
Motivation is an Integral Part of Educational Leadership: An Analysis and Way Forward

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ABSTRACT

On one side, no one can deny of the fact, that Motivation has a great significance in all walks of life. But on the other hand, it is the least important area among the stakeholders who has key leadership positions in organizations. With regard to educational leadership and motivation, the field of leadership depends a lot on the subject of motivation. Analysis of literatures, various theories of motivation and particular research on the subject area can assist to give a better understanding of how a leader could build favourable conditions using the tool of motivation. The basic purpose of the research was to determine the Role of Motivation in Educational Leadership". The research was a descriptive in nature and it was based on quantitative data analysis leading to qualitative judgments on the hypothesis. Questionnaire and interview were used as research tools for data collection. Total 110 respondents including renowned teachers / principals / educational leaders of the study area were questioned and interviewed about the problem under investigation. Data analysis was made and it was found that most of the literature reviews and respondents of the study were of the opinions that motivation is essential for leadership and affects organizational goals positively. It was also found that motivation factor is considered as an integral part of educational leadership. It was concluded that among other different factors, motivation factor has a significant role in all types of leaderships and especially it is considered as an integral part of educational leadership.

INTRODUCTION

Leadership is paramount in all kinds of organization (Chemers M, 2013). Leadership is constantly tried to propose measures to get better performance of their followers and to get set targets of the organization. Importance of motivation cannot be ignored in any field of life. It is the indicator of key performance and should be on any head's of the institution control panel/table (Judge, T.A & Gerhard, 2012). Motivation acts as a catalyst in increasing the efficiency of leadership as well as their followers. By and large, the worth of motivation is taken too lightly and it is the least known area among people who have vital leadership roles in organization. The educational leader, who is competent at motivating his under command teaching and non teaching personnel, without any doubt it is a measure of success for him. Many researchers have pointed out many factors to motivate the employees of different organizations including education field. In these

different factors, one is the motivation. Motivation is vital just because, it permits leaders to meet up and yet improve on their own organizational targets (Stogdill & R.M, 1994). Certainly, if personnel are not motivated, the institution will be in a very insecure situation. There are only two probable final points; hardship and collapse of organization or secure the motivational problems amongst the supporters. Finally, one or the other will exist. Therefore, role of leaders is to build up vision of future and to inspire the members of organization for attaining the visualization. Different studies reveal, that motivation is the fundamental part of leadership for effective and efficient organization. By definition, Motivation prompts, forces and rejuvenates a person to perform or act in a meticulous approach at an exacting time for accomplishing a specific purpose or goal. (Judge & Gerhardt, 2012). But for the motivation of a person, what precisely is responsible? To push and

pull an individual to act or for move achieving specific goals, what are the suitable activating forces? Psychologists have answered the activating forces such as motives, needs, and drives. Also in these, one answer is the motivation of leadership. So, it is the capability of a superior to persuade the behaviour of a lower or group and influence them to go after a particular plan (Judge, Bono, Ilies, & Gerhardt, 2012). Also, motivation is influencing and directing followers in a way that will win their respect, obedience, loyal cooperation and confidence in accomplishing common goals (Motivation and leadership by USA Academy). It is also the process of influencing group activities using motivation towards the achievement of goals (Chemers M, 2013).

Contribution of this paper to the literature:

Keeping in view the review of related literature (conceptual and theoretical framework) of the present study, the following research contributions are identified.

1. The present study reveals that there are a few research studies in the area. Also the present research attempts to address multiple gaps and in doing so make important contributions to the literature.
2. This study is extremely significant for the betterment of our educational institutions, education system, society, policy makers of the country and it may be used in others communities of the worlds as well. So it would open new vistas and contributes a lot to the existing literature.
3. The present study has proposed some guiding principles for future studies. So, it can be a source of motivation and guidance for researchers to explore further aspects of the problem under investigation and provide a basis for further researches. This will also contribute to existing literature.

History reveals that it was the motivation of leadership of Tariq Bin Ziad, who burnt the boats and conquered Spain and ruled over there for two hundred years by saying that "Every land is the land of Allah, So it is our land". It was the motivation and leadership of Muhammad Bin Qasim who conquered the Sub-Continent, and now we are living independently in our independent state. It was the educational leadership of Abu Hamid Al-Ghazali who studied theology and education on a theoretical level and earned his name in education philosophers. It was the leadership of Sir Sayyid Ahmad Khan, who established the college at Aligarh, Uttar Pradesh, India named Anglo-Mohammedan Oriental College and served the muslims of sub

continents. Under the leadership of Muhammad Ali Jinnah people were motivated through and got an independent state for the Muslims. It was the motivation of our Holy Prophet (PBUH) who motivated the followers and ruled all over the world and spread Islam. So human motivation factor binds a group together and motivates them towards set goals. Also leadership will remain self motivated as well as to motivate his / her followers. However, In Pakistan and especially in KP, as such no specific researches have been conducted in this specific field. However, general presentations, news letter and essays written by different writers in magazines, careful study of international and national surveys and reports (literature of reviews) show that motivation is one of the pivotal components of any type of leadership including field of education.

Significance of the Problem

Motivation performs a key part in educational leadership for useful and proficient working of any organization. Motivation is the phenomena which provides incentives to the motives of human beings intrinsically and extrinsically and achieves the desired objectives of the organization. Different leadership styles have many main elements and components, in which one important component is the motivation. So motivation performs the role of catalyst in the process of leadership. In this view, this study intended at investigating the the role of motivation in educational leadership. This study is likely to give noteworthy information to the existing database of the knowledge concerning the study under the considerations.

Objectives of the Reseach Study

The basic purposes of the study were:-

- To Determine the role of Motivation in educational leadership
- To suggest recommendations regarding motivation and leadership

Hypotheses

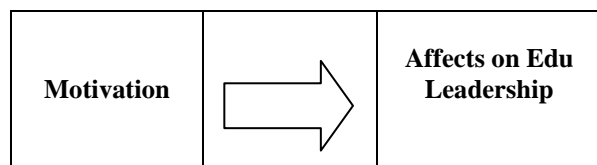
Considering the research objectives and comprehensive study of research literatures on the motivation and leadership, the hypotheses given below and that are stated in null form were developed and tested:-

H₀₁: There is no significant effect of motivation on educational leadership.

H₀₂: There is no significant relationship exist between motivation and educational leadership.

Conceptual Framework of the Study

By definition, a conceptual framework is a plan or a network of related models of the study. Conceptual framework review presents a course of action of theorization for structuring conceptual frameworks based on grounded theory method. The conceptual framework of the present research is given as:



In the above figure, motivation represents the independent variable while the affect on leadership acts as dependent variables. The framework shows the factor that influenced the leadership.

LITERATURE REVIEW

Motivation shoves a person to persevere at attaining his / her goals. An administrative has the right traits of leadership to persuade motivation. An effective leader should have a sufficient knowledge of factors necessary for motivational of others. Leadership is a means of motivating others. Role model is also a main motivator that persuades people in attaining their objectives. A leader set a good example to make sure his followers to grow and obtain their goals successfully through motivation. Remember, “To become an effective and efficient leader, he/she should be self-motivated and know how to motivate followers”. If he/she is self-motivated, then he may be able motivate others and to accomplish set goals and to organize their defined goals with the common goals of enterprise. Motivation is of two main categories. Intrinsic motivation is one which arises from within the individual, team, group, or organization. Its implementation brings about production and self-actualization. Extrinsic motivation is that which begins outer of the individual or organization under scrutiny. The completion of external motivation results in what calls social rewards (Lawler, 1983). Another writer defines three areas affected by motivation (Dyer, 1992). These are change in amount, quality, and direction of performance. It gives more insight into the relationship between leadership and motivation.

Leadership

Daft (2011) narrated that, leaders needs to have an influence relationship with his supporters to attain required changes, shared intention, and take own

responsibility to make things take place. It is the combination of two words leader and ship i.e Leader of the ship. It is the capability of a superior to persuade the behaviour of a fan or crowd and convince them to go after a specific course of action. It is a process by which superior can direct, show and persuade the behavior and efforts of followers for accomplishment of set goals in a certain condition. It is the capacity to convince others to seek defined set goals eagerly. It is also the individual factors which join a group mutually and inspires it in the direction of set objectives. Orthouse (2007) narrated that a course of action, whereby a person persuade a group of followers to get a common target. Zeitchik (2012) said that leadership is rousing others to follow certain idea inside the limits you set, to the scope that it turn into a collective endeavour, a united vision, and a joint success. Leadership is a course of collective influence, which increases the hard work of others, in the direction of the accomplishment of a purpose (Kruse, 2013).

Effective Leadership

Tead (2019) in his book “The art of Leadership” suggested that a successful leader should possess at least subsequent traits including, bodily and intellectual energy, intelligence and belief, a wisdom of reason, vision and road, keenness, ability to communicate and alignment, love openness, patience and balance in emotions, perseverance and constancy, integrity, has the ability to ensure confidence and zeal in the followers, to ensure willing co-operation from followers in understanding the common intentions, should keep the followers informed of their tasks and duties and take up motivational practices to arouse subordinates for performance with concentration, genuineness and trustworthiness, a leader verify to be playing an encouragement function in the concern’s working. Funder (1997) narrates that effective leadership stimulates the followers with financial and non-economic remunerations and thus gets the work done by subordinates and have initiative and imaginative aptitude, drive, compassion, to inspire, educate and direct group so as to make safe subordinates’ motivation and agreeable support.

Leadership in Islamic Perspective

Islam gives great emphasis to leadership (Dr. Rafik Beekun & Dr. Jamal Badawi, 1998). There are defined ways for selection of leadership, qualities of leadership and responsibilities of leadership. As per Quran, Allah prepared them leaders directing (men) by our order and we dispatched them stimulation to perform good actions, to perform routine prayers and to exercise regular

charity; and they persistently served Us (and Us only)(Qur'an1, Anbiyaa, 21: 73). Leadership in Islam is a confidence. According to Islam, each personality is the "shepherd" of a herd, and has a place of leadership. Hazrat Muhammad (PBUH) said, "While three are on a trip, they should assign one of them as their leader." As per Prophet (PBUH), Muslims must select a leader during a journey, select a chief to guide the prayer, and select a leader for other crowd activities. The man is the chief of his family. In the nonappearance of her spouse, the woman presumes the charge of leader of the residence. Allah almighty sees and listens to all (Qur'an, Baqarah, 2: 256). Allah almighty believes in the intentional dimension of a person's conduct to be so significant that He stresses it in a new verse: If it had been the Allah's spirit they would all have believed all who are on globe! Will you then force human against their resolve to trust! (Qur'an, Yunus, 10: 99). Leadership is the capability to convince others to look for defined objectives excitedly. Management actions such as plan, organizing, judgment making are unseen protections until the leader triggers the authority of motivation in people and directs them toward their targets. In contemporary Islamic organizations, both motivation and leaders are essential.

Motivation from Western and Islamic Point of View

Motivation is extensively talked about in areas such as education, psychology, leadership and enlargement etc. Motivation plays a vital part in individual lives as it directs human to any accomplishment. Psychologists of Western relate motivation to a lot of parts of life such as genetic, ecological, societal, and developmental and cognition. Islamic viewpoint on the other hand sets more importance on the religious and belief aspect. So Muslims are stimulated to do good actions or to carry out any action only to look for the happiness of Allah almighty. Moreover, Allah has revealed the concept of rewards and punishments for good and wrong doers in the shape of Paradise and the Hell respectively. In Islam, it is the motivation of Allah which compels the Muslim to do good deeds and also either to be a Shaheed or Ghazi in the way of Allah. In Islam, motivation supersedes all other different physical, biological, social and material incentives. As it is said when there is a will, there is a way. There is no substitute to motivation for leadership. Modern psychology describes motive as a particular want or wish that gives behaviour together with energy and direction (Reeve, 2005). There is no talk about at all about the reality of the soul and its impact on human motivation as supposed by Muslims (Abdul Shakoor, 1978 & Al-Awneh,

1999). Since human beings have a double nature (body and soul/psyche), obviously there should be two types of motives: one is biological drives, and the second is psychological drives. As per Islamic viewpoint, religious motivation should also be included as one of the psychological motives.

Motivational Leadership

It is an ability form where a leader put into practice a model and approach for persuading individuals to go after them. They are concerned in construction a protected and credulous environment, as well as make sure the organization is placed to be doing well in the market. This kind of leadership's main codes describe that the leader should first have in place stout ethics, apparent vision, defined values, reliable communication, and be actually motivated to encourage group effort and optimistic energy all over the organization. In 2002 till 2015, it was the initiative and motivation of Government of Pakistan stakeholders and HEC honourable chairman who worked day and night and spread the networks of universities and colleges in the whole country. Security agencies are mainly dependent on the motivation and welfare of the leaders and their followers. Literature reviews show that it is the motivation which compels and motivates the government security forces to fight and sacrifice their lives for some noble cause. Starting from the early history till now whether in Islam or for Non Muslims, it was the welfare and motivation factor due to which they performed well, fought bravely and even sacrificed their lives. Jamal Badawi (1998) narrates that for Muslim, the main motivation is the happiness of Allah and Shahadat or to become Ghazi. Moreover, other incentives also play an important role in different organizations. Like pays and pension, different welfare schemes, funds, housing schemes, rewards and punishment concept, promotions, inland and abroad courses etc for motivating their employees.

Leadership Theories in the Context of Motivation

With regard to leadership and motivation, the field of leadership greatly depends on the research of motivation, telling that leadership is less a particular set of behaviours than it is building an atmosphere in which individuals are stimulated to generate and go in the path of the leader. Vroom (1988) narrates that leaders have to concern themselves fewer with the definite behaviours they exhibit and focus more to the condition in which work is completed. By generating the accurate environment, one in which crowd desires to be involved and think devoted to their job, leaders are capable to persuade and direct the others actions. A number of foremost motivational theories can help

present a healthierperceptive of how a leader might build such an environment.A famous motivation theory is that of Herzberg. Hedistinguished between parts in the place of work that led to workerscontentments and elements that led to workersunhappiness, such that contentment and unhappiness are thought of as two dissimilar continua instead of two ends of the same range. Those elements that grounds satisfaction can be considered as motivators, sinceworkforce are motivated to attain them. The next set of elements Herzberg named hygiene aspects, as they are essential to maintainworkers from being discontented. This theory connects to leadership, since leaders may be concerned in decreasingunhappiness and risinghappiness to build up an atmosphere more favourable to workerspleasure and maybe performance.Next motivation theories also pertain to leadership in terms of put forwardpoint of view for what leaders need to do to influence others' behaviour. For example, need theories suggest that people have needs for certain results or products, and they are motivated to perform in manners that will keep happy these needs? Maslowprojected a need hierarchy in which definedesires are addednecessary than others and persons are stimulated to please them (for example, physiological and security needs), prior to they will experience a force to gratify higher order needs (belongingness, admiration, and self-actualization). He said that personsmight move up and down the chain of command, and individuals may be motivated by numerousrequirements at any one time. One moreinterconnected theory is manifest needs theory. This suppositionproposes that individuals experience a broadrange of needs (e.g, want for accomplishment, need for authority, and need for attachment), and everybody may not experience the similarrequirements. The suitable environmental situation stimulatesdefinite needs. Describing this to leadership, work classicallygratifyseveral needs, and the query is whether leaders can build up an atmosphere that helps meet up people's more advanced or instant needs.Additional motivation theories include theory of expectancy, equity theory, goal setting, and reinforcement. Every of these haverepercussion for the approach leaders acquire to dealing with their supporters. Theory of Expectancy suggests that individualskeep in specific behaviours rely on the possibility that the actions will be pursued by someresult and the value of that result. Since leaders know what individuals value, they can impact people's activities by defining what behaviours will generatewanted outcomes. Theories of Equity propose that individuals are motivated to equilibrium their input/output proportion with others'

input/output proportion. This point to a subtleequilibrium based on personview that may or may not correctlysymbolizetruthfulness. Goal setting theoryreceivesto some extentchanged approach, telling that individuals are stimulated to attain goals, and their intentsforce their behavior. Performance goals, thus, set by either leaders or supporters themselves give to determining what behaviours will be displayed. At last, reinforcement theory prevents from a behaviourist point of view and declares that behaviour is controlled by its consequences. Leaders are certainly in a position to provide either optimistic or pessimisticimplications to supporters, and reinforcement theory has had important impact on developing effective leadership style.

Educational Leadership

Bush T & Glover D (2002) stated that educational leadership is the practice of enlist and directing the aptitudes and potentials of trainers, students, and parents toward attainingmutuallearning aims of the institute. In USA it is utilizedequally with School leadership and in UK it is said educational management. Tony Bush(2007) described that there is largeattention in educational leadership in the start of the 21st century since of the common belief that the worth of leadership builds a considerable distinction to school and learnersresults. There is also growingacknowledgment that schools wantsuccessful leaders and managers if they are to give the greatestprobable education for their students. Schools requireskilled and dedicated teachers but they, in turn, require the leadership of extremelyuseful principals and help from other superior and middle managers. While Southworth G (2002) narrated that the want for effective leaders is usuallyacknowledged, there is much less assurance about which leadership behaviours are most likely to createencouraging outcomes. Hechecked the theoretical underpinnings for the branch of educational leadership and management, estimate different leadership models, and examined the confirmation of their relative usefulness in budding successful schools throughout motivation and good leadership.

METHODOLOGY

To investigate the relationshipbetween motivation and leadershipdescriptive / survey based study (structured questionnaires and structured interview were used). So this is a descriptive research. The researcher used a pragmatic approach (mixed methods). The research was based on quantitative data analysis leading to qualitative judgments of the study. Keeping the focus on research problem, the research was involved

renowned respondents i.e. educational leaders and some imminent heads of the educational institutions of Peshawar and Nowshera cities. Literature review was studied; Questionnaire as well as interview was conducted, focusing on motivation an integral part of leadership. Efforts were made to access primary sources of data.

Population

Population of the study was taken from district Peshawar and Nowshera. Therefore, renowned respondents of educational officers/ principals leaders of the Peshawar / Nowshera and some imminent heads of the educational institutions of Peshawar city were taken. Respondents were questioned and interviewed about the research problem.

Sample

Purposive/convenience sampling technique was adopted. Due to the limitation of time and resources, total 110 educational officers/professors of the total population were taken as a sample for analyzing the opinionnaire and interviews. Gender wise Population and Samples of respondents for Opinionnaire were:-

Table 1: Gender wise Population and Samples of Respondents for Opinionnaire

S No	Description	Population	Sample
1.	Male Educationists	X*	70
2.	Female Educationists	Y*	05
3.	Renowned Heads / leaders	Z*	15
Total Respondents for questionnaire		X*+Y*+Z*	90
Total Respondents for Interview		X*+Y*+Z*	10
Total Respondents Sample		X*+Y*+Z*	110

- Because of confidentiality and commitment with educational institutions did not written

Table 2: Number of Respondents for Interview' Responses

S. No	Responders	Numbers
1	Male Educationists	03
2	Female Educationists	03
3	Renowned Heads / leaders	04
Total Respondents for Interview		10

Instruments

Following research instruments/sources were applied in the study for collection of the data:-

- Questionnaire/Opinionnaire based on Likert's five points attitudes scale for motivation an integral part of leadership
- Personal visits to offices of sample renowned educationists / leaders by the researcher for conducting semi-structured interview for finding the objectives of the research.

Validation of Questionnaire and Interview

Test specialists in general agree that the most essential quality of a measuring tool is its validity. A tool is called valid if it measures what it claims to measure and, consequently, permits appropriate interpretation of scores. So in this study, questionnaire and interviews tools were pilot tested by 08 and 03 respondents (both male and female) respectively, who were not included in the sample. Then the validation findings of tools were talked about with the four experts of the concerned field to validate it with reference to content, language, layout, construction and objectives. Questionnaire and interviews were refined in the direction of experts' ideas and recommendations.

Validity and Reliability

To establish the reliability of the research, questionnaires and interviews were prepared after thorough deliberations and rectifying and consulting supervisor and other experts of the field. Researcher himself conducted all the questionnaires and interviews (in conducive environment) to ensure minimum subjectivity. The examination of the data was also carried out by researcher himself. The study was repeated under similar circumstances and similar conditions on the officers/leaders of the population of educational leaders of renowned institutions of Peshawar city.

Data Analysis strategy

Data was analysed in the following ways:

- For the questionnaire of the research, data was collected through quantitative method. The degrees of responses were set under five likert scale.
- Calculated the percentages of responses. For this reason, initially the total responses for each item were divided into the above five rating scale and then the division of each number of responses was divided by the total responses and multiplied by 100. The formula is as:

Percentage = $\frac{\text{Responses for an item}}{\text{Total Responses}} \times 100$

(c) Data received through interviews was analyzed qualitatively. Responses of the

interviewees were studied thoroughly and qualitative analysis was made.

(d) Data received through suggestions in the Interviews was also analysed qualitatively.

RESULTS

Table 3 Number of Responses of Respondents

S No	Statement	SCALE	SA	A	UNC	DA	SDA
1	There are many factors affecting Educational leadership	Frequency	20	56	1	2	1
		%Age	25	70	1.25	2.5	1.25
2	In your opinion, Motivation is one of the major factor affecting edu leadership	Frequency	20	52	3	2	1
		%Age	25	65	3.75	2.5	1.25
3	Without motivation, all other qualities of leadership are imperfect	Frequency	10	40	14	8	8
		%Age	13	50	17.5	10	10
4	Motivation quality of leadership supersedes other qualities of leadership	Frequency	15	35	14	8	8
		%Age	19	44	17.5	10	10
5	Leadership as well as his followers should be motivated to achieve organizational goals	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
6	Motivational factor is very necessary for all types of organizations	Frequency	19	50	6	3	2
		%Age	24	63	7.5	3.8	2.5
7	Motivation acts as a catalyst in improving performance of leadership	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
8	Motivation increases the performance, efficiency and effectiveness of leadership	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
9	Intrinsic as well as extrinsic motivation is very necessary for leadership	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
10	Suitable rewards/punishment increase motivation level of leadership as well as his followers	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
11	It is the motivation factor which guarantees success of leadership	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
12	Leaders should be self motivated and know the ways to motivate his followers	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
13	Leaders motivation affect himself as well as their followers	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
14	Leadership self motivation as well as their followers motivation affect organizational performance	Frequency	18	52	4	4	2
		%Age	23	65	5	5	2.5
15	In your opinion, Motivation is considered as an Integral part of edu leadership.	Frequency	20	54	3	2	1
		%Age	25	67.5	3.75	2.5	1.25

The following findings were made from the analysis of the questionnaires (**Table No.3** *Number of Responses of Respondents*) and Semi Structure Interview (**Annexure-1**) and the following analysis were made:-

- (a) Quantitative analysis followed by qualitative judgement of the questionnaire confirms that:
- (i) Majority of the respondents are strongly agreed or agreed (which are in favour of the research problem) with the

statements that Motivation is one of the main factors affecting all types of leadership positively.

- (ii) Majority of the respondents are strongly agreed or agreed (which are in favour of the research problem) with the statements that Motivation is considered as an Integral part of educational leadership.
- (b) Qualitative analysis of interviews from the respondents is also in favour of the research topic and confirms that motivation is considered as an integral part of leadership.
- (c) Qualitative analysis of interviewees' suggestions is also in favour of the research problem and shows that motivation is considered as an integral part of educational leadership.
- (d) Intrinsic as well as extrinsic motivation of the personnel is very important for achieving organization goals.
- (e) Different leadership theories shows that great leaders are born as well as leadership may be developed.
- (f) Leadership play an important role in all organizations, especially in educational institutions

DISCUSSION

The current research under study has discovered the role of motivation in educational leadership. The study depends on quantitative data followed by qualitative judgement and null hypotheses testing. Some of the restrictions of the research were size of sample, research instruments and generalization of the study.

The main problem faced by researcher was sample size. The current research under study has discovered the role of motivation in educational leadership. In the study under discussions, it was revealed that motivation has a significant affect on educational leadership and its performance. Therefore hypothesis: H_01 of research study was rejected, because motivation has significant role on educational leaders' performance. Literatures review and other studies earlier conducted in similar environment by the researchers also favoured the findings of the present study under investigation. Furthermore, it was also revealed that there was a significant relationship between motivation and leadership.

So hypothesis: H_02 of research study was also rejected, because significant effects of motivation on leadership were found. Earlier research studies conducted by the researchers also favour the findings of the present study under discussion. However, in today modern world of emerging innovations in motivation and leadership, it is apparent that motivation is an integral part of the whole process of leadership. Therefore, the study has provided a number of insights, guiding principles and caution for conducting more research studies in the future to explore further aspects of the problem under study.

CONCLUSIONS

On the foundation of the results of the study, it is said that there are many factors which affect educational leadership. In these factors "Motivation" is the supreme one. Motivation factor not only affects the leadership but also affects their followers and resultantly affects the performance of the whole organization. Research conducted by the researcher also supported and countersigned this perception that motivation has the significant role in leadership and thus it is considered as an integral part of educational leadership. In nut shell, motivation should be given proper attention and priority in all fields of life in general and specially in educational institutions in particulars. Educational institutions should also adopt some more measures to enhance welfare of their personnel and increase the motivational level of the teachers and supervisors. This is one of the fields which make the nations strong and its pillars deeper and well-built.

RECOMMENDATIONS

It was recommended that:-

Motivation may be ensured at all levels of educational leadership. Government should give due attention to the motivational factor of leadership. Leaders and their followers should be given priority and appropriate respect in all domains of life in general and in educational institutions in special. Pays and related facilities of both the leaders and his followers may be increased so that economic factors do not adversely affect the process of leadership. Medical/health/education facilities should be given priority. Professional development courses, seminars and workshops on motivation and leadership should be conducted. Leaders and their followers may be kept informed regarding government policies initiated for the wellbeing of personnel.

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Semi-Structured Interview		Annexure 1	
Qs	Statements	Yes	No
1	Do you think that motivation is one of the main factors affecting educational leadership		
2	Do you think that leadership as well as followers should be self-motivated for achieving organizational goals?		
3	Do you think that leadership self-motivation increases the performance of himself as well as output of an organization		
4	Do you think that followers self-motivation increase the performance of themselves as well as output of an organization?		
5	Is it true that Intrinsic as well as extrinsic motivation are very necessary for leadership and their followers?		
6	Is it true that Motivation of leadership should be given top priority in all walks of life?		
7	Is it true that leadership and his followers’ low motivation of will cause low performance of an organization?		
8	Do you think that motivation is considered as an integral part of educational leadership?		
9	Keeping in view your personal experiences as a leader and subordinate, please write three comments about the statement that motivation is not an integral part of leadership (if not agreed then proceeds below to Q. 10) . (a) ----- (b) ----- (c) -----		
10	Keeping in view your personal experiences as a leader and subordinate, please, write five comments in favor of that motivation is an integral part of educational leadership. (a) ----- (b) ----- (c) ----- (d) ----- (e) -----		