

LEADERSHIP ATTRIBUTES AND WORKPLACE MOTIVATION ARE THE PREDICTOR OF JOB PERFORMANCE: AN EMPIRICAL STUDY**Tayyba Irshad***M. Phil Education Scholar, National College of Business Administration and Economics, Lahore*tayabasheikh27@gmail.com**Dr. Muhammad Naveed Jabbar***Associate Professor Education, National College of Business Administration and Economics, Lahore*drnaveedjabbar@ncbae.edu.pk**Mamoona Nazli***M. Phil Education, Leadership and Management Scholar, Superior University, Lahore* moong418@gmail.com**DOI:** <https://doi.org/10.71146/kjmr126>**Article Info**

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Abstract

Leadership plays a vital role for the enhancement of employees' performance through motivation. The main objective of this research was to determine the effect of leadership attributes and workplace motivation on job performance. The study was quantitative based on correlational research design. The population was public secondary school teachers from Hafizabad while 263 participants were selected as sample through simple random sampling technique. For data collection standardized questionnaire was administered through survey method. Statistical Package for Social Sciences (SPSS) was used to analyze the research data according to research hypotheses. The findings of the study indicated that there was moderate relationship of leadership attributes and workplace motivation with job performance. Moreover, it was revealed that leadership attributes and workplace motivation had significant effect on job performance. Furthermore, leadership attributes had more significant correlation and effect on job performance than workplace motivation. This study is beneficial for the heads, management staff and academicians to adopt the innovative techniques and strategies for the enhancement of teaching-learning process.

Keywords: *Leadership Attributes, Teachers' Performance, Workplace Motivation*

Introduction

Leadership attributes create an impact on the working performance of employees based on the nature of their job. For instance, the personality trait of getting agreed reflects the employee's social attitude at work which assists in developing interactions with other people of the organization (Widiger, 2017; Jabbar et al., 2022). The person having the trait of agreeableness finds social interactions easy for himself, develops social capital and relationships earlier and gets mingled with other team members more quickly. Therefore, it has been concluded by Roberts et al (2017) that agreeableness is one of the effective predictors for job performance. In addition, he said that this trait might be the only one for predicting job performance for work which needs more interpersonal interactions and collaborations with other people.

Workplace motivation plays a pivotal role to boost the performance of employees. Therefore, it is important for the leadership to motivate the subordinate for getting desired outcomes (Handajani et al., 2017; Zafar et al., 2024). Previous studies recommended that the employees produce maximum outputs who have motivation from the higher authorities. Thus, leadership provide a motivation at workplace to their employees which leads to the maximum results for objectives completion. Due to motivation the workers feel confidence and do their best (Duggal et al., 2021; Marta et al., 2021).

Teacher's performance add values to the overall institutional performance. Therefore, a teacher contributes to the institutional performance if s/he is producing quality graduates who bears good characters and are successful in their respective field. If a teacher performs lower than the expectations, it affects the overall performance. So, to keep the institutional performance higher, teacher should give their best (Anra & Yamin, 2017; Hakim & Fernandes, 2017). The teachers participate numerous professional activities and implement the policies which are made by leadership. Therefore, employees' performance is the best source to

consider for the success of leaders (Ali et al., 2016). Thus, it is a responsibility of the leaders to render the effective work environment for motivation of the employees at workplace because employees' performance is considered the development of whole institution (Shah, 2017; Dinantara, 2019; Torlak, 2019).

Research Hypotheses

H01: There is a significant relationship between leadership attributes on job performance.

H02. There is a significant relationship between workplace motivation on job performance.

H03: There is a significant effect of leadership attributes on job performance.

H03: There is a significant effect of workplace motivation on job performance.

LITERATURE REVIEW

Leaders with the attributes have more energy level for getting directly involved, have confidence to present ideas, do not criticize others due to jealousy, and do not hold grudges which help them in improving their job performance. Moreover, there is a considerable relationship between extraversion and job performance (Acaray & Yildirim, 2017). The person with leadership attributes finds easy developing social interactions, creating social capital and interactions at early stages and get involved with the team quickly. Hence, Mróz and Kaleta (2016) concluded that attributes of leader effectively predict the job performance. Furthermore, interpersonal interactions and collaborations with other people are also underscored attributes required for predicting job performance (Ma et al., 2021). Leadership attributes are the ability of the leaders to know how to make practices on workplace with the engagement of employees. The leaders eradicate the obstacles of the workers while performing the professional activities. These contribute for the enhancement of employees' performance so that the specific tasks can be managed within a time. The leaders with the help of their special traits are able to change the mindset of the subordinates towards the maximum achievement of the goals (Glesson, 2016). The leaders enhance the

professional abilities of the employees so that they can perform their professional activities with effectively and efficiently and produce the maximum output. With the help of academic and professional competencies the employees make themselves capable to manage their class appropriately (Hassan et al., 2020).

Work motivation can be defined as a set of those services which are created actively together and are intrinsic and extrinsic for individual's personality for introducing work related behavior so that the shape, method, and period could be controlled (Handajani et al., 2017). The previous studies investigated that the motivated employees do their best to achieve the organizational objectives. The close attention of the leaders with workers plays a vital role in order to enhance the performance which leads to the overall performance of the institution (Gleeson, 2016; Zaheer et al., 2024). Whereas, extrinsic motivation is considered as external factor which impact on the employees to mature their mindset towards performing the professional activities. It revealed around the individual needs and benefits which organization provides them in return of their efforts which may compare with other organizations regarding market value (Hassan et al., 2020). Therefore, extrinsic motivation has pivotal role in change the attitude and behavior of the employees towards job performance (Marta et al., 2021). Moreover, intrinsic motivation purely revealed around the specific tasks during job hours. The higher authorities engage the subordinates in making policies, participating in administrative role and empower them in the field of work so that they feel confidence being a part of the organization and do their best to achieve the setting goals. Moreover, the management gives rewards and benefits to the workers after completing the setting objectives successfully to make them motivate (Rheinberg & Engeser, 2018; Ryan & Deci, 2020).

Contextual performance is not an actual outcomes but is considered as driven force to prompt towards doing something. It based on the attitude and behavior of the employees towards actions (Bhat & Bashir, 2016). Moreover,

contextual performance refers to employees' behavior that helps in a social environment where major actions are being performed. It discusses behaviors that contribute to organizational climate and commitment. Van Scotter (2000) has stated in his study that it is preserved with enthusiasm, ability of doing task without being asked, assisting other team mates and helping them and defending the one's organization, is the performance of employees. (Lang et al., 2012; De Boer et al., 2015). The task performance includes the final product, employee's supervision, major planning and other related activities. Contextual performance and task performance are being dealt with as different modes of subjective behavior that add on the individuals for their improved outputs. Motowidlo and Schmit (1997) has stated that task segment of performance is based on modules of core activities and organizational behavior. According to Motowidlo et al (1997) the basic competencies of an organization, such as psychological and social components, must be effective and efficient for success to occur. Additionally, Conway (1996) mentions that additional role behaviors and civic behaviors are founded on studies of the many areas where they are contextual performance (Goodman & Svyantek, 1999). Contextual performance, according to Borman and Motowidlo (1993; 1997) includes a variety of actions such as volunteering for jobs, assisting teammates, and protecting and upholding the organization (Uraon & Gupta, 2020). For this research Herzberg's duality theory was administered as pinning down theory. It was proposed in 1959 by Herzberg. It highlighted that the positive behavior of the employees play a pivotal role for the satisfaction and it can be changed with motivation factors. It suggested that the performance of the employees can be enhanced to make them energetic physically and emotionally and provide them supportive work environment (Alshmemri et al., 2017; Kotni & Karumuri, 2018).

METHODOLOGY

The objective of this study was to determine the effect of leadership attributes and work motivation on job performance of secondary school teachers. In this study quantitative and correlational research design was adopted. The teachers from secondary schools of public sector from Hafizabad, were the population and simple random sampling technique was used to select the sample of 263. Structured questionnaires were adopted i.e.; Leadership traits questionnaire was adopted from (John & Srivastava, 1999)) with dimensions; Classroom management, communication and presentation skills, time management, problem solving and change management while, work motivation questionnaire was used which was proposed by Herzberz (1959) the dimensions were used in this Table 1. *Descriptive Analysis*

| Variables | M | SD |
|---------------------------------------|-------------|------------|
| Classroom Management | 3.38 | .89 |
| Communication and Presentation Skills | 3.19 | .93 |
| Time Management | 3.17 | .94 |
| Problem Solving | 3.11 | .97 |
| Change Management | 3.08 | .99 |
| Leadership Attributes | 3.18 | .94 |
| Extrinsic Motivation | 3.12 | .98 |
| Intrinsic Motivation | 3.91 | .91 |
| Workplace Motivation | 3.51 | .95 |
| Contextual Performance | 3.25 | .97 |
| Task Performance | 3.33 | .96 |
| Job Performance | 3.29 | .96 |

To evaluate the current level of participants, the results showed the mean of dimensions about leadership attributes was 3.08 to 3.38 and overall M= 3.18, SD= .94, for workplace motivation was 3.12 to 3.91 and overall M= 3.18, SD= .94, and 2. *Pearson Correlation*

| Variables | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|---|---|---|---|---|---|
| Classroom Management | 1 | | | | | |

tool were extrinsic and intrinsic motivation while Goodman and Svyantak (1999) questionnaire was used for job performance with factors of contextual and task performance whereas, five points 1. SDA to 5. DA Likert scale was applied for data collection through survey method. Cronbach’s Alpha was utilized in the present research study for measuring the reliability of instrument (Cronbach,1951). The content and face validity was also ensured by some experts (Creswell, 2014). To assess the hypotheses of the study descriptive (Mean, Standard Deviation) and inferential statistics (Pearson Correlation and Multiple Regression Analysis) were applied by using SPSS-25.

RESULTS

3.25 to 3.33 and overall M= 3.29, SD= .96 for job performance. It indicated that respondents were agreed about all the constructs of study.

| | | | | | |
|--------------------------------------|----------|----------|----------|----------|-----------|
| Communication and PresentationSkills | .339(**) | 1 | | | |
| Time Management | .470(**) | .383(**) | 1 | | |
| Problem Solving | .431(**) | .344(**) | .288(**) | 1 | |
| Change Management | .416(**) | .363(**) | .379(**) | .379(**) | 1 |
| Job Performance | .414(**) | .363(**) | .333(**) | .407(**) | .368(**)1 |

Level of significance < .05
 To examine the co-relation between the facets of leadership attributes and job performance. The findings indicated a moderate association of all the factors of LA with JP which showed r value of .414, .363, .333, 407 and .368.

Table 3. *Pearson Correlation*

| Variable | 1 | 2 | 3 |
|----------------------|----------|----------|---|
| Intrinsic motivation | 1 | | |
| Extrinsic motivation | .352(**) | 1 | |
| Job performance | .372(**) | .329(**) | 1 |

Level of significance < .05
 To examine the co-relation between the facets of workplace motivation and job performance. The findings indicated a moderate association of all the factors of WM with JP which showed r value of .372 and .329.

Table 4. *Pearson Correlation*

| Variables | 1 | 2 | 3 |
|-----------------------|----------|----------|---|
| Leadership Attributes | 1 | | |
| Work Motivation | .392(**) | 1 | |
| Job Performance | .377(**) | .349(**) | 1 |

Level of significance < .05
 To examine the co-relation between the facets of leadership attributes and workplace motivation with job performance. The findings indicated a moderate association of LA and WM with JP which showed r value of .377 and .349.

Table 5. *Multiple Regression*

| DV | Constructs | Std. Er | Beta | t | Sig |
|----------------------------|------------------------------------|---------|------|------|------|
| Job performance (Constant) | | | | | |
| | Classroom Management | .076 | .473 | 6.19 | .00* |
| | Curriculum and Presentation Skills | .050 | .244 | 4.79 | .00* |
| | Time Management | .069 | .314 | 4.88 | .00* |
| | Problem Solving | .057 | .433 | 7.48 | .00* |

| | | | | |
|---|------|--|------|------|
| Change Management | .061 | .339 | 5.51 | .00* |
| The findings of regression analysis indicated a moderate effect of all the dimensions of LA on JP which showed a beta value of .473, .314, .433 | | and .339 only factor curriculum and presentation skills showed a week effect with beta value .244. | | |

Table 6. *Multiple Regression*

| DV | Constructs | Std. Er | Beta | t | Sig |
|-----------------|----------------------|---------|------|------|------|
| Job performance | (Constant) | | | | |
| | Intrinsic motivation | .071 | .533 | 7.44 | .00* |
| | Extrinsic motivation | .060 | .349 | 5.79 | .00* |

| | |
|---|---|
| To identify the effect of all the dimensions of workplace motivation on job performance. The results show that WM | had moderate effect on JP with beta value of .533 and .349. |
|---|---|

Table 7. *Multiple Regression*

| DV | Constructs | Std. Error | Beta | t | Sig |
|-----------------|-----------------------|------------|------|------|------|
| Job performance | (Constant) | | | | |
| | Leadership Attributes | .062 | .360 | 5.77 | .00* |
| | Work Motivation | .066 | .441 | 6.61 | .00* |

To identify the effect of LA and WM on job performance. The results indicated a moderate effect of LA and WM on JP with beta value of .360 and .441. Which showed that leadership attributes and workplace motivation was a significant predictor of job performance.

Conclusion

On the behalf of the findings, it concluded that the respondents were agreed about study variables such as; leadership attributes, workplace motivation and performance. Moreover, there was moderate relationship of leadership attributes and workplace motivation with job performance. Furthermore, it was revealed that leadership attributes and workplace motivation had significant effect on job performance. Furthermore, leadership attributes had more significant correlation and effect on job performance than workplace motivation.

Discussion and Recommendations

This study highlights the ways that can help in advancing the educational institutions that will lead to the success. Pakistan is trying to progress and meet the educational standards set by developed countries. Similarly, the research side of educational management is also not very strong, educational sector is growing very slowly which is affecting the world territory. Secondary education regulates the nature and extent of a person's activities as a civilian and economic participant, whether it is personal or national interest. History is the witness that the states, who promoted secondary school education before time, have got advantageous position through this way as a linkage involving secondary education and the supplier of standard individual's asserts for the sake of workers marketplace. Secondary school education is non-stop influential stage indoctrinate a worthy scheme inside the children. Thus, it should highlight the benefits for the development of the

educational institutions through employees' engagement.

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