

*Examining The Impact of Leadership Characteristics on Motivation of Secondary...*

## Examining The Impact of Leadership Characteristics on Motivation of Secondary School Teachers

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### Abstract

In the realm of secondary education, the dynamics of leadership within schools and their profound influence on the motivation of Secondary School Teachers (SSTs) have garnered increasing attention, prompting this study to investigate the effect of leadership characteristics on motivation of secondary school teachers. The nature of this study was descriptive. Objectives of the study was, to explore the leadership characteristics of secondary school head, to assess the motivational level of SSTs, to investigate relationships between leadership characteristics and SSTs' motivation and to examine the effect of leadership characteristics on motivation of SSTs. A questionnaire on five-point Likert scale was developed to collect data from secondary school teachers. Pilot study was conducted to measure the reliability of the questionnaire. All secondary school teachers of Tehsil Trarkhal was the population of the study. 52 SSTs were selected for sample by using simple random sampling technique. It was conclude that head teachers possess the leadership qualities and motivate secondary school teachers to achieve the targets. It is also conclude that the relationship between leadership characteristics and motivation of ssts is positive.

**Keywords;** leadership characteristics, motivation , secondary school teachers

### Introduction

Leadership is the discipline of persuading others to voluntarily achieve group goals. A minister must do in his state, a commander on the playing field, and a manager in his organization (Fullan, 2013). Leaders from all spheres of life should possess certain fundamental qualities. They should be able to establish contact with their subordinates and guide them, to mediate conflicts, to resolve issues by considering alternative solutions, to allocate limited resources effectively, and to take risks and initiative. The context within which a leader functions holds significant importance. As mentioned by Adeyemi & Bolarinwa

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(2013), various factors such as organizational culture, economic and social conditions, the extent of unionization, and others can determine the suitability of different leadership styles in specific situations. In extremely favorable or highly challenging circumstances, a task-oriented leader may exhibit greater effectiveness. Conversely, in situations falling within the intermediate range, a relations-oriented leader may prove to be more effective (Henman, 2011).

Yang et al. (2019) assert that leaders play a pivotal role in cultivating confidence and self-esteem among their team members. Moreover, leaders are expected to uphold high standards of personal and interpersonal integrity. Consequently, leaders emphasize the need to strengthen all organizational aspects effectively and satisfactorily. They prioritize the promotion of mutual understanding and collaboration within the organization, striving to ensure that all members foster positive relationships with one another (Pasricha et al., 2018). In situations where conflicts and disagreements arise among members, leaders take the responsibility of educating them about peaceful conflict resolution techniques and encourage friendly and cooperative behavior. Conversely, employees often turn to their supervisors when faced with problems or grievances, whether through direct communication or online channels. As Pasricha and Verma (2018) suggest, it is the leader's duty to gain a comprehensive understanding of these issues and concerns and provide viable solutions. Therefore, the importance of effective leadership qualities becomes evident when leaders focus on promoting collaboration and delivering problem-solving assistance (Gandolfi & Stone, 2016).

The leaders must accomplish challenging and tiresome aims and objectives. In order to achieve challenging objectives in an organized manner, they must reinforce their traits and guide their subordinates in the right direction. R. Kapur (2022). In some instances, subordinates lack knowledge regarding measures and approaches, the execution of duties and functions, and the attainment of goals and objectives. Waligo et al. (2014) found that leaders must motivate and stimulate employees' mindsets in order for them to carry out tasks and functions. In times of adversity, leaders are tasked with equipping their team members with the knowledge needed to address challenges and facilitate the achievement of organizational goals.

When employees perceive their leaders as approachable, friendly, and empathetic, they not only acknowledge the importance of effective leadership traits but also experience job satisfaction, excel in their roles, and tend to retain their positions. Consequently, the value of effective leadership characteristics becomes evident when employees are motivated to fulfill their job responsibilities and achieve their objectives (Ali & Anwar, 2021).

Lussier, K. (2019) defines motivation as the desires or requirements that direct behavior toward an objective. It is the desire to act in a manner that will fulfill certain conditions, such as aspirations, desires, or objectives. However, psychologists now believe that motivation may be embedded in fundamental impulses to maximize well-being, minimize physical pain, and maximize pleasure (Berridge, 2018).

According to Pincus, J. (2004), motivations are typically divided into impulses and motives. Drives are primarily biological, such as thirst, hunger, fatigue, and the need to reproduce, which all motivate us to seek out and engage in particular activities. It is believed that drives originate within an individual and may not require external stimuli to motivate behavior. In

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contrast, motivations are primarily influenced by social and psychological mechanisms, such as work, family, and relationships. They include factors such as approbation and praise (Leary, 2010).

By fostering their students' intellectual and social development during their formative years, secondary school teachers play an essential role for their students. They play a crucial role in creating an environment and equipping their students with the necessary tools for their transition into responsible adults (Miyamoto et al., 2015). Whether they employ hands-on teaching methods involving objects or promote group work, these instructors provide students with valuable instruction that will serve them well in the future (Wurdinger et al., 2007). In addition to teaching, secondary school teachers are responsible for tasks such as preparing report cards, assessing oral presentations, observing students' performance and potential, and engaging in meetings with fellow staff members and parents to address personal concerns and discuss academic progress (Felder & Brent, 2007). Furthermore, secondary school educators also take on the role of identifying and assisting students who may be struggling in specific subject areas, aiming to help them make progress.

The responsibility of secondary school teachers is to dive deeply into subjects and teach students more about the world. Typically, they specialize in a particular subject, such as English or History, or instruct subjects related to a specific career. Teachers in secondary schools may also be responsible for career counseling, job placement assistance, and post-graduation follow-up (Oakes et al., 2015).

In addition to supervising field tours, study halls, and other classroom activities, according to Johnston (2013), secondary school instructors may also be responsible for supervising field trips. They may also help students to select colleges or professions. Internet, computers, and educational software are essential resources for students and teachers. Teachers may use these resources to perform administrative and clerical tasks, such as recording grades, while students use them to conduct research and communicate with one another (Gerber et al., 2001).

#### **Objectives**

1. To explore the leadership characteristics of secondary school head.
2. To assess the motivational level of SSTs.
3. To investigate relationships between leadership characteristics and SSTs' motivation.
4. To examine the effect of leadership characteristics on motivation of SSTs.

#### **Hypothesis**

Ho.1 There is no significant relationship between leadership characteristics and SSTs' motivation.

Ho2 There is no significant effect of leadership characteristics on motivation of SSTs.

#### **Delimitation of the study**

This study was delimited to Secondary school teachers Tehsil Trarkhal AJ&K

#### **Literature review**

Leadership is the capacity to induce confidence and devotion in others so that they desire to be led. A manager must possess foresight, ambition, initiative, self-confidence, and personal

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characteristic to be a successful leader (Kouzes & Posner, 2010). Various conditions may call for distinct forms of leadership. Effective educational leaders leverage their expertise in education and management to focus their efforts and those of their teaching staff on enhancing student learning outcomes. This involves staying current with the latest educational technologies and trends and necessitates outstanding interpersonal skills. Barnet (2004) stated that leaders must engage with students, faculty, parents, and other stakeholders to gather ongoing feedback and identify opportunities for innovation. School administrators should possess a strong grasp of operational best practices and the ability to foster continuous improvement. Strong leadership within educational institutions fosters a positive and motivating staff culture and creates a high-quality learning environment for students. Leaders at all levels within schools can contribute to this by acquiring essential leadership skills (Leithwood & Riehl, 2004).

#### **Qualities of a leader**

##### **Dedication and Passion**

Meyer et al. (2004) stated that commitment involves dedicating oneself to a specific goal or objective. Prior to making a commitment, careful consideration and the implementation of effective and meaningful approaches and methods are essential. Authorities and individuals are compelled to take action due to their commitment to a cause. Passion is a term often used without a deep understanding of its true meaning. It is characterized by intense emotions that reflect a fervent desire or boundless enthusiasm (Duckworth et al., 2007).

In order to excel in their roles and achieve organizational objectives, leaders must demonstrate commitment and enthusiasm in performing all their responsibilities and duties. To refine these qualities of commitment and passion, leaders must possess a sound knowledge of strategies and methods and then impart these values to their team members Ribière & Sitar (2003). This can be achieved through empowering and supporting others, having confidence in their judgments and decisions, continuous learning, establishing routines, staying motivated, maintaining accountability, regularly revisiting their goals, considering the bigger picture, gaining awareness in various domains, and making informed and productive choices (Marko & Sridevi, 2010).

##### **Delegation and Authority**

According to Tannenbaum & Schmidt (2017) delegation involves the transfer of authority from one individual, typically a manager, to another, often a subordinate, for the completion of specific tasks. It is a fundamental concept in the realms of management and leadership. Within an organization, expecting a manager to handle all tasks is impractical, so job responsibilities are delegated to subordinates along with the corresponding authority, enabling them to fulfill their duties (Ugoani, 2020). The person to whom the work is delegated becomes responsible for its outcomes. Empowerment, on the other hand, entails granting individuals the authority or capacity to take action. It is a process that fosters strength and self-assurance, especially in managing one's life and asserting one's rights. Empowerment opportunities increase individuals' autonomy and self-determination, allowing them to represent their interests in a responsible and self-directed manner by exercising their own authority (Geduld, 2023).

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Crum & Sherman (2008) stated that in organizational contexts, leaders delegate responsibilities to capable individuals, especially when they find themselves burdened with excessive work. Delegating tasks to subordinates helps enhance their skills and abilities. Simultaneously, leaders must ensure that subordinates are provided with empowerment opportunities. This includes allowing them to express their opinions and participate in decision-making processes. Leaders also have a responsibility to ensure that both women and men have equal access to privileges and opportunities. The characteristics of delegation and empowerment are beneficial to subordinates, leading to increased job satisfaction (Xiong Chen & Aryee, 2007). Thus, it can be asserted that leaders should consistently exhibit these traits, ultimately benefiting both employees and the organization as a whole.

#### **Imagination and Innovation**

According to Samli (2011) in the era of modernization and globalization, the execution of responsibilities and functions demands creativity and originality. Creativity is highly valued in all types of organizations, where members employ innovative, technical, and cutting-edge techniques to carry out their tasks. Creativity involves the application of imagination or novel concepts to generate specific outputs, often resulting in the acquisition of new and valuable information (Isaksen et al., 2010). Innovation, on the other hand, entails the introduction of something new or original. Invention represents the creation of something previously nonexistent, often stemming from a unique vision (Vuong & Napier, 2014).

When it comes to implementing creativity and innovation, it is essential for executives to collaborate with other members of the organization. This collaborative approach involves individuals discussing diverse ideas and perspectives to reach a collective conclusion. Therefore, the characteristics of creativity and innovation necessitate cooperation and integration between leadership and other participants within the organization (Gloor, 2006).

#### **Empathy**

Rieffe & Camodeca (2016) says that empathy is the ability to understand another person's emotions as if they were one's own. At times, employees may find themselves overwhelmed by various challenges and difficulties within their organizations. These challenges can encompass job responsibilities, infrastructure, amenities, technology, tools, colleagues, compensation, and the overall work environment. When one or more of these issues become obstacles to fulfilling job responsibilities and achieving goals, employees should communicate these concerns to their leaders. Leaders must empathize with the emotions and problems of their team members and offer solutions. It's essential to acknowledge that employees also have personal responsibilities to attend to. Therefore, when assigning them responsibilities, leaders should allow sufficient time for them to manage their workload effectively (Mahsud et al., 2010).

#### **Respect for others**

When individuals display contrition, it can lead to improvements in their career prospects, personal and professional objectives, and overall quality of life. Argandona (2015) state that humility is a quality characterized by a modest or low view of one's own importance, often associated with having low self-esteem or an inferiority complex. In the context of

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organizational leadership, when leaders exhibit humility, they refrain from taking credit for the accomplishments of others but acknowledge their own contributions. When employees perform their job duties effectively, adding value to the organization, responsible executives recognize and appreciate their efforts and contributions. Interestingly, when leaders receive praise, they typically do not seek excessive acknowledgment for themselves (Danish & Usman, 2010). Therefore, demonstrating contrition is beneficial for achieving desired goals and objectives and for enhancing the overall structure and culture of the organization.

#### **Vision and Objectives**

Vision and objectives are fundamental aspects that every individual should be familiar with (Umble et al., 2003). In organizations, various considerations such as resource management, job responsibilities implementation, and the creation of rules, policies, and guidelines should align with the organization's vision and mission. Typically, vision and mission statements are formulated during an organization's inception. However, as technological, scientific, and innovative approaches evolve, these statements undergo revisions. Changes in an organization's mission and vision often lead to adjustments in other areas, including the management of human, financial, technical, and material resources, the execution of job roles, the development of rules and procedures, and overall working conditions. Leaders are responsible for regularly communicating these changes to their subordinates. Consequently, vision and mission are considered pivotal qualities around which the responsibilities of leaders and other members revolve (Bolden & Dennison, 2003).

According to Abu Mostafa et al. (2021). To achieve a vision and objectives, leaders must possess specific skills and abilities. These include communication skills, time management skills, leadership skills, problem-solving skills, analytical skills, critical thinking skills, presentation skills, decision-making skills, technical competencies, ethical conduct, conflict resolution strategies, personal qualities, and professional competencies. Leaders must ensure that their subordinates not only understand these skills but also consistently apply them. Achieving a vision and objectives requires not only knowledge and comprehension but also the ongoing development and application of these skills and abilities (Sarfraz, 2017). Therefore, it can be asserted that vision and objectives are crucial leadership qualities, and individuals should be well-versed in the measures and strategies necessary to attain them.

#### **Group Work**

Chin (2015) stated that leaders across all types of organizations promote teamwork among employees. Teamwork involves a collaborative approach in which each individual is dedicated to achieving a common goal. Consequently, leaders should focus on nurturing individuals' collaborative skills. Team members coordinate and cooperate with one another while remaining committed to accomplishing shared objectives. Working in teams offers numerous advantages for employees, which is why it is strongly encouraged (Bligh & Kohles, 2006). These benefits include receiving support and assistance from colleagues in carrying out job responsibilities, fostering mutual understanding, honing various skills, and exchanging ideas and perspectives to solve problems.

According to Estlund (2003) through teamwork, leaders can provide employees with the knowledge they need to develop positive perspectives and embrace diverse backgrounds,

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including different castes, cultures, religious affiliations, and ethnicities. A culture of collaboration creates an environment that fosters camaraderie and loyalty. These close relationships inspire employees to work diligently, support one another, and contribute to each other's success. It is widely recognized that when two or more individuals collaborate on a project, tasks and responsibilities are typically assigned based on their respective talents and abilities. In the face of challenges and obstacles, team members can seek support and assistance from their colleagues. In most organizations, there is a designated leader within each group. Nelson(2013) says that the primary responsibilities of the team leader include effectively guiding and directing other members, evaluating their performance, ensuring they do not encounter obstacles, and working diligently and enthusiastically to achieve the team's objectives. Therefore, it can be affirmed that collaboration enhances the efficient execution of job responsibilities and contributes to the overall effectiveness of the organization's structure.

#### **Instructional Techniques**

Leithwood & (2021) asserts that instructional techniques encompass the methods employed by leaders to convey knowledge and understanding to employees regarding various aspects of their job responsibilities and the organization as a whole. There are various instructional strategies that can be utilized, such as utilizing technology for information dissemination, delivering lectures, explaining concepts on whiteboards or digital screens, providing handouts, and more. For instance, if employees need training on using specific machinery or tools, instructors may incorporate hands-on practical training during instructional sessions (Nancy et al., 2020).

The choice of instructional strategies depends on several factors, including the nature of job responsibilities, organizational goals and objectives, and the overall structure of the organization. It's essential for leaders to adapt their instructional strategies over time. When making adjustments, it's crucial to ensure that these changes benefit both the members of the organization and the organization itself (Darling-Hammon & Pease, 2013).

#### **Motivating Factors**

Extensive research has been conducted on employee motivation, its impact on both organizational and individual performance, the various leadership approaches aimed at enhancing employee productivity, and the influence of leaders on employee commitment and performance (Saleem, 2015). In theory, employee motivation gauges the dedication, creativity, and enthusiasm individuals bring to their assigned tasks. Regardless of an organization's size or industry, employee motivation plays a crucial role in its growth and performance. As highlighted by Lazaroiu (2015), a demotivated workforce can lead to issues such as complacency, disinterest, and a pervasive sense of hopelessness. Studies have shown that when employees perceive their contributions and performance as making a lasting impact on the organization and creating a difference (Valldeneu et al., 2021) it fosters a sense of accomplishment and value.

Reeve (2018) concludes that motivation is essentially a mental state filled with energy and enthusiasm that drives a person to work in a particular manner to achieve their goals. It serves as a force that compels an individual to maintain a high level of commitment and focus

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despite facing obstacles, ultimately resulting in specific human behaviors. Ensuring that every team member within an organization is motivated is of utmost importance (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Various psychologists have delved into the study of human behavior and have formalized their findings into distinct motivation theories. These motivation theories offer profound insights into how individuals behave and what motivates them.

**The hierarchy of Maslow's requirements**

According to Mawere et al. (2016) Abraham Maslow's theory posits that a person's motivation is influenced by the fulfillment of their needs. This hierarchy of needs begins with the most basic requirements and progresses upward as each prerequisite is satisfied. The hierarchy of needs is structured as follows:

1. **Physiological Needs:** These encompass the fundamental requirements for survival, including food, water, and shelter.
2. **Safety Needs:** These involve protection from threats, deprivation, and other potential hazards.
3. **Social Needs (Belonging and Love):** This level of need pertains to the desire for affiliation, friendship, and a sense of belonging.
4. **Esteem Needs:** Individuals have a need for respect and recognition.
5. **Self-Actualization:** At the pinnacle of the hierarchy is the need for self-actualization, which represents opportunities for personal growth, learning, and engaging in enjoyable, creative, and challenging work. Self-actualization represents the highest level of human need that can be pursued.

Leaders are tasked with understanding the unique needs of each team member and working towards meeting those individual requirements.

**Research Methodology and Design**

The study was aimed to examining the impact of leadership characteristics on motivation of SSTs. It was quantitative by design and by nature it was descriptive. Survey method was used to collect the data. The data were collected through self-developed questionnaire of five point likert scale to measure the responses of respondents. Population of the study was as follow 52 secondary school teachers of tehsil Trarkhal. Data was collected through universal sample technique.

**Results**

**Table 1**

**Leadership characteristics of Head Teacher**

Sr.No	Statements	Mean	SD
1	Your school principal built trusting relationship with staff	3.43	.882
2	Your school principal empower teachers	2.45	.991
3	Your school principal have clear plan for school improvement	3.46	.996
4	Your school principal create conducive learning environment in the school	3.46	1.299

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5	Your school principal is passionate about his work	3.26	.899
6	Your school principal encourage the initiatives taken by teachers	2.44	1.023
7	Your school principal leads the subordinate by example	3.49	1.106
8	Your school principal is lifelong learners	3.00	2.884
9	Your school principal is take care of subordinate	2.80	.9569
10	Your school principal have problem solving abilities	2.80	1.133
11	Your school principal have conflict management skills	2.41	1.156

Table 1 shows the result about the leadership characteristics of secondary school heads. The means of statement 1,3,4,5,7,8,9,10 lies between the range of 3.49 and 2.80. These results show that head teachers built trusting relationship with staff, have clear plan for school improvement, create conducive learning environment in the school, passionate about his work, leads the subordinate by example, lifelong learners, take care of subordinate and have conflict management skills. The mean of the Statements 2,6,11 is M=2.45 , 2.44 and 2.41 with SD= .996,1.023 and 1.156 indicates that the head teachers is not able to empower teachers, do not encourage the initiatives taken by teachers and also don't have conflict management skills.

Table 2

**Motivation Level of SST**

Sr.No	Statements	Mean	SD
1	SST understand the need of each student	2.34	1.021
2	SST motivated to teach the things as listed in the curriculum	3.10	1.065
3	SST provides guidance for the learner to achieve his potential in the future	2.10	.939
4	SSTs explore the learner's potential	2.09	.909
5	SSTs Shows appreciation in students' abilities	3.45	1.046
6	SST ready to help students	3.32	.939
7	SST form Learning groups	2.40	1.027
8	SST Choose entertaining learning materials	3.01	1.059
9	SST use entertaining delivery methods	2.83	1.021
10	SST improve himself his pedagogical skills	2.64	.906
11	SST ready to adapt new technology in teaching learning	2.23	6.723

Table 2 shows the results about the motivation of secondary school teachers. The means of statements 2,5,6,8,9,10 are M=3.10, 3.45 , 3.32, 3.01, 2.64 and SD= 1.065,1.046, .939, 1.059, 1.021 and .906 are in acceptable region. Which means that secondary school teacher are motivated to teach the things as listed in the curriculum, Shows appreciation in students' abilities, ready to help students, Choose entertaining learning materials, use entertaining delivery methods, improve himself his pedagogical skills. But the statements 1,3,4,7 and 11 with M=2.34, 2.10, 2.09, 2.40 and 2.23 with SD=1.021 .939, .909, 1.027 and 6.723 are in rejection region. It means that secondary school teachers are not able to, understand the need of each student, understand the need of each student, provides guidance for the learner to

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achieve his potential in the future, form Learning groups, ready to adapt new technology in teaching learning.

**Table 3**

**Analysis of relationships between leadership characteristics and motivation of secondary school teachers.**

		Leadership characteristics of HT	Motivation of SSTs
	Pearson Correlation	1	.710
Leadership Characteristics of HT	Sig. (2-tailed)		.776
	Pearson Correlation	.710	1
Motivation Level of SSTs	Sig. (2-tailed)	.761	

Table is about the relationship between leadership characteristic and motivation of secondary school teachers. The result .710 indicate the positive and strong relationship between independent and dependent variable.

**Table 4**

**Analysis of effect of leadership characteristics on motivation of SSTs**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832 <sup>a</sup>	.688	.684	3.304

a. Predictors: (Constant), Leadership Characteristics of head teacher

This table 4 shows the model summary of regression of effects of leadership characteristics on the motivation of secondary school teachers. According to model summary as indicated in table we can see that the correlation R is 0.832 and R-square value is 0.688 which means that our independent variable i.e leadership characteristics has 68.4% impact on the dependent variable i.e motivation of secondary school teachers. These values revealed that there is a positive and strong relationship between leadership characteristics and motivation of secondary school teachers.

**Table 5**

**ANOVA Summary of Effect leadership characteristics on the motivation Secondary School Teachers**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	145.500	1	145	1.505	.226 <sup>b</sup>
	Residual	4930.387	51	96.674		
	Total	5075.887	52			

a. Dependent Variable: Motivation level of secondary school Teacher

b. Predictors: (Constant), Leadership characteristics of Head Teacher

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Table 5 shows the ANOVA summary of leadership characteristics Effect on motivation of Secondary School Teachers. The table revealed that  $F(1,51) = 1.505, p = .000 < .05$ . Hence, leadership characteristics have significant effects on motivation of secondary school Teachers.

**Table 6**  
**Co efficient Summary of Effect leadership characteristics on the motivation Secondary School Teachers**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.601	.133		4.504	.000
	Leadership Characteristics of HT	.834	.034	.710	24.176	.000

a. Dependent Variable: Motivation Level of Secondary School Teachers

Table 6 shows the coefficient summary of effect of leadership characteristics on the motivation of sst. As indicated the beta value is .710 which means that the change in independent variable i.e. leadership characteristics by one unit will bring about the change in the dependent variable i.e motivation of secondary school teachers by 710. Furthermore the beta value is positive which indicates the positive relationship between leadership characteristics and motivation of secondary school teachers. Or in other words we can say that when leadership characteristics increases by one unit the motivation of secondary school teachers also increase by .710 units.

**Findings**

Following findings were drawn from the analysis:

1. head teachers built trusting relationship with staff, have clear plan for school improvement, create conducive learning environment in the school, passionate about his work, leads the subordinate by example, lifelong learners, take care of subordinate and have conflict management skill and head teachers are not able to empower teachers, do not encourage the initiatives taken by teachers and also don't have conflict management skills.
2. Secondary school teacher are motivated to teach the things as listed in the curriculum, shows appreciation in students' abilities, ready to help students, choose entertaining learning materials, use entertaining delivery methods, improve himself his pedagogical skills. But they are not able to, understand the need of each student, provide guidance for the learner to achieve his potential in the future, form learning groups, ready to adapt new technology in teaching learning.
3. The relationship between leadership characters and motivation is strongly positive.
4. The correlation R is 0.832 and R-square value is 0.688 which means that our independent variable i.e. leadership characteristic has 68.4% impact on the dependent variable i.e. motivation of secondary school teachers. These values revealed that there is a positive and strong relationship between leadership characteristics and motivation of secondary school teachers.

**Recommendations**

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1. It is recommended that the head teachers may be empower teachers, encourage them take new initiatives and a conflict management skills training may be given to the head teachers to build team work.
2. A refresher course for secondary school teachers may be organized to motivate them to adopt new technologies in teaching learning process and also motivate them to teach according to the needs of students
3. Level of motivation of secondary school teachers may be increased by giving proper trainings and workshops.

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