one of the significant factors which influences organization and employees' well-being (Dinantara, 2019; Zafar et al., 2017; Shafiq, & Hamza,

2017). It is an important variable for any of the organizations. Similarly, academician's performance influences the university's excellence (Hashim &Shawkataly, 2017). Academician's job performance is a major element that plays a significant role for the betterment of individuals and organization as a whole (Bhat & Bashir, 2016).

It is recommended that future researchers should study this phenomenon using longitudinal design by measuring the variable in different space and time contexts. Our study was limited to cross sectional design and did not involve time series data. A longitudinal approach would provide a different explanation.

The present research study was conducted with reference to public universities located in Punjab and there exists highest number of Pakistani public universities in this region. For generalizing the study's outcomes, further research should be conducted in which other regions of country should be involved by utilizing same instruments for research.

Additionally, further research could be conducted in other developing nations. The inspection of management strategies is very crucial that franchise provisions and their full or limited control.

Moreover, as the leadership styles, and motivation are linked with the job performance of teachers in this study; future research could be carried out for including non-academic staff members working in different academic departments as respondents.

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