

The Relationship Between School Heads' Transformational and Structural Leadership Styles Towards Teachers' Teaching Motivation

Mohd Asraf M Mohd Siraj¹, Ahmad Aizuddin Md Rami^{2*}, Nor Azni Abdul Aziz³, Mohd Ashraff Mohd Anuar⁴

^{1 2 3 4} Faculty of Educational Studies, Universiti Putra Malaysia
Universiti Putra Malaysia, 43400 Serdang, Selangor
asrafsiraj@gmail.com
ahmadaizuddin@upm.edu.my
nor.azni@upm.edu.my
mohdashraff@upm.edu.my
*Corresponding Author

<https://doi.org/10.24191/ajue.v18i1.17193>

Received: 20 December 2021

Accepted: 20 January 2022

Date Published Online: 31 January 2022

Published: 31 January 2022

Abstract: Leadership is crucial in an organisation's long-term viability and incredibly motivating teachers. Theoretical and conceptual searches for leadership styles that work in any situation, such as teachers' teaching motivation and with any set of followers, have never been more abundant in the field of leadership research. However, some findings reported that there had been some uncertainty about the relationship of leadership styles towards teacher teaching motivation in some schools. Hence, this study is designed to get the response of primary school teachers in Sabah on the school heads' transformational and structural leadership styles, the level of teachers' teaching motivation, and the relationship between the school heads' transformational and structural leadership styles towards teachers' teaching motivation. This study is a descriptive quantitative study conducted through a survey using a questionnaire from the instruments of L. Bolman Personnel correspondents for structural leadership style, MLQ (Multi-Factor Leadership Questionnaire) for transformational leadership style, and A Questionnaire Measure of Individual Differences in Achieving Tendency (QMAT) for teaching motivation. The study involved 350 respondents from primary schools in Sabah. The analysis of the findings uses frequency, percentage, mean, standard deviation, and Pearson correlation analysis with determination = 0.05. The results showed that teachers' response in primary school in Sabah to the leadership style of the school heads is at a satisfactory level. The study also found a significant relationship between the school heads' leadership styles towards teachers' teaching motivation. This study supports the findings of other studies, whereby the headmaster leadership styles influence teachers' level of teaching motivation in schools.

Keywords: Transformational leadership styles, structural leadership styles, teachers' motivation

1. Introduction

Education is one of the processes involving teaching and learning knowledge in a school or institution. The transmission of noble ideals, the installation of academic information, and the development of students' thinking capacities are all part of the National Education Philosophy's goal which is developing physically, emotionally, spiritually, and intellectually whole individuals (Malaysia Ministry of Education, 2021). Teachers, too, must possess holistic qualities and teaching motivation to educate students and guide them toward becoming knowledgeable, trained, and talented individuals

capable of meeting the demands of an increasingly complex era. As a result, school leaders' leadership styles are an essential role in increasing teachers' enthusiasm to educate. Furthermore, because the educational system is changing dramatically as a result of new norms such as the pandemic of COVID-19 and the widespread use of technology in the teaching and learning process, teacher motivation is critical in promoting quality in teaching and learning, as it is more likely to motivate students to learn and participate actively in the learning process, ensuring they deserve to achieve their goals (Lai & Han, 2020). This is important because when the teaching and learning process runs smoothly, teachers can ensure that students comprehend what they are being taught successfully, indirectly improving the school's performance. In this sense, as the school's senior administrator, the school heads play a critical role in encouraging strong motivation among the teachers.

Leadership in schools is vital for accomplishing the National Education Philosophy, according to the Malaysian Education Development Plan 2013-2025 (Ministry of Education Malaysia, 2012). As a result, in the organisation of each school, the headmaster and headmistress play an essential role as a leader in ensuring that all matters in the school are appropriately managed and successfully, both in terms of administration and the teaching and learning process. According to Somech (2005), every organisation needs strong leadership to ensure that the vision and mission are carried out effectively. Thus, an organisation's success is dependent on a capable leader (Bass and Ruth, 2008). Aside from that, the school heads' leadership styles must be compatible with the culture and acceptance of the school's members.

Leadership can be defined as a person's ability to lead; to inspire and motivate others while carrying out a task (Eyal and Roth, 2010). Leadership style is also a determining factor in motivating personnel to attain goals and providing direction for successful plan implementation (Mukhtar & Fook, 2020). To increase an organisation's well-being and performance, a leader must use any leadership style, such as transformational, structural, democratic, instructional, and others, as the foundation and backbone of the leadership style. Each person or leader has a unique leadership style. Leaders' leadership styles typically differ, which can impact staff motivation and organisational success (Muhamad et al., 2008). This is due to the fact that everyone has unique characteristics, attitudes, and perspectives. When administrators use a democratic leadership style, for example, not all teachers in a school are more inclined. According to Kyak et al. (2011), the leadership styles of school heads have a substantial impact on teachers' teaching motivation, which leads to the school's performance and achievement. As a result, headmasters and headmistresses should use the right leadership styles to instil a strong sense of teaching motivation in their staff. When this occurs, both the headmasters, headmistress, and teachers will be able to create an effective learning atmosphere that will help students succeed.

2. Research Problems

The leadership styles of school leaders have a big impact on how teachers and pupils in the school inspire themselves to go on a better path and complete responsibilities with high devotion. Leadership styles have also improved teachers' teaching motivation and work commitment by allowing them to use a variety of leadership techniques and strategies to influence and inspire teachers and students in order to improve progress and achieve the National Education Philosophy's goal of producing people who are physically, emotionally, spiritually, and intellectually balanced (Munian & Hasan, 2020). Hence, to achieve this, teachers' motivation plays an important role where it is highly intertwined and significantly impacts a school's growth, particularly in terms of academic accomplishment (Lai & Han, 2020). As a result, school leaders must play a critical role in ensuring that instructors are highly motivated. The school heads can create a favourable environment in executing duties and responsibilities towards the school by being very committed and responsible in all matters and activities (Rufini et al., 2012). However, according to the findings of Nik Ismail & Mahfar (2015), Lai & Han (2020), and Mahzan & Nordin, (2021) stated that the relationship between the school heads' leadership styles towards teachers' motivation is moderate and weak. Besides that, there is not so much research on the relationship school heads' structural leadership styles towards teachers' teaching motivation has been done. Thus, more research is needed to determine the relationship between school heads' leadership styles towards teacher teaching motivation, focusing on transformational and structural leadership styles in this study.

3. Research Objectives

Based on the description of facts and problems on the relationship between leadership style and motivation of teachers in primary schools, the objectives of this study are as follows:

- a) To determine the level of primary school teachers' teaching motivation.
- b) To determine whether there is a relationship between the leadership styles of the school heads towards the teaching motivation of the primary school teachers.

4. Research Hypothesis

Based on the explanation of the facts and literature review provided, two null hypotheses can be examined to determine the relationship between school heads' transformational and structural leadership styles towards teachers' motivation of selected primary schools. The null hypotheses are as follow:

Ho 1:

There is no significant difference between the head school transformational leadership styles towards the teaching motivation of the primary school teachers.

Ho 2:

There is no significant difference between the head school structural leadership styles towards the teaching motivation of primary school teachers.

5. Literature Review

a. Transformational Leadership

According to Bass and Ruth (2008), transformational leadership is one leadership style with charismatic qualities where a leader can inspire, intellectually stimulate, and be considerate individually to his subordinates. Charismatic means a person with extraordinary personal characteristics that make them different from others (Robbins, 2005). This charismatic nature is also essential in the transformational leadership style because this nature must be present in a leader to make changes in his administrative system. Charisma is also a combination of purple traits and behaviours of a leader (Avolio et al., 2004).

Therefore, charismatic leadership style can be said to be very caring to the members, where leaders explain how important it is to achieve the organisation's goals in the future, share ideas among members of the organisation, be an example and inspiration, be willing to take risks ahead, be ready to sacrifice anything for the sake of the organisation and always be admired as a committed and innovative leader. According to Robbins (2005), a leader who has a charismatic nature is not only essential and performs daily tasks, but he is an agent of change and transformation that brings about a radical reform in his organisation. Leaders who belong to this charismatic nature can be said to have the ability to solve problems that exist in an organisation (Avolio et al., 2004).

Apart from that, the transformational leadership style also considers the ability of a leader to trigger and generate inspiration among the members of the organisation. This is further explained by Avolio et al. (2004). The leaders' power can trigger motivation and inspiration among members of his organisation by giving words of encouragement and providing briefings and advice to explain the goals and vision that need to be addressed to be achieved in an enchanting and convincing style. This action can create a spirit to strive even more complex and achieve higher performance levels beyond expectations. Charismatic leaders are also said to have the nature to help subordinates to perform tasks and be dedicated in any matter. As a result of this action, indirectly, a leader becomes a good role model and becomes an idol to his subordinates and competently duties well and effectively for the organisation and shows that they love their leadership (Bass & Ruth, 2008).

Therefore, the transformational leadership style also has the property of actively stimulating the intellectual members of its organisation. They are more motivated and become more innovative where they study and evaluate the old methods practised and transform them into the latest ones. According to Avolio et al. (2004), a leader who adopts a transformational leadership style also encourages members of his organisation to make decisions and concrete evidence. Furthermore, members of the organisation are constantly reminded to perform their duties properly as a team and not individually to achieve the goals and vision of the organisation. This is important because, if a person works individually, the task that needs to be completed will not be perfect and is often late to perform.

Therefore, these transformation leaders often use the method of bilateral discussion as one of the ways to produce and trigger critical thinking to solve complex and challenging problems and tasks. This two-way interaction process has a bottom-up influence (influence-bottom). This influence profoundly evokes a person's motivation to perform tasks more effectively (Avolio et al., 2004). As a result of such an approach, members of the organisation become more innovative and committed to carrying out their duties more effectively and executed without expecting the full help of leaders (Avolio et al., 2004).

In addition, another trait found in the transformational leadership style is individual consideration, where a leader needs to pay full attention individually by emphasising the causes of needs and understanding the abilities that can trigger satisfaction among members of his organisation (Avolio et al., 2004). A leader with such traits provides equal treatment among the members of his organisation and considers each person to have their unique abilities. In addition, this type of leader is very concerned about the members of his organisation. It uses the method of discussion to help solve problems even with matters related to personal issues. As a result of the actions of this leader who cares about every member of his organisation, he is said to be a mentor to build the confidence of his followers (Avolio et al., 2004).

Apart from that, through the transformational leadership style, a leader can be said to have made efforts to reduce the constraints or barriers in the organisation. This leader is also sensitive to all progress processes in the organisation, and if there are any obstacles and problems, he will overcome them immediately (Avolio et al., 2004). Furthermore, a leader with this transformational leadership style often delegates his power to other organisation members. He is willing to train, advise and provide feedback on the organisational progress and career development of each organisation member. Because of that, based on the description of the leadership qualities above, it is found that the combination of all these attributes produces a transformational leader. In this leadership style, a leader strives to apply organisational values and norms, prepare and make changes internally and externally if necessary (Wang & Howell, 2010). Therefore, the organisation led by a leader who practices this transformational leadership style thinks he or she can give satisfaction and give high motivation to them. When this happens, indirectly, this transformational leadership style can improve high performance. According to Bass and Ruth (2008), members of the organisation led by these transformational leaders can perform their duties diligently because they feel proud of their leaders and organisations. However, this transformational leadership style is not superior and successor to other leadership styles (Avolio et al., 2004). This is because it is only a complement to different leadership styles. Based on the description above, it can be concluded that this transformational leadership style makes a leader have superior qualities and actions, generate inspiration among members of the organisation, trigger intellectuality among members of the organisation, and be considerate and tolerant. Leaders who practice this transformational leadership style can also trigger and evoke commitment, motivation, and satisfaction among members of the organisation.

b. Structural Leadership

According to Harith (2004), a structural leadership style is a leadership style in which something is broken down in detail through sociological disciplines and emphasises formal rules and relationships. In the form of this structural leadership style, it is found that the organisation is seen as a hierarchy with clear jurisdiction (Bensimon, 1989). Structural style leadership also adopts a bureaucratic system where the organisation is a closed system with clear goals, full-fledged leaders, and leaders who can analyse problems and suggest the best thing to solve problems (Bensimon, 1989). Therefore, a leader who implements the structural leadership styles will provide a clear goal, have full

authority to control his or her subordinates, and analyse the problems to determine the best options to solve the issues.

Structural leadership is a type of leadership based on the structure where every subordinate has his or her responsibility and task (Vervue, 2003). Furthermore, structural theorists are typically sceptical about the concept; therefore, little research is published about structural leadership. However, the authors contend that structural leadership is critical in shaping organisations. Even though it is more subtle and less heroic than leadership based on other frames, it can be powerful and long-lasting. Effective structural leaders are social architects who analyse an organisation's issues and develop structural solutions using analytical and design skills (Vervue, 2003). They do not have to be petty tyrants who rule by decree. When structural leaders have the proper answer for their organisation and can get it accepted and implemented, they are successful. According to Bolman and Deal (1991), good structural leaders have these characteristics as follows: (1) do their homework; (2) establish a new model of the interaction between structure, strategy, and environment; (3) concentrate on implementation; and (4) experiment, evaluate, and adapt continuously.

c. Motivation Theory

According to Ishak (2006), motivation is inner motivation and self-motivation for a person to move, animate and maintain his behaviour towards the targeted goal. Motivation can also be an individual's initiative to generate direction and maintain behaviour to achieve a goal (Knights & Willmott, 2012). On the other hand, Robins & Stephen (2010) argue that motivation is a process where a person chooses the desired outcome and determines the appropriate set of behaviours to meet the desired goal. Based on the definition that has been described above, it can be concluded that this concept of motivation is born from within an individual either in the form of his spirit or instinct, influenced by wants and needs, a process that occurs continuously, the catalyst for a person to act. Also, the high strength and enthusiasm in the individual for certain behaviours to complete a specific need and task. There are two types of motivation in motivation theory, i.e., intrinsic and extrinsic. Intrinsic motivation occurs when the job situation can increase the inspiration of a person to get satisfaction in performing the task and not due to other stimuli such as financial status or hobbies meanwhile extrinsic is the motivation that occurs when a person is eager to do a job due to outside work scopes, such as position or compensation (Herzberg, 1968).

d. Maslow's Theory of Motivation

Maslow's theory of motivation was founded by Maslow (1954), who saw human beings as one of the highest beings. Thus, an individual who is satisfied with the needs at a certain level in the hierarchy will be motivated or motivated to behave to reach the next level or a higher level in their hierarchy of needs. Physical and emotional disorders can be avoided, employment guaranteed, savings and justice assured for safety and health needs. The third level in the Maslow hierarchy is social needs such as feelings of love, belonging, acceptance, support, and relationships or friendships with friends. Human beings naturally need to interact with others and be accepted by their society or social group. When a person reaches this level, they will begin to pay attention to the need for internal respect such as autonomy of self-achievement and self-esteem and external respect such as status, recognition, and attention. Next, the highest level in Maslow's theoretical hierarchy is the need for self-achievement or self-satisfaction. Based on this need, if an individual achieves this level, it will be a major driver when all other needs related to self-development, achievement of creativity, and achievement of self-potential are achieved, such as doing challenging work. They will begin to pay attention to the needs of internal respect such as autonomy of self-achievement and self-esteem and external respect such as status, recognition, and attention.

e. Relationship of Leadership Styles Towards Motivation

Several studies have been done on leadership styles and their relationship with teachers' motivation in schools. Based on a study made by Yammarino and Bass (1990), it was found that transformational leadership style influences the motivation and satisfaction of subordinates,

organisational integrity and job performance. Aminuddin Yusof (1999) found that transformational leadership is related to the work motivation of sports coaches. Similarly, a study conducted by Hoernemann (2000) and Jackson (2000) found that transformational leadership can enhance the motivation and satisfaction of subordinates. In addition, several studies have been made concerning the structural leadership style, including studies on administrative principles conducted by Fayol (1949) and Synder (2018), scientific management by Taylor (1947), bureaucratic studies by Weber (1947) and Crist (1999). Based on these studies show that there is a relationship of leadership styles towards motivation in the organisation.

6. Conceptual Framework

This framework explains the study conducted graphically. This study is focused on the relationship between the variables, which are transformational and structural leadership styles, towards teachers' teaching motivation. Figure 6 depicts the study's conceptual framework for examining the relationships between the variables. The independent variables are the school heads' leadership styles, i.e., transformational leadership adapted from Avolio & Bass (2004) and structural leadership adapted from Bolman & Deal (1991). According to Bennett (2000), an independent variable is a variable that stimulates or changes the dependent variable. On the other hand, teachers' teaching motivation is a dependent variable based on the theory of Maslow's hierarchy of needs motivation (McLeod, 2018).

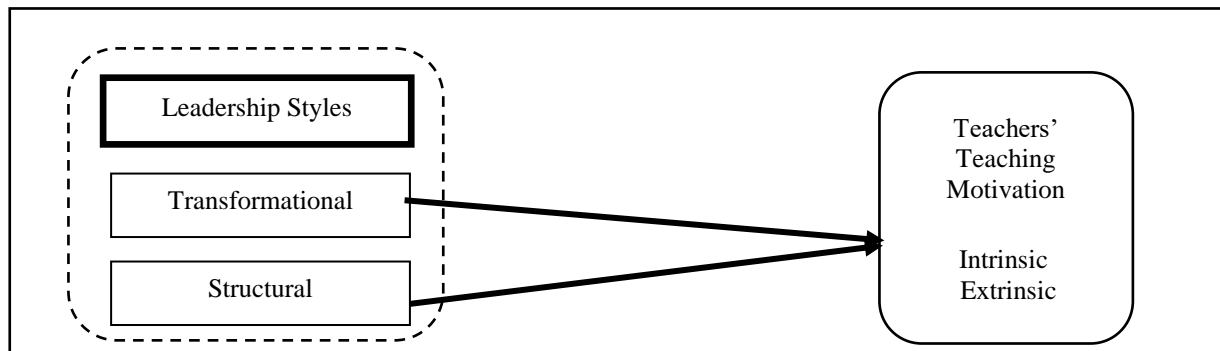


Fig. 1 The relationship between school heads' transformational and structural leadership styles towards teachers' teaching motivation

7. Methods

This study used a quantitative descriptive research approach. A descriptive research approach aims to describe a phenomenon that is happening and the correlation between the variables present in a problem (Mohd Majid, 2000). Besides, quantitative descriptive research allows researchers not to interfere and manipulate respondents' presentation to get the result (Rubin, 1993). The dependent variable of this study is the teacher's teaching motivation, and the independent variable is the school heads' transformational and structural leadership styles. This study will look at the relationship of these variables to answer the research questions and hypotheses. This study also used a stratified random sampling method. The researcher has randomly selected 350 teachers from primary schools in Sabah using a simple computerised random number.

In this study, the questionnaire contains three main types of data collection. Part A is a teacher demographic instrument. Part B is a leadership styles instrument, i.e., an instrument that aims to obtain statements by teachers regarding the leadership style of the school heads. On the other hand, Part C is an instrument that measures the level of teaching motivation of teachers. There are seven items for structural leadership styles from L. Bolman Personnel Correspondent (1996) in Mathis (1999). As for the transformational leadership style, the researcher used 14 items as instruments from the MLQ (Multi-Factor Leadership Questionnaire) scale. This questionnaire is a review of MLQ Form 5, which has been obtained from Bass (1985). Thus, 21 items in this instrument require teachers to evaluate their school

heads' leadership styles by stating the frequency level for each item on their school heads' behaviour according to the following Likert scale: never, rarely, sometimes, always, and frequent. For Part C, the questionnaire used is from A Questionnaire Measure of Individual Differences in Tendency (QMAT) by Mehrabian and Bank (1978) to measure the level of teacher motivation. This section contains eight items related to a person's level of motivation. Each item has five answer choices that state the degree of agreement in the form of the Likert scale as follows: strongly disagree, disagree, uncertain, agree, and strongly agree.

The adopted and adapted questionnaire must be checked before dissemination to ensure the instrument's validity. A university professor and an English teacher have reviewed and validated the content validity and language mechanics to verify that everything was clear and verifiable. The questionnaire was revised in response to their comments. Corrections to grammatical errors, punctuation, and word choices were corrected in response to criticism. Section B and C have also been reorganised. After the questionnaire was refined and altered, it was validated. Following that, the questionnaires were used in a pilot study with 30 teachers from one of the primary schools in Sabah who were not participants in the actual study. Additionally, a pilot test was done to determine the instrument's reliability. Cronbach's Alpha coefficients were calculated using the pilot-test data.

Items	No of Items	Alpha Cronbach
Leadership Styles	21	0.979
Extrinsic Motivation	7	0.865
Intrinsic Motivation	6	0.880

8. Results

8.1 Respondents' Demography

Table 8.1 shows the distribution of respondents by gender, teaching experiences, and academic qualifications. The survey found that 90 of the respondents or 25.7% are male, while 260 respondents, or 74.3%, were female. This indicates that female respondents are more than male respondents. Next, the distribution of respondents according to teaching experiences shows that 114 of the respondents or 32.6% have less than five years of teaching experience, 122 of the respondents or 34.9% have teaching experience between 5 to 10 years, 51 of the respondents or 14.6% have teaching experience between 11 to 15 years, 36 of respondents or 10.3% have teaching experience between 16 to 20 years, and 27 out of respondents or 7.7% have teaching experience between more than 20 years. The distribution of respondents by academic qualifications shows that 299 respondents or 85.4% are graduate teachers and the remaining 51 respondents or 14.6%, are non-graduate teachers.

Table 8.1. Respondents' Demographic

Variable	Frequency (n)	Percentage (%)
<u>Gender</u>		
Male	90	25.7
Female	260	74.3
<u>Teaching Experiences</u>		
Less than 5 years	114	32.6
5 - 10 years	122	34.9
11 - 15 years	51	14.6
16 - 20 years	36	10.3
More than 20 years	27	7.7
<u>Academic Qualifications</u>		
Graduate Teachers	299	85.4
Non-graduate Teachers	51	14.6

8.2 Descriptive Analysis of Leadership Style

Table 8.2 shows a descriptive analysis to see the mean and standard deviation of the independent variables in this study, i.e., leadership styles consisting of transformational and structural leadership styles. According to the respondents' perception, the level of leadership is divided into five levels, i.e., very low, low, moderate, high and very high, as concluded in Table 8.2.1.

Table 8.2. Descriptive Analysis of Leadership Styles

Variables	Mean	Sd.
Transformational style	3.95	0.596
Structural Style	4.02	0.593

Table 8.2.1: Mean Score Interpretation Schedule

Mean Score	Strength
1.00 - 1.80	Very low
1.81 - 2.60	Low
2.61 - 3.40	Moderate
3.41 - 4.20	High
4.21 - 5.00	Very high

Source: Mohd Nor and Kung (2011)

The findings show that the headmasters and headmistresses in several selected primary schools in the Sandakan district have holistic leadership styles. The leadership style that has the highest mean score is the structural leadership style (mean = 4.02; sd= 0.593) and followed by transformational leadership style (mean = 3.95; sd = 0.596). In conclusion, from the descriptive analysis of the independent variables in this study, most respondents stated that the leadership style practised by headmasters and headmistresses in some selected primary schools around the district is a structural leadership style.

8.3 Descriptive Analysis on Teaching Motivation

Table 8.3 shows the result of the descriptive analysis of teachers' teaching motivation. The results of this descriptive analysis demonstrate that teachers' intrinsic teaching motivation (mean = 3.88; sd = 0.477) and extrinsic teaching motivation (mean = 3.84; sd = 0.405) are both have high mean score. This finding indicates that the teachers in schools have a high level of teaching motivation. Primary schools have a high level of teaching motivation.

Table 8.3. Descriptive Analysis of Teacher Motivation

Teacher Teaching Motivation	Mean	Sd.
Intrinsic Motivation	3.88	0.477
Extrinsic Motivation	3.84	0.405
Overall Motivation	3.86	0.433

8.4 *Ho 1: There is no significant difference between the head school transformational leadership styles towards the teaching motivation of the primary school teachers.*

Table 8.4. Correlation Coefficient Value Interpretation Schedule

Correlation Coefficient Value (r)	Interpretation
Less than 0.20	Very weak relationship
0.20 - 0.40	Low relationship
0.40 - 0.70	Moderate relationship
0.70 - 0.90	Strong relationship
0.90 - 1.00	Very Strong relationship

Source: Cohen (1988)

Findings from the Pearson Correlation Test in Table 8.4.1 shows that there is a significant linear relationship between transformational leadership towards intrinsic motivation ($r = 0.838$; $p = 0.000$) and extrinsic motivation ($r = 0.749$; $p = 0.000$). The magnitude of the difference between intrinsic motivation and extrinsic motivation has a strong positive linear relationship.

Table 8.4.1. Pearson Correlation Coefficient Matrix Table Between Transformational Leadership Style Towards Intrinsic and Extrinsic Teachers 'Teaching Motivation.

		Intrinsic Motivation	Extrinsic Motivation
Transformational Leadership	Pearson Correlation	0.838**	0.749**
	Sig. (2-tailed)	0.000	0.000
	N	350	350

8.5 *Ho 2: There is no significant difference between the head school structural leadership styles towards the teaching motivation of the primary school teachers.*

Findings from the Pearson Correlation Test in Table 8.5.2 shows that there is a significant linear relationship between structural leadership towards intrinsic motivation ($r = 0.774$; $p = 0.000$) and extrinsic motivation ($r = 0.692$; $p = 0.000$). The magnitude of the difference for intrinsic motivation has a strong positive linear relationship. However, the magnitude of the difference for extrinsic motivation has a moderate linear relationship.

Table 8.5.2. Pearson Correlation Coefficient Matrix Table Between Structural Leadership Style Towards Intrinsic and Extrinsic Teachers 'Teaching Motivation.

		Intrinsic Motivation	Extrinsic Motivation
Structural Leadership	Pearson Correlation	0.774**	0.692**
	Sig. (2-tailed)	0.000	0.000
	N	350	350

Based on both Pearson Correlation analyses, there is a significant linear relationship between headmasters and headmistresses transformational and structural leaderships towards teachers' teaching motivation in selected primary schools. Besides, based on the value of Pearson Correlation, it can be concluded that there is a strong and moderate relationship with teachers' teaching motivation in selected primary schools. Therefore, the null hypothesis is rejected.

9. Discussion and Conclusion

According to the descriptive analysis of the independent variables in this study, the majority of respondents believe that structural leadership styles are used by school heads at selected primary schools. As a result, it can be stated that the school heads in Sabah prefer to use structural leadership

approaches to oversee the school organisation efficiently. Furthermore, according to the findings of this study, school heads use a variety of leadership styles, with a mean score of teachers' perceptions of structural style (mean = 4.02) being the most common, followed by transformation style (mean = 3.92) to ensure that the school organisation is actively planned to achieve the visions. According to Bolman and Deal (2003), an effective leader is one who can observe a situation from many perspectives and forms while employing various leadership styles. As a result, administrators who use a variety of leadership styles will be more successful in controlling and directing their organisations than administrators who exclusively use one type of leadership style (Bolman & Deal, 1991). Furthermore, the study reveals that there is a relationship of transformational and structural leadership styles of school heads towards teachers' teaching motivation in some selected primary schools in the Sabah. This study shows a substantial positive linear link between the teacher's intrinsic and extrinsic motivation in each leadership style studied (hypothesis 1 & 2 findings). As a result, the findings of this study are consistent with those of previous studies, such as Lokman and Anuar (2011), who found that school heads play a significant role in motivating teachers in schools to produce an effective learning environment. Teachers will be able to perform well, resulting in effective teaching and learning progress, which will decide a student's success in school (Wasserman & Yehoshua, 2016). Finally, the findings of this study reveal that some information was successfully acquired in response to the stated questions, objectives, and hypotheses. The findings of this study revealed that the structural leadership style is the most popular among school heads in Sabah district elementary schools. In addition, the outcome of this study helps to confirm the relationship between school heads' leadership style towards teachers' teaching motivation to some level. This research, however, is limited to Sabah's primary schools. Other academics are encouraged to do research that includes primary schools from different states. Aside from that, in this difficult world, different modifications and innovations have been implemented to raise the quality of leadership, making it more effective and efficient, particularly among school administrators. As a result, an appropriate leadership style is critical in improving teachers' teaching motivation to improve their quality and spirituality to meet the school's vision and goal.

10. Suggestions

Based on the findings of the study, some recommendations might need to be adopted in the Malaysian educational system for mutual benefit. First and foremost, the descriptive study's findings reveal that the school heads' leadership styles towards teachers' motivation are at a high level. As a result, the District Education Department, State Education Department, and Ministry of Education can carry out their responsibilities to further improve the level of leadership of primary school heads through performance evaluation, advisory services, and leadership and professionalism courses. As a result, the Board of Directors must constantly monitor the headmasters and headmistresses, particularly those related to the Malaysia Education Quality Standard, which is part of the evaluation of school heads' leadership. Also, the study's findings reveal that school heads' leadership styles have a significant impact on teachers' teaching motivation in schools. Special research and follow-up action are required to strengthen the professionalism of school heads in order to inspire instructors, students, and schools to excel.

11. Co-Author Contribution

The study's structure, direction, objectives, and hypotheses were discussed between the first and second authors. The first authors built the complete study through discussions with the second, third, and fourth authors, according to the agreed decision. Meanwhile, the third and fourth authors were in charge of assessing quantitative data and reviewing the entire study. Therefore, this paper has no conflicts of interest, according to the authors.

12. Acknowledgements

The authors would like to express a deepest appreciation to Ministry of Education Malaysia (MOE), Sabah Education Department (JPN Sabah) and primary school teachers in Sabah for giving co-operation

for this research. The authors also would like to convey heartfelt gratitude to Faculty of Educational Studies, Universiti Putra Malaysia for assistance throughout all aspects of our study.

13. References

- Abu-Tineh, A., Khasawneh, S., & Al-Omari, A. (2009). Kouzes and Posner's transformational leadership model in practice: The case of Jordanian schools. *Journal of Leadership Education*, 7(3), 265-283. doi: 10.12806 / v7 / i3 / rf10
- Avolio, BJ, Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organisational commitment: mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior*, 25, 951-968. B
- Bass, BM (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, BM & Avolio, BJ (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14 (5): 21 - 27.
- Bass, BM & Avolio, BJ (1997). *Full range leadership development: Manual for multifactor leadership questionnaire*. Palo Alto, California: Mind Garden, Inc.
- Bass, and Ruth (2008). *The Bass Handbook of Leadership: Theory, Research and Managerial Application*, (4th ed). New York: Free Press.
- Chegini, MG (2010). The relationship between organisational culture and staff productivity in public organisations. *Journal of Social Sciences*, 6(1), 127-129. doi: 10.3844 / jssp.2010.127.129
- Conger, JA & Kanungo, RN (1992). Perceived behavioural attributes of charismatic leadership. *Canadian Journal of Behavioral Science* 24 (1): 86 - 102.
- Eyal, O., Roth, G. (2010). Principals' Leadership and Teachers' Motivation. *Journal of Educational Administration*, 256-75.
- Finnigan, K. (2010). Principal leadership and teacher motivation under high-stakes accountability policies. *Journal Leadership and Policy in Schools*, 9, 161-189. doi: 10.1080.15700760903216174
- Gulcan, M. (2012). Research on instructional leadership competencies of school principals. *Education*, 132(3), 625-635.
- Howell, JM & Avolio, BJ (1992). The ethics of charismatic leadership: submission or liberation? *Academy of Management Executive* 6 (2): 43 - 54.
- Ishhak Sin | (2001) *The influence of instructional leadership, transformational and fibre leadership on leadership on commitment to organisation, effectiveness and job satisfaction of teachers*. Doctor of Philosophy Thesis, Universiti Kebangsaan Malaysia.
- Jaafar Muhamad, Mohd. Nizam Hanafiah, Zafir Mohd. Makhbul (2008). *Introduction to management*. Petaling Jaya, Selangor. Leeds Publication (M) Sdn. Bhd.
- Jeff Q., Aaron D., Greg B., James TJ, (2015) Comparison of Transformational Leadership Practices: Implications for School Districts and Principal Preparation Programs. *Journal of Leadership Education*. Doi: 1012806 / V14 / I3 / R5
- Kalsom Azindy @Azindi. 2013. *Hubungan Gaya Kepimpinan Pengetua Terhadap Motivasi Pengajaran Guru Sekolah Menengah Di Daerah Sandakan*. Tesis Sarjana. Universiti Malaysia Sabah.
- Keith, S., & Girling, RH (1991). *Education, management, and participation: New directions in educational administration*. Boston: Allyn and Bacon
- Knights D., & Willmott H. (2012). *Introducing organisational behaviour and management*. Andover, Hampshire, UK: Cengage Learning EMEA.
- Kouzes, J., & Posner, B. (2009). To lead, create a shared vision. *Harvard Business Review*, 87 (1), 20-21.
- Kyak, M., Bozaykut, T. Gengur, P. Aktas, E. (2011). Strategic Leadership Style and Organization Financial Performance: A Qualitative Study on Private Hospitals, *Procedia-Social and Behavioural Science*. 24: 1521-1529
- Lai, E., & Han, C. G. K. (2020). Hubungan Kepimpinan Pengetua dan Iklim Sekolah dengan Motivasi Guru Hubungan Kepimpinan Pengetua dan Iklim Sekolah dengan Motivasi Guru Abstrak The Relationship of Principals' Leadership and School Climate with Teachers'. *Malaysian Journal of Social Sciences and Humanities*, Volume 3, Issue 2, (Page 1 - 16), 2018.

- Lee, A. (2008). *Incentive interview: An expert in rewards and recognition*. Incentive Publishing. Retrieved from <http://www.lexisnexis.com>
- Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(1), 1-18.
- Mahzan, F. A., & Nordin, N. M. (2021). The Relationship between Transformational Leadership Practiced and the Level of Job Satisfaction among Lecturers in MARA Professional College, Malaysia. *Asian Journal of University Education (AJUE)*, 2021
- Mohd Rizal bin Ramelin. 2013. *Hubungan Antara Gaya Kepimpinan Guru Besar Dengan Kepuasan Kerja Guru-Guru Sekolah Rendah Di Daerah Penampang Dan Kota Kinabalu*. Postgraduate Thesis. Universiti Malaysia Sabah.
- Mukhtar, A., & Fook, C. Y. (2020). The Effects of Perceived Leadership Styles and Emotional Intelligence on Attitude toward Organizational Change among Secondary School Teachers. *Asian Journal of University Education (AJUE)*, 2020.
- Munian, S., & Hasan, S. (2020). *Hubungan Antara Kepimpinan Transformasi Guru Besar dengan Komitmen Kerja dalam kalangan Guru Sekolah Rendah di Daerah Kulim Bandar Baharu, Kedah*. Malaysian Journal of Social Sciences and Humanities (MJSSH), 5(6), 136–150. <https://doi.org/10.47405/mjssh.v5i6.434>
- Northouse, PG (2013), *Leadership: theory and practice*, 6th ed., London: Sage Publication.
- Robbins (2005), *Organizational Behaviour*, Upper Saddle River, New Jersey, Pearson, Prentice Hall
- Robins, P. Stephen. (2010) *Organizational Behaviour*. Ninth Edition, (New York: McGraw-Hill.
- Roby, DE (2011). *Teacher leaders impacting school culture*. Education, 131 (4), 782-790.
- Sahin, S. (2011). Instructional leadership in Turkey and the United States: Teachers' perspectives. *Problems of Education in the 21st Century*, 34, 122-137.
- Somech A., (2005). Directive Versus Participative Leadership: Two Complementary Approaches to Managing School Effectiveness. *Education Administration Quarterly*, 41 (5), 777–800.
- Tichy, NM & Ulrich, DO (1984). The leadership challenge - A call for the transformational leader. *Sloan Management Review* 26 (1): 59 - 68.
- Valentine, J., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin*, 95(1), 5- 30. doi: 10.1177 / 0192636511404062
- Vervier, C. H. O. (2003). Chapter 17. reframing leadership. *Leadership*, 1–23.
- Wang, X.-H., & Howell, JM (2010). Exploring the Dual-Level Effects of Transformational Leadership on Followers. *Journal of Applied Psychology*, 95 (6), 1134–1144.
- Wasserman, B.-E., & Yehoshua, G. (2016). Relationship between the Principal's Leadership Style and Teacher Motivation. *International Journal of Learning, Teaching and Educational Research*, 15(10), 180–192.
- Weber, M. (1968). The nature of charismatic authority and its routinisation. In Eisenstadt, SN (pnyt.). *Max Weber: On charisma and institution building*. page. 48 - 65. Chicago: University of Chicago Press.