



# Principals' Leadership towards Teachers' Motivation: A study of its impact on students learning outcomes of Bartsham Central School under Trashigang District

Rinchen, Principal M-Ed<sup>1\*</sup>, Dorji Phuntsho, M.A<sup>2</sup>

<sup>1</sup> Bartsham Central School, Trashigang, Bhutan

<sup>2</sup> Khasadrapchu MSS, Thimphu, Bhutan

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### \*Corresponding Author:

**Rinchen**  
[rinchen@education.gov.bt](mailto:rinchen@education.gov.bt)

## ABSTRACT

This study examined how different leadership qualities of the principals in school motivate teachers and how this motivation towards teachers impacts our students' learning outcomes. The principals' leadership styles determine the teacher's motivation and impact the students' academic learning. Therefore principals, as the head of the schools, it's the role of the principal to motivate teachers in their working field. The principal can encourage teachers through; individual teacher factors and school-level factors, which inspire teachers to show a higher impact on the academic learning outcome of the students. The most effective approaches for principals to stimulate teachers are to upkeep teachers in all school activities. This paper collected the data using questionnaires and unstructured survey questionnaires, which gathered data from 36 teachers, 14 support staffs of Bartsham Central School and 66 data samples from the student's parents of Bartsham under Trashigang district, eastern Bhutan. Thus, in this paper, the findings have revealed that a conducive working environment and favorable working conditions motivated teachers and positively impacted students' learning outcomes and higher performance in every school area. This study also suggests that principals as heads of schools should maintain a conducive learning environment, bolster teachers' capability, and appreciate and reward those teachers who work beyond the allocated times in school.

**Keywords:** Leadership, motivation, teaching-learning, Impact, conducive learning environment

## Introduction

Teacher motivation is an issue that has received a great deal of attention in the education debate over the last few decades. Teachers are responsible for giving learners knowledge and skills, which is essential for teacher effectiveness and professionalism. Its core concepts of motivation to teachers mean how they are treated and how they perceive their living and working conditions<sup>1</sup>. In Latin, motivation means "movere," meaning movement. Motivation initiates or sustains an activity that energizes, stimulates, and directs our actions toward a specific goal<sup>2</sup>. It is a shared and inspiring process that motivates two team members to do their job effectively, be loyal to the group, do the job appropriately, and generally play an influential role in the work done by the group<sup>3</sup>. Thus, motivation is how individual or group efforts are stimulated and maintained. It is a chain reaction that emanates

<sup>1</sup> E Davidson, *The Pivotal Role of Teachers Motivation in Tanzania* (Dares Salaam, Hakielimu: 2004), p.7

<sup>2</sup> C.B Gupta, *Management Theory and Practice* (New Delhi, Sultan Chand and Sons:2009)

<sup>3</sup> E.F.L Bretch, *The Framework of Management* (London, Longman Green co:1965)



from perceived needs and motivates them to create tensions that lead action towards goals. The definition of motivation can differ from person to person, but almost everyone is encouraged somehow. Everyone has different backgrounds, interests, attitudes, expectations, desires, and needs, so the bases of motivation are other. Motivation is the power to address the reasons behind the behavior.<sup>1</sup>

Motivated teachers are fundamental to a successful education system. An effective education system requires competent and inspired teachers by the school's management because inspired teachers positively influence student learning, create an appropriate atmosphere in the classroom, and are willing to take responsibility and take personal responsibility for the learners. Moreover, motivated teachers by school management make school more conducive to students' learning outcomes and are seriously concerned about the quality outcomes of the learners. Thus motivated teachers always make school more effective in three ways:

1. Teachers will always find ways to improve their work.
2. Teachers care deeply about quality and
3. Teachers are committed to ensuring efficient teaching and learning processes in school

Effective school management is said to depend on the principal as a leader. School leaders make schools. The school principal is responsible for everything that happens at school. In a school setting, the inspiration and aspiration of the principal should encourage teachers to work together. In the same way, there must be a bond of trust, empathy, and authority to have a higher learning outcome for the learners.<sup>2</sup> A leader is a living front that directs almost every process in an organization. Like any other organization, schools have a principal who leads and defines programs to be implemented daily to achieve their goals. Principals must always make teachers feel comfortable with making them feel good. Teachers are motivated by the principal's trust, which positively impacts student learning and when all participants feel engaged.<sup>3</sup> When school leaders correctly use the proper leadership techniques, teachers' experiences are strengthened and inspired. Their feel of possession and empowerment increases, and they are delighted to dedicate themselves to school development goals, relatively to students' learning outcomes.<sup>1</sup>

## Literature Review

The principal's leadership styles in school have a significant role in influencing others. When teachers are motivated by all factors, their engagement and motivation to work increases, leading to the potential success of the common goal in schools; thus, encouraging teachers to achieve common educational goals is essential. The word motivation can be understood, especially when the learners through self-display of integrity, honesty, and

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<sup>1</sup> F et al. Guay, *Intrinsic, Identified and controlled Types of motivation for school subjects in young Elementary school children*, (British Journal of Educational Psychology: 2010) p. 80(4):711 – 735.

<sup>2</sup> J.Blase, and J.R Blasé, *Employing Teacher: What Successful Principals Do*, (Thousand Oak, CA: Corium Press Ink.1994)

<sup>3</sup> P. Christie, *School as (dis) organizations: The Breakdown of the culture of learning and teachers in South Africa schools*, (Cambridge Journal of Education:1990) 28 (3): 283-300

diligence in the role and responsibility one carries for more major benefits and successes. And also, when someone persuades others to do the right thing in the right way with the inspiration that compels individuals to take action to accomplish their goal. Motivation means helping and encouraging people physically, socially, and emotionally throughout life. Therefore, teachers are motivated when leaders lead democratically with a teacher-centered approach; that encourages, supports, provides appropriate resources for teaching and provides opportunities for professional development.<sup>2</sup> When the principal, as the leader, fulfills various individual desires, he will guide the teachers with great care, choosing to perceive positively and care for their well-being.

A principal guided by these leadership qualities is supported by a knowledgeable way of acceptance, collaboration, negotiation, and consideration of the teachers. The school principal must always make teachers feel encouraged and comfortable to work by the principal's trust in them. Thus, the academic target of the schools is achieved when all teachers' concerns are involved together.<sup>3</sup> When principals encourage the teachers with a true sense of professionalism, physically and physiologically, teachers are morally boosted and motivated towards their academic field. Therefore, the purpose of ownership and empowerment of teachers increases, resulting in the teachers' satisfaction towards the school improvement. Motivating leadership to teachers is the foundation of a good and active management style. As there is a positive bond between motivation and, therefore, the teachers, a higher level of inspiration from the principal holds a high level of performance from teachers.

Thus, school management should also improve the school infrastructure to serve a conducive learning environment that significantly impacts the students' learning outcomes.<sup>4</sup> Thus, the principal cannot inspire teachers with things they do not need; teachers need a good incentive to encourage them to perform. The principal should give appropriate rewards to those individuals' performances with support and provide additional facilities to stimulate the desire and energy to attempt to attain the goal continually. Teachers are motivated to work with a conducive environment, well-maintained facilities, teamwork, mutual care, support amongst teachers, professionalism, well-equipped instructional resources, democratic leadership style, and materials. In addition, the recognition and reward of the principal are to lead teachers to stay more enthusiastic that influences the results of positive learning.<sup>5</sup>

A leader influences others to achieve the set goal, whereas the leadership motivates others to achieve the set goals. Different leadership styles impact the outcome. Therefore, leaders must choose the most effective leadership style approaches as it is crucial for the team to succeed.<sup>1</sup>

### 1. Transactional leadership

<sup>1</sup> S.M Johnson, *Incentives for Teachers: What Motivates, What Matters*, (Education Quarterly: 1986) Vol 22, No 3:54 – 79

<sup>2</sup> S.L Evans, *Leader Morales, Job Satisfaction and Motivation*, (Canada, University of Victoria, 1998)

<sup>3</sup> J.Blase, and J.R Blasé, *Employing Teacher: What Successful Principals Do*, (Thousand Oak, CA: Corium Press Ink.1994)

<sup>4</sup> E.T Ngoben, (2004). *The Role of Leadership in Motivating Teachers in the Zeerust District South Africa, MA Dissertation*, (Tshwane University of Technology, Souht Africa: 2004)

<sup>5</sup> S.M Johnson, *Incentives for Teachers: What Motivates, What Matters*, (Education Quarterly: 1986) Vol 22, No 3:54 – 79

In transactional leadership, every decision is bound to be a takeover by the leader. Team members agree to obey the leader and are rewarded only depending upon their effort and compliance with the work. Therefore, it is just a way of managing leadership style instead of authentic leadership, and motivation is never seen in this leadership style.

## 2. Autocratic leadership

An autocratic leadership style is an extreme form of transactional leadership. Every decision-making is centralized to a leader, where the leader exerts high power on the team. The leader does not consult his team nor allow for any input. Motivation is set with structured reward or punishment.

## 3. Transformational leadership

Transformational leadership creates value and positive change for the team, focusing on transforming and fulfilling set goals. This leadership enhances the team's motivation and inspires and delegates.

## 4. Democratic leadership

The leader invites the team to contribute to decision-making in this leadership style, but the leader makes the final decision. Thus, team members are motivated to work, trust, and build team spirit to achieve better results.

## 5. Bureaucratic leadership

This type of leadership controls the flow of information by emphasizing the procedures and methods by ensuring the team follows precisely and tries to solve the problems by adding control.

Thus, the different leadership styles discussed above show that leadership style is the feature that critically defines the leader and influences the organization's working culture.<sup>2</sup> Perhaps, democratic and transformational leadership add more value to the teams to work collaboratively to achieve the organization's common goals. In this twenty-first-century management style, compared to the other type of leadership styles, but sometimes, depending upon the situation, different leadership styles are demanded the better management of the organization. School as an organization has a positive impact from the leader to teachers in academic learning. There have been booster vibes to teachers directly impacting the positive learning outcomes of learners.

# Research Methodology

## Research Design

This paper followed mixed-method approaches to fulfill the purpose of this study, using qualitative and quantitative methods. This study intended to examine the Principals' leadership towards teachers' motivation and

<sup>1</sup> T. Adeyami, *Principals leadership styles and teachers job performance in senior secondary school in Ondo State Nigeria*, (Journal of Education Administration and Policy Studies: 2010) 2(6), 83-91.

<sup>2</sup> Ibid, p.83-91

its impact on students learning outcomes of Bartsham Central School under Tashigang district. A wide range of consulted materials: government documents, reports, journal articles, online resources, newspaper articles, magazines, and adopted with random cross-sectional structured survey questionnaires. The Google forms were developed and shared the link to collect data from teachers, support staffs and communities.

### **Respondents**

This study consisted 116 respondents with 36 teachers, 14 support staffs of Bartsham Central School under the Tashigang district and 66 student's parents. The study includes a random selection of the respondents for the study. Of this total, 11 were female teachers, and 25 were male teachers with another 51 male and 29 female of support staffs and student's parents. The main reason for selecting these respondents for this current study was that the researcher had been a direct supervisor for this school as a principal for the last four years. Therefore, these teachers and parents were selected as respondents for selective sampling, and questionnaires shared through a Google form link.

### **Data collection tools**

The data were collected with the development of Google forms through the structured survey questionnaires. Links were shared in their emails since the in-person data collection was impossible due to prolonged time. The questionnaire included 21 items based on the dichotomous and Likert scale, which was about the principal's motivation for teachers and their impact on students' learning outcome with the last two questionnaire to parents. Various variables were used in the structured questionnaire to examine the effectiveness of the survey. Moreover, for the literature part, a wide range of consulted materials: government documents, reports, journal articles, online resources, newspaper articles, magazines were used in this study.

### **Data Analysis**

The data were analyzed using data filtration and descriptive statistics of the data analysis tool in MS Excel 2013. For easy understanding of the statement, it was taken in percentage analysis merged within the common theme presented in the table with the Likert and dichotomous scale analyzed on the principal's leadership towards the teacher's motivation and its impact on the student's learning outcomes.

## **Results**

This study examined the Principals' leadership towards teachers' motivation and its impact study on students learning outcomes of Bartsham Central School under Tashigang district. The main aim was to examine teachers' views on the most effective strategy for school leaders to motivate teachers and its impact on student learning outcomes. Table 1 shows the gender-wise participation. It shows that 65.5 percent of respondents were male and

34.5 percent were female respondents. These findings show more male respondents than female. It indicates fewer disturbances to academic learning, despite fewer female teachers taking maternity leave.

	Frequency	Valid Percent	Cumulative Percent
Male	76	65.5	65.5
Female	40	34.5	<b>100.0</b>
<b>Total</b>	<b>116</b>	<b>100.0</b>	

**Table 1:** Gender wise distribution of the respondents

**Table 2** shows the teachers teaching experiences for which they had been in the teaching field. It shows that 6 percent of the teachers had been in teaching services below two years, and 24.2 percent had been in teaching services between three to five years. 27.4 percent of the teachers had been in teaching services between six to ten years, and 30.3 percent of the teachers between eleven to fifteen years. 12.1 percent of the teachers had been over fifteen years in teaching services. The finding indicates that the school has 94 percent of the teachers over three years of teaching experience, which shows that the school has well-experienced teachers, positively impacting students' learning outcomes if they are motivated.

	Frequency	Valid Percent	Cumulative Percent
below two years	3	6.0	6.0
3-5 years	8	24.2	12.2
6-10 years	9	27.4	27.4
11-15 years	10	30.3	30.3
Over 15 years	4	12.1	<b>100.0</b>
<b>Total</b>	<b>36</b>	<b>100.0</b>	

**Table 2:** Distribution of teachers by teaching experiences

**Table 3:** represent the response to the question "*I am motivated with my job*" 47.2 percent of respondents agree, and 38.9 percent of respondents strongly agree with 8.3 percent of respondents with neutral and 5.6 percent with strongly disagreed. The results indicate that 86.1 percent of the teachers in this school are satisfied with their teaching job, but 13.9 percent aren't happy with their teaching job. These unsatisfied teachers should be motivated and support them not to impact the students' learning outcomes.

	Frequency	Valid Percent	Cumulative Percent
Agree	17	47.2	47.2
Strongly agree	14	38.9	38.9
Neutral	3	8.3	8.3

Strongly disagree	2	5.6	<b>100.0</b>
<b>Total</b>	<b>36</b>	<b>100.0</b>	

**Table 3:** Distribution of teachers' motivation in job

**Table 4** shows the principal's motivation towards staffs using various Likert scales. Out of 50 staff respondents, the result shows that 56% agreed that principal do motivate those to work, with 34% strongly agreeing. It indicated that the principal supports staffs' work, but 6% of the respondents couldn't express neutrality. The result positively shows 62% and 32% agreed and strongly agreed that they are recognized and supported to work perhaps 9.1% of the staffs remind in neutral, but 94% of respondents in this school feel supported, recognized, and motivated to their work. 64% and 36% of respondents agreed and strongly agreed for the encouraging support, which indicates that the school has a conducive learning environment. The result shows that 90% of respondents contribute to decision-making in school, but 10% of the respondents are neutral. They feel decision-making in school takes place without all staff contribution. Therefore result suggests improvement in decision-making with all staff's consistency.

Principal's motivation towards staffs		Frequency	Percentage (%)
My principal motivates me to work?	Agree	28	56.0
	Strongly Agree	17	34.0
	Neutral	3	6.0
	Strongly disagree	2	<b>100.0</b>
Does my Principal provide me with the feeling of recognition?	Agree	31	62.0
	Strongly Agree	16	32.0
	Neutral	3	9.1
	Strongly disagree	0	<b>100.0</b>
Principal's support to staff is encouraging?	Agree	32	64.0
	Strongly Agree	18	36.0
	Neutral	0	0.0
	Strongly disagree	0	<b>100.0</b>
The principal allows you to contribute to decision-making in school?	Agree	29	58.0
	Strongly Agree	16	32.0
	Neutral	5	10.0

	Strongly disagree	0	<b>100.0</b>
Working condition in this school is conducive?	Agree	31	62.0
	Strongly Agree	17	34.0
	Neutral	2	4.0
	Strongly disagree	0	<b>100.0</b>
The principal of this school leads by good examples?	Agree	31	62.0
	Strongly Agree	19	38.0
	Neutral	0	0.0
	Strongly disagree	0	<b>100.0</b>

**Table 4:** Distribution of Principal's motivation towards staffs in school

**Table 5** indicates that respondents had listed the five common factors that they will be motivated in their working place if their immediate leader takes care of these five listed factors. Of 50 respondents, 42.0% suggested that the principal should support and reward those deserving teachers, and 22.0% indicated that recognition and opportunities are also motivating factors. Further, 6.0% shows that leaders should lead the mass without indiscrimination, with equal treatment and adequate resources to boost the working system. Perhaps, 12.0% suggested teamwork, transparency, and free nepotism leaders will motivate the team to work more diligently, positively impacting the students' learning outcomes. 18.0% further indicated that the physical ambience is also one contributing factor to motivating the working atmosphere. Thus, as a result, shown in table 5, it is seen that principals' support and rewards are significantly high in the percentage out of five factors. It shows that principal support and rewards are more important to excel the teachers' academic performance and positively impact students' learning outcomes.

Five factors that motivate in the workplace	Frequency	Valid Percent	Cumulative Percent
1. Recognition and opportunities	11	22	22.0
2. Physical ambience	9	18	18.0
3. Teamwork, transparency, free nepotism	6	12	12.0
4. Principal support and rewards	21	42	42.0
5. Indiscrimination and adequate resources	3	6	<b>100.0</b>
<b>Total</b>	<b>50</b>	<b>100.0</b>	

**Table 5:** List of five factors that motivate you at the workplace



**Table 6** shows that to improve teacher motivation, the principal as a leader of the school should encourage and recognize the team as out of 116 respondents including teachers, support staffs and students parents, 31.9% suggested that there should be encouragement and recognition from the leader to motivate them. 29.3% shows that there should be adequate school facilities, particularly the teaching-learning materials. Similarly, 18.1% shows that leader should possess the qualities of democratic leadership style with free favoritism, which invites the team to contribute to decision-making as team members are motivated to work, trust, and build team spirit to achieve better results. 20.7% of the respondents suggested to share workload. There should have an equal share balance workload, which will have a positive working impact as everyone has a share balance workload to perform the duty, besides the regular teaching in the class. Thus, to have motivated teachers in the school, a leader should be aware of his leadership qualities and treat everyone equally with justice to have a positive learning impact on the students, as indicated in table 6.

Impact of principal motivation on teachers		Frequency	Valid Percent
1. Does the positive motivation from principal impact teaching?	Yes	116	100.0
	No	0	0.0
2. Do you think the principal's motivation to teachers will impact students' learning outcomes?	Yes	116	100.0
	No	0	0.0
<b>Total</b>		<b>36</b>	<b>100.0</b>

**Table 6:** To improve teacher motivation from the principal

#### What would you recommend to improve teacher motivation from a leader?

**Table 7** shows that out of 116 samples gathered from teachers, support staffs and parents, 100% suggested that positive motivation from principals significantly impacts teachings, and simultaneously, 100% result shows that principal motivation to teachers will impact the students learning outcomes.

Therefore, strong leadership with an accomplished motivation will trigger teachers to enhance teaching competency as teachers are challenged to improve performance by effectively implementing academic and teaching tasks. Teachers continue to work despite the challenges and responsibilities of their tasks to improve student's quality of learning outcomes. Thus, as the head of school, the principal should consistently motivate teachers to impact students learning positively. As indicated in table 6, principals are the main critical factors in the teaching-learning of teachers and students.

	Frequency	Valid Percent	Cumulative Percent
1. Adequate facilities	34	29.3	29.3
2. Recognition and encouragement	37	31.9	31.9
3. Share and balance workload	24	20.7	20.7
4. Free favoritism and democratic leader	21	18.1	<b>100.0</b>
<b>Total</b>	<b>116</b>	<b>100.0</b>	

**Table7:** Impact factor of principal motivation on teachers

## Discussion and Recommendations

The study had examined the principal leadership towards teachers' motivation and its impact on students learning outcomes of Bartsham Central School under Tashigang district, eastern Bhutan. The study recommends that school leaders provide transparency and pursue transformative and democratic leadership to motivate teachers to work hard, to deliver their services, which directly impacts student learning outcomes. In addition, schools ensure that the school environment is conducive with adequate facilities, teaching-learning resources, workload sharing, teamwork, and leadership inspiration, which substantially impact student learning. Thus, strong leadership with strong motivation will effectively motivate teachers to boost their teaching ability. The study recommends that school leaders use transformative, democratic, and autocratic leadership styles where appropriate in specific situations, involve teachers in decision-making and reward high-performing teachers with academic learning outcomes. The study also suggests that the effectiveness of integrated leadership, the leader should possess and implement both transformational and democratic leadership qualities to stimulate teachers' motivation. The study also recommended that the principal support, inspire, and encourage teachers through equal distribution of workload and reward to those performing teachers to positively impact the teaching-learning process in school as principal leadership sets the tone for teachers to commit to their teachings.

## Conclusion

The study examined the principal motivation towards teachers and its impact on the student learning outcomes of Bartsham central School under Tashigang district, eastern Bhutan. The study's primary purpose was to examine teachers, support staffs and parents' views on the motivation of school leaders and their impact on student

learning. The Data was collected through the questionnaires and survey methods from 116 respondents and analyzed using MS Excel 2013 data filtering and descriptive statistics. These findings indicate that motivation is an important aspect that can improve academic performance at the school level.

The study revealed that with the participation of teachers in decision-making, recognition of their intellectual capacities, and adequate facilities, teachers are motivated and satisfied to work positively. Teachers had recommended that social relationships, the sense of belonging, operating conditions, teamwork, workload, encouragement, support, and reward were among factors that urged them to work out effectively in school.

Therefore, the study suggested that school leaders maintain a conducive learning environment to boost the teachers and have a positive learning outcome. The study also revealed that a higher level of motivation from the leader to teachers would have a higher impact on students learning outcomes.

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