# Educational Leadership's Motivational Strategies for Transformational Growth of Teachers: A Comparative Analysis of Public and Private Schools

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| ARTICLE INFO | ABSTRACT |
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| | The present study talked about educational leaders of our educational sectors. Emphasize was not only laid on their role but it also negotiated their impact towards character building of students and later, communal benefits. Little grain of learning had always made a beautiful land for practice for those learnt strategies i.e., security, alertness, progress, upgradation, growth, maturity and transformation. Role of educational leaders is about, how they motivated their sub-ordinates and transformed them altogether. Survey method was adopted through which data was gathered from the purposive sample of secondary level teachers (N=150), from the public/private schools, those belong to city Okara, all public/private school teachers as, population. For rationalization of researchable questions, construction of a questionnaire was made with large proportion having restricted response. Quantitatively analysed results presented significant difference on transformational growth of teachers from public and private schools. It was also observed that private schools had better setup for awarding incentives, upgradation, behaviour, environment, security, insurance, motivation and instructional aids that had positive impact on the leadership as well helped student to be mindful.<br><br> |

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## 1. Introduction

When it comes to the word 'leadership', numerous images come in our minds. Such as, passionate, enthusiastic, charismatic, Laissez-faire, energetic leader is a discoverer or an executive of any agency to develop suitable strategies for the organization to get competitive advantages. Leadership helped others to do right things on right time. They set a particular target, build a vision, organize your priorities, implement for generalization, and creating a new product which could be user friendly and cost effective, too. Leadership is like a course which gives way forward to its followers who were heading the footsteps, keeping inline their team mates to achieve the certain goal. It is an art of showing a path to someone else to do something that you would like to be done. Transformational leadership glorifies its leader as an individual who creates an inspiring vision, motivates and engage others, also builds a team spirit while delivering vision in an effective manner (Khan, 2023).

Like different other fields such as business or management, leadership is equally important in educational sector. By the support and guidance of educational leaders, institutions can be strengthening and produce quality students. Many researches have been conducted in this regard to foster its spiritual importance of leadership in the academics mainly in USA and related literature has been developed in the past decade. An educational leader acts as influencer and a guide for the teachers in an Moxley, 2012 educational sector. Educational leaders motivate their team members and sub-ordinates so that they can guide the students properly.

## 1.1. Background of Research Study

There are mainly two types of motivations through which educational leaders motivate their sub-ordinates; intrinsic motivation and extrinsic motivation. Ryan and Deci (2000) investigated the traditional definitions of intrinsic and extrinsic motivation. Researchers argued that both types of motivation have widely discussed in educational and development sector. Therefore, it is necessary to examine both contemporary and classical definition of these motivation types. In self-determination theory, researchers can differentiate between various kinds of motivations and the different reasons behind them. This theory tells that we can differentiate among the various forms of motivations and there are different reasons behind different forms of motivation. Intrinsic motivation got a lot of appreciation by the teachers because it results to great learning and creativity. But at the same time especially in today's world, extrinsic motivation is considered important as well.

Ryan and Deci (2000) wrote in their research that humans with intrinsic motivation not only is a form of motivation but even of volitional activity, but it is a pervasive and important one." Talking about extrinsically motivated people, it is used to achieve other outputs in the form of incentives. In the educational institutes, leaders must work in finding ways to improve the learning and process of educating student. Though, it can be maximized if teachers expose themselves both with intrinsic and extrinsic motivation (Khan, 2015, p. 115).

**Figure 1**
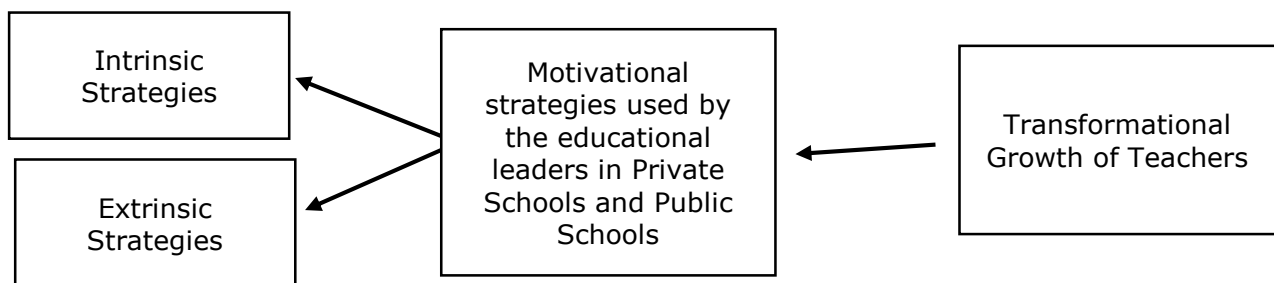


Keeping in view the importance of transformational growth of teachers, this research is focusing on highlighting the effects of educational leaders' motivational strategy on transformational growth of teachers. For this purpose, private schools and public schools has been selected so that researcher can analyze difference between the motivational strategies used by educational leaders in both type of schools.

## 1.2. Rationale of the Research Study

The core purpose of educational leadership is about maintaining academic success with the help of human and material resources which are used for continuous professional development for teachers as well as the trainees. It can be possible with the collaboration of different people such as teachers, policy makers, students, parents and public. From the business point of view, educational leadership exposes how quality is ensured through education and its smooth disposal displays better control and management (Khan, 2023).

## 1.3. Theoretical Framework of Research Study

Main focus lies on educational leadership and management that helps us dreaming of scholarly accomplishment for all understudies. Socio-practical levels which may be higher and lower for accomplishing understudies. So, the instructive initiatives are needed to upkeep protected and open learning conditions. Such, conditions are more into agreeableness, openness, transparency, efficiency and organization in classrooms.

Mainly, authorities who are instructive in nature delegates duty to their learners / people while using educational leadership. While incorporating these rules, policy and law for the regime of educators, attendees, guardians, parents and even learners by themselves who keep themselves engaged with the assigned liabilities and acknowledging responsibilities, a better outcome is found. Importantly, these techniques and educational standards has established better key performance indicators which are necessary to moved forward. the field of training has desired adjustment with the present-day administrative tools, instructors, instruments, procedures, laws and strategies.

### 1.4. Conceptual Framework of the Research Study

How come the phenomenon of leadership strikes an individual's mind towards acquiring education? Let's take a glance of this process which combines talents, teachers' strength, students and parents' collaboration. Educational leadership is all about career development, improvement in behavior, distinction in morals, quality lifestyle and improvised character building.

**Figure 2**
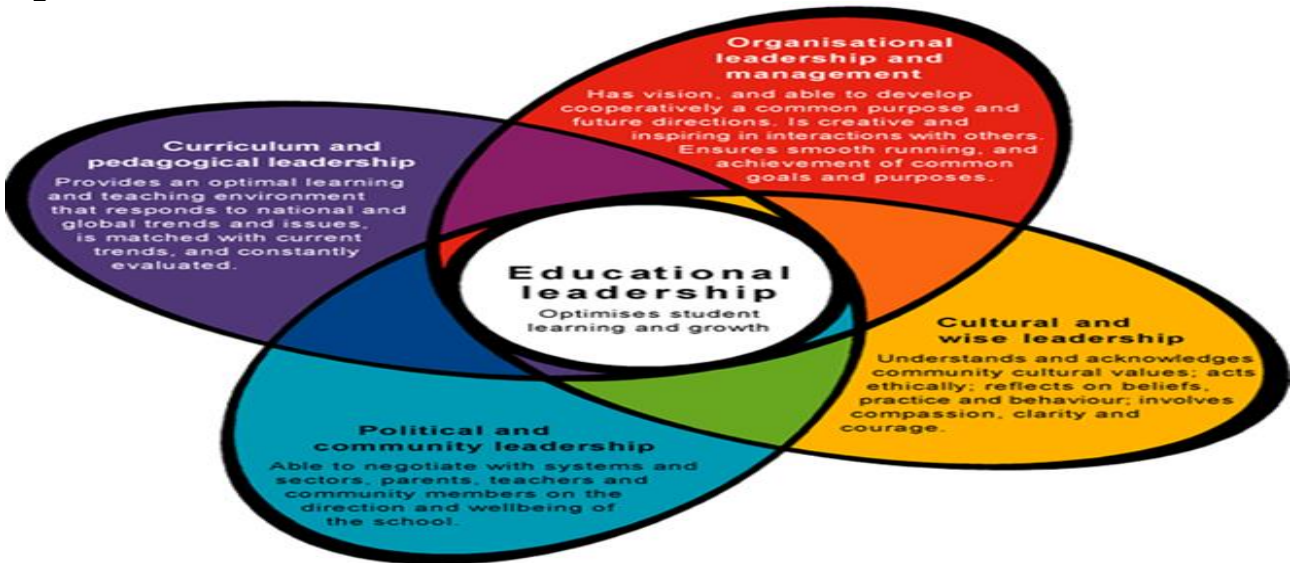


Above mentioned in the four areas of educational leadership are highlighted which has played an important role in management, shaping cultures, impedance among community, civic sense, emotional development and upright responsibility (Carlson, 2012). Did you ever think who is most important leader in an educational regime, indeed a teacher? The level of teaching commitment sums up the holistic development of a learner which does not give permission of any ifs and buts. Teachers always have desired complete success and satisfaction, interlinked with work conditions. Merely, work conditions do not affect his / her ability to teach well, but receiving immediate feedback is of equal importance.

### 1.5. Significance of the Research Study

Since, educational leadership has enumerated these all factors, effectiveness or ineffectiveness has clearly recognized this phenomenon. According to Hannum (2023), teachers' leadership development has raised acumen of dynamic educational leadership, as explained under:

**Figure 3**

In purview of ASCD (Association for Supervision & Curriculum Development) facilitators, teachers and leaders all are deep enrooted in leadership. Managing students, leaders, teachers, colleagues come under the orbit of leadership (Khan, 2023). Specifically, teachers are such holistic resource providers to help students by all means if their interaction is on campus, online, blended, situational etc. All kinds of communal resources provide valuable classroom management and teaching strategies to get constructive feedback and curriculum improvements. It can be observed that every teacher in an institute has leadership qualities due to their interaction with students and different kind of people.

## 1.6.    Objectives Of the Research Study
Research objectives of this study are as follows:

- To identify the extent of motivation of educational leaders both for the private and public schools' teachers.
- To differentiate between the motivational strategies of public and private schools' educational leaders.
- To investigate the effects of educational leaders' motivation on teachers' transformational growth.
- To recognize transformational growth of teachers in private and public schools.

## 1.7.    Research Questions
Research questions of this study are as follows:

- How educational leaders motivate their sub-ordinates?
- What are the roles and responsibilities of educational leaders with reference to their staff?
- How educational leaders are important for the motivation of employees and their transformation growth?
- Is there any difference between the motivational strategies of public schools' educational leaders and private schools' educational leaders?
- What are the effects of educational leaders' motivation on teachers' transformational growth?
- Do teachers' transformational growth and quality education of students inter-related?
- What is the difference between the transformational growth of teachers in private and public schools?

## 1.8.    Hypotheses Of Research Study
Hypotheses of this research are as follows:

$H_{01}$:    There is no significant difference of incentives given by private and public-school principals.

$H_{02}$:    There is no significant difference of upgradation given by private and public-school principals.

$H_{03}$:    There is no significant difference of behavior given by private and public-school principles.

$H_{04}$:    There is no significant difference of environment strategies given by private and public-school principles.

$H_{05}$:    There is no significant difference of family like care given by private and public-school principles.

$H_{06}$:    There is no significant difference of security given by private and public-school principles.

$H_{07}$:    There is no significant difference of motivation given by private and public-school principles.

$H_{08}$:    There is no significant difference of instructions given by private and public-school principles.

H_09:　There is no significant difference of class management given by private and public-school principles.

H0_10:　There is no significant difference of transformational growth given by private and public-school principles.

The study is about "Educational Leadership's Motivational Strategies for Transformational Growth of Teachers: A Comparative Analysis of Public and Private Schools".

## 2.　Research Methodology
This research has included quantitative research style and survey methodology. It was convenient way to get the data in numerical form so the interpretation.

### 2.1.　Target Population of Research Study
Research has included quantitative research style and survey methodology. Secondary level teachers of schools were the target population as, in researchers' viewpoint, they needed most transformational growth to enhance their professional competencies.

### 2.2.　Sampling of the Research Study
Since, research sampling is a technique to take sample of accessible population from a target population. The subjects drawn from the accessible population are called samples. In this research article, purposive sampling technique was used having 150 participants as, sample size. Population included secondary level teachers from private / public schools of Okara City who were considered as, unit of sample.

### 2.3.　Tools for Data Analysis
To analyze the responses, Statistical Packages for Social Sciences (SPSS), version 25.0 was employed and interpreted through graphs and tables.

### 2.4.　Data Collection of Research Study
20 schools (10 private and 10 public schools) have been selected for data collection purpose from secondary private/public schools of Okara City.

### 2.5.　Development of the Research Instrument
Through questionnaires, data was gathered once it was distributed among the subjects of research survey. For analyzing this research data which was in numeric form, quantitative technique was applied. 5-point Likert scale was developed for quantifying the responses collected through survey method from the respective respondents.

### 2.6.　Reliability of the Research Instrument
Through Cronbach Alpha technique reliability was measured which recorded as, $α=0.65$ which indicated acceptable level of reliability of the research questionnaire for acquiring data.

### 2.7.　Measuring Instruments
Structured questionnaire based on close-ended questions was developed on a 5-Point Likert scale that ranges from 'Strongly Disagree (SD)' to 'Strongly Agree (SA).'

## 3.　Data Analysis
Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to difference in their Incentives-Motivation. Table 1 has shown significant difference in scores i.e., public (M=2.32, SD=0.61) and private schools (M=2.60, SD=0.84) conditions; wherein, t (92.91) = -2.16, p=0.03. So, it has been concluded that significant type of school has shown significant difference due to difference in incentives of private schools. It may be concluded that private schools give more incentives to their teachers. Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to difference *in up-gradation factor of motivation.* Table 2 has shown significant difference in scores for public (M=3.21, SD=0.72) and private schools (M=3.62, SD=0.67) conditions; i.e., t (148) = -3.46, p=0.00. It may be concluded that there exists significant difference in type of School with respect to up-gradation.

**Table 1: t-test as an Independent Sample for Types of School with respect to difference in incentives**

| Types of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| **Public** | 93 | 2.32 | 0.61 | -2.16 | 92.91 | 0.03 |
| **Private** | 57 | 2.60 | 0.84 | | | |

**Table 2: t-test as an Independent Sample for Types of School with respect to difference in upgradation**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.21 | 0.72 | -3.46 | 148 | 0.00 |
| Private | 57 | 3.62 | 0.67 | | | |

**Table 3: t-test as an Independent Sample for Types of School with respect to difference in behavior**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.62 | 0.80 | -3.69 | 147.96 | 0.00 |
| Private | 57 | 4.01 | 0.50 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to *difference in behavior factor of motivation*. Table 3 has shown that there existed significant difference in the scores for public (M=3.62, SD=0.80) and private schools (M=4.01, SD=0.50) conditions; i.e., t (147.96) = -3.69, p=0.00. It may be concluded that there exists significant difference in type of school with respect to behavior.

**Table 4: t-test as an Independent Sample for Types of School with respect to difference in environment strategies**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.00 | 0.72 | -5.66 | 100.66 | 0.00 |
| Private | 57 | 3.78 | 0.88 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to difference in *environment strategies factor of motivation*. Table 4 shows that there is significant difference in the scores for public (M=3.00, SD=0.72) and private schools (M=3.78, SD=0.88) conditions; i.e., t (100.66) = -5.66, p=0.00. So, it is concluded that there exists significant difference in Type of School with respect to environment strategies.

**Table 5: t-test as an Independent Sample for Types of School with respect to difference in family care**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 2.72 | 0.64 | 0.97 | 87.84 | 0.33 |
| Private | 57 | 2.58 | 0.95 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to *difference in family care factor of motivation.* Table 5. has shown, non-existence of significant difference in the scores for public (M=2.72, SD=2.58) and private schools (M=2.58, SD=0.95) conditions were like t (87.84) = 0.97, p=0.33. So, it may be concluded that non-existence of significant type of School with respect to family care factor of motivation.

**Table 6: t-test as an Independent Sample for Types of School with respect to difference in security**

| Type of School | N | M | SD | T | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 2.97 | 0.57 | 2.22 | 74.09 | 0.03 |
| Private | 57 | 2.62 | 1.12 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to *difference in security factor of motivation.* Table 2. shows that there is significant difference in the scores for public (M=2.97, SD=0.57) and private schools (M=2.62, SD=1.12) conditions such as i.e., t (74.09) = 2.22, p=0.03. So, it

is concluded that there exists significant difference in Type of School with respect to difference in security.

**Table 7: t-test as an Independent Sample for Types of School with respect to difference in motivation**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.00 | 0.42 | -2.85 | 148.00 | 0.01 |
| Private | 57 | 3.20 | 0.45 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to *difference in motivation*. Table 7 shows that there is significant difference in the scores for public (M=3.00, SD=0.42) and private schools (M=3.20, SD=0.45) conditions such as t (148) = -2.85, p=0.01. So, it is concluded that there is significant type of School difference in motivation.

**Table 8: t-test as an Independent Sample for Types of School with respect to difference of instructions**

| Type of School | N | M | SD | T | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.01 | 0.53 | -5.04 | 148.00 | 0.00 |
| Private | 57 | 3.45 | 0.47 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to instructions. Table 8 has shown that there existed significant difference in the scores for public (M=3.01, SD=0.53) and private schools (M=3.45, SD=0.47) conditions like t (148) = -5.04, p=0.00. So, it is concluded that there is significant type of School difference with respect to instructions.

**Table 9: t-test as an Independent Sample for Types of School with respect to difference in class management**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.68 | 0.67 | -4.25 | 148.00 | 0.00 |
| Private | 57 | 4.11 | 0.49 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to difference in class management. Table 9 has shown that there existed significant difference in the scores for public (M=3.68, SD=0.67) and private schools (M=4.11, SD=0.49) conditions like t(148)= -4.25, p=0.00. So, it may be concluded there is significant type of School difference with respect to class management.

**Table 10: t-test as an Independent Sample for Types of School with respect to difference in transformational growth of teachers**

| Type of School | N | M | SD | t | df | Sig. |
|---|---|---|---|---|---|---|
| Public | 93 | 3.57 | 0.53 | -5.59 | 148.00 | 0.00 |
| Private | 57 | 4.03 | 0.43 | | | |

Let's look at the results dished out by applying t-test as an independent sample for comparing the types of school with respect to difference in transformational growth of teachers. Table 10 has shown that there existed significant difference in the scores for public (M=3.68, SD=0.67) and private schools (M=4.11, SD=0.49) conditions like t(148)= -4.25, p=0.00. So, it may be concluded there is significant type of School difference with respect to transformational growth of teachers.

## 4. Findings from the Statistical Analysis

- According to null hypothesis no. 1, there was no significant difference of incentives given by private and public-school principals, was rejected; because significant difference was found between incentives given by private and public-school principals.
- Likewise, null hypothesis no. 2., showed no significant difference of upgradation given by private and public-school principals, it was also rejected; that indicated that there was no significant difference found between up-gradation given by private and public-school principals.

- Another, null hypothesis no. 3., also reflected no significant difference of behavior given by private and public-school principals, again rejected, meaning thereby, there was statistically significant difference existed between behavior given by private and public-school principals.
- Whereas, null hypothesis no. 4., depicted no significant difference of environment strategies given by private and public-school principals, was rejected too. It was meant that statistically significant difference existed between environment given by private and public-school principals.
- Null hypothesis no. 5., was about family like care given by private and public-school principals which was also rejected as, statistically significant difference found between family like care given by private and public-school principals.
- Since, null hypothesis no. 6., was related to the security given by private and public-school principals, was rejected that significant difference found between security given by private and public-school principals.
- Null hypothesis no. 7, assessed motivation given by private and public-school principals, was rejected. It had statistically significant difference between motivation given by private and public-school principals.
- In case of null hypothesis no. 8., in respect of significant difference of instructions given by private and public-school principals, was verily rejected; which showed significant difference between instructions given by private and public-school principals.
- Null hypothesis no. 9., also showed no significant difference of class management given by private and public-school principals, was rejected, as, there found statistically significant difference between class management given by private and public-school principals.
- Lastly, null hypothesis no. 10., no significant difference of transformational growth given by private and public-school principals, was rejected as, there found statistically significant difference between transformational growth given by private and public-school principals.

## 5. Conclusion of the Research Study

Significant results have been depicted between the motivational strategies, transformational growth of teachers belonging to private schools and public schools. The private schools are focusing on motivational strategy for the transformational growth of teachers as compared to public schools. Different transformational leadership factors incentives, upgradation, behavior, environment strategies, security, motivation and instruction have significant Type of School (private and public) difference, while one of these factors i.e., family care have no significant Type of School difference.

### 5.1. Recommendation of the Research Study

The following recommendations could be made by adopting transformational leadership strategies for both sectors i.e., private and public schools for the growth of the teachers. Governmental level focus, attention and care may be needed to intervene such transformational leadership strategies. This study results can be used for a larger group of population for generalization. In depth studies, professional developmental skills, continuous professional excellence is required get more insight for evolution and maintenance of transformational leadership.

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