

# Relations of Style of Leadership and Achievement Motivation for Teacher

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**Abstract:** In recent researches the leadership style and motivation are very important issues for educational process. This paper intends to identify the relations between leadership and motivation for teacher from Bucovina County. The study was done in 2018 and our sample was 140 teachers. The research instruments were the Achievement Motivation Inventory (Schuler, Thornton III., & Frintrup, 2004) and the Multifactor Leadership Questionnaire (Avolio & Bass, n.d., 2010). The inventory consists in 170 items, displayed by 17 dimensions: Persistence, Dominance, Engagement, and Confidence in Success, Flexibility, Flow, Fearlessness, Internality, Compensatory Effort, and Pride in Productivity, Eagerness to Learn, Preference for Difficult Tasks, Independence, Self-Control, Status Orientation, Competitiveness, and Goal Setting. The Multifactor Leadership Questionnaire assesses transformational and transactional style of leadership. From the resulted data we can notice that there are significant positive correlations between certain motivation dimensions, the teachers' leadership style.

**Keywords:** *transformational leadership; transactional leadership; laissez-faire leadership; motivation; performance; leadership styles; learning styles.*

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## 1. Style of leadership

In recent literature the leadership can be seen from three perspectives: as practice, art and science (Covey, 2001; Stolovitch, H. & Keeps, 2017; Clîpa & Șerban, 2018). For the teacher's world, leadership is present in everyday in school and in specific educational management. The leadership in education has some standards because is need to be in a same time specialist in educational field and in scientific area and to be leader. This is interesting and challenging but is a stressfully period for teachers (Clîpa, 2017; Mățã, 2014; Rîlea, 2006; Stolovitch & Keeps, 2017; Tenney & Gard, 2017; Verboncu & Zalman, 2005).

**Goleman** defined the leadership as a process/state/structure of influence based on personal values and conscience, social intelligence, independent of the position authority, exercised by an individual or more on others aiming at transforming the vision into an efficient reality (Goleman, 2007). In actual article about this subject is present a new paradigm about **transformational** and **transactional** leadership (Avolio & Bass, 2010). The terms of transformational and transactional leadership were quoted by J. M. Burns (1978) (in the paper "Leadership", published in 1978). He interpreted the two concepts as it follows: the transformational leadership is defined by behaviours of the leader who raises in his employees the desire to reach some organizational goals, which overlap on their own personal interests. The other type of leadership, the transactional one is defined by behaviours which determine the commitment; people desire to meet the organizational objectives.

**The Full Range leadership model** comprises three leadership types out of eight identified by Bush and Glover (2003): laissez-fair leadership, transactional and transformational leadership.

### *The Passiv –Avoidant Leadership*

Passive leaders avoid identifying and clarifying critical areas and possible problems, avoid getting involved, setting standards and monitoring the actions of their subordinates. This type of leadership usually has a negative impact on the results.

### *Transactional Leadership*

In its more constructive form, the transactional leadership is done by intense work with individuals and subordinate groups, centred on the setting of accords or informal contracts that lead to the accomplishment of specific

work-related objectives and specification of compensations and benefits that can be legitimately expected at the completion of a work task.

In its corrective form, the transactional leadership concentrates on actively setting standards. In its passive form, involves more expectancy and reaction. Both in its passive and active form, the transactional leadership require careful monitoring of any potential problems. The majority of the specialists consider Contingent Reward and Active Management by Exception as expressions of the transactional leadership whereas Passive Management by Exception and Laissez-Faire (LF) style as expressions of the passive/avoidant leadership.

### ***Transformational Leadership***

It is interesting to specify that, when asked to describe the most efficient leaders that they worked with, the managers, employees, students or specialists all over the world specify a set of characteristics and behaviours that exceed the simple rewarding of effort or correction of mistakes, typical for transactional leaders. All the characteristics specified describe transformational leaders: inspirational, intellectually stimulating, challenging, visionary, development oriented and determined to maximise performance. They often use the term “charisma”.

Both transformational and transactional leadership styles are related to group success. The success is measured by MLQ through the intensity with which the subordinates perceive their leader as a motivator, as efficient in the interactions with different levels of the organisation or as a person inducing satisfaction with its work methods.

In conclusion, researchers Bruce J. Avolio and Bernard M. Bass, in the description of leaders' assessment questionnaire MLQ, emphasized the results of some researches regarding the description of leaders which are classified in diverse types of leadership.

They have stated that transformational leaders generate a more firm alignment of vision and organisation mission. The factors of leadership are strongly associated with the increases in indicators of sales, market share, incomes and investment profitability. The transformational leadership scores predict individual and group performance.

The transformational leadership explains between 45% and 60% from the organizational performance variant. The transformational leaders generate a greater group cohesion and dedication towards work and decrease staff fluctuation. This leadership predicts a greater level of innovation, creativity and research-development teams. The transformational leaders create a safer work environment.

The full leadership model, broke by the MLQ into 9 factors was proven to be the most representative model for the transformational leadership.

In order to study the transformational and transactional leadership *The multifactorial leader questionnaire (Form MLQ 5X)* was used. This is a questionnaire that measures each of the whole leadership range components, initially beginning with factors. The current version of the MLQ 5X form includes 36 articles divided into 9 scales with 4 articles measuring each scale. The subsequent validation done by John Antonakis and his colleagues gave solid proof upholding the validity and liability of MLQ5X. Antonakis et al. (Antonakis, Avolio, & Sivasubramaniam, 2003) confirmed indeed the viability of the system suggested by MLQ model with 9 factors, using two very large samples (Study 1: N = 3368; Study 2: N = 6525).

Although other researchers were still critical about the MLQ model, since 2003 none were able to provide evidence of the nine factors model theorized with such dimensions of large samples as the ones published by Antonakis et.al (2003). Antonakis set in this paper a few trajectories for the transformational leadership development:

1. The development of a provoking and attractive vision, together with the employees.
2. Linking the vision to a strategy to achieve this.
3. Developing the vision, its specification and translation in actions.
4. Increase confidence, determination and optimism regarding the vision and its implementation.
5. Achieving the vision by planned small steps and small successes on the path to full implementation.

In other study, *Effects of the leadership style on the performance within organizational environment*, Veronica Rîlea (2006) investigated the type of leadership as performance advocate. In order to identify the type of leadership he used the leaders' self-assessment MLQ questionnaire and in order to measure the personality type he used the BFQ personality questionnaire (Rîlea, 2008). The sample of the subjects plot comprised 60 managers from the organizational environment and 138 of their employees. In order to measure the criteria variables the following instruments were used: CCO Scale by which the workplace behaviour is assessed and MLQ – the extra effort of the employees, leader related satisfaction and its efficiency.

The study results highlight the fact that the pro-social behaviours are positively related with the transformational leadership style and negatively with the laissez-faire style. On the other hand, the counterproductive

behaviours were positively correlated with the laissez-faire leadership style and negatively with the transformational style. As a conclusion, the result of this study ascertained that the transactional leadership effects on the pro-social behaviours and the deviances manifested by the employees at the workplace are insignificant.

For measure the achievement motivation we used an instrument AMI – The performance motivation inventory which allows not only the diagnosis of those classical components for motivation, but also describes the performance motivation as a large orientation of action, a targeting of a personality part towards the performance theme. It can be successfully used in the psychological research, in school and profession but also during the free time, hobbies and sports.

Correlations have been made so far between the AMI questionnaire scales and the leader self-assessment questionnaire, MLQ5X. Both AMI questionnaire with 65 items and its complex form with 170 items are divided into ten scales. The plot comprised 23 men and 51 women with an average age of 39, the interviewed persons being managers from different companies in Bucharest.

Another interesting result specified in this study is the confirmation as a result of the analysis done that the leaders which succeed in motivating and inspiring the others around them are hardworking persons, preferring to solve difficult tasks, have an optimistic perception for the future, believing in success and transmitting to the others this confidence. Generally speaking, the dimensions of the performance motivation were correlated with the transformational style scales. Performance motivation dimensions correlated negatively with the scales of the transformational style. Thus, a strongly negative correlation was noticed between the scales *mistakes monitoring and self-control*. Essentially, the leaders that choose to *monitor the others mistakes* and immediately intervene when the deviant behaviours take place, are themselves characterized by a poor control.

For the employees' professional performances assessment from 11 branches of a commercial bank in different cities: Bucharest, Cluj and Timisoara, there were assessed 159 specialists and bank officials. In this research the scales of the AMI questionnaire were correlated with 42 dimensions of the professional performance (Chirică, 1996). It was noticed that the indicators from the efficient communication area correlate stronger with the scales *Success certainty and Performance pride*. The supervision skills were positively correlated with the scales of *Dominance and Status orientation*. The quantity and quality of work were correlated with *Commitment* and the performance indicators from the knowledge about work area are strongly

related to *the learning desire*. The indicators from the personality traces area are correlated to the *Flexibility and Self-control and Discipline* scales.

The research was done on a sample with 140 subjects (primary, preschool, gymnasium and high school teachers). Differentiated by the *gender* variable, the plot has 51 masculine and 89 female subjects. Regarding the *environment* variable the sample is formed of 70 subjects from the rural area and 70 from the urban area. The participants were grouped into the following age categories: *category 1* (18-35 years old), *category 2* (36-45 years old), *category 3* (46-60 years old).

In order to study to what extent there is a connection between leadership style and motivation, for performance purposes, we have done a Pearson analysis between the variables above mentioned, integrated in the three leadership styles (EEF, IA, IB, IM, IS, IC, MBEA, CR) and the variables for self-evaluation of performance motivation (*perseverance, commitment, flexibility, self-control, self-discipline and the insurance of success*) (Swan, 2017).

The leaders that develop the creativity of the people around them, asking the subordinates to come up with new ideas and creative solutions for their problems tend to be themselves more flexible, not fearing changes and opened situations. These leaders are willing to change and prefer opportunities to find out something new, even if they are required to accept certain unpleasantness or a possible failure. This conclusion has been demonstrated in hypothesis 7. Previous research show that flexibility is well correlated with extroversion and less with opening factor of the Big Five personality model (Costa & McCrae, 1992). It was determined that flexibility is a characteristic of men. The women have higher scores regarding creativity, independence, as men have initiative, receptivity, ease, innovation and intuition (Schuler, Thornton III., & Frintrup, 2004; Joița, 2000).

**Transformational leaders**, which are thorough, optimistic, efficient, who have high moral values and self-control ability (Avolio & Bass, n.d., 2004), who give time, effort and resources to help the others, give a support climate to the employees (Avolio & Bass, 2010), have increased availability regarding work, involvement and do not feel well when they have nothing to do. There is a positive correlation between these values, proven in the 8 and 11 research hypothesis.

*Transformational leaders*, the ones that inspire the others, inspire confidence, stimulating the ones around have an optimistic attitude about the future and have a strong relation to "*the hope in success*" (*Hoffnung auf Erfolg*), motivational component named Heickhausen. These leaders are sure of

themselves, dominant, energetic, competition oriented, enthusiastic and intelligent. (Schuler, Thornton III., & Frintrup, 2004). In hypothesis 9 the validity of these information was confirmed. In the previous researches, it was proved that men are more thorough, good leaders, while women are more dominant and competitive (Schuler, Thornton III., & Frintrup, 2004)

*Democratic leaders*, who *make their employees proud of them* determining them to act with trust and optimism, have better scores at the scale measuring performance motivation, named **perseverance**. The more trust the leaders give to the pupils the more perseverant they will be in the didactic activity succeeding in orienting their full attention on what happens and will not let themselves convinced to give up solving more difficult tasks (Schuler, Thornton III., & Frintrup, 2004). The validity of these correlations was confirmed in the analysis of hypothesis 10. The transformational leaders who give confidence to their employees are characterized by courage, tenacity, competitiveness, with initiative and are energetic.

Up to now there were done correlations between the scales of the AMI and the leaders' self-assessment MLQ5X questionnaires. Both AMI, with 65 items and AMI in its complex form with 170 items were divided in 10 scales. The plot comprised 23 men and 51 women with an average age of 39, the interviewed persons being managers from different companies in Bucharest. The results confirmed that part of the behaviours measured by the MLQ which were heavily correlated to different facets of the performance motivation, while others were less correlated: the scales of the transformational style are more correlated, but the scales of the transactional and laissez-faire styles were less correlated.

The more dominant scale was *Dominance*, other still heavily correlated were *Preference for difficulty*, *Certainty of success*, *Goal setting*, *Flexibility and Learning availability* (Oakland, Glutting, & Horton, 2007). The less correlated were *Assimilation*, *Performance pride and compensatory effort*.

Specific to the **transactional leaders** is the behaviour of **mistakes monitoring**, this meaning their concentration on mistakes, irregularities and deviations from the performance standard, this being done actively by keeping notes of these errors but also by trying to solve them preventively. This positively correlates to the performance motivation scale, named **compensatory effort**. It was proven in hypothesis 12 that there is a positive correlation between mistakes monitoring and compensatory effort. As a result of a research done in California Q there were highlighted correlations between **mistakes monitoring** and certain **psychological dimensions**. The results indicated that these leaders are hard-working persons,

independent and educated, sociable, responsible, trustworthy, objective oriented and who *strive to meet* these goals.

*Compensatory effort* refers to the person's personal effort, a personal energy investment. According to the motivational theory of Heckhausen compensatory effort means constructively overcoming fear of failure, unlike the tendency of decreasing the demanding level or retiring (Schuler, Thornton III., & Frintrup, 2004). In their analysis model, model based on the self-control theory, Marcus and Schuler (2004), concluded that self-control is a very important predictive element of the productive behaviour (Avram and Kuhne, 2008; Bush, 2015) The performance motivation dimensions correlated negatively with the transactional style scales. Thus, there was identified a strong negative correlation between the scales of *mistakes monitoring and self-control*. In essence, the leaders that decide to *monitor the others mistakes* and interfere immediately when deviant behaviours appear, are themselves characterized by a poor control.

Cascio highlighted that *the existing organizational structures within the cultural diversity of the contemporary world are more and more in need of a transformational leadership*. The full leadership, "**full range leadership**" was named this way because the practitioners form the leadership field wanted to enlarge the range of styles referring to *efficiency* (Avolio & Bass, 2010). The present research did correlations between the transformational, transactional and laissez-faire leadership styles, components of the full-leadership, on a plot of 140 teachers from both rural and urban areas in Suceava County, aiming at finding out which style is predominant. The results indicated that the transformational style is predominant with the mean ( $M = 2.92$ ,  $SD = .39$ ), followed by the transactional one ( $M = 2.67$ ,  $SD = .566$ ) and the laissez-faire style ( $M = 1.43$ ,  $SD = .544$ ). As a result of the analysis done between the scales of the most efficient styles *transformational and transactional*, with the scales measuring performance motivation, *perseverance, commitment, success certainty, self-control and self-discipline, compensatory effort and flexibility* it was confirmed a positive correlation between them.

In order to achieve performance in teaching, the teacher has to give a model to the pupils, by the power of personal example. It has to be a transformational leader withholding the qualities enumerated previously: to be open to fulfil the pupils' needs, give them a favourable climate in the learning-teaching-assessment process, prevent failure and giving rewards when the operational objectives are met. Perseverance, selflessness, work commitment, self-control and discipline are essential factors leading to the teachers' performance in training pupils, who will carry with them the influence of their mentor's profile.

## Conclusions

Perseverance, flexibility, compensatory effort, success certainty, self-control and self-discipline are essential factors which lead to performance of the teacher in the process of pupils training, who will carry with them the profile of their mentor.

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