

Principals' Leadership Styles and Strategies Employed to Motivate Teachers in Ronaki Hawler Educational Institutions, Erbil, Iraq

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Abstract: Effective management is one of the determining factors that play a critical role in teacher motivation. It is also the main factor behind a successful educational institution. Moreover, effective management is necessary to motivate people into action and propel an institution to reach its established objectives. In an educational institution, where managerial structure fails to function well, teachers obviously lose their motivation to teach as well as their commitment to the organization. Therefore, administrators' leadership styles can affect teacher motivation which will eventually affect learners' performance. The purpose of this paper is to investigate the administrators' leadership styles, their awareness of teacher motivation peculiarities and strategies they use to motivate the teaching staff at Ronaki Educational Institutions in Erbil, Iraq. It further aims to investigate what makes an effective administrator. To achieve the research goal, the study firstly uses the theoretical analysis of the scientific and methodological literature on the research problem and makes use of a semi-structured interview with Ronaki Hawler Educational Institutions' administrators. In the interview with 24 administrators, the information on organizational practices and their frequencies, employed by administrators, was obtained. It included elements such as; whether/how often advancement opportunities, promotion, autonomy, bonuses were granted to the teaching staff, what sort of responsibility they possessed, how their recognition as teachers was expressed, and how secure they felt their jobs were. The findings were analyzed and discussed in the discussion part of this research study.

Keywords: Educational Leadership, Teacher Motivation, Job Satisfaction, Demotivation

1. Introduction

Effective management is one of the determining factors that play a critical role in teacher motivation. It can either make or break teacher motivation (Evans, 1998). Nowadays, expectations from school administrators are at the highest peak. They are not just seen as school principals, they are also expected to support student learning, make financial decisions for the schools, manage the staff, and operate in a complex environment. Therefore, leadership is often interpreted as having the skills to manage schools, to motivate and influence people to use their ability and efforts to do a designated task to achieve the given goals. The research on leadership, in a more general sense, attempts to analyze models and types

of leadership. Most prominent is the distinction between transformational and transactional leadership proposed by the full range model of leadership (Bass & Avolio, 1994). Transformational leaders act as role models, exercising regular and constant communication and giving them encouragement and means of reaching the institutions' goals and objectives. Eyal and Roth (2010) argue that “under a transformational leadership style, followers commit themselves to common purposes and are encouraged to challenge basic organizational or social assumptions” (p. 257). On the other hand, transactional leadership is based on tangible, material and concrete rewards for amenableness. Its main focus is to establish rules and policies aimed to foster the compliance by the followers. Transactional leadership focuses on external contingent rewards, set of direction, reciprocity as well as building confidence on teams as a basis for performance. In contrast to transactional, transformational leadership attempts to promote self-esteem intrinsic motivation of the followers. Leaders, who employ a transformational leadership style, prioritize their engagement and relationship with their followers and demonstrate considerations that are individualized towards meeting the needs of these followers in relation to achievement, self-efficacy, empowerment as well as personal development and growth.

School leadership plays a crucial role in the success of the educational institutions. In one study, researchers from the Minnesota and Toronto universities found that there was an empirical link between school leadership and student achievement (Louis et al., 2010). The same study suggests that among the factors that affect student learning, leadership comes as second in positively affecting student outcome after the teacher quality. The reason why leadership plays such a pivotal role is that because the leaders have the potential to unleash dormant capacities in organizations. Thus, the leadership of principal has an indirect effect on school and student performance, as they shape the school's internal processes, climate, relationships, and resources (Korkmaz, 2007; Nettles & Herrington, 2007).

To bring about improvement, principals must motivate teachers by communicating goals and fostering the commitment to these, aligning resources with goals, and fixing problems (Adams & Kirst, 1999). In an educational institution where managerial structure fails to function well, teachers obviously lose their motivation to teach – as well as their commitment to the organization (Koran, 2015b). There is a consensus among teacher motivation researchers and practitioners that motivated teachers are a crucial ingredient of school improvement, student learning and the prosperity of the educational establishment. Thus, effective educational leaders are extremely important since they immediately impact the teacher motivation and the learning process. This is because, a motivated teacher will increase an institution's productivity with his/her commitment to the mission of the institution and he/she will work harder, try new approaches and do a great deal for the sake of students, which will, in turn, contribute to effective learning.

Koran (2015a) states that “Motivating teachers is one of the primary challenges for many school leaders; teacher motivation determines the level of success or failure in achieving an institution's goal in the educational process” (p. 77). It can also be understood from the definition of motivation, which is to ‘initiate, ignite, move and induce people to perform a certain action’, which implies that nobody can start doing anything without motivation, to some degree, being present. The greatest challenge for any educational leaders is the fact that motivation is personal, and that no single method can equally motivate each teacher: one teacher may appreciate professional growth opportunities, while others may prefer recognition. Teachers are individuals with different needs and therefore, different dynamics affect

their motivation. Thus, it is crucial for educational leaders and school principals to be aware of the leadership styles to be able to apply them in their administrative practices. Doing this will enable them to effectively motivate teachers and to create a willingness to contribute to the success of the institution. However, there is not much that has been written on leadership styles and their implication on the choices of the strategies used by the administrators to motivate teachers. This study aims to fill this gap in the literature. This study attempts to find answers to the following research questions;

- How much Ronaki Hawler Educational Institutions' administrators are aware of leadership styles and teacher motivation.
- What kind of effective strategies they use to motivate their teaching staff.
- How administrator leadership styles are reflected in their strategies to motivate teachers.

2. Literature Review

2. 1. Leadership

The leadership literature in organizational contexts, such as schools is sometimes seen to be complicated because an agreement has not been reached among researchers on its meaning. Schools of thought are still trying to provide a definition, meaning, and concept of the word. From this point, concept theories have been designed as well as styles, that give a clearer understanding of the word 'leadership' in the context of organizations.

Leadership refers to the exercise of enhancing human potential (Sathye, 2004). It actually creates a conducive environment for individuals to shape themselves as leaders. Leadership is communicated through effective and clear communication. Leadership factors in three tasks which are fundamental for its execution. These tasks involve; i) holding a conducive environment for goal achievements, ii) protecting, orienting, directing, norm shaping, and managing conflicts, and iii) maintaining poise and presence. Excellent leadership involves cohesion and unity upon all the decisions made across the board.

Leadership in academic institutions is considered special upon general leadership. This is sometimes called leadership in academic institutions or setting. The academic setting, the welfare of stakeholders should be maximized and from this context, stakeholders include students, the surrounding community, staff, and agencies that fund the institution.

The literature in school leadership suggests that effective principals are responsible for what is essential, what needs to be done and how to get it done which entails five key responsibilities (Bradley et al., 2003, pp. 25-26):

- Shaping a vision of academic success for all students
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- Managing people, data, and processes

To become successful, each of these five components needs to interact with other four tasks. Good leadership is achieved when all of these five tasks are at work. Leadership in academic institutions

comes with its unique challenges. That is why we need first to understand leadership styles and relate them to the setting of academic institutions.

2. 2. Leadership Styles

2.2.1 Transformational Leadership

This leadership style provides a linkage between individual's positive results with the levels of an organization. Those leaders that employ this leadership style tend to embolden their followers and teams to reach needs of high-order such as self-esteem and self-actualization. These leaders also try to influence the motivation of their followers and teams to those directions of overlooking their personal interests and exercise self-sacrifice as well as institutional goal achievement. Leaders who possess ideological influence, exercise cognizance and heightened concern for the needs of their followers and tend to generate an understanding of sharing risks. Leaders who employ a transformational leadership style, prioritize their engagement and relationship with their followers and demonstrate considerations that are individualized towards meeting the needs of these followers in relation to achievement, self-efficacy, empowerment as well as personal development and growth. Although a leader's style is a good guide to general leadership, it is relevant to note that not all the factors that are brought about by these styles influence organizational innovations.

Idealized impact is the attribute that leaders have which in turn gives the followers inspiration for taking their leaders as the role models for themselves. This attribute is also called charisma. Charisma develops a value that inspires and establishes a sense of understanding between people. Naturally, charisma tends to be inspirational. Leaders who demonstrate charisma instill into others self-confidence. In this context, leaders in institutions who possess confidence, inspire their followers to accomplish a lot. In any institution, head teachers and principals are supposed to have a high conviction and demonstrate transformational activities towards their employees, through acting as role models, exercising regular and constant communication and giving them encouragement and means of reaching the institutions' goals and objectives. A transformational leader has abilities to control his emotions and is able to offset his inner conflict and turn his or her abilities to drive his fate.

Inspirational motivation is where leaders develop the follower's conscious, aligning that conscious to fit the institution's goals and mission, and providing a motivation to others to pledge to understand the institution's vision. This is a core dimension that transformational style of leadership has to shape inspirational motivation. This motivation lays its target on the educational institution's principle and not a leader's personality. Leaders that exercise this style normally provide their staff with the required tools that will independently and autonomously help them in decision making and execution of their tasks.

Intellectual stimulation is exercised by institutional leaders to stimulate their employees intellectually, encourage them to be creative and understand that challenges exist as tasks are executed. They instill their own skills in the employees and develop platforms of solving problems by coming up with solutions to complex problems and reflecting on a mutual understanding between the leaders and institutional employees. This approach takes into consideration mentoring, building morale, coaching, and strengthening an employee.

Individualized consideration ponders the behaviors of a transformational leader regarding an individual's contribution at the workplace. These leaders are normally concerned about the needs of their employees, therefore, equipped with the required tools to develop, coach and boost the desired behaviors in the workplace. The roles of these leaders rotate from autocratic styles to participatory. The elements of individualized consideration include caring, coaching, and reassurance, of employees.

2.2.2 Transactional Leadership Style

This kind of leadership style is explained using its components. These components include management by exception (active in nature), management by exception (passive in nature) and contingent rewards.

Contingent rewards. This component of transactional leadership lays its focus on result achievement. This component is inclined to the premise that human beings appreciate tangible, material and concrete rewards which they exchange with their own efforts. Transactional leadership style begets compliance through attracting individual's wants and needs (Ahmed, Khan & Nawaz, 2016). Institutional leaders such as principals who employ contingent rewards are supposed to give their employees direction on how tasks are executed. Contingent rewards are identified by rewards, set of direction, reciprocity as well as building of confidence on teams as a basis for performance.

Management by exception (active in nature) in those institutional leaders who employ this leadership style, is identified by the amount of trust they have towards their employees, in where they encourage them to deliver their tasks satisfactorily. Employees are not encouraged to deliver beyond their expectations in this leadership style. If the targeted goal has been reached that would mean the system is good and working, each individual is satisfied and business is on as usual. This component is identified with trust, poor or less communication, status quo maintenance and the existence of confidence.

Management by exception (passive in nature) this style of leadership does not specify agreements, staff achievements, and goals. Institutional leaders take relevant actions only when everything has gone wrong.

2.3. Principal Leadership and Teacher Motivation

The research literature on the relationship between school leadership and teacher motivation has aimed to better understand the effect of principals on the school performance (Leithwood & Mascall, 2008; Robinson et al., 2008; Supovitz et al., 2010). The literature has shown that school leadership has a positive impact on the student attendance, college enrollment, and student achievement by creating the necessary conditions for teachers to use their optimal potential to support student learning (Leithwood et al., 2007). Another study conducted by Branch, Hanushek and Rivkin (2013), demonstrate that highly effective school principals improve student achievement by between two or seven months of studying in an academic year. Therefore, teachers' commitment and motivation have been researched primarily as a deciding factor between school leadership and students' performance.

From the previous studies it has been evidenced that student performances such as academic achievement, attendance and enrollment are indirectly affected by institutional leadership. These effects come by indirectly through the creation of conditions which support abilities of teachers provide guidance and teach the students. The conditions include quality instructions, curricula that are rigorous,

learning environment that is of a high standard, learning culture, professional behaviors, and relationship with external society. It was further found out that leadership in schools showed minimal indirect effects on the achievements of students through the climate and mission of the schools as well as teachers' job satisfaction. Improved conditions such as enhancing reforms in education and new teaching strategies will improve teachers' motivation.

Transformational leadership in this context explains that the development of a vision, goals, and staffs' mutual consensus concerning desired results, led to increased teachers' motivation (Eyal & Roth, 2010). For instance, building of vision has a great impact on the motivation of teachers since it gives provision of personalized goals for each teacher and desirable changes in the future.

Individualized consideration is characterized by subordinates' support, personal and professional development promotes self-efficacy, competence, and general motivation. Intellectual stimulation is also characterized by the use of traditional or classical beliefs in judging problems differently where innovative means are used to solve problems. This component was discovered to be good at buffering teachers and tutors from classical negative beliefs given the current changes in the schools. This provided a motivation in adopting the changes.

Institutional leaders have a means of motivating teachers and tutors to put more effort relating to learning and teaching. There was a failure by these studies to provide differences between impacts relating to leadership towards teachers' managed motivation and autonomy, as well as their relationship to the well-being of teachers.

Idealized influence – leaders in institutions such as school principals should act as role models, especially in behaviors relating to ethical and moral manners. Teachers are motivated by the general behaviors of their leaders. These institutional leaders should come up with ethical and moral standards that will guide teachers as they work towards achieving the institutional goals. These leaders should be on the front-line in exercising moral and ethical behaviors so that others will follow. This will motivate teachers.

Intellectual stimulation – Institutional leaders encourage their staff to think creatively and innovatively when it comes to solving problems without facing public criticisms. These provide their followers with the necessary skills and knowledge of handling controversial problems, especially in the process of teaching and handling special programs within and outside an institution. This will give them a good motivation in handling complex tasks without fear.

Transactional leadership is also exercised in schools, but it is not given an upper hand like transformational leadership. Transactional leadership includes reduction of normal classwork expectations as well as receiving credits regarding writing extra assignments (Ferlazzo, 2011). This kind of leadership tends to consider rewards, punishments, and exchange as a means of motivating teachers which to some extent works.

3. Methodology

3.1 Purpose

The purpose of this qualitative research study is to investigate the administrators' leadership styles, their awareness of teacher motivation peculiarities and strategies they use to motivate the teaching staff at Ronaki Educational Institutions, private schools, in Erbil, Iraq. It further aims to investigate what makes an effective administrator, and suggestions for motivation teaching staff at schools.

3.2 Participants and Instrument

A study population is defined as the specific group/s sourced from the target population that consists of the individual or individuals investigated by the researchers. One of the integral parts of the research process is choosing the subjects, thus, a representative sample should have the features which best represent the population so as to arrive at an accurate generalization of outcomes. This process means "taking a portion from the target population, examining this group and then generalizing the results to apply to the larger population from which the sample was drawn" (McMillan and Schumacher, 2001, p.178). The participants in this study were chosen randomly and they consisted of a total of 24 school principals, administrators, and supervisors from 10 K-12 schools of Ronaki Educational Institutions in Erbil, Iraq. Out of 24 administrators, 10 were school principals (9 male, 1 female), 10 were school vice principals (6 male, 4 female), and 4 were educational supervisors (4 male). The semi-structured interview questions were prepared to collect information and data about administrators' leadership styles and their practices for teacher motivation. The questions included: whether/how often advancement opportunities, promotion, autonomy, bonuses were granted to the teaching staff, what sort of responsibility they possessed, how their recognition as of teachers was expressed, and how secure their jobs were. The findings are presented and discussed in this research study.

4. Findings and Discussions

To address the research questions of this study, interviews with 24 administrators at Ronaki Educational Institutions were conducted and the results have demonstrated that the administrators take both transformational and transactional leadership styles. They set out to improve the moral and motivation of staff, through the application of policies, such as: valuing educators as professionals, involving educational staff in decision making processes, being fair and honest towards teachers, providing professional development opportunities and challenging tasks, acknowledging teachers' efforts, allowing autonomy and freedom, monetary rewards and organizing special meetings where teachers can join forces with other colleagues on issues including student performance, instruction, etc. The leadership style of administrators' and their practices intended to motivate their teachers, as well as instances of failure, will be discussed below in this study.

4.1 Articulating the Schools' Vision, Mission, and Goal

The findings of this research indicate that school principals, vice principals, and supervisors are informed of the importance of staff enthusiasm. The survey and the interviews revealed that administrators articulate the schools' vision and mission to the teaching staff on a regular basis. For teaching staff, it is mandatory to keep the vision of the institution in mind; otherwise, they will not know

what is expected from them to achieve the goals of the institution. Knowing the vision or goal can increase teacher motivation and assist them in becoming more committed to the institution.

In administrator A's own words: "I know the vision of our institution, but the teaching staff might not know it. I believe, if I share our mission, vision, and goals with them, they will feel more committed to our organization. We, as administrators, know that our vision must be articulated in appropriate settings. For that, we organize staff meetings in the touristic resorts in Iraq during the summer every year, where the teachers relaxed for several days with their families, and we have seminars where we articulate our vision. Moreover, we have meetings every week for the faculty, staff where we encourage them to share their ideas concerning the issues like what we can do to improve the quality of education, etc. We always welcome and support their opinions.

The data, obtained from the interviews with administrators, revealed that Ronaki Schools' vision, mission, objectives, and goals are articulated in the following ways:

- A staff handbook is delivered to all teaching staff at the beginning of the academic year. This handbook states the institutions' goals and objectives and provides ways in which they can be achieved as well.
- Weekly staff meetings are arranged. The goals and objectives are re-visited and possible challenges are to be discussed. " We have regular staff meetings, where I discuss the objectives and what I want the staff to do "(Administrator)
- During professional seminars and workshops held, the administrators take the time to communicate the objectives, the mission and the vision of the institution.
- At social gatherings such as dinner at the university or in restaurants during the academic year, goals and objectives are articulated/re-visited.

Implementation of the above-mentioned strategies has been observed to have a very positive effect on teachers of Ronaki Schools.

4.2 Providing Professional Development Opportunities

All stakeholders who were participants in this study, concurred that growth opportunities and professional development to improve the motivation of staff as well as their confidence levels. To this end, administrators provide the teaching staff with up-to-date training programs, professional seminars and other educational development opportunities which can also be treated as rewards. For example, when a teacher achieves the institution's objectives, he/she can then be sponsored by the institution to attend international seminars and workshops held in English speaking or other countries. One of the principals commented on this issue as follows:

"It is really important to professionally develop our staff through professional seminars, workshops, conferences for two reasons: first - they can gain professional competence which will increase instructional performance, and second, having this competence will give them confidence which will improve their motivation and commitment to the institution".

Another administrator also stressed: “We have many teachers who really look forward to opportunities to continue their education and to develop in their fields. So, I think we should encourage and support them in their pursuit. Providing them with these opportunities will motivate and increase their performance...”

At Ronaki Educational Institutions professional growth opportunities are offered in the following ways:

- Providing professional development opportunities at Ronaki Schools

The teaching staff is encouraged to collaborate weekly, to discuss and share ideas relating to their respective subjects, concerning teaching strategies. Experienced educators are also invited to assist them with the instructional process. Mentoring of trainee teachers by experienced teachers is offered, enabling teaching staff to develop a sense of professionalism, while scaffolding confidence and developing competence in their own fields.

- Providing professional growth opportunities abroad

Staff who contribute to the achievement of the institution’s mission or who work on academic projects, receive the opportunity to travel abroad, gaining broader experience and training. During the summer break, teaching staff, sponsored by the institution participate in international teacher training programs where the latest educational trends and strategies in their respective fields are discussed, and consequently, this experience is utilized in Ronaki Schools thus achieving the institution’s objectives.

- Organizing international seminars at Ronaki Hawler Educational Institutions

The Ronaki Hawler Educational Institutions organize international seminars and workshops. International researchers are invited and the staff is encouraged to take an active part as speakers. This gives them the opportunity to present their own research or update themselves on the latest teaching strategies, helping teachers to enhance their own skills for professional growth as well as increasing knowledge and awareness to change their own instructional behavior, improving learner performance.

Effective staff motivation, professional development, growth opportunities financed by the institution should be widely available. Administrators must focus on improving teachers’ knowledge of the subject by making available the latest developments in their respective subjects and instructional strategies.

4.3 Giving Autonomy and Empowerment to Teachers

Autonomy, in the educational field, is defined as the freedom to decide how to instruct and when to take responsibility for their own teaching. Ronaki Educational Institution administrators believe teachers who are given autonomy, become more reflective and can better develop, plan and organize their own teaching, keeping their skills current in order to better conduct their lessons. Administrator A said, “autonomy improves teacher motivation and better serves the institution’s objectives”. Administrator B said, “having the freedom to decide what to do and how to perform the tasks encourages teachers to take initiatives and later they take the responsibility to implement them.... Having this freedom motivates them to stay updated and well-informed about the developments in their fields”.

Autonomy is provided in the following ways:

- Administrators organize annual branch meetings and workshops before the start of the academic year, where teachers discuss the instruction books and curriculum. During these meetings and workshops, teachers are free to choose which textbooks will be utilized in the coming year. Administrator C said, “teachers should have the opportunity to choose the course books. Because they are the ones who use them to teach in the classroom..... Having this autonomy brings a sense of responsibility”.
- The administrator's faith and trust in the staff is demonstrated through their granting of autonomy. Administrator B says, “it’s crucial to have trust in employees, but you can’t just say “I have trust in you”, you have to show that you trust them. It can only be achieved if you give them autonomy. Let them take responsibility for their own challenges and see how they cope with them. This will improve their confidence and motivation”.
- The management of the institution and its policy making is open to teacher input. There are teacher representatives in the discipline committee who discuss and take action on disciplinary issues. Staff opinions and views are taken into account when the curriculum is designed, decisions are made and educational issues are raised.
- As always, there are some constraints to teacher autonomy. Some issues must be handled with discretion. Principal A said, “if the discussion is more about discipline or managerial issues, I leave it to experienced staff, while matters like classroom activities, projects, approaches, etc. are left to the younger staff”.
- Teacher empowerment and autonomy assure them that they are valuable and reliable for the institution, consequently, playing a significant role in increasing their self-confidence, encouraging them to become more committed to teaching and to pursuing the institution’s visions and goals.

4.4 Recognition, Praise, and Feedback

Administrators believe recognition of teachers’ efforts and achievements plays an important part in staff motivation, understanding it is important to provide them with feedback and appreciate what they do. Administrator A states that “many people believe that only incentive pay is the most effective means of motivating and should be given as a result of positive efforts and accomplishments to teaching staff, but I don’t think so. I think teachers value the less tangible aspects as the most effective motivator. Recognition can also be provided through ‘no cost’ means such as verbal praise for what they do, saying “thank you”, giving certificates, etc.” In this study, we found that recognition in the form of praise is an incredibly powerful motivator, rather than incentive rewards; however, motivation is personal, some teachers might be motivated by incentive rewards as well; no single factor can equally motivate every teacher.

At Ronaki Educational Institutions, recognition is provided in the following ways:

- Expenditure related costs of attendance to professional conferences held in another city or country.
- Monetary rewards for participation in international competitions.
- Organizing social events such as dinner with the president of the university.

- By providing verbal praise for individual's specific performance and by awarding promotion.
- By paying visits to teachers' homes to spend some time in informal settings.
- By providing bonuses for the longer term, experienced staff (e.g. a percentage increase added to the salary at the beginning of each academic year).
 - Acknowledgement of personal circumstances, for example, birth, illness, death, etc.
 - For long-term staff, administrators create fresh challenges by assigning teachers to new duties where possible, promoting teachers so that they take more responsibility and getting them to lead a team.

In order to provide recognition, it is important to focus on an individual's performance and compliance with the institution's objectives and goals. To ensure appropriate recognition, it is important to know each individual's motivation. For recognition to be more effective and productive, it should be sincere, spontaneous, immediate and suit the circumstance. It should be kept in mind that monetary rewards may not acknowledge and motivate all teaching staff efficaciously. Positive recognition should be practiced on a regular basis and should form a part of an institution's policy.

In conclusion, celebrating teachers' accomplishments, strengthens work satisfaction and motivation, consequently, increasing work performance; keeping teachers focused on their duties and fostering a sense of commitment to the institution. Therefore, the main purpose of recognition and praise is to provide positive feedback for teachers in such a way that they can link these positive aspects to their performance and create motivation with which they positively contribute to learners' academic performance in EFL.

4.5 Providing the Staff with Good Working Conditions and Facilities

Working conditions and facilities certainly impact on the way teachers are able to instruct, and on students' ability to study. Thus, school facilities should be outfitted with the necessary technology calculated to meet the requirements of staff and the modern curriculum. In the current study, teachers pointed out that working conditions were among the most important factors in maintaining their enthusiasm. Similarly, Manser (2000) states that "working conditions, care, concern, and understanding of what makes an individual motivated should remain paramount in the upliftment of teacher's soul" (p.6). In light of the prominence of the findings, it is clear that administrators play a dynamic part in maintaining ongoing teacher motivation. By arming teaching staff with the desirable working conditions they guarantee peak work execution from their staff.

Ronaki Educational Institutions' administrators aim to escalate teacher enthusiasm by providing the following working conditions and facilities:

- Providing modern settings with well equipped classes, including interactive boards and audio systems.
 - Computer, science and language laboratories equipped with the latest technology.
 - Recreation facilities such as football stadium, basketball and tennis courts.
 - Free parking which is easily accessible.
 - A generous staffroom to provide resting facilities.
 - A modern cafeteria including free lunch.

- A tea delivering service to provide beverages to teachers' rooms.
- A well organized library which includes relevant texts for students and teachers and provides group study areas.

Without a doubt, physical conditions in any employment arena matter greatly. Those who work in favorable conditions excel in job performance and satisfaction. Therefore, an institution with prime physical conditions will reduce job dissatisfaction and improve the likelihood of staff retention.

5. Summary of Findings, Conclusion, and Recommendations

From the previous studies it has been evidenced that student performances such as academic achievement, attendance, and enrollment are indirectly affected by institutional leadership (Louis et al., 2010). These effects develop indirectly through the creation of conditions which support the teacher's ability to provide guidance and educate the students. Conditions include quality instructions, rigorous curricula, a learning environment that is of a high standard, learning culture, professional behaviors, and the relationship with external society. It was further discovered that leadership in schools showed indirect effects on the achievements of students through the climate and mission of the schools, as well as teachers' job satisfaction. Improved conditions such as enhancing reforms in education and new teaching strategies will improve teachers' motivation.

The results of the present study revealed important findings in terms of successful practices implemented by administrators motivated by their leadership styles and their failures to motivate teachers at a particular educational company. Two specific leadership styles were associated with administrators' leadership styles- transformational and transactional. The findings also provide an empirical support for the theoretical basis of administrators' leadership styles and their practices to motivate teachers.

The greatest challenge for administrators is the fact that motivation is personal, and that no single method can equally motivate each teacher (Koran, 2015); therefore, the current study presents various leadership styles and useful strategies that administrators can use to motivate their teachers like:

- An institution's vision must be articulated on a regular basis through the staff handbook, at staff meetings where the objectives are discussed and during social events where goals and objectives of an institution are articulated.
- Professional growth opportunities must be provided and financed by the institution to the teaching staff. It is really important to professionally develop academic staff through professional seminars, workshops, conferences for two reasons: first, they can gain professional competence which will increase instruction performance, and second, having this competence will give
- Teachers should be given the autonomy, having the freedom to decide what to do and how to perform the tasks encourages teachers to take initiatives and later, take responsibility to implement them. They must be involved in the management of the institution and in the implementation of its policies, and in the decision-making process as well, all of which develop teachers' sense of belonging to the institution. Teacher empowerment and autonomy play a significant role in motivating the staff because it assures them that they are valuable and reliable to the institution, and consequently, this assurance increases their self-confidence and encourages them to become more committed to teaching and to pursuing the institution's visions and goals.

- Recognition of teachers' efforts and achievements must be provided through incentive rewards as well as in the form of verbal praise. To ensure appropriate recognition, it is important to know how each individual is motivated, i.e. whether intrinsic factors or extrinsic factors would be most effective. For recognition to be even more effective and productive, it should also be sincere, spontaneous, immediate and publicly or privately given either at the time of an action or as a result of ongoing good performance, e.g., at an award ceremony.
- Provision of teachers with good working conditions and facilities- physical conditions and facilities of educational institutions certainly have a sizable impact on the way teachers are able to instruct and on students to study effectively. Working conditions such as classroom size, teacher workload, paper work, etc. can either positively or negatively impinge on teacher motivation in educational institutions. Administrators can ensure optimal performance from their teachers when they provide them with desired working conditions.
- Extrinsic factors such as salary can be the source of job dissatisfaction, which can result in teacher demotivation. The workload and the salary must be balanced, and teachers must not feel that they are underpaid. If there is an inequity between the effort and salary teachers might become demotivated.
- Job stability and security are also subtle issues that administrators must be aware of. Any threats to work security may render the staff less loyal to the institution which, in turn, could lead them to leave the job. Administrators should avoid any action that could diminish work security or be interpreted as such if they want their teachers to remain dedicated to all that the job entails.

Based on this present research, school administrators attempt to play various leadership roles to improve teacher motivation for the improvement of their schools. After the teacher quality, effective educational leadership comes as second in positively affecting student outcome. The findings of this study have crucial implications for practice. As school administrators attempt to facilitate the school improvement, they should continue to support their teachers that will enable them to improve student performance. The current study contributes to the recent research that leadership styles improve school effectiveness by analyzing the successful practices the school administrators use at a particular institution. Another implication of this study for policy is that it's really necessary to hire the effective principals who exhibit leadership behavior and practices, and who are able to improve teacher effectiveness, and eventually student performance.

This study recommends that administrators should be encouraged to go through professional development programs to be aware of various leadership styles and their effectiveness on teacher motivation. In the future studies of this kind, it is suggested that additional studies are necessary to discover what teachers think of the effectiveness of their administrators' leadership styles and their impact on teacher motivation. Additional studies could also explore specific leadership styles and school performance

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