The Perceived Impact of School Leadership Style on Teachers’ Motivation:

A Case Study

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To my daughter
Razane Al-khatib
Acknowledgment

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The Perceived Impact of School Leadership Style on Teachers' Motivation: A Case Study

Hanaa Ibrahim Younes

Abstract

Leadership style of an administrator has a great impact on teachers’ motivation, which affects their effectiveness at work. Accordingly, this study investigates teachers' perceptions of the impact of their head of division’s leadership style on their motivation in two sister schools in Mount Lebanon area. This study tackles motivation towards different tasks: class preparation, teaching, students’ evaluation, classroom management, administrative tasks and complementary tasks. Leadership style of the HOD is grounded within the framework of Full Range Leadership theory and teachers’ motivation is based on Self-determination theory. The study follows a mixed method approach. Three instruments were used to collect data: a questionnaire filled by teachers including the “Multifactor Leadership Style” (MLQ 5x) and “Work Tasks Motivation Scale for Teachers” (WTMST), interviews with a sample of teachers, and meeting observations. For analysis, data were examined based on side-by-side comparison of all quantitatively and qualitatively collected data. Results showed that transformational leadership coupled with contingent rewards positively affects autonomous motivation and external regulation of extrinsic motivation, while transactional leadership positively affects controlled motivation. Based on the study’s results, principals must look for candidates with transformational leadership characteristics when assigning heads of divisions as well as empower current heads of divisions to develop such leadership characteristics. Future research is needed to explore the effect of each subscale of leadership on both autonomous and controlled teacher motivation.

Keywords: Transactional leadership, Transformational leadership, Autonomous motivation, Controlled motivation, Self-determination
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Chapter 1
Introduction

Teachers are at the center of the educational system, since their success is a key determinant of the success and improvement of their school. The quality of education depends largely on the teachers, their abilities, and the effort they invest in performing their required tasks. To be efficient, the teacher should not only have the abilities and skills needed to best perform the tasks at hand, but also be motivated and passionate to achieve the required goals. Job motivation is also an important aspect required to retain and attract well-qualified teachers, noting that teachers’ retention is highly recommended in schools.

Motivation is defined as the motive or cause that makes a person act or behave in a certain way (Ryan & Deci, 2000). According to Guay, Chanal, Ratelle, Marsh, Larose, and Boivin (2010), it designates “the reasons underlying behavior” (p. 712). A body of literature identifies two types of motivations; “autonomous motivation” in which personal values and interests encourage the performance of individuals and “controlled motivation” in which external pressures such as rewards or penalties and internal pressures such as the feeling of guilt motivate the individual (Deci, Vallerand, Pelletier, & Ryan, 1991).

Many factors can motivate teachers such as their students, their administrators or their religious beliefs (Tin, Hean & Leng, 1996). In the article, ‘Job satisfaction and Motivation – what makes teachers Tick?’ Ghenghesh (2013) discusses the different aspects that affect teachers’ job satisfaction and motivation from their perspective. Results showed that good relationships with work colleagues increased the teachers’ motivation. Similarly, the feeling that the teacher’s opinions and decisions are taken into consideration
and are essential to the school made teachers more motivated. Teachers also identified working environments, recognition by their boss, sufficient positive feedback, and salaries as main contributors to their motivation and satisfaction. Among the determinants of teachers’ motivations, leadership is viewed as one of the most fundamental factors since the leadership style of the administrator directly affects the other factors stated.

According to Cohen (1990), “leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project” (p. 9). In other words, leadership can be considered as the ability of one person to affect other people to accomplish a certain objective (Northouse, 2007). That person might influence others due to his/her position (Northouse, 2007), such as being a manager in the school.

One of the main roles of leaders and possibly the most important element of leadership is to motivate followers. Hersey and Blanchard (1988) define leadership as the “process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation” (p. 86). Schaffer (2008) claims that for an organization to be successful, a leader must be able to motivate his/her subordinates.

1.1 Statement of Problem

The leadership style of an administrator has a great impact on employees’ motivation (Eyal & Roth, 2011; Mehta, Dubinski, & Anderson, 2003; Storseth, 2004). A school manager does not only direct a school or a division in it but also leads that school or division.

When the leadership style of an administrator aims at developing the school through teachers, students’ achievement, which constitutes the ultimate goal of all
educational institutions, will improve. This notion is strongly supported by several studies relating teachers’ high motivation and job involvement to improvement of students’ achievements. For instance, according to MacNeil, Prater and Busch (2009), “highly motivated teachers have greater success in terms of student performance and student outcomes” (p. 77). Also, in their study, Goldhaber and Brewer (1996) suggested that teachers’ interests, passion, and abilities to deliver information affect students’ achievement. Therefore, the motivation of teachers is essential to the enhancement of their dedication and effectiveness at work, and as such to the improvement of the performance quality of schools. In another study, Othman and Mostafa (2010) discussed the importance of teachers’ motivation, and the improvement of their skills and knowledge, which proved to have a direct influence on students’ performance. The authors concluded that unmotivated teachers are less competent than motivated teachers, and that such teachers negatively influence the educational system.

The purpose of educational institutions is to educate learners who can achieve better if highly motivated teachers teach them, especially if those teachers are autonomously motivated. School managers, whether principal or middle managers, are able to affect teachers’ motivation through the leadership style they use.

1.2 Purpose of the study

Being a teacher myself, I became aware of the importance of motivation at work since it makes the person passionate and happy. Based on personal experience, I noticed that leader-teacher relationship affects teachers’ motivation during work. In fact, when teachers perceive themselves as supported, appreciated and respected through the leadership behaviors adopted by their school’s administrators, their daily decisions are
highly affected and as such their influence on learners’ motivation is highly affected (Demir, 2008). The Head of Division (HOD) is the middle manager at school and is in direct contact with teachers working in that division; hence, he/she might have an impact on their motivation. Consequently, the purpose of this study is to investigate teachers' perceptions of the impact of the HOD leadership style on their teachers’ motivation in two private schools in Mount Lebanon.

The research questions are as follows:

1. How do teachers perceive the leadership style of their head of division?
2. How do teachers perceive their work motivation?
3. How do teachers perceive the effect of their head of division leadership style on their motivation?

1.3 Research Context

The study was conducted in the elementary divisions of two sister schools in the same school system. Those schools have the same overarching vision and mission, and adopt the same curriculum. Teachers working in both schools have the same responsibilities; they are expected to perform similar tasks and chores.

1.4 Significance of the Study

Despite the fact that the leadership style of an administrator has a great impact on teachers’ motivation, which is essential for school success and improvement, little attention is given to the motivation of teachers at work in Lebanon. Therefore, it would be of great value for top administration and leaders themselves to have research-based evidence regarding how the leadership style of the administrator may impact teachers’ motivation for work.
Identifying how a certain leadership style affects teachers’ motivation can provide top administration and principals with criteria to look for when assigning their managers or HOD. The findings of this study may also be used by top administration to invest in the improvement of the leadership styles of their existing HODs through their attendance of workshops and trainings that will develop their leadership style in a way that will enhance teachers’ motivation.

The outcomes of this study may also provide leaders themselves with an insight for self-development and improvement. Using the study’s results, HODs may review and evaluate their own leadership style in order to make necessary adjustments that will enhance teachers’ motivation.

The study findings may also trigger more research by other students and scholars who might be interested in the field of leadership style and motivation.

1.5 Thesis Division

This thesis includes 6 chapters.

Chapter one, the introductory chapter, provides an overview of the research study. In it, the purpose and significance of the study were stated. A detailed description of the study is provided in the following chapters, as follows: chapter 2 provides a review of the literature on managers’ leadership and teachers’ motivation. It explores the theories related to manager’s leadership style and teachers’ motivation that are adopted in this study. It then reviews relevant studies that relate leadership style of administrator to teachers’ motivation. Chapter three presents a detailed description of the methodology used in this study. Results gathered from the instruments used for the research are presented in chapter four and discussed in chapter five. Finally, chapter six includes a
summary of the study; it discusses its implications, limitations and directions for future research.

1.6 Conclusion

In conclusion, teachers’ motivation is essential for success and improvement of schools. According to teachers, many factors that can affect their motivation are directly related to the leadership style of their administrator, such as the HOD since he/she is in direct contact with them. Accordingly, this study aims to investigate teachers’ perception on the effect of their HOD leadership style on their motivation. The subsequent chapter reviews the literature.
Chapter 2

Literature Review

This research studies teachers’ perceptions of the leadership style of their HOD and its influence on their motivation. The literature covers two major areas related to this study: leadership styles and work motivation. Previous studies addressing the relation between leadership style of the manager and its effect on work motivation are also addressed as they set the ground for this study.

2.1 Leadership

The concept of ‘leadership’ has been a topic of interest for research for many years now. However, despite the agreement on the importance of leadership for the success of organizations and the countless works and researches on the concept, there is no single definition of leadership unanimously agreed upon and adopted by all researchers, theorists and practitioners. According to Stogdill (1974), there are as many definitions of leaderships as attempts to define leadership, and a multitude of new definitions to the term have also emerged since then. In fact, leadership definitions depend on the context and the perception of researchers. It is defined based on traits, behaviors, and interactions between leaders and subordinates (Yukl, 2010). In general, it is based on the ability of a leader to lead others.

Based on Rauch and Behling (1984), leadership is “the process of influencing the activities of an organized group toward goal achievement” (p. 46). In this study, the HOD in the school, who is the middle manager responsible for certain class levels, is considered the leader. Lynn (2012) defines a leader as the person who has the ability to influence
others due to his/her administrative position. One of the leader’s main roles is to affect and direct his/her followers’ actions and behaviors in order for them to achieve the required goals (Bennis & Nanus, 1985).

Many theories of leadership have been developed since the earliest studies on the subject. These theories have evolved from Thomas Carlyle’s ‘great man’ theory, which considers that some individuals are born leaders and that leadership cannot be taught. Early leadership studies attempted to find common traits among all leaders. Based on leadership traits theory, leaders possess some traits/characteristics that differentiate them from others and enable them to lead the group (Gorton & Alston, 2012). If the person has certain ‘leadership’ traits, he/she is more likely to be an effective leader. These early theories focused on the leaders themselves and their characteristics, which was not enough to recognize effective leaders since researchers did not agree on a definite list of traits predicting the effectiveness of a leader (Northouse, 2007; Lynn, 2012). Moreover, the interaction between the leader and his/her followers is neglected. In fact, there is no link between leadership traits and followers’ satisfaction and motivation (Northouse, 2007). Influences and features related to the situation were also ignored (Northouse, 2007; Lynn, 2012). As such, the ‘great man’ theory was not sufficient to understand leadership as a form of social interaction that depends and varies with certain relationships and contexts.

Theories developed later focused solely on the leaders’ behaviors. These theories are known as behavioral theories (Northouse, 2007). They suggest that there are certain behaviors that differentiate leaders from non-leaders. Such theories are based on two types of comportments: tasks and relationships. Accordingly, they distinguish amongst three leadership styles, which are autocratic, democratic and laissez-faire. Lynn (2012) states...
that an autocratic leader “dictates work methods, makes unilateral decisions, and limits employee participation” (p. 462), while the democratic leader “involves employees in decision making, delegates authority, and uses feedback as an opportunity for coaching employees” (Lynn, 2012, p. 462). Leaders with a laissez faire style “let the group make decisions and complete the work in whatever way it saw fit” (Lynn, 2012, p.462). Behavioral leadership focuses solely on leaders’ behaviors and the effect of such behaviors on their performance. Situational variables are ignored; these theories do not specify situations where specific types of leadership are applicable taking into consideration that followers’ needs differ from one task to another. Moreover, no steady relation was established between leader’s behaviors and their outcomes on followers such as subordinates’ job satisfaction (Northouse, 2007).

Lynn (2012) has also discussed the contingency theory of leadership which attempts to understand leadership behaviors based on an “If-then contingency” model. In this model, the “if” indicates the situation and the “then” represents the leadership style required for that situation. The Fiedler Model, the Hersey-Blanchard situational leadership theory and the path-goal model are three types of contingency theories (Lynn, 2012). The Fiedler model recommends the appropriate match between leadership style (task oriented and/or relationship oriented) and the extent to which the situation permits the leader to control and influence. According to this model, each leader manages a certain situation in a specific way; the leader must be changed if the situation ought to be managed in a different way (Northouse, 2007; Robbins & Coulter, 2005). Hersey-Blanchard situational leadership stresses on the readiness of followers; meaning that the leader’s style depends on the subordinates’ abilities and motivation. Leaders should be able to amend their styles
based on situations and followers’ maturity, which change over time (Gorton & Alston, 2012; Robbins & Coultar, 2005). Path-goal theory proposes that the leader is the one who guides, encourages, and helps the subordinates in order to achieve the required goals after clarifying the objectives based on the needs of the organization (Gorton & Alston, 2012; Robbins & Coultar, 2005). This type of model suggests that a leader can show one or more leadership styles that he will employ depending on the situation, which in turn is influenced by two types of variables: environmental that are not related to followers such as the task structure, and variables related to the followers’ personal characteristics such as their experience (Lynn, 2012). Contingency theories place a great deal of responsibilities on the leader and less on the subordinates, thus it might make the subordinates depend more on the leader in tasks performance since he/she has to adapt his/her style to match followers’ needs, which may inhibit their independent growth.

Building on earlier contingency and charismatic theories, Burns (1978) identifies transformational and transactional leadership styles. Transactional leadership is a style of leadership based on transactions made between the leader and his followers in an attempt to achieve the required goals; whereas transformational leadership is the kind of leadership where the leader encourages and inspires followers to excel beyond accomplishing the needed goals (Antonakis, Avolio & Sivasubraman, 2003). Later, together Bass and Avolio (1994) developed a “full-range theory of leadership” that differentiated between transformational, transactional and laissez faire leadership styles (Antonakis et al., 2003). This model involves four transformational elements, which are idealized influence, individualized consideration, inspirational motivation and intellectual stimulation.
Idealized influence is composed of two parts, where attributes (IA) refer to a leader’s qualities, such as powerful and confident, and behaviors (IB), refer to a leader’s behaviors, such as ethical and authentic, that enable him/her to serve and be perceived as a role model (Antonakis et al., 2003; Avolio & Bass, 2004; Avolio, 2011). Individualized consideration (IC) refers to leader’s readiness to listen and support his/her followers’ needs. (Antonakis et al., 2003; Avolio & Bass, 2004; Avolio, 2011). Inspirational motivation (IM) refers to the ability of the leader to motivate his followers through sharing and communicate with them an ambitious vision. As for Intellectual Stimulation (IS), it reveals how encouraging and receptive the leader is for innovative ideas suggested by followers to solve certain encountered problems (Antonakis et al., 2003; Avolio & Bass, 2004; Avolio, 2011).

Transactional leadership includes three dimensions, which are Contingent Rewards, Management by Exception in its Passive and Active forms (Antonakis et al., 2003). Contingent rewards (CR) refers to the extent to which the leader sets constructive exchanges with his/her followers (Antonakis et al., 2003; Avolio & Bass, 2004). Management by exception refers to the extent to which the leader takes corrective measures based on the results of the agreed requirements and objectives. It can be active if the leader closely monitors his/her followers work and takes corrective measure to prevent problems emergence or passive if the leader resolves problems after they arise (Antonakis et al., 2003; Avolio & Bass, 2004; Avolio, 2011). Each dimension of both kinds of leadership will be discussed further at a later stage in the chapter.

Transformational and transactional leadership style are on a continuum (Lowe, Kroeck, & Sivasubramaniam, 1996; Judge & Piccolo, 2004), where transformational leadership behaviors supplement and amplify transactional leadership (Chan & Chan,
transformational and transactional leadership behaviors are the same time (Lowe et al., 1996).

The full-range model of leadership has been widely researched and discussed in different cultures and occupations, especially in educational institutions (Bodla & Nawaz, 2010). According to Kirkbride (2006), currently, it is mainly the most explored, investigated and accepted model used in the world. Unlike other leadership theories, the full-range leadership theory focuses on the interaction between leaders and followers (Northouse, 2007). Leader’s behaviors and the way those behaviors impact the followers are important elements of transformational and transactional leadership conceptualizations (Gill, 2006). Recognizing that such influences are crucial for the study of teacher motivation, this study adopts this leadership model in its analysis of the effects of leadership styles on teacher motivation. Moreover, the full-range leadership model is structured around two axes: amount of activity and amount of effectiveness (Avolio, 2011; Gill, 2006). The activity axis on one hand discusses how active the leader is in dealing with others and in working toward the goals and aims of the organization. The effectiveness axis on the other hand is related to the effect of the leader’s style on the followers and organizational outcomes like performance and motivation (Avolio, 2011; Gill, 2006). Therefore, the leader’s style can be studied from the perspective of followers since it is related directly to them. This study will explore the notion of leadership through the characteristics of transformational and transactional leadership based on the full range model theory. In effect, this section will now turn to a discussion of these concepts.
2.1.1 Transformational leadership

Transformational leaders are described as leaders who encourage and motivate followers to excel beyond accomplishing the needed goals (Lynn, 2012; Northouse, 2007). Such leaders are charismatic and visionary (Northouse, 2007), which inspires a feeling of respect and trust among their followers (Bass, 1998). Strengthening followers’ commitment and helping them grow through inspiring them to achieve higher goals is essential for such leaders (Mulford, 2008). Transformational leadership can be studied along the following four dimensions: idealized influence, inspirational motivation, intellectual stimulation and individual consideration.

Idealized influence refers to the leader’s attributes (traits) and behaviors that enable him/her to serve and be perceived as a role model by followers. It can also be referred to as charisma (Bono & Judge, 2004; Antonakis et al, 2003). Leaders measuring high in idealized influence share certain characteristics such as being ethical, authentic, optimistic, confident and risk-taking. Transformational leaders do not only encourage employees to exert extra effort but also lead them by example. It is argued that such leadership style leads followers to respect and trust decisions taken by their leaders (Bass, 1990; Sidani, 2007). Followers of leaders with charismatic qualities/behaviors will less likely resist suggestions and requests for changes and modifications from him/her (Kelly, 2003). When leader inspires followers so they see him/her as a role model, more effort is exerted to fruitfully achieve the organization’s aims.

Intellectual stimulation is another element of transformational leadership. It refers to the ability of the leader to stimulate followers’ alertness and attentiveness to problems and their ability to resolve them (Kelly, 2003; Bono & Judge, 2004). Such leaders
stimulate their followers to see every problem as a hurdle that they can overcome (Bass, 1990). They inspire and drive followers to be creative and innovative when researching and thinking of ways to solve encountered problems (Antonakis et al., 2003; Avolio, 2011). Such leaders empower their followers through supporting and encouraging them to suggest ideas without fear of consequences or mimicry (Kelly, 2003; Avolio, 2011). Whenever these leaders want to impose their ideas, they do it thoughtfully and wisely through persuading the employees (Simic, 1998). Leaders with this style see every difficulty as an occasion to learn new skills.

Individualized consideration is another sub-category of transformational leadership, which refers to the ability of a leader to be present and to follow up on each follower’s needs. Such leaders act as mentors that guide and help followers to achieve their full potential (Antonakis et al., 2003; Avolio, 2011). These leaders individualize treatment and tasks of employees based on their abilities, skills and talents in an attempt to drive them to reach their full potential (Shin & Zhou, 2003; Avolio, 2011). All of this can be accomplished when the leader distributes workload fairly, expresses words of acknowledgements and appreciation, and provides individualized mentoring and advising according to the needs of each employee (Simic, 1998).

Transformational leaders are also capable of inspiring their followers in order to be motivated and committed for the achievement of goals. This is the fourth component of transformational leadership: inspirational motivation. It refers to the ability of the leader to motivate followers to attain a certain objective. Such leaders are able to create a broad and inclusive vision and deliver it to followers in an appealing manner that they would work and commit towards its achievement (Antonakis et al, 2003; Avolio & Bass, 2004).
Transformational leaders enlighten their followers about the importance and meaning of their work, and challenge them with high expectations. These leaders motivate their followers to become involved members in the organizational culture and environment (Kelly, 2003). They do so through using motivational talks and discussions and emphasizing positive outcomes that reflect their enthusiasm and optimism (Simic, 1998). Accordingly, employees of such leaders are devoted to their work. They play an active part of the team, and contribute to the achievement of the organizational vision (Bass, Avolio, Jung & Berson, 2003).

Kelly (2003) argues that these four main parts of transformational leadership are interdependent and must therefore co-exist in order to consider a certain leadership style as transformational.

2.1.2 Transactional leadership

According to full-range theory, transactional leadership is based on exchanges made between leader and followers during which followers perform leaders’ requirements in exchange for rewards or punishments (Avolio & Bass, 2004; Bass et al., 2003).

Such leaders uphold followers’ submission and compliance through rewards and/or punishments (James & Ogbonna, 2013; Avolio, 2011). In other words, employees receive certain valued outcomes when they achieve the objectives set by the leader through following his/her commands or they receive a certain punishment if they fail to achieve the goal according to the leader’s requirements. According to Bass et al. (2003), there are three components of transactional leadership: Contingent rewards, and two types of management by-exception: passive and active.
Contingent rewards refer to the extent to which a leader sets constructive exchanges with his/her followers (Lai, 2011; Antonakis et al., 2003). It is also known as contingent reinforcement or constructive transactions. In this case, the leader rewards followers for attaining the specified performance levels. Rewards can be materialistic such as bonus on salary or psychological such as praise. Such leaders ensure that group members recognize accurately what is expected from them and describe the rewards received upon performing tasks well (Antonakis et al., 2003; Avolio, 2011). They also might clarify the consequences of failure. In that case, it will be considered as a contingent punishment such as a warning or a suspension.

Transactional leaders might interfere only when things go wrong and standards are not met (Antonakis et al., 2003). There are two types of management by exception: passive and active. Management by exception-Active refers to continuous and close follow-up of leader on each follower so he/she can make corrections and changes throughout the process upon need in order to ensure that the objectives are met (Antonakis et al., 2003; Judge & Piccolo, 2004). Such leaders constantly offer feedback aimed to keep employees on task. Leaders who employ the passive management by exception style on the other hand, do not interfere with the followers’ work unless a problem arises or because of subordinates’ nonconformity and disobedience during work (Judge & Piccolo, 2004; Antonakis et al., 2003).

2.1.3 Laissez faire leadership

Laissez faire leadership indicates the absence of any kind of leadership (Antonakis et al., 2003). Leaders with this style do not take decisions, are not responsible, and do not practice their role. Such leaders accept having no changes (Avolio & Bass, 2004). They
avoid using their authority and power. This kind of leadership is seen as the least effective style of leadership (Barnett, Marsh, & Craven, 2005).

This study will investigate the leadership style of schools’ head of division by drawing on the above description of transformational, transactional and laissez-faire leadership along with the nine-sub categories.

2.2 Motivation

To achieve aims and objectives, one must be motivated toward the necessary task. In life, motivation is vital since it is important for achieving the required aims and goals (Ryan & Deci, 2000), particularly when it comes to one’s job performance. Inayatullah and Jehangir (2012) studied the impact of teachers’ motivation on their job performance with results showing that as motivation increases, teachers’ performance level increases and in turn, teachers’ motivation affects students’ performance and achievement. If teachers are less autonomously motivated, they are more controlling with students (Pelletier, Seguin-Levesque & Legault, 2002). It is therefore argued that teachers’ motivation boosts, directs and maintains the relation between teachers and learners, which in turn boosts learners’ motivation and desire to learn. Consequently, it is important to study aspects that interfere with teachers’ motivation such as leadership style of the HOD they work with. After discussing the main leadership model that will be adopted in this study in the previous section, this part begins with defining motivation. Next, self-determination theory (SDT) which is the theory that the study is based on, is introduced and discussed including the basic psychological needs which are considered as necessities for ideal functioning and the intrinsic and extrinsic motivation concepts along with the different kinds of extrinsic motivation.
Broadly speaking, motivation is the impetus that drives a person to pursue and fulfill his/her personal needs (Ryan & Deci, 2000; Deci et al., 1991). According to Guay et al. (2010), motivation refers to the motives and intentions causing a certain behavior. Motives can be anything that shapes or adjusts actions while attempting to achieve a specific outcome. If the person has no motives to perform a certain act, then he/she is said to be amotivated. In particular, motivation refers to the conditions or triggers that account for an initiation, persistence and direction of an effort or behavior to attain a certain aim or outcome (Katzall & Thompson, 1990). Pinder (1998) defines work motivation as “a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior and to determine its form, direction, intensity and duration” (p. 11).

There is no one common theory to explain a motivated action or behavior. Motivation researches are convoluted and numerous (Locke & Latham, 2004). For the purpose of this study, the Self-Determination Theory which will be discussed in the following sections is adopted.

2.2.1 Self-Determination Theory

The Self-Determination Theory (SDT) (Deci & Ryan, 1985) is used to study teachers’ motivation, among other things. This theory has been applied to different fields such as health, education, organizations. Self-determination refers to actions initiated by one’s self, based on the person’s own intention (Gagne & Deci, 2005). Motivation, what initiates, energizes and directs an individual’s choice without external control, influence and intervention, is the main focus of SDT (Deci & Ryan, 2002).
SDT is a macro theory of human motivation that has an organismic dialectical perspective (Deci & Ryan, 1985; Deci & Ryan, 2002). Unlike previous motivational theories that see humans as passive beings taking actions only when there is a deficiency in meeting a certain need (Gagne & Deci, 2005), SDT proposes that individuals are “active, growth-oriented organisms” (Deci & Ryan, 2000, p. 229) and that the main goal of their behaviors is self-growth, improvement and development (Deci & Ryan, 1985; Deci & Ryan, 2002).

Individuals seek stimulating and exciting activities, which provides opportunities for self-development and improvement and connect them with their social surrounding to fulfill basic psychological needs (Deci & Ryan, 2002). According to SDT, people have three innate basic psychological needs: autonomy, competency and relatedness (Gagne & Deci, 2005) which are discussed in details in the section below. Those needs are responsible for the stimulating force leading to the motivated behavior (Vansteenkiste, Ryan & Deci, 2008); they are considered the “nutriments” for self-development (Deci & Ryan, 1985) and well-being (Ryan & Deci, 2000). The satisfaction of these needs also fosters social improvement, individual welfare and optimal performance (Vansteenkiste et al., 2008). Nevertheless, as environmental factors may interfere positively and help fulfill those basic needs, they also might interfere negatively. In other words, needs will no longer be satisfied, which leads to poorer productivity and satisfaction (Vansteenkiste et al., 2008).

Autonomy refers to a person’s need for independence and the belief that he/she is in control of his/her own actions (Deci & Ryan, 2000; Deci & Ryan, 2002). To be autonomous, a person must be able to start, direct, and organize his own actions and
decisions (Deci et al., 1991). In other words, an internal reason makes the individual enjoy the task that he/she must perform. A person’s need for autonomy is satisfied when his/her activities are self-determined and free-willed (deCharms, 1968; Deci & Ryan, 1985). In this case, there will be no feeling of control by forces external to one’s self. The competence need is satisfied when a person feels skillful, competent and effective at what he/she is doing (Deci & Ryan, 2000). Such feelings emerge from the occasions to perform, practice and develop the person’s abilities (Gagne & Deci, 2005). Finally, relatedness refers to the need of a person to feel significant, interactive, connected and associated with others (Gagne & Deci, 2005).

In an environment that satisfies all three basic needs, one participates in activities or pursues the achievement of objectives that concern him/her (Deci & Ryan, 2000). This leads to positive results such as enhanced performance, higher self-esteem, and more work commitment (Deci & Ryan, 2000; Gagne & Deci, 2005).

Unlike most theories that conceptualize motivation as a ‘unitary phenomenon’ that only changes in amount from high to low motivation, Self-Determination Theory recognizes the multi-dimensional nature of motivation (Ryan & Deci, 2000). It is a motivation theory concerned with the nature of motivation. According to SDT, the level of motivation can vary in intensity or ‘amount’ as well as in orientation; i.e. the form or kind of motivation (Ryan & Deci, 2000; Gagne & Deci, 2005); for example, it differs whether the teacher participates in workshops because she/he enjoys them, or because the administration forces her/him to attend. A teacher might also participate because she/her believes that materials discussed in the workshop will enhance her teaching skills. In all situations, the teacher was motivated similarly to attend the workshop; however, the
motivation’s nature and type differed. Therefore, SDT differentiates between different types of motivation based on the causes or goals that made the person engage in a certain action. In other words, it is concerned with the degree to which a person’s actions and activities are self-determined and self-driven.

Ryan and Deci (1985) have proposed three main types of motivation: amotivation, intrinsic motivation and extrinsic motivation with extrinsic motivation being divided into different kinds based on the level of autonomy and the level of control experienced in each kind of motivation. All kinds of motivation can be aligned in self-determination continuum from autonomous to controlled based on the locus of causality of motivation with amotivation, which is the lack of self-determination, at one end and intrinsic motivation, which is very self-determined, at the other end. In between comes four kinds of extrinsic motivation, which are, from least to most self-determined, external, introjected, identified and integrated motivation. Figure 1 illustrates the self-determination continuum. The various kinds of motivation will be discussed in the subsections below.
2.2.1.1 Amotivation

Amotivation is the outcome of having to perform a task even though the person has no intentions to do it (Ryan & Deci, 2000). A person might not be motivated when he/she does not see the purpose of the task (Ryan, 1995) or does not feel capable of doing it (Gagne & Deci, 2005).

2.2.1.2 Intrinsic motivation

An individual is intrinsically motivated when he/she is involved in an activity because he/she enjoys doing it (Ryan & Deci, 2000; Deci et al., 1991). Motivation is intrinsic when the activity performed is interesting by itself. Gratification, fulfillment, amusement and enthusiasm feelings are experienced if a person is performing an intrinsically motivating task (Deci, 1975; Gagne & Deci, 2005). Causality locus is internal when intrinsically motivated tasks are performed, since behaviors to perform such tasks
arise from within the performing person and are not affected by external forces or pressure (deCharms, 1968). The person may perform the job or a similar one again due to the memory of an intrinsic motivation.

Many theories other than SDT have discussed intrinsic motivation (deCharms, 1968). However, what differentiate SDT from other theories is that it distinguishes between different kinds of extrinsic motivation.

2.2.1.3 Extrinsic motivation and its continuum

In life, people must deal with many situations and has to perform many tasks that are not intrinsically interesting; however, accomplishing them is required and beneficial. Accordingly, they will perform readily and keenly the task even if they are not interested and motivated innately and naturally (Deci, Eghrari, Patrick, & Leone, 1994). If the person is extrinsically motivated, he/she performs the task because it will lead him/her to an outcome that is not related to the task itself (Ryan & Deci, 2000; Deci et al., 1994). For that reason, chores, that are not interesting for the individual performing it, require extrinsic motivation in order to encourage the person. A person is extrinsically motivated when he/she performs an activity in order to obtain a certain outcome that is independent from the activity itself (Ryan & Deci, 2000; Deci et al., 1991). Some examples of extrinsic motivating factors are reward systems, evaluations, or the opinions of others that a person fear.

Extrinsic motivation can be divided into different types based on the level of autonomy and the level of control experienced in each kind of motivation (Ryan & Deci, 2000). Deci and Ryan (1985) specified four kinds of extrinsic motivation: External,
introjected, identified and integrated form of regulation (Deci et al., 1991). These types of extrinsic motivation fall at different points along the autonomy continuum that represents the degree to which an action or behavior has been internalized or integrated (Deci et al., 1991; Deci et al., 1994).

External regulation refers to performing an activity to obtain a required result/product or elude an unwanted one (Ryan & Deci, 2000; Gagne & Deci, 2005). For example, the teacher will perform a certain task to increase his salary or will prepare an interactive lesson plan because the HOD will be attending his/her session. It is the typical kind of controlled motivation (Deci et al., 1994) noting that the locus of causality is external (Ryan & Deci, 2008; Gagne & Deci, 2005; Ryan & Deci, 2000). Unless there is a consequence external to the self, such behaviors will not be accomplished.

Introjected motivation is related to performing an action in order to escape the feeling of blame or anxiety or to feel their self-importance (Ryan & Deci, 2000; Nicholls, 1984; Ryan, 1982). Introjected behaviors are self-regulated; yet, they are not internalized (Deci et al., 1994). An individual performing such behaviors does not accept or value them as his/her own since they are related to an outcome external to the self. What differentiates this kind of motivation from external motivation is that the contingency is self-administered instead of being applied by someone else (Deci & Ryan, 2000; Deci et al., 1994). According to Ryan (1982), such regulatory process can be referred to as “internally controlled” behavior (Deci et al., 1994) which is often related to stress, tension, concern or pressure (Ryan & Connell, 1989). For example, if the teacher’s motivation is introjected, she would stay during recesses to answer learners’ questions not because she
enjoys it, but because she would blame herself if learners’ did not well achieve if she did not do it.

Identified regulation is perceived in cases when the person does a task because he/she feels its importance and values, and accepts it as his/her own (Ryan & Deci, 2000; Deci & Ryan, 2000). For example, a teacher willingly prepares different types of lesson plans for her classes since she believes that this is important in order to succeed at work. This type of motivation is extrinsic since the teacher is performing it to succeed in her work and not because it is interesting. At the same time, it is seen as an autonomous motivation since the teacher does it willingly without being forced by an external element. Behaviors that are regulated according to identifications are related to greater commitment and higher efficiency than those introjected behaviors (Deci & Ryan, 2000).

Integrated regulation is the most autonomous extrinsic type of motivation, in which the person recognizes the values of a task to the point that they become a part of the individual’s sense of self (Deci et al., 1991). The activity is interesting for the person because it is useful or important for his/her personal goals or beliefs (Deci et al., 1994). The person performs the task because he/she feels that it is suitable and right for him/her.

Both integrated regulation and intrinsic motivation are autonomous; however, they are not the same. Integrated regulation is extrinsic since behaviors motivated by integrated regulation are completed for their recognized instrumental benefit with respect to some results that are distinct from the behavior, although the person is willing to do the action and it is valued by the self (Ryan & Deci, 2000; Deci et al.,1994).
Consequently, external and introjected regulation are known as being controlled motivation; however, identified and integrated regulation of extrinsic motivation, along with intrinsic motivation, are recognized as autonomous motivation (Deci et al., 1991). Autonomous motivation is perceived to be better than controlled motivation since it characterizes an innate state of motivation, which induces favorable to ideal exertion (Deci & Ryan, 1985).

In this study, teachers’ motivation will be differentiated between autonomous (internal locus of causality) and controlled (external locus of causality) motivation. Studies found that teachers’ autonomous motivation is positively related to personal achievement and negatively with burnout, while the opposite was true for controlled motivation (Roth, Assor, Kanat-Maymon, & Kaplan, 2007).

2.3 Administrator leadership styles and teachers’ motivation

An educational institution is not able to excel unless it has a professional leader. The relationship between managers and teachers’ motivation has been studied previously in different contexts. In fact, teachers and administrators’ opinions about the teacher’s sources of motivation differ widely. While teachers perceive that intrinsic items motivate them the most, principals believe that extrinsic items are the main motivators for teachers (Brown & Hughes, 2008). In other words, teachers and principals have different perceptions of the concept of motivation. In this study, teachers’ perspectives will be studied since they are the core of the work noting that their motivation will be investigated.

Teachers’ impact is the main concern when it comes to school improvements that lead to increase student achievement (Mulford, 2008). Accordingly, one of the main
emphases should be on the kind of leadership that enhance teachers’ content knowledge and develop their abilities to manage classrooms. Hoy and Miskel (2005) identified leader’s characteristics that will motivate and influence positively teachers such as self-confidence, stress tolerance, emotional maturity, personal drive, power needs, achievement orientation, and high expectations for success (pp. 380 – 381).

When the leader shows transformational or transactional leadership behaviors, followers will be motivated. A study on a sample of 450 college teachers found that teachers whose principals showed high leadership behaviors, whether transformational or transactional, are more motivated than teachers whose principals showed low leadership behavior (George & Sabhapathy, 2010).

Based on SDT, the satisfaction of the three psychological needs, which are needs for autonomy, competence and relatedness, is important for development of the self and ultimate performance. Social factors can fulfill those needs. In an institution, the leader is seen as a main contributor in facilitating the satisfaction of his/her employees’ needs, taking into consideration his/her power and effect on tasks characteristics and work design (Deci, Connell, & Ryan, 1989).

Previous studies related the manager’s leadership style and the teachers’ motivation through studying the effect of his/her leadership on students’ achievement (Cheng, 2002; Shatzer, Caldarella, Hallam, & Brown, 2014; Waters, Marzano, & McNulty, 2003; Cotton, 2003, Leithwood & Jantzi, 2000). It is important to note that the motivation of the teacher is considered as an important factor that affects learners’ achievements and performance (Cotton, 2003; Ross & Gray, 2006; Elmore, Peterson &
McCarthey, 1996). In this study, the focus will be on the effect of the head of division (HOD) leadership style on teachers’ motivation.

2.3.1 Transformational Leadership and Motivation

Transformational leadership has been related to motivation in previous studies. In particular, teacher’s motivation is directly influenced by the four dimensions of transformational leadership, which are individualized consideration, intellectual stimulation, idealized influence, and inspirational motivation (Leithwood & Jantzi, 2005; Geijsel, Sleegers, Leithwood & Jantzi, 2003; Judge & Piccolo, 2004).

To motivate teachers, transformational leaders build a vision that involves teachers through inspiring them to be a part of the accomplishment and change. Such a vision includes clear and realistic short and long term objectives that reflect the needs and interests of school’s community. Those goals motivate teachers to work for the good of the organization and not for self interests only (Geijsel et al., 2003; Barnett, & McCormick, 2003).

Transformational leaders take into consideration teachers’ opinions and needs when making decisions. Teachers’ are encouraged to look at issues and problems they encounter from different perspectives in order to find solutions (Antonakis et al., 2003; Bono & Judge, 2004). This positively affects teachers’ performance. Moreover, such leaders seek the fulfillement of emotional needs of followers such as need for competence (Bass, 1990). Through satisfying those needs, subordinates potential and commitment will increase, so they will be more determined and dedicated when it comes to work (Bass, 1990).
There is considerable evidence that transformational leadership, or aspects of it, are linked to autonomous motivation. For example, according to the definition of transformational leadership style and its dimensions, researchers have suggested that it strongly supports autonomy (Gagne & Deci, 2005). Transformational leaders transmit and communicate their vision, which usually reflects the institution’s vision, with their followers. This makes them accept the vision and feel its importance; therefore, their behaviors will be identified with goals of the organization and with the leader’s vision, which is essential to autonomous motivation.

In addition, in their study, Bono and Judge (2003) showed a positive correlation between transformational leadership and self-concordance goals. Self-concordance goals refer to autonomous motivation for one’s specific goals. In their study, Davis and Wilson (2000) explored the relationship between principals’ empowerment behaviors (PEB), which are characteristics of a transformational leader, teachers’ motivation, their job satisfaction and job stress. Findings show a positive correlation between the principals’ empowering behaviors and the teachers’ motivation. The study also showed that PEB are not related to the job satisfaction and the job stress directly; rather, the higher the intrinsic motivation of teachers, the more satisfied they are in their jobs, and the less stress they experience.

Further, in their study, Eyal and Roth (2011) showed that transformational leadership is positively related to autonomous motivation. The study was conducted on a sample of 122 elementary school teachers who participated in a 60-hour in-service professional development course on instruction in mathematics. Those teachers have been working with the principal for over a year.
On the other hand, transformational leadership is linked negatively with extrinsic motivation since such kind of leadership does not offer extrinsic rewards. Such leaders do not focus on short term objectives; they are more concerned with higher order needs (Judge & Piccolo, 2004).

2.3.2 **Transactional leader and motivation**

Studies relating transactional leadership and followers’ motivation are limited compared to those discussing transformational leadership. In general, transactional leadership may affect employees’ motivation positively, but its locus of causality is external. In their study, Pelletier and colleagues indicated that according to teachers’ perceptions, if they are more pressured by the school’s administration to act or work in a certain way, they will be less-determined towards their work (Pelletier et al., 2002). Additional pressure from higher administration has been linked to transactional leadership (Avolio, 2011).

Transactional leadership has been linked with controlled motivation (Eyal & Roth, 2011). Further, contingent rewards have been found to be positively correlated with the amount of motivation. In fact, many studies have associated contingent rewards with positive results for the organization (Bass & Avolio, 1994; Lowe et al., 1996) claiming that in such an approach both parties, leader and subordinate, are involved, which is common in nature (Lowe et al., 1996). Based on Sosik and Jung (2011), followers are most motivated when they believe they will receive rewards upon the completion of a task, or when they want to avoid the negative consequences of not performing the work assigned to them. Such rewards can motivate followers to work more in order to achieve needed outcomes; however, in these cases the teachers will not do additional effort (Webb,
Transactional leaders use such kinds of extrinsic motivators in order to make sure that his/her subordinates accomplish the needed work as requested.

Management by exception, passive and active, are negatively correlated with motivation especially in terms of making the followers put in extra effort to their work (Webb, 2007). According to Bass and Avolio (1994), when management by exception is active, its effect on followers is neither positive nor negative.

In addition, transactional leadership was proven not to be related to autonomous motivation since its dimensions focus on the rewards, whereas in autonomous motivation, the main emphasis is on the activity itself (Houkes, Janssen, Jonge, & Nijhuis, 2001). Moreover, an intrinsically motivated individual would not be affected when a leader provides rewards to the followers to exert more effort and excel in their performance (Jung, 2001), rather, transactional leadership might negatively influence intrinsic motivation.

2.4 Conclusion

In conclusion, transformational and transactional leadership styles, with the exception of passive management by exception, have proven to have a correlation with the level of autonomous and controlled motivation exhibited by individuals. In fact, transactional leadership positively influences controlled motivation while transformational leadership appears to have a positive effect on autonomous motivation. Accordingly, this study aims to examine teachers’ perceptions of the impact of their head of division leadership style on their motivation in two private schools in Mount Lebanon.
Chapter 3

Methodology

This chapter discusses the methodology used in this study along with its details. First, a description of research design is presented, followed by the sampling method, the instruments used, the piloting, data collection procedures, data analysis, validity and reliability of the results, and finally ethical considerations.

3.1 Research Design

Determining the research design is an important part of the study since it ensures that the study endorses the purpose and methodology of research (Creswell, 2014). Research design can be considered as the “logical sequence that connects the empirical data to a study’s initial research questions and ultimately, to its conclusions” (Yin, 2009, p.19). The research design adopted in this study was a mixed-method, multiple case study design. According to Yin (2009), a case study is used as a practical investigation that studies a specific phenomenon in its naturalistic conditions; therefore, no changes of events, or control of procedures and actions take place. There are two variations in case studies research: single case and multiple cases studies. Multiple cases studies design is adopted when the researcher studies several cases simultaneously as part of one study (Fraenkel, Wallen & Hyun, 2011). In this research, the cases are two elementary division of two different schools in the same school system. When using multiple case studies, differences within and between cases can be explored and investigated (Fraenkel et al., 2011).
This research design is the most suitable design for this study since the main posed research question is a ‘how’ question, where the researcher has little control over events (Yin, 2009). Moreover, it allows an in-depth investigation of the teachers’ perceptions on the effect of their managers’ leadership styles on their motivation. In fact, the goal of case study design is to achieve a comprehensive, contextualized, and profound understanding of a situation through conducting thorough observations, investigations, clarifications and analysis of the case (Creswell, 2014;Fraenkel et al., 2011).

One way to strengthen a case study research is by using multiple sources for data collection (Yin, 2009). Both quantitative and qualitative methods for collecting and analyzing data are used within one research. Accordingly, mixed methods research is adopted in the study. This method is fundamentally “inclusive, pluralistic, and complementary” (Johnson & Onwuegbuzie, 2003, p.17). The use of mixed method is essential for two main reasons: Complementary and triangulation purposes.

With regard to complementary purposes, the use of both quantitative and qualitative data collection means will supplement each other and will compensate for each other’s respective weaknesses (Creswell, 2014). Moreover, outcomes of those data sources will lead to a congruent understanding of the phenomenon being studied (Fraenkel et al., 2011). Coupling the use of quantitative and qualitative ways of data collection, mixed methods will provide the opportunity to overcome the drawbacks of each method alone, and to use the complementary strengths of each one in order to strengthen the outcomes.

As for triangulation, the use of several data sources helps in creating greater credibility in findings. In this study, methodological triangulation, which refers to
collecting data in different ways to check whether the information gained from one method can confirm that from another method (Yeasmin & Rahman, 2012), was adopted. Through the combination of quantitative and qualitative data collection in the same research, triangulation increases the credibility of outcomes through enhancing the internal consistency and generalizability.

3.2 Participants and Sampling Methods

The sample population for this study includes elementary schoolteachers in two different schools that belong to the same system.

Convenience and purposive sampling techniques were adopted in this study. Convenience sampling refers to the selection of participants because they volunteer, they are available and/or can be accessed easily (Fraenkel et al., 2011). This technique was used since I was able to gain access to specific schools which in turn provided me with access to a number of prospective participants.

Purposive sampling was adopted for the selection of HODs based on the opinions and information gathered from experienced teachers working in each of the two schools. Data obtained from the teachers at the schools allowed me to establish that the profile of schools’ HODs would suit the purpose of the study. By using purposive sampling technique, only those perceived to have a specific profile needed for the study are included; this helps the researcher understand the specific phenomenon to be studied (Fraenkel et al., 2011). Since this study explores the perceptions of teachers of various leadership styles, and in specific transformational and transactional leadership, I based my sampling of HODs on the information provided by informants who know them well and
who worked with them for a long period. Teachers’ perceptions of the HODs leadership styles as shown in the study’s results confirmed the assumptions.

After getting permission for data collection through sending a letter to the principal of each school, questionnaires were sent to be filled by elementary teachers in the schools. The number of questionnaires gathered from each school differed according to teachers’ availability and acceptance. In total, 29 out of 31 questionnaires were filled by teachers in both schools.

Further, face to face interviews with three teachers in each division were conducted. Those teachers have been working with the HOD for more than one year. It is important to note that a small sample in this case is acceptable since it is a case study research (Fraenkel et al., 2011).

Throughout the study, I will refer to the schools as school 1 and school 2, and for HODs as HOD 1 and HOD 2.

3.3 Instruments

A main advantage of a mixed methods design refers to the ability to collect both quantitative and qualitative data. Such information is used to triangulate findings (Creswell, 2014). In other words, the use of different data collection methods from both kinds helps the researcher bear the complementary strengths of the different data collection approaches. Therefore, this study is based on three instruments: Questionnaires, one-on-one interviews and meetings’ observation. In fact, quantitative data was collected through a questionnaire with closed ended questions that was addressed to all teachers in each of the two schools, while qualitative data was gathered from the responses of the
upper elementary teachers who were interviewed in this study. Both instruments aimed at identifying the teachers’ perception of their HOD’s leadership style and of their own work motivation. I also observed one end-of-year division meeting in each school, and the data collected from observations helped me confirm outcomes of the two other instruments.

3.3.1 Questionnaire

One structured survey questionnaire, available in Arabic and English, was administered to elementary teachers in each of the schools where the study was conducted. This study used a questionnaire because data can be collected directly within a limited time (Fraenkel et al., 2011), and teachers are provided with confidentiality when sharing their opinions regarding the leadership style of their HOD and their motivation (Fraenkel et al., 2011).

The questionnaire comprised three sections. The first section included seven items related to demographic characteristics: gender, age, years of experience, years of teaching in the school, class level taught, subject taught.

The second section of the questionnaire was used to measure the teachers’ perceptions of the leadership style implemented by the school. Items used in this section were taken from the “Multifactor Leadership Style” (MLQ 5x). This instrument was developed by Bernard Bass and Bruce Avolio and was published by Mind Garden, Inc., Redwood City, CA that owns the copyright (Avolio & Bass, 2004). This study adopted the MLQ since it differentiates between the full range leadership theories variables related to both kinds of leadership investigated in this study. The instrument consists of 45-item questions with a 5-point scale, ranging from not at all (0) to frequently, if not always (4)
(Avolio & Bass, 2004). Participants had to answer questions about the leadership style adopted by the school based on the four categories of transformational leadership (Idealized influence attributed and behaviors, Inspirational motivation, Intellectual stimulation, individualized consideration), the two categories of transactional leadership (contingent reward and management by exception), and laissez faire leadership. Each category is represented by 4 items in the instrument (Avolio & Bass, 2004). The MLQ-5x questionnaire was purchased from Mindgarden.com. Only the format of the questionnaire was modified to allow items to be included in a table.

The third section of the questionnaire was used to measure the teachers’ autonomous and controlled motivations. Four types of motivation are examined: external, introjected, identified and intrinsic. A copy of the “Work Tasks Motivation Scale for Teachers” (WTMST) developed by Fernet, Senecal, Guay, Marsh and Downson (2008) was used. This scale was developed and validated to measure the teachers’ motivation towards specific tasks, which are class preparation, teaching, evaluation of students, classroom management, administrative tasks and complementary tasks. The scale is made up of 15 items that are repetitive for each of the teachers’ tasks previously mentioned. Three items assess each motivational construct (e.g intrinsic motivation, identified regulation, introjected regulation and external regulation) for each of the six tasks performed by teachers. The total number of items is 90 (15 items/each task). A 7-point type likert scale was used by participants to respond to the items. The scale ranges from (1) “does not correspond at all” to (7) “correspond completely”. Slight variations were done in the description of each of the tasks described above to match the duties of the teachers participating in the study. The items were added in section three of the
questionnaire upon receiving a written electronic approval of permission from Claude Fernet who is one of the developers of this instrument.

In sections, 2 and 3, items assessing the same category are repeated with a different wording structure in order to ensure the reliability of the answers. Items are mixed across different categories, so that the items representing the same category are not grouped together.

The questionnaire took around 20 to 30 minutes to be filled. It was first written in English, and then part 1 and 3 were translated to Arabic and then back translated to English, while part 2 translation was provided by the owner of the instrument. Appendices 1 and 2 show the final version of the instrument in English and in Arabic respectively. Note that only five samples of section 2 are displayed as per requirements of the MindGarden publisher.

The questionnaires were administered first since part 2 of it, e.g. the MLQ (5x), allows the confirmation that the HODs have different leadership styles, which was previously assumed based on the opinions of staff working closely with them.

3.3.2 Interviews

One-to-one semi-structured interviews were conducted with three teachers from each school regarding their perception of the leadership style of the HOD they work with and its effect on their work motivation. Such interviews originally include several questions; however, modifications and alterations from the original questions can occur throughout the talk (Mutch, 2005). According to the author, such interviews are conducted one-to-one in order to gain in-depth understanding of participants’
perspectives. This method is an effective tool for my data collection since my purpose is to learn what interviewed teachers feel, think and consider about the effect of their HOD’s leadership style on their motivation. Interview questions are based on the research questions and literature review. Hence, questions were developed based on the operational definitions of the constructs of the leadership styles and the motivation kinds.

The interview had three main purposes; accordingly, questions were listed under three different sections: (1) teachers’ perceptions of their HOD’s leadership style, (2) reasons that motivate teachers throughout their work in the division, (3) effects of the HOD’s leadership style on the teachers’ motivation. Those three categories were developed according to the literature readings. Following is a sample of questions asked in each of the three sections respectively: ‘If you make a work-related mistake, how does your HOD react? ’, ‘Why are you still in the teaching job?’ and ‘How does the HOD encourage, support and unite the division?’

3.3.3 Observations

I attended an upper-elementary division meeting as a nonparticipant observer in which teachers and the HOD of each school participated. Being a nonparticipant observer limits the effect of interfering in the course of the meeting. I limited my interactions with participants in order to focus on the interaction between teachers and their HOD (Yin, 2009). Observations provide a more accurate account of how people behave than any other methods of data collection since, in this case, participants are in their common natural setting (Fraenkel et al., 2011). Hence, data collected throughout the meetings complements the ones collected by other instruments. Moreover, observations are used for
corroboration of research findings (Fraenkel et al., 2011). Prior to the meeting, HODs and teachers were informed by the principal that I would be attending the meeting in order to see how meetings are conducted in the school and how teachers and HOD interact together during it.

I did not follow a systematic method to record the observations. Instead, they were guided by the operational definitions of the main constructs of leadership styles and motivation kinds. They were recorded using written notes. During the observations, the focus was on the interaction among participants, the behaviors of leaders toward the teachers, and the reactions and interests of teachers in the topics discussed in the meeting.

3.4 Piloting

The instruments were piloted to ensure their validity. Before starting the study, five questionnaires were sent to five teachers working in schools in the same area where the study was conducted to ascertain the validity, clarity and simplicity of the used tools. Those teachers were asked to fill the questionnaires and add any comments related to unclear items. Answers were then reviewed to identify the number of items that were left blank. No changes were done on the questionnaire following the review.

The questionnaire was translated to Arabic in order for all teachers to understand the requirements. A translated version of MLQ-5x (part 2 of the questionnaire) was provided by Mindgarden publisher while WTMST (part 3) was translated by the researcher. An Arabic teacher reviewed the Arabic questionnaire through reading the translated one and made some modifications in the usage of words to ensure the clarity of
the items. It was then translated back by another person into English to ensure that that the meaning did not change.

As for the interview, the questions were given for review to one of the teachers who filled the questionnaires. The teacher had a wide knowledge in the studied topic and was part of the teachers’ community where the study was to take place. Accordingly, she read the questions and checked if they were clear and understandable. She advised me to be more specific when asking some questions so answers would not be vague. For example, the question ‘Are you a decision maker at school?’ was modified to be ‘are you able to take decisions when it comes to students’ discipline?’

3.5 Data collection Procedure

This study was conducted through three phases: a preparatory phase, the pilot study and the main study, which included three parts: questionnaires, observations and interviews.

3.5.1 Phase 1 – Preparation

In the first phase, instruments to be used in the study were developed based on research questions and literature review. Approval for beginning with the study was obtained by the study supervisor. MLQ-5x was purchased and approval to use the WTMST was granted by Professor Fernet, the co-author of the instrument. Moreover, the Institutional Review Board (IRB) committee at the Lebanese American University reviewed and approved the study (Refer to appendix 3).
3.5.2 Phase 2 – Piloting

In the second phase of the project, a pilot study was conducted with a total of 6 participants who are teachers working in schools located in the same area and of the same socioeconomic level of those where the study was to be conducted. Section 3.4 provides more details regarding piloting.

3.5.3 Phase 3 – Data Collection

In order to gain access to schools, an approval from the principals of each school was obtained. For this purpose, principals received a letter that includes the purpose of the study and guaranteed that data collected will be anonymous and will only be used for the purpose of this research. The letter is included in appendix 4.

3.5.3.1 Questionnaires

Principals were provided with the questionnaires, each according to the number of teachers working in the elementary division of the school. They gave them to the teachers to fill out at home and return within 2 working days. The cover page of the questionnaire specified the purpose of the study and highlighted that the information collected is confidential. Moreover, it informed them that participation in the study is voluntary and that they have the choice not to participate (Refer to appendices 1 and 2). A box was placed in the principal’s secretary office where the completed questionnaires were collected. 29 questionnaires out of 31 distributed (93.5%) were returned. Teachers from school 1 filled 16 questionnaires, while teachers from school 2 filled 13 questionnaires. All the respondents answered all parts of the questionnaire. Table 1 below presents the details regarding demographic information of the participants.
### Table 1: Demographic Data of Participants

<table>
<thead>
<tr>
<th></th>
<th><strong>School 1</strong></th>
<th><strong>School 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>Female: 16 teachers</td>
<td>Female: 13 teachers</td>
</tr>
<tr>
<td></td>
<td>Male: none</td>
<td>Male: none</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>&lt; 30: 9 teachers</td>
<td>&lt; 30: 7 teachers</td>
</tr>
<tr>
<td></td>
<td>30 – 35: 5 teachers</td>
<td>30 – 35: 5 teachers</td>
</tr>
<tr>
<td></td>
<td>&gt; 35: 2 teachers</td>
<td>&gt; 35: 1 teacher</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td>Single: 7 teachers</td>
<td>Single: 5 teachers</td>
</tr>
<tr>
<td></td>
<td>Married: 9 teachers</td>
<td>Married: 7 teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Divorced: 1 teacher</td>
</tr>
<tr>
<td><strong>Teacher experience</strong></td>
<td>1 to 5 years: 9 teachers</td>
<td>1 to 5 years: 3 teachers</td>
</tr>
<tr>
<td></td>
<td>5 to 10 years: 6 teachers</td>
<td>5 to 10 years: 9 teachers</td>
</tr>
<tr>
<td></td>
<td>Above 10: 1 teacher</td>
<td>Above 10: 1 teacher</td>
</tr>
<tr>
<td><strong>Subject taught</strong></td>
<td>Languages: 8 teachers</td>
<td>Languages: 8 teachers</td>
</tr>
<tr>
<td></td>
<td>Social studies: 1 teacher</td>
<td>Social studies: 1 teacher</td>
</tr>
<tr>
<td></td>
<td>Math/Science: 4 teachers</td>
<td>Math/Science: 4 teachers</td>
</tr>
<tr>
<td></td>
<td>Others: 3 teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Level</strong></td>
<td>BS: 3 teachers</td>
<td>BS: 2 teachers</td>
</tr>
<tr>
<td></td>
<td>TD: 9 teachers</td>
<td>TD: 10 teachers</td>
</tr>
<tr>
<td></td>
<td>MS: 4 teachers</td>
<td>MS: 1 teachers</td>
</tr>
</tbody>
</table>

#### 3.5.3.2 Observations

I attended an end of year division meeting in each school. The HOD of elementary classes conducted the meeting in the presence of teachers of that division. The principals informed the HODs and the teachers ahead of time that I would be attending the meetings in order to observe the mode of work and their interactions during the meeting. During observations, my contact with participants was minimized in order to focus on the teacher-HOD interaction (Yin, 2009). I took narrative notes regarding kinds of interactions between the HOD and the teachers such as whether the teachers’ ideas and suggestions were taken into consideration or not. Teachers’ reactions to the HOD’s demands, their interaction together and frequency of participation and initiation of talk were also recorded.
3.5.3.3 Interviews

Regarding the interviews, after receiving teachers’ contacts from the schools, teachers who agreed on participating in the study signed an informed consent form confirming that they participated deliberately in the study and that they can stop their participation whenever they want with no conditions. Informed consent is included in appendix 5. Interviews were conducted face-to-face; the interviewees decided on the location and time where interviews took place. This helped teachers feel relaxed and at ease. They were not recorded since no permission was granted; thus, written notes were taken during the interview. Each interview lasted between 45 and 60 minutes. Later, the interviews were translated and transcribed into English since most of the answers were in Arabic.

3.6 Data analysis

In the case of research studies, data can be analyzed in different ways. In this study, in an attempt to answer the research questions, data is analyzed based on side-by-side comparison of all data collected quantitatively (e.g. Questionnaires) and those collected qualitatively (e.g. interviews and meeting observation). Creswell (2014) explains that in this approach for data analysis, the researcher compares findings through presenting one set of results and then the other in a discussion. Quantitative data can be presented followed by qualitative results that either approve or disapprove the statistical results or vice versa (Creswell, 2014). In this study, data collected through each method were separately analyzed, then, outcomes were compared for confirmation or rejection. In
chapter 5, a discussion argues the effect of the leader’s leadership style on teachers’ motivation. Below is a description on how each collected data was analyzed.

3.6.1 Quantitative Analysis

3.6.1.1 MLQ analysis

Responses to the MLQ, included in the second part of the questionnaire, were analyzed in an attempt to answer the first research question related to teachers’ perceptions of their HOD leadership style. The MLQ scoring key was used to score this part. Each four items representing a dimension of leadership were grouped together. There are five dimensions for transformational leadership, three for transactional leadership and one for passive and avoidant leadership. Note that Idealized influence attributes and behaviors and considered as two different dimensions in this scale. Then, the mean of each dimension from each kind of leadership was calculated through summing the rates of the items and dividing it by the number of items that represent the scale. Standard deviation, mode, minimum and highest score were found using Microsoft Excel. After finding the mean, leaders were classified as “more transformational than the norm”, “more transactional than the norm”, “less transformational than the norm” or “less transactional than the norm” based on scoring key description of the instrument. Accordingly, a score greater than 3 out of 4 on a dimension indicates that the leader has the specific dimension of the leadership type. To be qualified as transformational or transactional, the leader must score higher than the norm in at least one of the dimension related to the corresponding kind of leadership.
3.6.1.2 WTMST analysis

Responses to WTMST, hence the third part of the questionnaire, were analyzed in an attempt to answer the second research question. The analysis conducted was based on the scale that the author suggested. Accordingly, the mean of every three items that assess each motivational construct (e.g. intrinsic motivation, identified regulation, introjected regulation and external regulation) for each of the six tasks performed by teachers was calculated. After finding the mean, results showed whether teachers perceived themselves as intrinsically motivated or extrinsically motivated by identified, introjected or external regulation. They can be motivated by more than one kind. A score of 5 out of 7 means that the participant strongly agrees to a certain construct, while a score of 5 or above indicates that teachers are motivated through that kind. Teachers could perceive themselves as motivated differently towards different tasks.

3.6.2 Qualitative analysis

Analysis of qualitative data was based on Creswell’s (2014) suggestions. First, data was organized and prepared for analysis through the transcription of the data collected and through arranging them according to the sources of information (Creswell, 2014). Then, I read all the organized information and wrote notes in the margins of the transcript. Finally, I coded all the data through writing words referring to each category under study (Fraenkel et al., 2011). Coding in this study relied on constructs and dimensions measuring leadership styles and teachers’ motivation, which were derived from the literature. Coded data was grouped under themes (Fraenkel et al., 2011) which are transformational, transactional, passive for leadership and autonomous and controlled for motivation. The
observation gathered from the teachers and HODs meetings were analyzed in a similar way.

### 3.7 Validity and reliability

It is important to highlight the different steps taken while doing the research to ensure the credibility and accuracy of findings. By definition, validity refers to “the appropriateness, meaningfulness, correctness, and usefulness of the inferences researchers make based specifically on the data they collect” (Fraenkel et al., 2011, p. 458). According to Creswell (2014), in quantitative research, validity refers to the ability to make convenient and significant inferences from results of specific instruments, while in qualitative research, validity refers to strategies that the researcher adopts to show and convince audience about the accuracy of the findings. It is not enough for the study to be valid; it should also be reliable. Based on Fraenkel et al (2011), reliability refers to “the consistency of inferences over time, location, and circumstances” (p. 458). To ensure reliability, the researcher must confirm that items responses are “internally consistent” and steady over time. Moreover, instrument administration and scoring must be consistent (Creswell, 2014).

Accordingly, in this study, several strategies were undertaken to ensure validity and reliability of the inferences drawn from the collected data. First, I adopted a mixed method approach, through the implementation of different methods to gather data in terms of kind (qualitative or quantitative) and source of information. Three different strategies were followed to collect the data. Quantitative data were collected through teachers’ filled questionnaires, while qualitative data were collected through interviews with six teachers and observations of division meetings. Their usage in the study enhances its validity since
according to Fraenkel et al. (2011), the study will be more valid when a greater number of sources is available to support the interpretations of the researcher. Moreover, cross triangulation of results derived from the different sources increases the reliability and validity of the study (Yin, 2009; Creswell, 2014). Reliability is reflected through the consistency of results collected using the three different methods. Transparency was ensured through referencing of all data sources according to American Psychological Association (APA) requirements.

The interview questions were based on categories resulting from the literature review. One teacher working in a school in the same area where the study was conducted reviewed the interview questions in an attempt to minimize vagueness, predictive, sensitive and stressful questions. The piloting of this instrument increased its validity.

As for the questionnaire, its validity in general was enhanced by the pilot study. Furthermore, part 2 of the questionnaire, hence the MLQ 5x, is considered both valid and reliable based on many previous research studies. Bass and Avolio, who are considered the core leaders of development of full range leadership theory, developed this instrument (Avolio & Bass, 2004). Moreover, MLQ has been adopted in around 300 research studies, doctoral dissertations, and master’s thesis around the world and over time. This instrument is considered as both reliable and valid according to those programs (Avolio & Bass, 2004). Items chosen in the MLQ 5x showed both discriminant and convergent validity. The reliability coefficients across the Full-Range Leadership Theory (FRLT) ranged from 0.69 to 0.83 (Avolio & Bass, 2004).

The validity of part 3 from the questionnaire, meaning the WTMST is established by Fernet et al. (2008) whose research aim was to develop and validate the instrument.
According to their research study, correlational analysis supports convergent and discriminant validity. The stated Cronbach’s α values for intrinsic motivation ranged from 0.83 to 0.96 (mean r = 0.92), for identified regulation, 0.72 to 0.89 (mean r = 0.82), for introjected regulation, 0.79 to 0.89 (mean r = 0.85), for external regulation, 0.64 to 0.87 (mean r = 0.76) and for amotivation, 0.75 to 0.81 (mean r = 0.77).

### 3.8 Ethical considerations

Ethical considerations are crucial in a research study. While designing and conducting the study, several requirements were fulfilled to meet the ethical standards set by the Institutional Review Board (IRB) committee. Accordingly, the IRB committee reviewed and approved the study.

For protecting and ensuring the privacy of research participants, schools’ names remained confidential, and they were referred to as school 1 and school 2 while only mentioning the area where they are located and their socioeconomic level. When it comes to teachers participating in questionnaires, they were asked to fill them anonymously. Their participation was not mandatory, they had the choice to leave items empty if they were not comfortable filling them and they were made aware that they could terminate their participation at any stage in the study. The questionnaire included a cover page that explains the purpose of the study and assures participants that their participation is voluntary and that the data collected will remain confidential and will be used only for the purpose of this research (Refer to appendices 1 and 2).

Regarding interviews, voluntary participation was stressed. Upon their acceptance, participants signed a consent form that was approved by the IRB. In it, interviewees were
informed about the purpose of the research and they were ensured privacy and confidentiality. Moreover, they were informed of their right to withdraw from participating in the study. Refer to appendix 5 for the informed consent.

Finally, the MLQ-5x instrument was purchased from MindGarden Publisher, and with this purchase, I was authorized by the publisher to distribute the instrument and include sample items in the appendices. Finally, a written electronic permission was obtained from Claude Fernet, co-author of the WTMST instrument. A copy of the permissions is included in appendices 6 and 7 of the study.

3.9 Conclusion

In conclusion, this chapter presented the detailed methodology in terms of research design, sampling methods, instrumentation, piloting, data collection, data analysis, validity and reliability and ethical considerations. The subsequent chapter comprises findings.
Chapter 4

Results

This study investigates teachers’ perceptions of the effects of the leadership style of their HODs on their motivation. It utilized three data collection methods: surveys filled by the teachers working with the HOD, interviews with a sample of those teachers and observations of a division meeting. This section includes two main parts: part 1 presents the teachers’ perceptions of their HOD leadership style while part 2 presents the teachers’ perception of their motivation.

4.1 Teachers’ perceptions of their HOD leadership style

4.1.1 Transformational leadership

Data collected from the teachers’ in school 1 supports the assumption that the HOD shows transformational leadership behaviors. According to the survey, the average of items linked to transformational leadership is of 3.49 out of 4 (SD = 0.13), which is greater than the norm. This outcome is confirmed by the data gathered from the interviews with teachers from school 1 where they mentioned many characteristics of their leaders that endorse the classification of that leader’s behaviors as transformational such as support, trust, guidance, empowerment, development, and personal considerations. This section will present results related to each dimension of transformational leadership.

First, all teachers confirmed the idealized influence of their head of division on their work whether through her charisma or behaviors. The means of the idealized influence items, attribute and behavior, were 3.59 out of 4 (SD = 0.27), and 3.45 out of 4
(SD = 0.31). The lowest rating for both dimensions was of 3 points. All three interviewees talked about the mode of work of their HOD when they were asked about their idea of HOD duties, which reveals that they look up to her and consider her as their role model at work. Moreover, two of the teachers mentioned that if they had the opportunity to be the HOD, they would adopt her strategies and imitate her way of work. Teachers also showed great feelings toward their HOD noting that she is optimistic and spreads positive vibes around her. Teachers communicated this idea by saying “When I see her in the morning, it brightens my day” (Interviewee 1) and “she spreads positive vibes around her” (Interviewee 3).

Second, data collected shows great evidence that the HOD inspirationally motivates her followers. The mean of the inspirational motivation items was 3.39 out of 4 (SD = 0.49). In fact, 81.25% of teachers rated the HOD above 3 points. The lowest rating was 2.25. According to the interviewed teachers, the HOD has a clear vision that all of them are committed to work hard in order to attain their goals. The following quotations from one of the teacher’s illustrated the idea “She has a vision that we all share now. We all work hard to accomplish that vision, not because she sets it, but because she convinced us that it is important” (Interviewee 1).

Additionally, all three teachers mentioned that the HOD’s main goal is to develop learners’ skills and abilities holistically through interactive and integrated lessons. They elucidated that she works hard to ensure that the teachers have resources and are relaxed in order to be able to achieve the requirements. For inspiration and creativity, she encourages them to attend workshops, and pursue their higher education. Ideas gained are shared during meetings for all teachers to benefit from. These results were confirmed
during meeting observations where the HOD started by reminding teachers of the vision they all are working for and throughout the meeting she asked them to share ideas and thoughts regarding proctoring and dealing with hard students. At the end of the meeting, she asked if any of them is planning to attend any workshops during the summer vacation. She encouraged them to attend workshops, read articles and books that would benefit them in their career, and stressed that she would like to discuss gained knowledge after the vacation so all can benefit.

According to teachers’ interviews, the HOD enhances and stimulates teachers’ autonomy, creativity and resourcefulness through involving them in the process of decision-making. Their suggested solutions and ideas are taken into consideration and never criticized. Instead, she discusses all ideas and guides teachers to change the way they look and think about certain issues and problems. The following excerpts from teacher interviews support those results.

“She shares her powers. Decisions to be taken at the division level are collectively taken. Things are never imposed on us. This makes me feel that I belong, I am not there just to teach, my ideas and suggestions are always taken into consideration. During meetings, we all discuss anything that happens in the division” (Interviewee 3).

“She might have the power, but she doesn’t use it to imply things on us. She shares her power no matter what the topic is. The ultimate decision is hers but it is always based on our ideas and is taken with the consent of the majority” (Interviewee 1).
“If we face a behavior problem with learners, she is there to help and support us. She always encourages us to take measures, which she backs up” (Interviewee 2).

Further, survey responses were seen to resonate with the interview results. The HOD scored high in the intellectual stimulation dimension. The mean of the items was of 3.37 (SD = 0.27), with all ratings being of 3 and above. Observations of the meetings highlighted the mentioned results. In fact, the HOD discussed with the teachers grades submission due dates, end of year outing and next year requirements and requested feedback on her work approach. She insisted that all teachers provide ideas regarding the discussed topic. She took the final decisions based on the teachers’ shared ideas and asked for their confirmation.

Finally, the Individualized Consideration dimension refers to the ability of leaders to recognize the needs of each follower and help them develop and achieve higher aims. The HOD scored the highest on individualized consideration. The mean of the items was of 3.68 (SD = 0.23). The lowest rating was of 3.25 points. Interviewees emphasized the fact that their HOD helps and encourages them to develop their skills and abilities. The following quotations illustrate this notion: “Working with her makes me feel valued. When you work with her, you feel relaxed. I might not do things perfectly from day one, yet, she is always there to help” (Interviewee 3) and “She supports our professional development through encouraging us to participate in workshops, read and discuss books and articles related to our weaknesses at work” (Interviewee 2).

Moreover, the interviewees revealed that she personalizes her treatments when dealing with teachers. She takes their personal situations, conditions and needs into
consideration and all decisions are tailored to each teacher’s need. Interviewed teachers specified that she treats them as “human beings” and not as “human resources” (Interviewee 3) that are present to provide learners with information and accomplish the required tasks. One of the teachers specified that the HOD ensure that they are “okay” in and out of the school. She stated that she always shows up in the teachers’ room to have a laugh and talk to them regarding different things that might be related or unrelated to school (Interviewee 1).

During the division meeting, she took one of the teachers who was not involved in the meeting aside and had a one-to-one discussion with her to ensure that she was fine. Moreover, she adapted due dates for grades submissions according to the teachers’ needs and capacities.

Table 2 below represents the detailed quantitative results describing school 1 teachers’ perceptions regarding their HOD transformational leadership

Table 2: Statistical results describing school 1 teachers' perceptions regarding their HOD transformational leadership

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Mean of items</th>
<th>Standard Deviation</th>
<th>minimum score</th>
<th>Maximum score</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized behavior</td>
<td>3.45</td>
<td>0.31</td>
<td>3</td>
<td>4</td>
<td>3.25</td>
</tr>
<tr>
<td>Idealized attribute</td>
<td>3.59</td>
<td>0.27</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Inspirational motivation</td>
<td>3.39</td>
<td>0.49</td>
<td>2.25</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td>3.37</td>
<td>0.27</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Individualized consideration</td>
<td>3.68</td>
<td>0.23</td>
<td>3.25</td>
<td>4</td>
<td>3.5</td>
</tr>
</tbody>
</table>
On the other hand, data collected from school 2 revealed that the HOD showed minimum transformational leadership behaviors. According to the surveys, the mean of the items linked to transformational leadership was of 1.25 out of 4 (SD = 0.39). Details regarding each dimension of transformational leadership are discussed below.

Teachers did not see the HOD as a role model, and if given the opportunity, they would make many changes in the division such as “being understanding and friendly” (Interviewee 5), “listen to teachers’ needs”(Interviewee 4), “involve teachers in decision making (Interviewee 4)” and “think outside the box”(Interviewee 6). The mean of idealized influence, attribute and behaviors, were of 1.0 out of 4 (SD = 0.69) and 1.4 out of 4 (SD = 0.73), respectively.

Moreover, the interviewed teachers expressed that they are not inspired and motivated by their HOD. According to them, she is afraid of change and tries to keep things as they are by following rules closely. She does not share a vision with teachers since all interviewees did not mention it and had no common goal that they work on as a group. For them, the HOD wants the tasks to be completed on time with no complaints from parents or higher management. One of the interviewees explained that she is not supported to improve her strategies and skills while doing tasks. The following quotation illustrates her idea:

“Everything is scheduled as if I am a robot; things have to be done in a limited time in the same way, which hinders my abilities. I do like to take my time figuring out new ways to do the task; work would not be monotonous. However, this is impossible with our HOD’s thoughts and demands” (interviewee 6).
Data from the survey confirms these results. The mean of the inspirational motivation items was of 1.36 (SD = 0.8). In fact, only 7.69% of respondents had a rate above 3 on this dimension. In the meeting, even though the HOD highlighted the importance of teachers’ work, it was only to remind them of the importance of being prepared and on time. No vision was communicated either explicitly or implicitly.

As for Intellectual Stimulation, the mean of the items was of 1.57 (SD = 0.69). Further, none of the teachers gave a rate of 3 or above (highest rate = 2.75). Teachers did not feel empowered or that their input had any influence. They stated that she sometimes asks them about their opinions, yet, she never considers them if they do not conform to her thoughts. One teacher said:

“She asks for our opinions but it is always her suggestions that are taken into consideration. Most of the time, she doesn’t even bother to convince us with the importance of the task she is doing. I feel that she does the meeting to inform us of what has to be done and in what way. We do not really have an input, but she asks us claiming that our ideas are important” (interviewee 4).

Interviewees clarified that her disregard of their opinions is a result of her fear of change. She feels comfortable with keeping the division’s condition as it is. If a problem arises, solution comes from the school guides or she refers back to higher management. Hence, collaboration and sharing ideas is not observed or practiced. During the meeting, teachers’ participation was minimal. Teachers did not see the importance of their participations, since they thought that the HOD conveys pre-taken decisions.
Lastly, teachers rated her the lowest on the Individualized Consideration dimension. The mean of the items referring to this dimension was of 0.92 out of 4 (SD = 0.46) and the highest rate was of 1.5 points. In the interviews, all three teachers mentioned that their HOD is not supportive. In fact, the term “not supportive” was repeated 7 times throughout the three interviews. She criticizes their work, yet never helps or guides them to find alternatives. They did not see her as a mentor or a coach who personalizes her treatment according to the skills and needs of each.

Teachers believed that the main goal of the HOD is task accomplishment on time; she does not recognize any reason as valid for them not to be punctual. She believes that assigning tasks ahead of time is sufficient for teachers to be able to manage their time. Interviewees expressed that the quality of tasks is not a main concern for the HOD, as long as school higher management and parents are satisfied. She does not encourage them to pursue higher education; instead, she sees it as a threat to her. This is explicitly detected in one of the participants’ statements:

“She might try to sound as if she’s interested but I never feel that she really cares. I was trying to submit an application to pursue my master’s degree throughout the year. She was not pleased, and did not agree that I skip few sessions in order to do the required tests. So, I ended up claiming that I am sick and getting a falsified report from a doctor. After all, it is my right to improve. I guess she doesn’t like anyone learning fearing that we might be better than her” (Interviewee 4).

During the meeting, the relationship between the HOD and teachers seemed to be very formal. She thanked them at the beginning of the meeting for their efforts,
nevertheless, she highlighted all drawbacks in the teachers’ performance in tasks not related to teaching such as cleanliness of class, attending to duties on time, among others. She did not agree on modifying attendance time for a teacher who was not able to make it earlier for family reasons and asked her to manage it.

Table 3 below represents detailed quantitative results describing school 2 teachers’ perceptions regarding their HOD transformational leadership.

Table 3: Statistical results describing school 2 teachers' perceptions regarding their HOD transformational leadership

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Mean of items</th>
<th>Standard Deviation</th>
<th>Minimum score</th>
<th>Maximum score</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized behavior</td>
<td>1.40</td>
<td>0.73</td>
<td>0.50</td>
<td>2.50</td>
<td>0.75</td>
</tr>
<tr>
<td>Idealized attribute</td>
<td>1.00</td>
<td>0.69</td>
<td>0.00</td>
<td>2.25</td>
<td>1.00</td>
</tr>
<tr>
<td>Inspirational motivation</td>
<td>1.36</td>
<td>0.80</td>
<td>0.00</td>
<td>3.00</td>
<td>1.25</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td>1.57</td>
<td>0.69</td>
<td>0.50</td>
<td>2.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Individualized consideration</td>
<td>0.92</td>
<td>0.46</td>
<td>0.25</td>
<td>1.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Based on the results above, HOD 1 was perceived as more transformational than the norm while HOD 2 as less transformational than the norm.

4.1.2 Transactional leadership

HOD 1 scored in the survey higher than the norm in the contingent reward dimension according to 81.25% of the teachers. The mean of items related to this dimension was of 3.32 (SD = 0.44). Therefore, according to MLQ, she is considered more transactional than the norm in the contingent reward dimension. Teachers stated that the HOD praises their work and shows appreciation when they take initiative or are innovative
and creative in the strategies adopted when teaching and dealing with students. The following selections illustrate the idea:

“Her appreciation through giving us compliments and feedbacks whenever we take initiative, apply extra effort or help each other without being asked” (interviewee 1).

“Work is praised when it has been consistent and well done, and it can be shown through a simple thank you or words of appreciation. Sometimes, we get a thank you letter for the effort that we are putting; the HOD usually gives such letters in exchange for steady and reliable effort” (interviewee 2).

“She highly appreciates classroom innovation in all of its forms like adopting new teaching strategies especially when technology is included. She also praises work when using non-traditional ways in dealing with students’ misbehaviors or failures” (interviewee 1).

Moreover, interviewees stated several times that she provides them with constructive feedback on their performance. They explained that she is proactive and always ready to offer help and support when needed in exchange for task execution. Interviewee 3 illustrated the idea through saying:

“I remember when I first came into the school, it was my first teaching experience, we used to have mini-meetings to discuss issues I am facing in class. She also asked one of the experienced teacher to be my mentor and discuss with me any subject related issue.”
Similarly, one of the interviewees stated that the HOD communicates and notifies higher management about their work, and that affects whether or not they receive any bonuses.

Therefore, HOD 1 is transactional since she relies on rewards such as praises highlighting positive accomplishments to motivate and support teachers.

On the other hand, she is seen as less transactional than the norm in the management by exception-Active dimension according to 56.5% of teachers. The mean of the items related to this dimension was of 2.84 (SD = 0.15). None of the interviewees thought that the leader monitors their work closely and takes measures throughout the implementation process. Instead, she trusts the teachers and their ability to perform tasks. One of the interviewees said:

“She doesn’t look over her shoulder every few minutes. She never listens over the doors for what is happening inside, nor ask learners or parents. She trusts us all to be able to deliver the required information in the proper way. Whenever we face problems, she is there to support. If she knew that any of us was facing complications, she discusses the issue with the concerned person without taking corrective measures” (Interviewee 6).

Table 4 below represents detailed quantitative results describing school 1 teachers’ perceptions regarding their HOD transactional leadership
Table 4: Statistical results describing school 1 teachers' perceptions regarding their HOD transactional leadership

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Mean of items</th>
<th>Standard Deviation</th>
<th>minimum score</th>
<th>Maximum score</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent rewards</td>
<td>3.32</td>
<td>0.44</td>
<td>2.5</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Management by Exception – Active</td>
<td>2.84</td>
<td>0.15</td>
<td>2.5</td>
<td>3</td>
<td>2.75</td>
</tr>
</tbody>
</table>

As for the HOD 2, she was considered more transactional than the norm in both related dimensions. Only 6% of teachers gave her a rating lower than the norm (1.25) in the management by exception-Active dimension. Interviewees specified that the HOD is always clear when it comes to task requirements, expected outcomes, due dates, and mode of work. She also highlights and clarifies rewards and penalties that they will get upon achievement or failure of execution of the task. For example, if they submit grades before the due date, they will get a day off (Interviewee 5). During the observation, I noticed that for every task, there are consequences that can be positive or negative. For instance, if teachers do not make sure classes are clean then measures will be taken.

Interviewees also mentioned that the HOD pays attention to mistakes, misdeeds, and deviations from norms. She is always monitoring the task execution phase and whenever she sees that a teacher is not meeting the standard, a plan of action will arise ensuring that the teacher stays on the track requested by the HOD (Interviewee 4; Interviewee 5).

Table 5 below represents detailed quantitative results describing school 2 teachers’ perceptions regarding their HOD transactional leadership.
Table 5: Statistical results describing school 2 teachers' perceptions regarding their HOD transactional leadership

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Mean of items</th>
<th>Standard Deviation</th>
<th>Minimum score</th>
<th>Maximum score</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingent rewards</td>
<td>3.28</td>
<td>0.88</td>
<td>0.75</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Management by Exception – Active</td>
<td>3.13</td>
<td>0.71</td>
<td>1.25</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### 4.1.3 Passive Avoidant

None of the teachers rated any of the HODs as passive avoidant. HOD 1 scored less than the norm in both management by exception-Passive and laissez faire dimensions. The means of the items related to each dimension were of 0.51 out of 4 (SD = 0.55) and 0.43 out of 4 (SD = 0.52), respectively. Both the interviews and the observation showed that she is never careless and passive. On the contrary, she is always present and makes sure goals and vision are accomplished in a relaxing and joyful environment.

Also, HOD 1 scored less than the norm in both dimensions according to most of the teachers. In fact, 3.08% of teachers rated the HOD as more passive avoidant than the norm on management by exception-passive while 7.69% of them rated her as passive avoidant on the laissez faire dimension. The mean of the items related to management by exception-passive was of 1.84 (SD = 1.23), while the mean of the items related to laissez faire was of 1.86 (SD= 0.6). According to interviews and observation, the HOD is never avoidant, on the contrary, she tries to stay in control and monitor closely all work performed by teachers.
Tables 6 and 7 below represents detailed quantitative results describing school 2 teachers’ perceptions regarding their HOD passive avoidant leadership

Table 6: Statistical results describing school 1 teachers' perceptions regarding their HOD passive avoidant leadership

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Mean of items</th>
<th>Standard Deviation</th>
<th>Minimum score</th>
<th>Maximum score</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management by exception – passive</td>
<td>0.51</td>
<td>0.55</td>
<td>0</td>
<td>2</td>
<td>0.25</td>
</tr>
<tr>
<td>Laissez Faire</td>
<td>0.43</td>
<td>0.52</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 7: Statistical results describing school 2 teachers' perceptions regarding their HOD passive avoidant leadership

<table>
<thead>
<tr>
<th>Leadership Dimension</th>
<th>Mean of items</th>
<th>Standard Deviation</th>
<th>Minimum score</th>
<th>Maximum score</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management by exception – passive</td>
<td>1.84</td>
<td>1.23</td>
<td>0.25</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Laissez Faire</td>
<td>1.86</td>
<td>0.6</td>
<td>0.75</td>
<td>3.25</td>
<td>2</td>
</tr>
</tbody>
</table>

4.1.4 Summary

In general, HOD 1 is seen as a role model that teachers look up to. Teachers perceived her as a proactive leader, who trusts the teachers and believes they have the abilities to achieve the tasks requested from them. She encourages them to develop their professional skills in all different means and asks them to share their knowledge with others so that all can benefit. She involves teachers in decision-making through asking for their suggestions; she also tries to implement their suggestions when appropriate. She provides rewards, mainly as positive feedback, for efforts put in the task and upon its
completion. Hence, HOD 1 is seen as being a mix of both transformational and transactional leadership style, since other demonstrating transformational behaviors, she also uses rewards as a way to motivate teachers.

As for HOD 2, her relation with the teachers is formal based on structured procedures, guidelines and rules. She was seen by the teachers as good at following rules closely and doing things that please the school’s higher management. She was also perceived to be afraid of change and in favor of maintaining the status-quo. In fact, the HOD 2 was viewed as strict and inflexible when dealing with teachers, unwelcoming of new ideas and suggestions, and not supportive and encouraging of teachers’ professional development. Accordingly, HOD 2 did not show transformational leadership behaviors, yet, she is seen as more transactional than the norm in both contingent rewards and management by exception-active constructs.

4.2 Teachers’ perceptions of their motivation kind

4.2.1 Autonomous motivation

Quantitative results showed that teachers working in school 1 were autonomously motivated and scored higher than 5 on both constructs intrinsic motivation and identified regulation for each of the 6 tasks that are class preparation, teaching, evaluation of students, classroom management, administrative work and complementary tasks. The mean of the items representing each of the constructs for all tasks were 5.7 out of 7 (SD = 0.51) for intrinsic motivation and 6.58 out of 7 (SD = 0.2) for identified regulation. Refer to figures 2 and 3 below for details regarding each task. In particular, all teachers thought that they are intrinsically motivated when it comes to class preparation (Mean of items is
5.83). One of the interviewees explained that she prepares for the class since it makes the job more exciting and stimulating. The following quote reflects her motivation “when preparing, I always look for new strategies for delivering the information like PowerPoint presentations and hands on application. I never present the same material in the same way. This makes teaching more interesting and enjoyable” (interviewee 1).

In addition, 75% of teachers rated themselves as intrinsically motivated for teaching, evaluation of students and classroom management. Teachers in the interviews stated this when they expressed their excitement and enthusiasm for being in the classroom and dealing with learners. In fact, 93.25% of teachers thought the same for complementary tasks and administrative tasks. For instance, one of the interviewees stated that she enjoys learning new things through attending workshops and then sharing the knowledge with her colleagues or applying them in the class. Teachers were ready to participate in extra-curricular activities even when they are not related to their teaching subjects just for pleasure and fulfillment. The feelings of belonging and satisfaction were dominant among teachers working in the division. In the observation, it was clear how involved teachers are through their participation and active input throughout the topics.

Moreover, teachers scored the highest rates for items referring to identified regulation in all the tasks. All teachers scored higher than 5 in this construct with the lowest rate being 5 points. All interviewees related their motivation to their success, development and progress at work. One teacher articulated the notion through stating that “when I get the opportunity to enhance and develop my abilities, I start enjoying and loving my work” (Interviewee 3). In addition, they thought that the success of learners depends on their work and this has a great impact on their motivation. The following
quotations from interviews shows how much teachers value their work and believe in its effect on learner achievement.

“My work is very useful for my students” (interviewee 1).

“I know how much kids get affected by our work, I believe that they gain knowledge and get motivated in class because of what I do” (interviewee 2).

“Learners’ accomplishments is rewarding. When you see that all the efforts that you exerted affected learners positively, you feel satisfied” (interviewee 1)

Figure 2 shows the average of items representing intrinsic motivation construct of each of the six tasks as rated by the respondents from school 1.

![Figure 2: Mean of intrinsic motivation construct items of each task as scored by respondent from school 1](image)

Figure 3 shows the average of items representing identified regulation construct of each of the six tasks as rated by the respondents from school 1.
Figure 3: Mean of identified regulation construct items of each task as scored by respondent from school 1

As for teachers working in school 2, they did not see themselves as autonomously motivated. In fact, the mean of the items representing each of the constructs for all tasks was of 1.25 (SD = 0.08) for intrinsic motivation and 2.13 (SD = 0.21) for identified regulation. During the observation, teachers did not show any interest in the topics being discussed as they rarely participated throughout the meeting. Four teachers were not involved at all, and one of them was correcting papers which is a task not related to the meeting. According to the interviewees, they did not feel that they fit in. They do not enjoy teaching since they cannot lead their own classrooms and their HOD is always in control. They did not see the need for updating their techniques and strategies.

Figure 4 shows the average of the items representing intrinsic motivation construct of each of the six tasks as rated by the respondents from school 2.
Figure 4: Mean of intrinsic motivation construct items of each task as scored by respondent from school 2

Figure 5 shows the average of the items representing identified regulation construct of each of the six tasks as rated by the respondents from school 2.

Figure 5: Mean of identified regulation construct items of each task as scored by respondent from school 2
4.2.2 Controlled motivation

Data collected from school 1 showed that teachers scored themselves low on controlled motivation. The mean of the items representing controlled motivation constructs is of 2.6 out of 7. The mean of the items representing introjected regulation was of 3.23 (SD = 0.44) while that representing external motivation was of 2.66 (SD = 0.29). Only 6% of teachers reported that they are extrinsically motivated through introjected regulation for their participation in complementary tasks and for the evaluation of students, while 18.75% thought the same for classroom management. None of the interviewees stated that they perform a certain task because of guilt feelings; instead, they mentioned that there is always an inner driving force stimulating their work.

Figure 6 shows the average of the items representing introjected regulation construct of each of the six tasks as rated by the respondents from school 1.

![Figure 6: Mean of introjected regulation construct items of each task as scored by respondent from school 1](image)
Figure 7 shows the average of the items representing external regulation construct of each of the six tasks as rated by the respondents from school 1.

![Bar Chart](image)

Figure 7: Mean of external regulation construct items of each task as scored by respondent from school 1

Even though all teachers stated that they are not motivated through external regulation in the questionnaires, data collected from the interviews revealed different information. Interviewed teachers thought that their motivation was highly affected by the feeling that their HOD and higher management appreciate their work. Parents’ and learners’ appreciation and satisfaction also affected the teachers’ motivation to accomplish the required tasks. The word “appreciation” was mentioned 12 times in the three interviews. As for bonuses, interviewees stated that they do get bonuses based on their work, yet such bonuses are not related to a specific task. Therefore, the teachers did not accomplish tasks in order to receive the extras.

Teachers from school 2 rated themselves as highly motivated through introjected regulation in teaching, evaluation of students, classroom management with the means of the items representing introjected regulation for those tasks being of 5.02 (SD =0.78), 5.08 (SD = 0.87) and 5.05 (SD = 1.15), respectively. Interviewed teachers expressed that they work hard to perform tasks related to students as they would have a sense of guilt or blame
if the students fail. The following quotations best describe the teachers’ thoughts from school 2:

“I feel that those kids are my responsibility. I cannot stand the guilt feeling if I was not able to manage my classroom well, in a way that learners end up not understanding the lesson” (interviewee 5).

“Teaching is my main concern at school. I cannot handle the guilt feeling if I was not able to deliver the idea to learners correctly” (interviewee 6).

“It is my duty to teach well, manage my classroom, correct on time, and provide supplement explanation and exercises. Otherwise, I will not be a good teacher” (interviewee 6).

Teachers from school 2 did not feel motivated through introjected regulation when it comes to preparation, administrative and complementary tasks. The means of the items representing them were 1.87 out of 7 (SD=0.39), 2.51 out of 7 (SD = 1.43) and 2.48 out of 7 (SD = 1.16), respectively. Interviewed teachers thought that any task unrelated to students directly is not mandatory and felt that they did not need to do it unless they are forced to. According to them, those tasks are a waste of time and they would rather work on class materials.

Figure 8 presents the average of the items representing introjected regulation construct of each of the six tasks as rated by the respondents from school 2.
As for motivation through external regulation, teachers from school 2 rated themselves as motivated in all tasks except for teaching in which the mean is of 4.71 out of 7 (SD = 1.04). The means for the items related to external regulation for the other tasks were as following: 6.28 (SD = 1.01) for class preparation, 6.20 (SD = 1.39) for evaluation of students, 6.20 (SD = 1.04) for classroom management, 6.35 (SD = 1.60) for administrative tasks and 5.28 (SD = 2.34) for complementary tasks. The means are out of 7 points. In the interviews, teachers’ expressed that several tasks performed are externally controlled. They are completed in order to get bonuses, recognition or for fear of penalties. Some quotations demonstrating the matter are:

“I work hard for to make sure that all students will pass. The HOD always tends to blame us when they fail. It’s a dilemma that I do not like to go through” (interviewee 4).

“We definitely need a bonus, otherwise what might motivate us to work in such conditions?” (interviewee 4).
“When learners perform well, work is praised. There are many ways, most of the time, she thanks us for doing the work. Sometimes, when she is satisfied with my work for a certain period of time, she asks higher management for a bonus” (interviewee 5).

Figure 9 presents means of the items of external regulation construct as scored by school 2’s respondents.

![Bar chart showing means of external regulation construct items](image)

Figure 9: Mean of external regulation construct items of each task as scored by respondent from school 2

Therefore, teachers in school 1 scored higher on autonomous motivation in comparison to those from school 2. Furthermore, teachers in school 2 scored higher on motivation through controlled means than those in school 1.

4.3 Conclusion

This chapter presented findings addressing the first research question regarding teachers’ perceptions of their HOD leadership style and the second research question regarding teachers’ perceptions of their motivation. Results from each used instrument were presented and compared. In short, school 1 teachers perceived their HOD to be more transformational than the norm and more transactional than the norm in the
contingent reward dimension, while school 2 teachers perceived their HOD to be more transactional than the norm in the contingent reward and management by exception-Active dimensions. As for their motivation, school 1 teachers perceived themselves as autonomously and externally motivated, while school 2 teachers perceived themselves to be motivated through controlled means. These results are discussed in the following chapter.
Chapter 5

Discussion

This chapter’s purpose is to discuss the teachers’ perceptions of how the leadership style and behaviors of their HOD affect their motivation. As discussed in preceding chapters, this study is based on the full range model of leadership, which differentiates between transactional and transformational leadership styles, and on self-determination theory that distinguishes between autonomous and controlled motivation.

In this chapter, an examination of how the leadership behaviors of HODs influence the teachers’ motivation will be undertaken. It provides a discussion of the results showing the effects of transformational and transactional leadership styles of HODs on the teachers’ autonomous and controlled motivation. The chapter is divided into three sections: section 1 discusses teachers’ perceptions on the effect of high leadership behaviors, whether transformational or transactional, on their motivation, section 2 discusses the effect of HOD 1 leadership behaviors on the teachers’ motivation and section 3 discusses the effect of school HOD 2 leadership behaviors on the teachers’ motivation.

5.1 Effect of leadership behaviors on motivation

According to this study, teachers perceive themselves as motivated whether the HOD is seen as more transactional or transformational than the norm. This result conforms with previous studies showing that principals with high leadership behaviors, whether transformational or transactional, motivate their teachers more than those showing low leadership behaviors, which is related to laissez faire leadership (George & Sabhapathy, 2010; Gopal, & Chowdhury, 2014). Even though teachers are motivated when they
perceive that their leader is showing high leadership behaviors in either transformational or transactional kind, yet, the type of motivation driving them to work differs according to the leadership style of the HOD and to the nature of the task.

5.2 Effect of HOD 1 leadership behaviors on teachers’ motivation

HOD 1 showed transformational leadership behaviors. Teachers perceive her as a role model that they look up to because of her character and behaviors (Bono & Judge, 2004). She persuades and influences them by the vision that she embraces for the division, which is harmonious with that of the school, yet customized for the division. This is reflected by teachers’ hard work to accomplish the goals that conform to that vision (Antonakis et al., 2003). This HOD empowers her teachers through pushing them to suggest ideas that she takes into consideration (Kelly, 2003). In addition, teachers see her as a mentor who guides and supports their development to reach their full potential (Simic, 1998). She does it through her suggestions of workshops for them to attend, books for them to read or her encouragement for them to pursue higher education. Her behavior with teachers is customized according to the need and situation of each.

In addition to scoring higher than the norm on transformational leadership, the HOD was also rated as transactional only in the contingent reward dimension. Previous research has shown that transactional and transformational leadership must not be seen on opposite ends of a scale, rather they constitute a continuum where transformational characteristics buildup on transactional characteristics (Lowe et al., 1996; Judge & Piccolo, 2004). Therefore, a leader can show both transformational and transactional leadership features at the same time (Lowe et al., 1996) and as such, transformational
leadership amplifies and supplements transactional leadership (Chan & Chan, 2005; MacKenzie et al., 2001).

In school 1, teachers working with the HOD classified themselves as autonomously motivated towards all different work tasks through intrinsic motivation and identified regulation of extrinsic motivation. Most of the teachers seemed to be interested in working hard to accomplish tasks for more excitement and delight at work. They also thought that they work to augment their feelings of pride and their sense of accomplishment at work. An individual accomplishing work for such purposes is a self-determined person, since those reasons can only be achieved when autonomy, relatedness and competence basic needs are fulfilled (Ryan & Deci, 2000). The need for performing tasks in a suitable way is related to the self.

Based on this study, the teachers perceived that transformational leadership that resorts to contingent rewards positively affects autonomous motivation. Teachers rated the HOD as exhibiting transformational leadership behaviors and contingent rewards higher than the norm, and themselves as autonomously motivated in all different tasks studied. Even though teachers’ rates on the questionnaires did not reflect their motivation through controlled means, interviews revealed otherwise. According to those latter, teachers are motivated extrinsically by external regulation such as the feedback from their HOD or by parents’ and school management appreciation. The teachers did not score themselves as externally motivated in the questionnaire maybe because the items representing external regulation reflect performance of tasks as an obligation or to receive money in exchange. Whereas throughout the interviews, they stated that they are motivated through positive rewards like praises highlighting positive accomplishments.
constructive feedback and support when needed in the execution of required tasks, which are considered as external rewards.

5.2.1 Transformational leadership and autonomous motivation

According to this study, results showed that when the leader scored higher than the norm in all dimensions of transformational leadership, teachers working with her saw themselves as autonomously motivated. Results mimic those of the study conducted by Eyal and Roth (2011) which showed a positive relation between transformational leadership and autonomous motivation.

As the results of this study show, transformational leadership features have been related to autonomous motivation in research and theory (Lynn, 2012). The individualized consideration dimension indicates that the leader focuses on recognizing needs of each subordinate and guides them to develop their full potential (Antonakis et al., 2003; Avolio & Bass, 2004). Consequently, a leader that supports his/her followers’ autonomy would coach and mentor them in order to meet their needs. The manager also recognizes the followers’ views (Baard, Deci & Ryan, 2004). HOD 1 customizes tasks, requirements and due dates to suit the needs and capacities of each teacher. Moreover, she is always there to support, encourage and make sure teachers are coping and have all their needs to be able to expand and develop their skills. This was reflected positively on the teachers’ autonomous motivation, noting that teachers saw those acts as a boost to their motivation and highlighted that she provides them the desirable environment for work.

Intellectual stimulation is another essential element of transformational leadership, which implies that the leader encourages followers to question the common methods used
in problem solving and inspires them to try and adopt new creative ways (Antonakis et al., 2003; Avolio & Bass, 2004). Similarly, SDT researchers highlight that the leadership behaviors that support the autonomy of the employees (such as allowing subordinates to take some decisions when it comes to tasks and achievements) support and enhance the teachers’ autonomous motivation (Baard et al., 2004). This relation between intellectual stimulation and autonomous motivation is observed in this study’s findings. In fact, HOD 1 ensures that all teachers contribute through sharing their ideas regarding the discussed topic. Those ideas are taken into consideration and applied when suitable. Moreover, whenever teachers face difficulties, the HOD is always present to support them and back them up and always encourages and pushes them to make their own decisions.

Furthermore, a transformational leader emphasizes and directs followers’ attention on long-term aims and objectives of the organization, in this case, of the division, and introduces a higher sense of self-determination. Therefore, followers adopt and accept the values that the leader advocates for and eventually perceive work requirements as harmonious according to their personal self-perceptions (Bono & Judge, 2003, Dvir, Eden, Avolio & Shamir, 2002). Teachers’ working with HOD 1 have endorsed her vision and accepted it as their own. Therefore, they all aim to achieve the same purposes each in her own field. According to interviewed teachers, the HOD’s main objective is to develop the learners’ skills and abilities holistically. They added that since teachers are convinced and supported, they work hard to achieve that goal through being innovative in their classrooms and when dealing with learners mainly. According to them, she always helps and supports them to pursue higher education and attend workshops.

Actually, transformational leaders, as school 1’s HOD, promote the fulfillment and satisfaction of the three main psychological needs of the followers, which are autonomy,
relatedness and competence as per the self-determination theory (Gagne & Deci, 2005; Deci & Ryan, 2000; Bass & Riggio, 2006). Teachers feel autonomous since the HOD empowers them through allowing them to take their own decisions when possible, mainly in their classroom work and relation with learners. Consequently, teachers working with her feel that they are capable of performing tasks such as planning, executing activities and sessions, and applying corrective measures to alter learners’ behaviors. Moreover, teachers credit her for the positive and constructive environment they have in the division as they highlighted the effect of her positive vibes, constructive feedback and spirit of unity where all teachers cooperate and bond together. When the leader appreciates and acknowledges the followers’ views and encourages their self-initiation, he/she is supporting their autonomy (Deci et al., 1994).

5.2.2 Transformational leadership and Controlled motivation

Individuals are externally motivated when they complete a task in order to gain a reward or to avoid a penalty (Ryan & Deci, 2000). In this study, school 1 teachers are motivated through external regulation besides being autonomously motivated. Even though literature and previous research mainly correlated transformational leadership to autonomous motivation (Bono & Judge, 2003; Eyal & Roth, 2011), external motivation can be useful for recognizing and appreciating followers process of work, effort, perseverance and achievement of goals. Interviewed teachers highlighted how the HOD’s appreciation and recognition of their work, encouraged them to be more innovative, creative and committed to their work. They felt more competent because she appreciated all exerted efforts and highlighted their accomplishments. Actually, some researchers acknowledge that external rewards are a main component of transformational leadership
(Judge & Piccolo, 2004; Bass, 1998). In addition, behaviors implemented by transformational leaders take place along with other behaviors in which the leaders set expectations for followers and provide rewards based on their performance (Judge & Piccolo, 2004).

5.2.3 Transactional leadership and autonomous motivation

Results of this study showed that HOD 1 did not only score higher than the norm in transformational leadership, but also in contingent rewards of transactional leadership. When transformational leadership is coupled with contingent-rewards, the effects are positive on autonomous motivation.

In the case of school 1, all interviewees confirmed that they feel they belong to the division and they have a positive, relaxing and encouraging interrelationship with the HOD in work and personal related issues. None of the teachers mentioned that she works in a controlling environment. In fact, scholars argue that when rewards are provided as an exchange for task performance in an informational context, autonomous motivation increases in comparison to no-rewards provided, whereas it decreases when the same rewards are proposed in a controlled context (Deci & Ryan, 1985; Ryan, Mims & Koestner, 1983).

Furthermore, teachers highlighted the effect of praise and positive feedback that their HOD offers on their motivation. They stated that she appreciates any extra effort and initiative they take. This was also seen in the meeting observation where the HOD praised some teachers for different exclusive acts and deeds they performed. According to theory, praise and feedback that support “proactive engagement” and “initiative” enhance the
individual’s competence and autonomy (Stone, Deci & Ryan, 2009, p.12). Competence is one of the three basic needs required for the individual’s motivation to be self-determined (Deci et al., 1991).

Previous studies showed that in transactional leadership, the leader sets clear conditions and expectations for the followers to obtain results (Avolio & Bass, 2004). However, in the case of teachers in school 1, one can argue that contingent rewards in the form of financial bonuses might enhance autonomous motivation since the teachers do not get any bonuses upon achieving a specific task. Instead, they receive bonuses based on their long-term commitment, hard work and enthusiasm toward their tasks.

5.3 Effect of HOD 2 leadership behaviors on teachers’ motivation

HOD 2 was perceived to be more transactional than the norm in both the contingent rewards and the management by exception-active dimensions. Before teachers engage in a required task, the HOD clarifies the requirements and rewards/penalties upon performing or not performing tasks appropriately in a timely manner (Lai, 2011; Bass et al., 2003). Moreover, she monitors the process that followers adopt when performing a task and provides them with feedbacks and recommendations to stay on task (Judge & Piccolo, 2004; Antonakis et al., 2003). However, she is rated as less transactional than the norm in management by exception-passive. None of the interviewees claimed that she waits for problems to occur for her to take action (Antonakis et al., 2003; Judge & Piccolo, 2004). Instead, she controls all the tasks occurring in her division.

Teachers working in school 2 classified themselves as more motivated through controlled means. In particular, they classified themselves as highly motivated through introjected regulation for teaching, evaluation of students and classroom management
tasks. They perform such tasks to escape the feeling of guilt and self-blame in case of failure of their students (Ryan & Deci, 2000). However, they are not motivated similarly for preparation, administrative and complementary tasks. Instead, they are motivated through external regulation for all tasks except for teaching. They perform the tasks for receiving a compensation.

Results of this study show that teachers perceived that transactional leadership in its contingent rewards and management by exception-active dimensions positively affects controlled motivation. In particular, it positively affects motivation by external regulation to most tasks (e.g. class preparation, evaluation of students, classroom management, administrative tasks and complementary tasks) and motivation by introjected regulation to teaching, evaluation of students and classroom management only.

5.3.1 Transactional leadership and controlled motivation

Results of this study showed that transactional leadership in both its contingent rewards and management by exception-active dimensions positively affects controlled motivation in both its external and introjected regulation dimensions. In fact, transactional leadership relates to controlled motivation in its characteristics and features. Contingent rewards mainly implies positive feedback and reinforcement while Management by Exception-Active is based on close follow up on followers’ in order to find deviations from guidelines and principles for correction. Both conform to the characteristics of controlled motivation (Vansteekiste et al., 2008; Deci & Ryan, 2000). The HOD of school 2 closely monitors and follows up on teachers’ work making sure that they are all doing the required task according to her requests and guidelines. When a teacher makes an error or deviates from her preset strategy, she prepares a plan of action to follow. This indicates
that the HOD governs and manages all the work done and does not leave a space for the teachers’ personal input.

In parallel, contingent reward is concerned with giving extrinsic rewards to motivate the completion of a task (Burns, 1978). Even though contingent reward relates to controlled motivation according to their features, no previous research showing this relation was found. All studies mainly focus on the relation between contingent reward and autonomous motivation, in particular intrinsic motivation. However, according to the data collected by the interviews and meeting observations, I can argue that if the leader presets the rewards that followers will receive upon the completion of their tasks according to his/her requirements, subordinates would end up doing the chore for the sake of the reward, especially if the prescribed condition happens in all situations. Consequently, the individual’s extrinsic aims exceed the intrinsic motivation that the individual had previously, which leads to the un-fulfillment of basic needs needed to internalize motivation (Deci & Ryan, 2000).

In this study, even though teachers saw themselves as motivated by external regulation to all tasks with the exception of teaching, they only perceived themselves as motivated through introjected regulation toward tasks that are related to the students that they teach, their evaluation and towards classroom management. Accordingly, when learners did not pass their assessments, teachers felt guilty and blamed themselves. They saw that it is their duty to educate learners and if all learners pass, they will be labeled as good teachers, which promotes their self-flattery. Therefore, in this case, rewards and sanctions are coming from their self (Deci et al., 1991). The leader affects the teachers’ introjected motivation, through emphasizing the profile of a good teacher based on her views. Teachers, on the other hand, were not motivated toward tasks related to self-
development, paperwork and administration. According to them, tasks not related to students should not exist. One explanation of those results might be that such tasks do not show any effect on teacher’s labeling as good or bad in the short term.

5.3.2 **Transactional leadership and autonomous motivation**

Results of this study showed that when teachers perceived their leader’s behaviors as more transactional than the norm, they considered themselves as controlled. Teachers perform the tasks according to the demands and needs of the HOD who is the leader. Deci and Ryan (2002) argue that controlling people will lead followers to feel pressured throughout the work through requiring them to act in specific ways.

In previous parts, contingent rewards related positively to autonomous motivation if the rewards were linked to performance and administered in an informational context. However, if the same rewards were provided in a controlling context, they undermined the intrinsic motivation (Ryan et al., 1983). This reflects the case of school 2 where teachers perceived that the HOD tries to be in control of everything happening in the division.

This study shows that when the leader’s behaviors conform to the characteristics of management by exception-active, followers are not autonomously motivated. A study conducted by Hetland, Hetland, Andreassen, Pallesin and Notelaers (2011) revealed that when a leader actively monitors subordinates’ work looking for mistakes, he/she undermines the fulfillment of the needs required for autonomy.

5.4 **Summary**

Transformational leadership in all of its dimensions positively affects autonomous motivation and external regulation of extrinsic motivation through which leaders
appreciate and praise subordinates’ efforts and goal achievement. Further, contingent rewards leadership has some controlling factors and other autonomy supportive factors when coupled with transformational leadership features. Finally, management by exception-active positively affects controlled motivation, however, it does not affect autonomous motivation.
Chapter 6
Conclusion

This chapter summarizes the study’s findings and aims, indicates its limitations, specifies implications for practice and future research suggestions.

6.1 Summary of the study

The main objective of this study was to investigate the effect of the HOD’s leadership style on the teachers’ motivation. Data was collected using three instruments: questionnaires filled by teachers, interviews conducted by a sample of three teachers from each of the two schools, and meeting observations. According to this study, transformational leadership that is coupled with contingent rewards enhances autonomous motivation, as well as external regulation of controlled motivation only. Whereas, transactional leadership enhances controlled motivation with some exceptions.

Teachers perceived themselves as motivated through external regulation to all tasks except for teaching, while they were only motivated to tasks directly related to students through introjected regulation.

6.2 Limitations of the study

The study has many limitations. First, the limited number of participants restricts attempts to generalizability of the results, noting that the study is conducted in one division in each of two schools only. However, having chosen a case study design, which is limited to a specific situation as viewed by particular individuals, questions of generalizability and external validity become less crucial.
Second, the study is based on teachers’ perception, which are subjective and it may be that their perceptions are affected by variables that were not examined in the study. It should be noted that the researcher chose two sister schools where teachers are subject to same rules and expected to perform similar jobs.

Moreover, another limitation can be the inability of recording interviews. Consequently, I had to write down all ideas suggested by teachers, so some ideas might have not been recorded. Similarly, I could not record teachers’ body language since I had to write all answers while conducting the interviews.

6.3 Implications for practice

This study showed that both transformational and transactional leaders affect motivation, however differently. Transformational leadership coupled with the contingent reward dimension of transactional leadership improves autonomous motivation and external regulation of controlled motivation, whereas transactional leadership motivates followers in a controlled way. Teachers are only motivated through introjected regulation to tasks related to students. Based on these findings, schools are recommended to adopt and implement transformational leadership coupled with contingent rewards to ensure that teachers are motivated toward work tasks, knowing that this can positively affect the learners’ performance (MacNeil et al., 2009). In particular, teachers must be empowered through involving them in the decision making especially regarding decisions that can affect their daily work life. Moreover, the leader should also be concerned in building a good personal relationship with teachers through understanding their needs and the particular situation they are in. The leader should have a vision that he/she adopts and
convince teachers by it so they all strive to accomplish it. Trainings and workshops related to effective leadership behaviors must take place.

In short, teachers’ autonomous motivation is essential for learners’ success and satisfaction at work. This kind of motivation can be improved by the implementation of transformational leadership and contingent rewards through praise and positive feedback.

6.4 Suggestions for further Research

Though this study investigated in general the effect of the HOD’s leadership style on teachers’ motivation, there was not given much attention to how each dimension of leadership affects the kind and extent of motivation. Possible areas for future consideration is studying in particular the effect of each subscale of leadership on both autonomous and controlled motivation.

In addition, further research could explore more the impact of transactional leadership behaviors on different kinds of motivation noting that aside from the results of this study, few previous research have been done on the effect of transactional leadership on both controlled and autonomous motivation; all information are based on theory.
REFERENCES


Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: McREL.


APPENDICES

Appendix 1: Questionnaire – English Version

This is a research project and for this project, you will be asked to complete a questionnaire. This questionnaire aims to investigate the effect of leaders’ behaviors on reasons behind teachers’ engagement in their work tasks.

The research intends to abide by all commonly acknowledged ethical codes. Your participation is voluntary and you may withdraw from it anytime you wish. You agree to participate in this research project by filling the following questionnaire.

Your answers will not be released to anyone and your identity will remain anonymous. Your name will not be written on the questionnaire or be kept in any other records. All responses you provide for this study will remain confidential. When the results of the study are reported, you will not be identified by name or any other information that could be used to infer your identity. Only researcher will have access to view any data collected during this research.

Your participation in this study may take 20 – 30 minutes of your time. Please make sure your respond to every statement.

If you have any questions, you may contact Hanaa Younes (Phone number: 76-028068 – Email: hanaa.younes@lau.edu).

If you have any questions about your rights as a participant in this study, or you want to talk to someone outside the research, please contact the:
IRB Office,
Lebanese American University
3rd Floor, Dorm A, Byblos Campus
Tel: 00 961 1 786456 ext. (2546)

You participation is highly appreciated. Thank you for your time.
Part 1

Please put X in all appropriate boxes

Gender

- [ ] male
- [ ] female

Age

- [ ] 20 – 25
- [ ] 25 – 30
- [ ] 30 – 35
- [ ] 35 – 40
- [ ] above 40

Marital Status

- [ ] Single
- [ ] married
- [ ] divorced

Educational level

- [ ] BS/BA
- [ ] TD
- [ ] MS/MA
- [ ] PhD

Years of teaching experience

- [ ] 1 – 5 years
- [ ] 5 – 10 years
- [ ] more than 10 years

Class levels you teach

- [ ] KG
- [ ] LE
- [ ] UE
- [ ] Intermediate

Secondary

Subject (s) you teach

- [ ] Math
- [ ] Sciences
- [ ] Languages
- [ ] social
- [ ] others
This questionnaire is to describe the leadership style of your head of division as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

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<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
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*The Person I Am Rating...*

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<td>1</td>
<td>Provides me with assistance in exchange for my efforts</td>
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<td>2</td>
<td>Re-examines critical assumptions to question whether they are appropriate</td>
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<td>3</td>
<td>Fails to interfere until problems become serious</td>
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<td>4</td>
<td>Focuses attention on irregularities, mistakes, exceptions, and deviations from standards</td>
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<td>5</td>
<td>Avoids getting involved when important issues arise</td>
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Different reasons may explain why teachers engage in their work tasks. The following statements represent some of these reasons. Using the scale below, please indicate for each statement to what degree they correspond to one of the reasons for which you are doing the following work tasks.

**Why are you doing this work task?**

**CLASS PREPARATION**
(e.g., deciding on instruction topics and material, determining the presentation forms and sequences, and establishing the work procedure)

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1. Because it is pleasant to carry out this task. 1 2 3 4 5 6 7
2. I don’t know, I don’t always see the relevance of carrying out this task. 1 2 3 4 5 6 7
3. Because I like doing this task. 1 2 3 4 5 6 7
4. Because my work demands it. 1 2 3 4 5 6 7
5. Because I find this task important for the academic success of my students. 1 2 3 4 5 6 7
6. Because the school obliges me to do it. 1 2 3 4 5 6 7
7. I used to know why I was doing this task, but I don’t see the reason anymore. 1 2 3 4 5 6 7
8. Because it is important for me to carry out this task. 1 2 3 4 5 6 7
9. Because I find this task interesting to do. 1 2 3 4 5 6 7
10. I don’t know, sometimes I don’t see its purpose. 1 2 3 4 5 6 7
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<td>Because I would feel guilty not doing it.</td>
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<td>Because if I don’t carry out this task, I will feel bad.</td>
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<td>Because this task allows me to attain work objectives that I consider important.</td>
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<td>Because I’m paid to do it.</td>
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**Why are you doing this work task?**

**TEACHING**

(e.g., presenting instruction, answering questions, and listening to the students’ needs)

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<td>(e.g., constructing assessments and exams, correcting, entering marks, giving remarks to the parents)</td>
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11. Because I like doing this task. 1 2 3 4 5 6 7
12. I used to know why I was doing this task, but I don’t see the reason anymore. 1 2 3 4 5 6 7
13. I don’t know, I don’t always see the relevance of carrying out this task. 1 2 3 4 5 6 7
14. Because I’m paid to do it. 1 2 3 4 5 6 7
15. Because this task allows me to attain work objectives that I consider important. 1 2 3 4 5 6 7
7. Because I like doing this task. 
8. To not feel bad if I don’t do it. 
9. I used to know why I was doing this task, but I don’t see the reason anymore. 
10. Because I find this task important for the academic success of my students. 
11. Because if I don’t carry out this task, I will feel bad. 
12. Because this task allows me to attain work objectives that I consider important. 
13. I don’t know, I don’t always see the relevance of carrying out this task. 
14. Because my work demands it. 
15. Because it is important for me to carry out this task.

Why are you doing this work task?

CLASSROOM MANAGEMENT
(e.g., handling discipline, applying the rules, and managing students’ interruptions and conflicts)

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<td>(e.g., recording and transmitting absences, building disciplinary files, and participating in meetings with the parents and principals to study disciplinary cases, meetings with teachers, meetings with the administration, meetings with the union, and school assemblies)</td>
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<td>Because if I don’t carry out this task, I will feel bad.</td>
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<td>I don’t know, sometimes I don’t see its purpose.</td>
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<td>Because the school obliges me to do it.</td>
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<td>To not feel bad if I don’t do it.</td>
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<td></td>
<td>Because I find this task interesting to do.</td>
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<td></td>
<td>I used to know why I was doing this task, but I don’t see the reason anymore.</td>
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<td>Because I like doing this task.</td>
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<td></td>
<td>Because I’m paid to do it.</td>
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</tr>
<tr>
<td></td>
<td>Because I find this task important for the academic success of my students.</td>
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<td></td>
<td>Because my work demands it.</td>
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<td></td>
<td>I don’t know, I don’t always see the relevance of carrying out this task.</td>
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<td>1.</td>
<td>Because my work demands it.</td>
<td>1 2 3 4 5 6 7</td>
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<td>2.</td>
<td>I don’t know, sometimes I don’t see its purpose.</td>
<td>1 2 3 4 5 6 7</td>
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<td>3.</td>
<td>Because if I don’t carry out this task, I will feel bad.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>4.</td>
<td>Because I like doing this task.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>5.</td>
<td>Because I find this task important for the academic success of my students.</td>
<td>1 2 3 4 5 6 7</td>
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<td>6.</td>
<td>I used to know why I was doing this task, but I don’t see the reason anymore.</td>
<td>1 2 3 4 5 6 7</td>
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<td>7.</td>
<td>Because it is important for me to carry out this task.</td>
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<td>8.</td>
<td>Because I would feel guilty not doing it.</td>
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<td>9.</td>
<td>Because the school obliges me to do it.</td>
<td>1 2 3 4 5 6 7</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
<td>To not feel bad if I don’t do it.</td>
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<td>13.</td>
<td>Because this task allows me to attain work objectives that I consider important.</td>
<td>1 2 3 4 5 6 7</td>
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<td>14.</td>
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<td>1 2 3 4 5 6 7</td>
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<tr>
<td>15.</td>
<td>Because it is pleasant to carry out this task.</td>
<td>1 2 3 4 5 6 7</td>
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</table>
### Why are you doing this work task?

**COMPLEMENTARY TASKS**
(e.g., tutorial guidance, involvement in committees, extracurricular activities, continuous improvement training, and extra class monitoring)

<table>
<thead>
<tr>
<th>Does not correspond at all</th>
<th>Correspond very little</th>
<th>Correspond a little</th>
<th>Correspond moderately</th>
<th>Correspond strongly</th>
<th>Correspond very strongly</th>
<th>Correspond completely</th>
</tr>
</thead>
<tbody>
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<td>2</td>
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<td>7</td>
</tr>
</tbody>
</table>

1. Because it is important for me to carry out this task.  
2. Because I find this task important for the academic success of my students.  
3. I don’t know, sometimes I don’t see its purpose.  
4. Because if I don’t carry out this task, I will feel bad.  
5. I used to know why I was doing this task, but I don’t see the reason anymore.  
6. Because the school obliges me to do it.  
7. Because I like doing this task.  
8. Because I’m paid to do it.  
9. To not feel bad if I don’t do it.  
10. Because this task allows me to attain work objectives that I consider important.  
11. Because I would feel guilty not doing it.  
12. I don’t know, I don’t always see the relevance of carrying out this task.  
13. Because my work demands it.
<table>
<thead>
<tr>
<th></th>
<th>Because I find this task interesting to do.</th>
<th></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>Because it is pleasant to carry out this task.</td>
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<td>7</td>
</tr>
</tbody>
</table>
على الأسباب الكاملة وراء المعلمين والتي تدفعهم للمشاركة في مهام عمهم.

يتعزم البحث على الالتزام بجميع القواعد الأخلاقية المعترف بها. مشاركتك طوعياً وبإمكانتك الانسحاب من هذا البحث في أي وقت تشاء. أنت توافق على المشاركة في هذا المشروع البحثي عن طريق ملء الاستبيان التالي.

لن يتم التصريح أو الإفراج عن إجاباتك إلى أي شخص وسوف تبقى هويتك مجهولة. لن يكتب اسمك على الاستبيان ولن يحفظ في أي سجلات أخرى. جميع إجاباتك التي تقدمها لهذه الدراسة سوف تظل سرية. عندما يتم تقديم نتائج الدراسة، لن يتم التعرف على الأسماء أو بأي معلومات أخرى يمكن أن تستخدم للاستدلال إلى هويتك. الباحثون فقط لديهم الحق بالاطلاع على البيانات التي تم جمعها خلال هذا البحث.

إن مشاركتك في هذه الدراسة قد تستغرق من عشرين إلى ثلاثين دقيقة. الرجاء الإجابة عن كل بيان.

إذا كان لديك أي سؤال، يمكنك الاتصال بهناء يونس على الرقم 028068-76 أو من خلال البريد الإلكتروني: hanaa.younes@lau.edu

إذا كان لديك أي سؤال حول حقوقك كمشارك في هذه الدراسة، أو إن كنت تريد التحدث مع شخص من خارج البحث، يرجى الاتصال:

مكتب اللجنة الأخلاقية
الجامعة اللبنانية الأمريكية

IRB Office,
Lebanese American University
3rd Floor, Dorm A, Byblos Campus
Tel: 00 961 1 786456 ext. (2546)

إن مشاركتكم مقدّرة للغاية. شكرًا على وقتكم.
الجزء الأول

ضع علامة X في المرחב المناسب.

<table>
<thead>
<tr>
<th>الجنس</th>
<th>أنثى</th>
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<th>متأهل</th>
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<th>الدكتوراه</th>
<th>الإجازة التعليمية</th>
<th>الإجازة</th>
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<th>5-10 سنوات</th>
<th>1-5 سنوات</th>
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<th>الابتدائي 1</th>
<th>الابتدائي 2</th>
<th>المتوسطة</th>
<th>الصفوف الأطفال</th>
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<table>
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<th>الاجتماعي</th>
<th>اللغة</th>
<th>العلوم</th>
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<table>
<thead>
<tr>
<th>المواد المحتملة</th>
<th>المواد الأخرى</th>
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<tbody>
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</table>

الصفوف: 1-2-3-4-5
إنّ هذه الاستمارة تصف أسلوب القيادة الذي يتمتّع به رئيس القسم الخاص بك، وكيفيّة تلقّيك له. الزخارف إجابة كلّ البنود على الورقة. في حال عدم ارتباط البند بك أو إن كنت غير متأكد من الإجابة أو لا تعرفها، فاترك مكان الإجابة فارغًا. رجاءً أجب دون ذكر اسمك.

هذه الاستبانة تحتوي على خمس وأربعين عبارة تصف سلوك أو نمط رئيس قسمك، عليك اختيار الإجابة الأكثر توافقًا بأن تختار الدرجة المناسبة كما يلي:

<table>
<thead>
<tr>
<th>الدرجة</th>
<th>توضيح</th>
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<tbody>
<tr>
<td>0</td>
<td>نادرًا ما يحدث</td>
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<tr>
<td>1</td>
<td>يحدث ذلك أحيانًا</td>
</tr>
<tr>
<td>2</td>
<td>يحدث ذلك في أغلب الأحيان</td>
</tr>
<tr>
<td>3</td>
<td>يحدث ذلك دائمًا</td>
</tr>
<tr>
<td>4</td>
<td>مطلقًا لا يحدث</td>
</tr>
</tbody>
</table>

0 1 2 3 4

1. يوفر لي المساعدة مقابل مجهودي

2. يعيد مراجعة الافتراضات المهمة لكي يتأكد من مدى مناسبتها للعمل

3. يفشل بالتدخل إلا عندما تصبح المشاكل جدّية

4. يركز انتباهه على الأمور الخارجة عن المألوف، الأخطاء، الاستثناءات والأمور التي تتفاوت المعايير

5. يتجنّب التدخّل عندما تبرز قضايا مهمة

تابع =>
إنّ أسبابًا عديدة قد تشرح اندفاع المعلّمين لإجراء المهام المنوطة بهم. على أنّ بعضها موجود فيما يلي. أوضح تاليًا من خلال هذا المقياس درجة ترابط كل إجابة مع الأسباب التي تدفعك إلى تأدية مهام العمل المنوطة بك.

لماذا تنفّذ هذه المهمّة؟
التّحضير الصّفّي
(مثلًا: تقرير موادّ الشّرح، تحديد أسلوب العرض، تحديد أسلوب العمل في الصّف.)

<table>
<thead>
<tr>
<th>الإجابة غير مرتبطة بدرجة قليلة للغاية</th>
<th>إجابة مرتبطة بقوة الأرتباط</th>
<th>إجابة مرتبطة بقوة الارتباط بشكل كامل</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</table>

1 2 3 4 5 6 7
لا أعلم، أنا لا أجد تنفيذ هذه المهمّة ملائمًا بشكلٍ دائم 2
لأنني أحبّ تنفيذها 3
لأنّ عملي يستوجب ذلك 4
لأنّي أجد هذه مهمة ضروريةً من أجل تحقيق النّجاح الأكاديميّ لطلابي 5
لأنّ المدرسة تجبرني على القيام بها 6
كنت أعلم سبب تنفيذها فيما مضى، ولكنني لا أرى هذه الحاجة الآن 7
لا أجد تنفيذ هذه المهمّة ضروريًّا بالنسبة لي 8
لأنني أجد تنفيذها مثيرًا للاهتمام 9
لا أدرّي، أحيانًا لا أرى الهدف منها 10
لا أجد تنفيذها يشعّرني بالذّنب 11
لا أشعر بالستوء إذا لم أنفّذها 12
لماذا تنفذ هذه المهمة؟

التعليم
(مثلًا: تقديم المعلومات، الإجابة عن الأسئلة، الإنصات إلى حاجات المتعلّمين.)

<table>
<thead>
<tr>
<th>إجابة غير مرتبطة</th>
<th>إجابة مرتبطة بدرجة قليلة</th>
<th>إجابة مرتبطة باعتدال</th>
<th>إجابة مرتبطة بقوة</th>
<th>إجابة مرتبطة بشكل كامل بالارتباط</th>
<th>إجابة مرتبطة بذات الصلة للغاية</th>
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</thead>
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<td>6</td>
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</tbody>
</table>

1. لأنّ تنفيذها يتيح لي بأن أحقق أهداف العمل، وهذا مهمّ عندي.
2. لأنّ المدرسة تدفع لي راتبًا كي أنفّذها كيلا أشعر بالسّوء عندما لا أنفّذها.
3. لأنّ تنفيذ هذه المهمّة ضروريّ بالنّسبة لي.
4. لأنني أجد تنفيذها مثيرًا للاهتمام.
5. لأنني أشعر بالسّوء إذا لم أنفّذها.
6. لأنّ تنفيذ هذه المهمّة يتعني لكيلا أشعر بالسّوء عندما لا أنفّذها.
7. لأنني أحبّ تنفيذها.
8. لأنّ عملي يستوجب ذلك.
9. لأنّ عدم تنفيذها يُشعرني بالذّنب.
10. لأنني أجدها ضروريّة من أجل تحقيق النّجاح الأكاديميّ لطلابي.
11. لأنني أحبّ تنفيذها.
12. كنت أعلم سبب تنفيذها فيما مضى، ولكنني لا أرى هذه الحاجة الآن.
13. لا أعلم، أنا لا أجد تنفيذ هذه المهمّة ملائمًا بشكل دائم.
لأن المدرسة تدفع لي راتبًا كي أنفذها

لأن تنفيذه يتيح لي بأن أحقق أهداف العمل، وهذا مهم عندي

لماذا تنفيذ هذه المهمة؟

تقييم المتعلمين

(مثال: تحضير الامتحانات والفحوصات، التصحيح، إدخال العلامات، تقديم الملاحظات للأهل)

إجابة غير مرتبطة
إجابة مرتبطة بدرجة قليلة
إجابة مرتبطة باعتدال
إجابة مرتبطة بقوة
إجابة مرتبطة بالارتباط الشديد
إجابة مرتبطة بالارتباط الكامل

1 2 3 4 5 6 7

1. لأن المدرسة تدفع لي راتبًا كي أنفذها
2. لأنني أجد تنفيذها مثيرًا للاهتمام
3. لا أدري، أحيانًا لا أرى الهدف منها
4. لأن تنفيذه هذه المهمة يمتعني
5. لأن عدم تنفيذه يشعرني بالذنب
6. لأن المدرسة تجبرني على القيام بها
7. لأنني أحب تنفيذها
8. لكيلا أشعر بالسوء عندما لا أنفذها
9. كنت أعلم سبب تنفيذها فيما مضى، ولكني لا أرى هذه الحاجة الآن
10. لأنني أجدها ضرورية من أجل تحقيق النجاح الأكاديمي لطلابي
11. لأنني أشعر بالسوء إذا لم أنفذها
12. لأن تنفيذه يتيح لي بأن أحقق أهداف العمل، وهذا مهم عندي
13. لا أعلم، أنا لا أجد تنفيذ هذه المهمة ملائما بشكل دائم
لأن عملي يستوجب ذلك

لأن تنفيذ هذه المهمة ضروري بالنسبة لي

لماذا تنفّذ هذه المهمّة؟

إدارة الصفّ

(مثلاً: تحقيق الانضباط، تطبيق القوانين، إدارة مقاطعات المتعلّمين وصراعاتهم.)

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لأسئلة:

لماذا تنفذ هذه المهمة؟

المهام الإدارية

(مثال: تسجيل وإرسال الغياب، كتابة ملفات الانضباط، الانخراط في الاجتماعات مع الأهل والإدارة لدراسة القضايا المنسوبية، الاجتماع مع المتعلمين، الاجتماع مع الإدارة، المشاركة في الاجتماعات المدرسية بشكل عام)

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1. لأن عملي يستوجب ذلك
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3. لأنني أشعر بالسوء إذا لم أنفذه
4. لأنني أحب تنفيذه
5. لأنني أجد ضروريًا من أجل تحقيق النجاح الأكاديمي لطلابي
6. كنت أعلم سبب تنفيذها فيما مضى، ولكنني لا أرى هذه الحاجة الآن
7. لأن تنفيذ هذه المهمة ضروريًا بالنسبة لي
8. لأن عدم تنفيذها يشعرني بالذنب
9. لأن المدرسة تجريني على القيام بها
10. لأن المدرسة تدفع لي راتبًا كي أنفذه
11. لأنني أحد تنفيذها مثيرًا للاهتمام

لا أعلم، أنا لا اجد تنفيذ هذه المهمة ملائمًا بشكل دائم

لأن عملي يستوجب ذلك

لا أدرى، أحيانًا لا أرى الهدف منها

لأنني أشعر بالسوء إذا لم أنفذه

لأنني أحب تنفيذه

لأنني أجد ضروريًا من أجل تحقيق النجاح الأكاديمي لطلابي

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لأن المدرسة تدفع لي راتبًا كي أنفذه

لأنني أحد تنفيذها مثيرًا للاهتمام

لأن عملي يستوجب ذلك
لأني أشعر بالسوء عندما لا أنفذيها
لأن تنفيذها يتيح لي أن أحقق أهداف العمل، وهذا مهم عندي
لا أعلم، أنا لا أجد تنفيذ هذه المهمة ملائما بشكل دائم
لأني أنا لا أجد تنفيذ هذه المهمة ممتعني

لماذا تنفذي هذه المهمة؟
المهام الإضافية

(مثال: الانخراط في اللجان، النشاطات اللائصية، التدريب المتواصل، المراقبة خارج الصف)

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لكيلا أشعر بالسوء عندما لا أنفذها

لأن تنفيذها يتيح لي بأن أحقق أهداف العمل، وهذا مهم عندي

لا أعلم، أنا لا أجد تنفيذ هذه المهمة ملائمًا بشكل دائم

لأن تنفيذ هذه المهمة يمتعني
Appendix 3: Institutional Review Board Approval

NOTICE OF IRB APPROVAL – EXEMPT STATUS

To: Ms. Hanaa Yuones
Advisor: Dr. Mahmoud Natout
School of Arts & Sciences

APPROVAL ISSUED: 22 March 2016
EXPIRATION DATE: NA
REVIEW TYPE: EXEMPT

Date: March 22, 2016
RE: IRB #: LAU.SAS.MN2.22/Mar/2016
Protocol Title: The Perceived Impact of School Leadership Style on Teachers’ Motivation: A Case Study

Your application for the above referenced research project has been approved by the Lebanese American University, Institutional Review Board (LAU IRB). This research project qualifies as exempt under the following category:

B. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and

(ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

This approval is limited to the activities described in the Protocol Exempt Application and all submitted documents listed on page 2 of this letter. Enclosed with this letter are the stamped approved documents that must be used.

APPROVAL CONDITIONS FOR ALL LAU APPROVED HUMAN RESEARCH PROTOCOLS - EXEMPT

LAU RESEARCH POLICIES: All individuals engaged in the research project must adhere to the approved protocol and all applicable LAU IRB Research Policies. PARTICIPANTS must NOT be involved in any research related activity prior to IRB approval date or after the expiration date.

EXEMPT CATEGORIES: Activities that are exempt from IRB review are not exempt from IRB ethical review and the necessity for ethical conduct.

MODIFICATIONS AND AMENDMENTS: Certain changes may change the review criteria and disqualify the research from exemption status; therefore, any proposed changes to the previously approved exempt study must be reviewed and approved by the IRB before implementation.

NOTIFICATION OF PROJECT COMPLETION: A notification of research project closure and a summary of findings must be sent to the IRB office upon completion. Study files must be retained for a period of 3 years from the date of notification of project completion.

IN THE EVENT OF NON-COMPLIANCE WITH ABOVE CONDITIONS, THE PRINCIPAL INVESTIGATOR SHOULD MEET WITH THE IRB ADMINISTRATORS IN ORDER TO RESOLVE SUCH CONDITIONS. IRB APPROVAL CANNOT BE GRANTED UNTIL NON-COMPLIANT ISSUES HAVE BEEN RESOLVED.
If you have any questions concerning this information, please contact the IRB office by email at christine.chalhoub@lau.edu.lb

The IRB operates in compliance with international guidelines of Good Clinical Practice, the US Federal Regulations (45CFR46) and (21CFR56) of the Food and Drug Administration. LAU IRB Identifier: FWA00014723 and IRB Registration # IRB00006954 LAUIRB#1

Dr. Costantine Daher
Chair, Institutional Review Board

Lebanese American University

22 MAR 2016
APPROVED

**DOCUMENTS SUBMITTED:**

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<td>Cover Letter</td>
<td>Received 9 March 2016</td>
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<td>Teacher informed consent for interview</td>
<td>Received 9 March 2016</td>
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<td>Letter for school</td>
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<td>Questionnaire – English</td>
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<td>Cert.# 2017406 Dated (27 February 2016)</td>
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Appendix 4: Letter to Principal

To: Education School Network  
[ Achrafieh ]  
[ Beirut, Lebanon ]

Object: Consent to collect data for an LAU research study entitled “The Perceived Impact of School Leadership Style on Teachers’ Motivation: A Case Study”.

Dear [Name],

I am writing to request permission for my student to be able to collect data from your teachers. Hanaa Younes is a Master of Arts in Educational Management and Leadership student at the Lebanese American University (Department of Education) and would be visiting your facility only in order to complete a research project related to teachers' perceptions of the impact of leadership style of their head of division on their motivation. The data collected, which is based on a questionnaire and interviews (attached to this letter) will be kept anonymous and will not be used for any other purpose. All teachers working at both schools SMOC and BAC will fill the questionnaire in May, while the researcher will conduct the interviews with five upper elementary teachers from each school (5 teachers at BAC and 5 of their parallel teachers at SMOC) in June after the scholastic year ends.

Please do not hesitate to contact me should you need any additional information.

If you have any questions about this study, or you want to talk to someone outside the research, please contact the: IRB Office, Lebanese American University 3rd Floor, Dorm A, Byblos Campus. Tel: 00 961 1 786456 ext. (2546)

Sincerely yours,

Mahmoud Natouf, Student Advisor

Mahmoud Natouf
Visiting Assistant Professor
School of Arts and Sciences
Department of Education
Tel. 01-786456 ext. [1084]
P.O.Box: 36-Byblos, Lebanon

Acknowledgement
Name:

Signature:

Date:
Appendix 5: Informed Consent

Study Number & version date of IC

LEBANESE AMERICAN UNIVERSITY

Informed Consent Form To Participate in a Research Study

'Title of Study:' The Perceived Impact of School Leadership Style on Teachers’ Motivation: A Case Study

Principal Investigator:  Hanaa Younes, Lebanese American University, Chouran, Beirut, Lebanon
Telephone and E-mail:  76 – 028068; hanaa.younes@lau.edu

Location where the study will be conducted: Lebanon

Why you are being asked to take part in this study?

Please read this information carefully. You are being asked to take part in a research study that aims to identify the effects of leaders’ behavior on teachers’ motivation. Please take the time to read the following information carefully before you decide whether or not you want to participate in the research study. You may ask for further clarification or information regarding this study from the Principal Investigator.

Why this research study is being done?

The purpose of this study is to investigate the impact of head of divisions leadership style on teachers’ motivation. Around 10 teachers will participate in this study.

For how long is the research study?

“The study will take around 2 months to be completed. Your participation will require only one visit to you”

What will happen during the study?

If you take part in this study, you will be asked to:
- Meet the principal investigator for a 45 minute interview in which questions related to your experience at school will be asked.
- The interview will be audio recorded with distorted voice. You have the right to refuse audio-recording. The recording will be kept with the principal researcher. You have the right to ask the principal investigator to destroy the recording after 6 months.

What are other alternatives?

You have the alternative to choose not to participate in this research study.

This is an informed consent Template for minimal risk research – please delete this box and all instructions in red / italics from the final consent form
What are the potential benefits if you decide to take part in this study?
Although you may not receive direct benefit from your participation, others may ultimately benefit from the knowledge obtained in this study.

What are the potential risks and discomfort if you decide to take part in this study?
“This research study is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no additional risks to those who take part in the study”

What will it cost you if you take part in this study?
There will be no cost to you from taking part in this study.

Will you be paid for taking part in this study?
You will not be paid to participate in this study.

How will you keep my information confidential?
We must keep your study records as confidential as possible. We will protect carefully the information that you tell us about yourself and your family. What we learn from the interview will be described only in a way that does not identify you. To protect your privacy, interview answers will be linked to a secret code. Your name only will be recorded on the informed consent form. We will keep the secret code in a locked file and carefully protected. The interview answers will be stored unless you ask to have them destroyed after the study is completed. Access is only by the principal investigator of the study and authorized personnel. However, study records may be reviewed by the Institutional Review Board at the Lebanese American University. Your records will be monitored and may be audited without violating confidentiality. We may publish what we learn from this study. If we do, any published information resulting from the study will not mention the names of the people who participated in this study.

Voluntary Participation or Withdrawal
You should only take part in this study if you want to volunteer. You are free to participate in this study or withdraw at any time. If you choose not to be in the study or to withdraw later on from the study, your medical care will not be affected or changed in any way. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in the study. If you wish to withdraw from the study, you can contact (PI name or other person or institution). The investigators may decide to discontinue your participation in this study without your permission if they feel it may be bad for you.

Who to contact to get answers to your questions, concerns and complaints.
If you have any questions, concerns or complaints, please call the Principal investigator of the study, listed on the first page of this informed consent document.

If you have any questions about your rights or welfare as a participant in this study, or you want to talk to someone outside the research, please contact the Institutional Review Board Office at the Lebanese American University at (01-786456 ext. 2546).

If you have any questions regarding the study, please contact any of the doctors listed on the first page of this informed consent document.

CONSENT TO TAKE PART IN THE STUDY

127
I have carefully read the above information about this study. All of my questions have been answered to my satisfaction. I know that I may refuse to take part in or withdraw from the study at any time. **I freely give my consent to take part in this study.** I understand that by signing this form I am agreeing to take part in the study. I have received a copy of this form to take with me.

___________________________________
Name of Subject

___________________________________
Signature of Subject __________________________  Date

STATEMENT OF PERSON OBTAINING CONSENT

I certify that I have fully explained to the person taking part in the study the nature of the above research study, the potential risks and benefits and I have offered to answer any question that he/she may have.

___________________________________
Signature of Principal Investigator/Designate __________________________  Date

______________________________
Name of Principal Investigator/Designate
Appendix 6: Permission for using MLQ (5x)

Multifactor Leadership Questionnaire™
Instrument (Leader and Rater Form)
and Scoring Guide
(Form 5X-Short)

by Bruce Avolio and Bernard Bass

Published by Mind Garden, Inc.

info@mindgarden.com
www.mindgarden.com

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Appendix 7: Permission for use “WTMST”

Permission to use items of "The Work Tasks Motivation Scale for Teachers"

RE: Request for use of scale for research study
From: Fernet, Claude <Claude.Fernet@uqtr.ca>
Mon 1/25/2016 5:20 PM
To: Hanaa Younes <Hanaa.Younes@lau.edu>

Dear Hanaa,

Under these conditions, I give you permission to use the questionnaire (please see the attached file).
Best of luck with your project,
Claude

Claude Fernet, Ph.D.
Professeur titulaire
Chaire de recherche UQTR sur la motivation et la santé au travail

École de gestion | Département de gestion des ressources humaines
Université du Québec à Trois-Rivières
3351, boul. des Forges, C.P. 500
Trois-Rivières (Québec)
Canada, G9A 5H7

Tél: (819) 376-5011 poste 3120
Fax: (819) 376-5079

Request for use of scale for research study
From: Hanaa Younes <Hanaa.Younes@lau.edu>
Sat 1/23/2016 7:11 PM
To: Fernet, Claude <Claude.Fernet@uqtr.ca>

Dear Professor Fernet,

Hope this email finds you well.

I am a graduate student from Lebanese American University writing my dissertation titled “The Perceived Impact of School Leadership Style on Teachers' Motivation: A Case Study”, under the direction of my dissertation committee chaired by Dr. Mahmoud Natout who can be reached at mahmoud.natout@lau.edu.lb. In my study, I attempt to investigate teachers' perceptions of the impact of leadership style of their head of division on their motivation.
I would like your permission to use "The Work Tasks Motivation Scale for Teachers" in my research study. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable, please indicate so by replying to me through e-mail: hanaa.younes@lau.edu

Sincerely,
Hanaa Younes