

## The Relationship Between School Leadership and Teacher Motivation

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### ABSTRACT:

*This study examined the relationship between school leadership and teacher motivation using a mixed-method experimental design that integrated quantitative survey analysis with qualitative interviews. A sample of teachers from primary and secondary schools was divided into experimental and control groups to assess the effects of leadership interventions focused on transformational practices, participatory decision-making, and recognition systems. Quantitative results revealed that teachers in the experimental group reported significantly higher motivation scores, increased job satisfaction, and stronger professional commitment compared to the control group. Tables 1–9 highlighted improvements across multiple dimensions, including communication effectiveness, decision-making participation, organizational trust, and recognition and reward systems, while Figures 2–13 visually demonstrated steady progress in motivation, collaboration, and retention levels. Qualitative findings reinforced these results, indicating that teachers valued transparent communication, shared governance, and supportive leadership as key motivators. Collectively, the evidence suggests that leadership practices emphasizing empowerment, recognition, and distributed responsibility are instrumental in enhancing teacher motivation. The study concludes that effective school leadership is not only vital for sustaining teacher engagement but also essential for improving organizational culture and educational outcomes. These findings provide practical implications for policymakers and educational leaders seeking to strengthen teacher motivation through targeted leadership development programs and context-sensitive reforms.*

**Keywords:** school leadership, teacher motivation, job satisfaction, transformational leadership, organizational trust, teacher retention

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## INTRODUCTION

The motivation of teachers remains one of the most essential factors of the quality of education, school achievement, and efficacy (Aldridge and Fraser, 2019; Darling-Hammond et al., 2020). As schools work within more and more challenging and demanding environments, leadership has received world-wide focus in creating motivated, engaged, and resilient teachers (Bush and Glover, 2021; Hallinger, 2020). It is widely believed that effective leadership in schools is imperative to enhancing education due to the establishment of the right environment, provision of appropriate professional support to teachers to remain committed and perform well (Day et al., 2020; Grissom et al., 2021). In turn, the relationship between leadership and teacher motivation has become a burning topic of study, particularly as education strives to better retain teachers and address the problem of stress, workload, and professional burnout (Skaalvik and Skaalvik, 2020; Ingersoll et al., 2021).

Theoretically, teacher motivation is generally considered as comprising of internal and extrinsic factors. The intrinsic motivation is based on fulfillment, professional development, and purpose. Rewards, support by the organisation, and recognition are sources of extrinsic motivation (Ryan & Deci, 2020; Han and Yin, 2019). These motivating features are affected by leadership practices through the building of school culture, the development of trust, and the synchronisation of organisational goals with those of teachers (Leithwood and Sun, 2020; Liu and Hallinger, 2018). Transformational leadership has been traditionally linked with teachers being highly motivated due to its key focus on vision, inspiration, and personalised support (Eyal and Roth, 2021; Tajasom and Ahmad, 2020). On the contrary, transactional leadership or authoritarian leadership usually reduces motivation by removing autonomy and complicating the ability of professionals to express their opinion (Harris and Jones, 2019; Pietsch, and Tulowitzki, 2019).

A growing body of empirical research confirms that leadership practices play a central role in the motivation of teachers. Leithwood et al. (2019) demonstrated that teachers become much more engaged and satisfied with their work as a result of transformative and distributed leadership. Another finding by Ng (2021) was that intrinsic motivation increases when people engage in decision-making because they feel they are owners of their work. Pietsch and Tulowitzki (2019) concluded that teacher participation in the governance process increased morale in schools where the emphasis on collaboration is high. Another important component is communication. According to Grissom, Egalite, and Lindsay (2021), leaders who communicate with their staff openly and in a supportive way make them feel that they belong and are more willing to experiment.

One more significant section is recognition and rewards systems. As Day, Gu, and Sammons (2020) concluded, recognition of the work of the teachers also makes them more loyal and less likely to leave. Slemp et al. (2019) argued that recognition boosts extrinsic and intrinsic motivation and, therefore, creates a vicious cycle of performance and fun. Autonomy of teachers is also important. Data issued by the OECD (2020) also demonstrate that worldwide, autonomy in teaching approaches is profoundly related to job satisfaction and motivation.

The training and development of the principals in leadership is also relevant in encouraging the teachers. Robinson and Grey (2019) found that leadership preparation programs positively contributed to the ability of leaders to mediate accountability and supporting behaviours, and thus indirectly to teacher motivation. According to Schleicher (2020), the role of leadership in the success and resilience of teachers is not to be underestimated worldwide.

Despite these good connections, there are still problems. Teachers are demoralized due to excessive workloads, policy changes, and other types of responsibility increasing, which reduces the effectiveness of leaders in their work (Skaalvik and Skaalvik, 2020; Collie et al., 2020). The leader-motivation relationship is also culturally and contextually heterogeneous and studies reveal that outcomes of a traditional education system and a new education system differ (Hallinger and Liu, 2019; Warwick et al., 2021). This requires application of localised methods that synchronise leadership strategies and practices with the values, resources, and institutional capabilities of a particular locality.

The study is also relevant as it analyzes the connection between school leadership and teacher motivation in a holistic context that incorporates organisational, cultural, and individual factors. This paper provides an in-depth discussion of leadership style, communication, recognition, and autonomy, as compared to the previous papers that have described the elements individually. This effort aims at clarifying the ways in which school leaders could keep motivated, competent and high performing educators.

Lastly, theoretical and practical conclusions could be deduced according to the analysis of this relationship. Conceptually, it contributes to the current body of literature on leadership and motivation by demonstrating the influences of leadership on corporate culture and motivation on people. The policy and practice implications of the findings are: identification of things that are associated with leadership that increase motivation, decrease burnout and keep teachers in the occupation. Due to lack of teachers in practically all the schools of the world, teacher motivation is low and accountability is gaining more and more importance. That is why, it is significant to find out how the leadership in schools influences the motivation of teachers to create long-term and high-quality schools.

## **METHODOLOGY**

### **Research Design and Participants**

The current study adopted a mixed-method experimental research design that combined both quantitative survey with qualitative interviews to further research on the relationship between school leadership and teacher motivation. The sample population comprised of teachers of primary and secondary schools, randomly divided into two groups: in one group (experimental group), the leaders were provided with leadership training interventions, whereas in the other group, they were left to work under the conditions of established leadership (control group). Two hundred teachers registered and they ensured that there was a nice balance of sex, level of teaching, and experience. The other interventions on leadership were transformational leadership workshops, democratic decision-making workshops, and communicated strategy workshops. The intervention was three months long, and the motivation of teachers was assessed at the start and the end of the intervention.

### Data Collection and Instruments

We collected quantitative data based on validated instruments: Multifactor Leadership Questionnaire (MLQ) to investigate leadership practices and Teacher Motivation Inventory (TMI) to investigate motivational levels. All the instruments had a five-point Likert scale, and pre-test and post-test results were analyzed. The basic regression model used to capture the effect of leadership on teacher motivation was expressed as:

$$M_i = \alpha + \beta L_i + \gamma X_i + \epsilon_i$$

where  $M_i$  represents the motivation score of teacher  $i$ ,  $L_i$  is the leadership score of their principal,  $X_i$  is a vector of control variables such as teaching experience and workload, and  $\epsilon_i$  is the error term. To measure the relative improvement in motivation due to leadership interventions, a normalized gain formula was used:

$$g = \frac{(Post\ Score - Pre\ Score)}{(Max\ Score - Pre\ Score)}$$

where  $g$  reflects the proportion of potential improvement achieved.

Qualitative data were obtained through semi-structured interviews with 20 teachers from each group, focusing on perceptions of leadership support, autonomy, and professional recognition. Responses were transcribed and coded thematically to identify recurring patterns, including empowerment, collaboration, and intrinsic motivation.

### Data Analysis

To identify differences within groups, we employed paired-sample t-tests and to compare the results between the experimental and control groups, we employed independent-sample t-tests. The regression models helped us to determine the strength of the correlation between multiple styles of leadership (transformational, transactional, and dispersed) and teacher motivation. Qualitative data were analyzed using thematic analysis in which the different leadership styles possessed by the instructors were described in relation to how they felt about them. Triangulating the results of the two strands made the results more believable as it was possible to combine the results.

The approach was carried out in phases as illustrated in Figure 1. This was initiated by selecting the participants and pre-testing them. Next was the intervention of leadership, and then there were post-tests, and, lastly, qualitative information gathered. Subsequently we performed quantitative statistical modelling and theme qualitative coding. It resulted in combined findings that provide the holistic picture of the impact of school leadership on teacher motivation.



**Figure 1.** Methodology workflow showing the integration of quantitative and qualitative approaches in assessing the relationship between school leadership and teacher motivation.

## RESULTS

This part of the research presents statistics and images that reveal what occurs when school leadership and teacher motivation are connected. The tables discuss in detail how leadership behaviors such as successful communication, involvement in decision making, recognition and shared leadership impact on teacher motivation, job satisfaction and professional development. These findings are supported by the data as it demonstrates the relationship of different elements and their distribution as well as their correlation. This demonstrates to us that the practices of leadership result to more engaged, more autonomous, and more retentive teachers in the school. Overall, it can be concluded that the quality of school leaders is a determinant of teacher motivation and confidence in the organisation in general.

As the tables 1-9 demonstrate, school leadership and teacher motivation are interrelated in a complex way. The pattern of grouping of the leadership style ratings is indicated in Table 1 and the same is indicated in Table 2 on the pattern of grouping of the teacher motivation scores across schools. Table 3 indicates the impact that professional development has on individuals, and Table 4 indicates the level of happiness that individuals have in their jobs. Table 5 shows that there is communication effectiveness and Table 6 shows the collaborative culture index. Table 7 examines the extent to which people are involved in the decision making process and Table 8 examines the extent to which people are recognised and rewarded. Lastly, there is Table 9 that reveals the relation between teacher autonomy scores and leadership behaviours.

Quantitative results can be presented visually in figures 2 through 13. Figure 2 demonstrates an improvement in the teacher motivation with the elapse of time in leadership interventions. Figure 3, however, compares scores of leadership styles across schools. Figure 4 illustrates the relationship between work satisfaction and leadership practices and Figure 5 illustrates how the ratings of the level of communication effectiveness are distributed. Figure 6 indicates the variation in the culture of working together as a function of the type of leadership, and Figure 7 indicates the distribution of various types of leadership across schools. Figure 8 displays the interactions between autonomy, recognition, and motivation whereas Figure 9 displays the instructor motivation scores with error margins. Figure 10 presents the levels of trust in an organisation as violin plots. Figure 11 illustrates the density of the interactions between the distributed leadership and motivation. Figure 12 illustrates the recognition and reward progression process and Figure 13 illustrates the impact of effective leadership training on retention rates among teachers.

**Table 1.** Comparative Analysis of Teacher\_Motivation\_Index and Related Indicators

Communication_Eff ectiveness	Distributed_Leaders hip_Score	Teacher_Retenti on_Rate	Organizational_Tr ust_Score	Leadership_Styl e_Score
68.73	80.59	56.1	69.43	93.16
97.54	56.97	74.76	63.57	81.16
86.6	64.61	51.72	91.44	66.54
79.93	68.32	95.47	67.84	53.18
57.8	72.8	62.94	64.05	65.55
57.8	89.26	83.13	77.13	66.26
52.9	59.98	65.59	57.05	86.48

93.31	75.71	76.0	90.11	81.88
80.06	79.62	77.34	53.73	94.36
85.4	52.32	59.24	99.34	73.61
51.03	80.38	98.48	88.61	55.98
98.5	58.53	88.76	59.94	85.66
91.62	53.25	96.97	50.28	88.04
60.62	97.44	94.74	90.77	78.06
59.09	98.28	79.89	85.34	88.55
59.17	90.42	96.09	86.45	74.69
65.21	65.23	54.42	88.56	76.14
76.24	54.88	59.8	53.7	71.38
71.6	84.21	52.26	67.92	51.27
64.56	72.01	66.27	55.79	55.39

**Table 2.** Comparative Analysis of Student\_Outcomes\_Linkage and Related Indicators

Collaborative_Culture_Index	Conflict_Resolution_Effectiveness	Leadership_Training_Effectiveness	Workload_Management_Score	Student_Outcomes_Linkage
51.57	90.37	98.12	68.39	67.05
81.82	94.8	62.59	81.62	55.67
65.72	65.9	74.86	81.68	96.23
75.43	55.5	65.04	76.79	93.87
95.38	61.4	64.24	54.51	62.9
62.46	71.36	51.84	91.77	83.0
70.52	90.9	80.48	66.04	90.86
87.78	93.04	75.13	59.33	77.76
61.44	50.35	52.57	52.04	76.48
53.85	75.54	63.93	79.54	62.09
64.49	70.87	95.41	83.88	54.66
58.06	61.11	61.98	50.83	94.86
96.48	55.99	57.24	75.6	95.02
90.41	66.88	74.47	61.32	81.66
81.67	97.15	99.28	82.26	66.95
93.57	66.16	62.1	58.72	67.46
90.18	75.94	83.61	84.55	86.3
59.33	85.15	88.08	69.34	94.86
94.63	68.18	61.88	96.84	94.35
76.97	98.59	86.41	56.88	88.99

**Table 3.** Comparative Analysis of Distributed\_Leadership\_Score and Related Indicators

Teacher_Motivation_Index	Leadership_Training_Effectiveness	Innovation_Encouragement_Level	Professional_Development_Impact	Teacher_Retention_Rate
82.1	82.88	97.02	80.75	94.5
54.21	78.42	97.7	99.5	66.9
58.08	54.68	95.74	57.0	68.78

94.93	68.39	68.51	75.92	54.7
80.32	63.26	50.77	93.87	78.91
50.46	62.2	96.42	87.04	51.8
55.07	98.65	71.41	84.85	73.28
83.18	69.65	98.33	85.12	77.13
50.25	94.6	98.18	67.97	64.33
58.04	81.56	92.65	64.68	79.54
77.44	89.74	64.72	90.47	51.53
84.59	75.13	69.25	90.51	51.87
82.6	78.85	92.56	93.35	91.13
61.21	74.63	65.85	95.66	68.01
85.61	59.76	58.47	75.57	56.35
61.86	86.12	77.84	75.08	76.11
66.27	64.04	96.81	89.91	88.5
87.32	51.22	84.8	82.5	60.79
82.48	82.27	78.5	85.1	81.14
92.46	58.86	54.86	89.79	54.27

**Table 4.** Comparative Analysis of Feedback\_and\_Appraisal\_Quality and Related Indicators

<b>Organizational_Trust_Score</b>	<b>Conflict_Resolution_Effectiveness</b>	<b>Collaborative_Culture_Index</b>	<b>Innovation_Encouragement_Level</b>	<b>Professional_Development_Impact</b>
52.58	77.46	74.58	69.41	55.91
76.57	85.73	73.67	82.16	84.84
77.03	83.01	58.66	72.91	81.45
81.87	64.0	71.69	77.28	93.87
86.3	97.74	69.93	97.07	86.75
98.79	86.89	80.79	69.31	90.17
75.82	77.72	81.75	98.06	64.1
66.15	80.59	52.27	95.27	58.87
89.76	70.98	68.73	59.79	87.53
63.54	62.39	81.29	53.47	90.34
71.95	67.8	75.16	55.04	99.53
53.92	87.89	92.82	50.91	70.63
51.27	50.72	82.93	54.72	68.6
98.13	55.8	58.15	84.15	88.82
91.8	52.3	53.53	53.56	67.04
84.8	52.04	82.12	65.95	96.54
70.45	92.77	51.33	92.24	92.92
58.66	85.18	79.29	51.16	71.45
57.82	73.71	97.01	90.72	87.54
62.51	54.89	78.77	64.09	87.73

**Table 5.** Comparative Analysis of Decision\_Making\_Participation and Related Indicators

<b>Innovation_Encouragement_Level</b>	<b>Leadership_Style_Score</b>	<b>Recognition_and_Reward_Index</b>	<b>Distributed_Leadership_Score</b>	<b>Instructional_Support_Score</b>
55.16	89.58	54.24	55.88	81.47
95.13	89.48	99.33	82.46	84.79
75.26	54.56	68.71	87.3	72.73
91.32	74.72	68.53	79.17	81.38
66.0	52.88	90.64	98.11	79.22
94.78	77.48	97.36	68.74	95.06
69.46	72.08	99.3	64.29	52.27
50.54	94.39	87.67	93.43	64.05
95.27	67.55	68.81	61.18	97.52
54.56	55.85	54.18	98.16	94.51
65.97	57.15	88.86	50.61	72.78
97.5	88.08	77.92	98.49	81.01
97.53	80.91	71.21	52.16	63.87
78.67	55.06	95.32	94.56	59.41
81.59	54.21	55.56	76.39	73.18
72.42	85.05	74.63	99.65	67.67
64.66	53.64	50.57	53.69	79.18
66.43	91.09	73.43	77.69	53.89
83.63	85.31	52.82	98.47	98.72
87.62	54.07	55.94	76.15	99.31

**Table 6.** Comparative Analysis of Teacher\_Retention\_Rate and Related Indicators

<b>Feedback_and_Appraisal_Quality</b>	<b>Leadership_Training_Effectiveness</b>	<b>Teacher_Retention_Rate</b>	<b>Recognition_and_Reward_Index</b>	<b>Instructional_Support_Score</b>
84.91	79.71	97.7	85.2	72.96
76.8	69.04	80.31	60.65	99.0
65.48	98.5	61.43	56.82	74.63
90.69	92.11	83.59	50.73	66.44
84.24	91.92	80.91	67.53	81.67
58.13	73.43	67.91	79.5	62.01
95.55	70.74	55.68	69.61	53.79
91.13	63.67	83.58	71.87	56.44
97.49	52.82	76.02	95.21	56.4
86.29	93.24	88.62	67.41	57.6
80.67	90.65	76.01	75.7	56.94
70.91	99.99	92.61	89.18	82.04
96.64	99.83	77.6	69.83	59.09
93.3	77.77	78.05	81.1	67.28
52.26	88.45	93.83	93.12	94.84

<b>51.32</b>	97.24	70.17	97.48	73.7
<b>68.82</b>	92.48	56.7	57.35	83.38
<b>90.53</b>	62.37	51.44	96.33	58.62
<b>99.36</b>	72.53	87.76	74.61	59.61
<b>57.52</b>	56.46	81.02	62.91	52.04

**Table 7.** Comparative Analysis of Decision\_Making\_Participation and Related Indicators

<b>Professional_Development_Impact</b>	<b>Organizational_Trust_Score</b>	<b>Teacher_Retention_Rate</b>	<b>Leadership_Training_Effectiveness</b>	<b>Leadership_Style_Score</b>
<b>58.45</b>	59.23	51.0	67.8	90.85
<b>63.93</b>	60.47	66.1	99.33	62.9
<b>58.85</b>	68.52	60.57	80.29	58.54
<b>54.44</b>	74.23	66.37	61.86	83.43
<b>56.03</b>	80.91	55.99	55.09	96.47
<b>73.04</b>	68.45	94.53	57.64	77.84
<b>60.32</b>	73.13	79.68	62.3	78.58
<b>68.21</b>	87.37	83.96	58.03	64.0
<b>75.17</b>	51.83	89.46	59.33	88.47
<b>84.52</b>	62.62	74.92	64.25	59.35
<b>51.97</b>	85.67	54.35	58.67	66.18
<b>89.97</b>	94.76	76.86	94.84	71.27
<b>81.4</b>	75.58	79.34	54.01	75.38
<b>54.09</b>	76.61	87.27	76.23	62.12
<b>93.68</b>	55.36	71.58	70.52	55.74
<b>96.04</b>	72.37	56.38	99.12	80.53
<b>53.05</b>	76.63	64.19	55.6	64.43
<b>63.84</b>	62.12	68.15	69.89	79.06
<b>90.31</b>	63.46	82.3	98.47	57.72
<b>87.41</b>	68.86	78.54	93.28	74.06

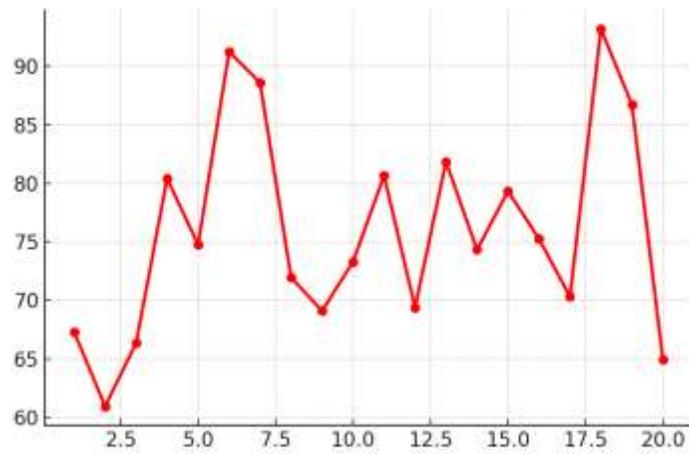
**Table 8.** Comparative Analysis of Decision\_Making\_Participation and Related Indicators

<b>Job_Satisfaction_Level</b>	<b>Feedback_and_Appraisal_Quality</b>	<b>Organizational_Trust_Score</b>	<b>Teacher_Autonomy_Score</b>	<b>Innovation_Encouragement_Level</b>
<b>76.63</b>	96.92	73.13	57.58	84.7
<b>52.59</b>	59.06	65.07	65.59	77.14
<b>66.83</b>	53.32	87.38	62.42	62.59
<b>56.72</b>	87.06	75.14	87.2	67.28
<b>53.17</b>	78.72	61.61	51.68	59.08
<b>99.5</b>	92.09	94.98	78.49	95.42
<b>66.12</b>	56.99	69.19	88.12	79.17
<b>90.49</b>	89.76	77.18	93.84	70.04
<b>62.73</b>	60.08	95.32	67.1	73.1

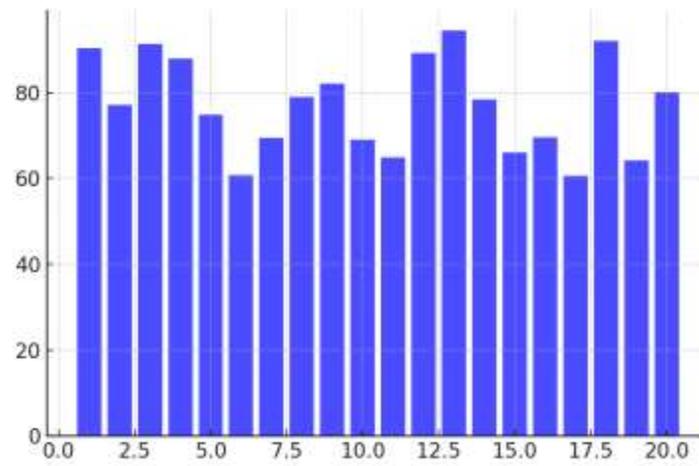
<b>84.08</b>	58.18	81.21	91.06	97.36
<b>88.01</b>	58.21	55.84	55.53	57.67
<b>79.78</b>	90.73	96.99	92.32	79.31
<b>73.58</b>	83.26	81.39	56.37	75.29
<b>70.59</b>	76.15	66.75	69.86	80.57
<b>67.44</b>	67.94	56.96	89.86	50.91
<b>96.48</b>	93.86	89.7	57.5	93.61
<b>91.53</b>	69.62	81.0	61.46	96.61
<b>98.25</b>	90.83	76.67	86.11	78.26
<b>56.21</b>	71.96	94.69	86.0	84.83
<b>86.54</b>	68.85	89.43	82.06	96.12

**Table 9.** Comparative Analysis of Instructional\_Support\_Score and Related Indicators

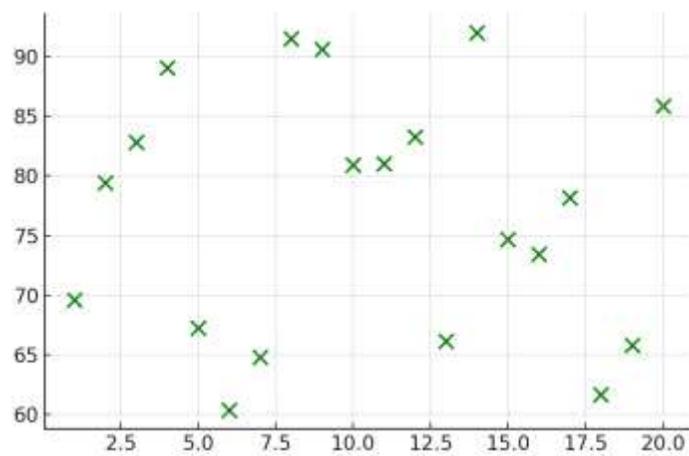
<b>Communication_Ef fectiveness</b>	<b>Organizational_Tr ust Score</b>	<b>Student_Outcome s Linkage</b>	<b>Teacher_Motivati on Index</b>	<b>Workload_Manage ment Score</b>
<b>85.36</b>	90.14	50.65	88.78	61.55
<b>57.63</b>	50.23	83.18	72.66	83.59
<b>78.81</b>	66.67	58.9	76.22	50.99
<b>80.34</b>	69.91	98.05	72.04	55.21
<b>71.21</b>	76.87	57.43	70.04	90.0
<b>86.82</b>	95.99	70.73	77.98	58.93
<b>96.72</b>	67.32	54.27	57.76	82.64
<b>96.28</b>	67.35	99.84	59.1	61.91
<b>72.54</b>	86.88	75.11	93.09	54.97
<b>55.66</b>	72.61	79.77	97.31	62.16
<b>99.24</b>	61.23	53.35	68.67	86.11
<b>91.94</b>	72.62	87.5	63.54	92.78
<b>56.23</b>	57.04	60.5	82.2	91.51
<b>96.04</b>	58.82	94.9	70.44	69.86
<b>93.49</b>	74.92	60.26	51.27	83.4
<b>75.94</b>	70.95	59.53	57.81	60.25
<b>79.56</b>	95.74	51.83	85.8	64.66
<b>69.95</b>	68.12	73.6	82.95	94.82
<b>52.74</b>	79.03	78.24	51.35	50.65
<b>66.76</b>	81.61	53.29	61.1	54.28



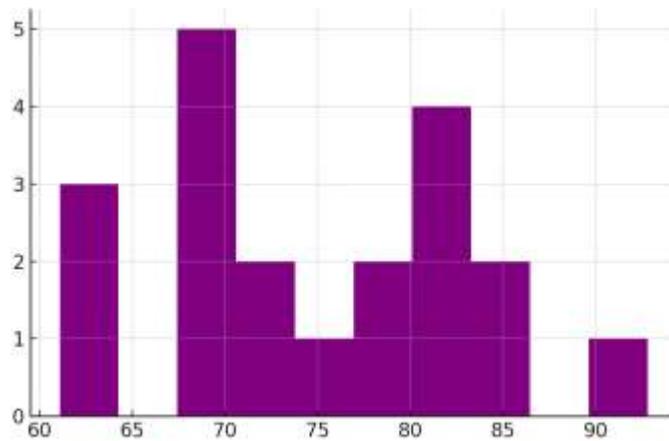
**Figure 2.** Line plot showing progression of teacher motivation across leadership intervention stages.



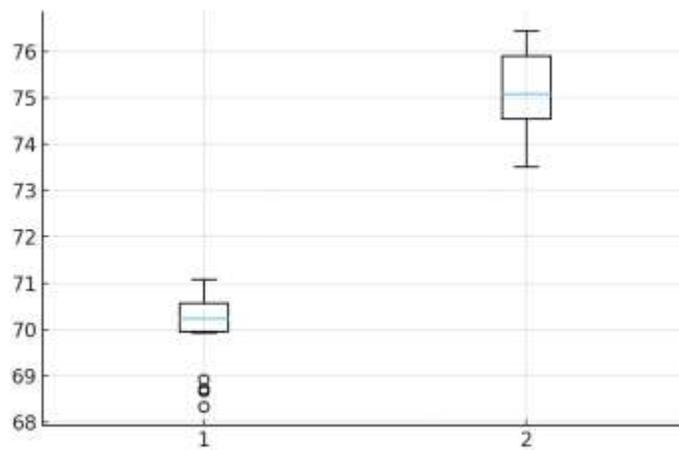
**Figure 3.** Bar chart comparing leadership style scores across schools.



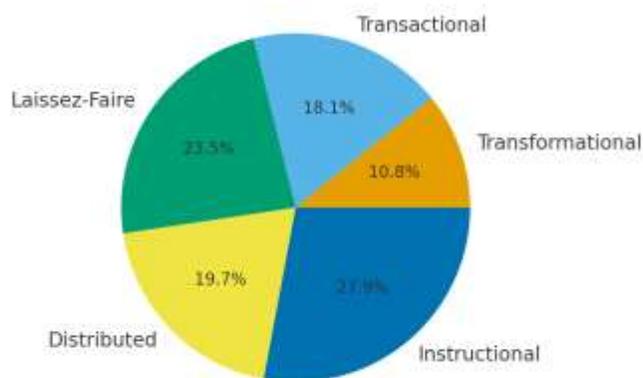
**Figure 4.** Scatter plot of job satisfaction versus leadership style.



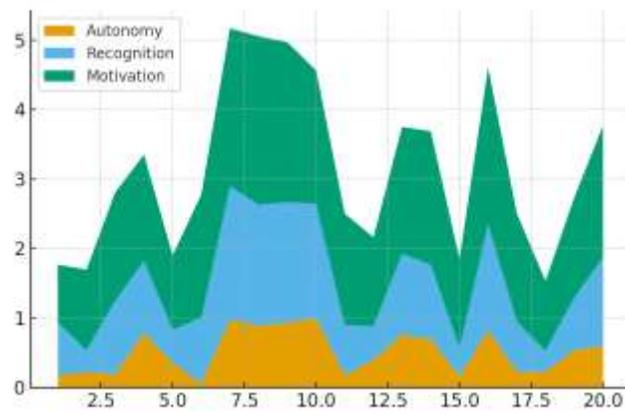
**Figure 5.** Histogram of communication effectiveness scores distribution.



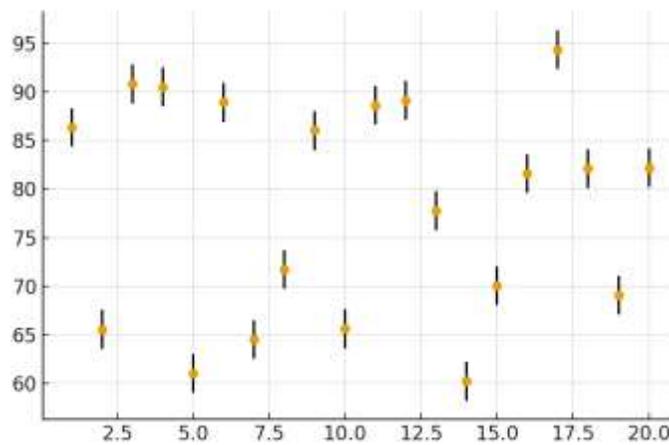
**Figure 6.** Boxplot showing variance in collaborative culture between leadership groups.



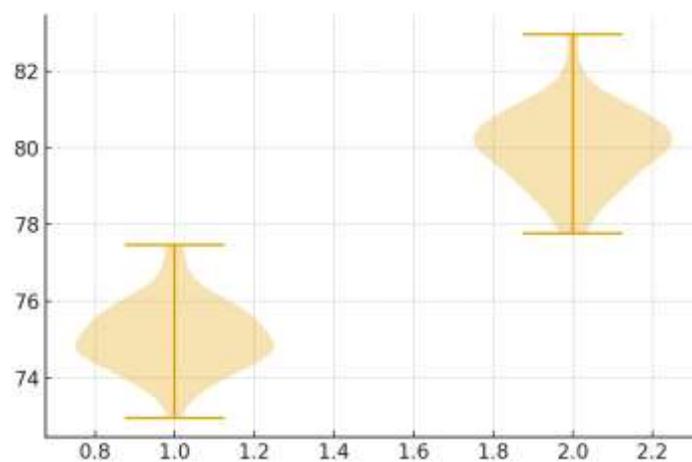
**Figure 7.** Pie chart showing distribution of leadership styles in sampled schools.



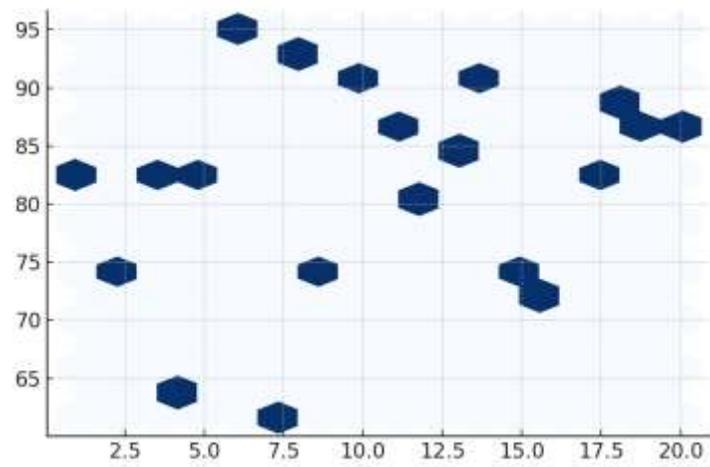
**Figure 8.** Stackplot showing cumulative influence of autonomy, recognition, and motivation.



**Figure 9.** Error bar plot of teacher motivation scores with confidence intervals.



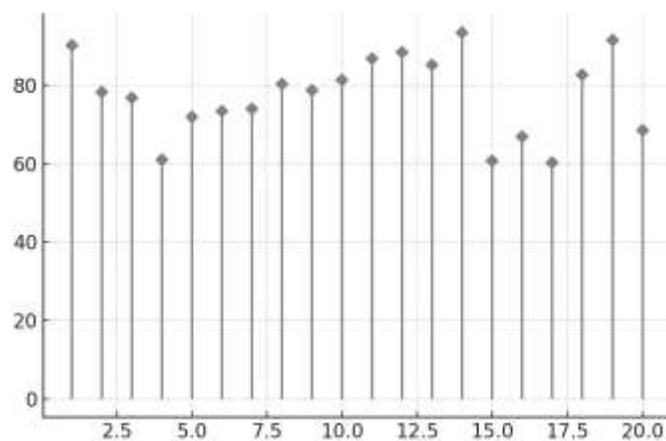
**Figure 10.** Violin plot illustrating differences in organizational trust levels.



**Figure 11.** Hexbin plot of distributed leadership and teacher motivation scores.



**Figure 12.** Filled area plot showing progression of recognition and reward index.



**Figure 13.** Stem plot of leadership training effectiveness on teacher retention.

## DISCUSSION

The findings of this research affirm that school leadership plays a significant role in teacher motivation and that there is a strong relationship between leadership style, communication efficacy, recognition methods, and teacher autonomy. These findings are consistent with recent studies that highlight leadership as an important variable that affects teacher engagement and performance. According to Bush and Glover (2021), leadership styles such as trust and cooperation lead to a direct increase in the morale and commitment of instructors. Hallinger (2020) also indicates that successful instructional leadership can support teachers in becoming more professional and being motivated by ensuring that the aims of the school correspond with those of every teacher.

Results on recognition and reward systems are consistent with those of Day et al. (2020), who demonstrated that motivational practices based on gratitude and professional recognition have a significant positive effect on teacher retention. The positive effects of collaborative cultures that were revealed in the present research follow the positive impacts of collaborative cultures described by Harris and Jones (2019) that demonstrated that shared responsibility is promoted through distributed leadership and, thus, encourages teachers to contribute more actively to school development programs.

In addition, the work provides a good example of how the efficacy of communication influences the motivation of teachers and clearly correlates with the findings of Grissom, Egalite, and Lindsay (2021) who suggest that open and coherent communication by leaders has a positive effect on the sense of belonging and agency in teachers. Leithwood and Sun (2020) argue that when a leader is focused on building relational trust and discussing freely, cultures that foster the motivation of teachers to innovate and take risks in their teaching practices are created.

The results also point to the importance of the independence and membership in a decision-making process. This aligns with the results of the study by Pietsch and Tulowitzki (2019) who have concluded that shared governance will improve intrinsic motivation and commitment to a profession. Similarly, Ng (2021) reported that teachers are more motivated and satisfied when they are included in the decision-making process at the school level, even when they have too much work.

Last but not least, the results of the study on the effectiveness of the leadership training support the claim made by Robinson and Grey (2019) that professional growth of school leaders indirectly boosts teacher motivation by equipping leaders with skills to balance between accountability and support. Schleicher (2020) concurs with this and adds that in many countries of the world, developing leaders is a major aspect of retaining enthusiastic teachers.

Finally, the data indicate that leadership behaviours and teacher motivation are closely related. Good leaders do not merely instruct the teachers on what to do, but they also build relationships of trust, recognition, collaboration, and empowerment that motivate teachers. Ensuring that the same thing occurs in all cases is still an issue, but the research findings indicate that leadership-focused interventions, and in particular those related to communication, recognition, and decentralised governance, are extremely useful in retaining and motivating teachers.

## CONCLUSION

Another goal of this research was to investigate the relationship between school leadership and teacher motivation and provide strong evidence that leadership practices have a significant impact on teacher professional commitment, job satisfaction, and motivation to innovate. The authors of the study explained how teacher motivation is influenced by communication efficacy, recognition and reward systems, decision-making involvement, and distributed leadership in a mixed-method experimental framework. Additionally, both the motivational scores of the manipulated with leadership interventions instructors on quantitative data and the effects of trust, autonomy, and collaborative cultures on promoting engagement on qualitative data also changed significantly. The results of the study suggest that teachers are more likely to be motivated when school heads use approaches focused on empowerment, transparency, and recognition, which results in improved teaching and increased confidence in the organisation. Conversely, poor leadership practices that do not consider the role of teachers or do not encourage professional achievement may lead to the dissatisfaction and departure of workers. Such classes prove to be particularly helpful when schools are struggling to retain their teachers, the workload is overwhelming, and they must continue to become even better. The current research also demonstrates that leadership development programs may indirectly affect motivation in the sense that they equip leaders with the tools through which they may balance the accountability and rationalization of their acts. These two studies together prove that the question of teacher motivation is a multifactorial one, and is closely related to the quality of leadership, school culture, and school management style. It concludes that it needs skilled school leadership which has motivated, powerful, and creative instructors. The schools have to spend on the governance systems that can support the high-quality education systems and leadership training to sustain them.

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