Volume: 2 Issues: 6 [December, 2017] pp. 202-213]
International Journal of Education, Psychology and Counselling
eISSN: 0128-164X
Journal website: www.ijepc.com

THE RELATIONSHIP OF HEADMASTERS' SHARED LEADERSHIP AND TEACHERS' MOTIVATION IN PRIMARY SCHOOLS

Anis Salwa Abdullah[1]
anis_salwa@ahsgs.uum.edu.my
Siti Noor Ismail, PhD[1]

[1] School of Education and Modern Language, Universiti Utara Malaysia

Accepted date: 04 December 2017 **Published date**: 31 December 2017

To cite this document: Abdullah A.S, & Ismail S.N. (2017). The Relationship of Headmasters' Shared Leadership And Teachers' Motivation In Primary Schools. *International Journal of Education, Psychology and Counselling.* 2(6). pp.202-213.

Abstract: *This study was carried out to examine the relationship between the headmasters' shared leadership and the teachers' motivation in the UPSR-excellent primary schools. Specifically, three components of shared leadership are tested, namely planning, management, and problem-solving, development and mentoring, and support and consideration. While motivation constructs are tested through eight components. A total of 120 teachers were randomly selected from three SKPM Score 4 primary schools with UPSR GPS 2015 ranging from 1.00 to 2.00 in Kelantan. The data were collected through 44 items-questionnaires using Shared Leadership Perception Survey Instrument, SLPS (Wood, 2005) and Teacher Motivation Survey Instrument, TMS (Boyle, 2014). The data were analysed using descriptive statistical analysis, t-test, ANOVA test, Pearson correlation and linear regression. The study found that shared leadership and teacher motivation in primary schools were at the high levels. In terms of the differences in motivation based on the demographic factors, there is no significant difference between male and female teachers. However, teachers' motivation based on teaching experience is significant, that teachers with 20 to 29 years of teaching experience have the highest level of motivation. This study also found that shared leadership is significantly, positively correlated to teachers' motivation. In fact, the headmasters' shared leadership also positively and significantly influences the motivation of teachers. The K2 component is the greatest significant predictor of teachers' motivation. The results of this study support the all the constructs, which is the shared leadership plays the important role and contributes towards improving teachers' job motivation in primary schools. This study suggests the relationship and influence of shared leadership as a construct and its components as the significant contributors by identifying the roles and interests of each component in the shared leadership in order to increase the motivation of teachers in primary schools.*

Keywords*: Shared leadership, Motivation, Headmasters, Teachers, Primary schools*

Introduction

Leadership is the ability to manage changes in an organization in an effective way. The current environment is quite different leaders to suite leadership styles that require the adaptation process, in order to realize changes towards positive and encouraging organizational development. Leaders must adapt various leadership styles to change circumstances and focus on leadership development needs that enhance flexibility in leadership style and strategy. The shared leadership is one of the leadership styles that have become a focus in the education profession over the last few decades (Hallinger, 2008, 2009, 2011). In addition, quantitative studies that link leadership researches to student learning are still quite limited (Edvantia, 2005; Kruger, Witziers, & Sleegers, 2007). More studies are needed to examine on how leaders influence the team's abilities and motivation to have self-direction and share the leadership with others (Carson, Tesluk, & Marrone, 2007).

Literature Review

Shared Leadership

The shared leadership style is formed from the task-oriented factors such as planning, management, and problem-solving, and relationship-oriented factors such as support and consideration, as well as development and mentoring (Hiller, 2002). According to Hiller (2002), leaders manage the task-oriented planning and administration by sharing to develop objectives and strategies involving participation in decision-making, setting targets and determining how to use human resources and other resources in an efficient manner.

In addition, leaders also solve task-oriented issues through sharing methods to identify and diagnose problems related to the scope of work, also using collaborative team expertise to carefully analyse problems and find effective solutions. Hiller (2002) also stressed that leaders should provide support to teammates, acting patiently, fostering team atmosphere collectively and listening to and encouraging other team members. Leaders should also support the relation-oriented development and mentoring by exchanging advisory discussion on career, being a positive example model for new team members, as well as learning and teaching new upgraded skills to other team members.

Shared leadership is a critical factor that can improve group performance. A group is able to move well when it comes to leadership that built by the group as a whole, as opposed to leadership led by single individuals (Carson et al., 2007). Mphale (2015) also pointed out that leadership is not solely the responsibility of the headmasters, but it is the professional duty of every teacher. Based on the findings of this study, in order to realize a successful school, the shared leadership model should be practiced. This leadership model is important to enhance performance and improve the excellence of the school.

In addition, the headmasters' leadership styles also contribute in encouraging the motivation of teachers in schools. The headmasters' leadership styles are expected to play big roles by teachers as one of the main predictors that explains on how different leadership styles affect to the various sources of teachers' motivation factors (Eyal & Roth, 2011). The leadership style that encourages the involvement of teachers can lead to higher levels of motivation (Mehta, Dubinsky, & Anderson, 2003).

Motivation

Thus, teachers' motivation through motivational factors such as recognition, achievement, development opportunities and promotion, meaningful responsibilities, and work are seen to be able to influence and enhance positive job satisfaction to improve student achievement in the classroom (Boyle, 2014). The internal motivation factor always stimulates the motivation of employees to put in place the most promising effort that comprises recognition from the heads of department, empowerment, student achievement and career development. Various motivational factors influence the effectiveness of school teachers to improve their performance in order to improve the effectiveness of institutions (Rasheed, Aslam, & Sarwar, 2010).

The perceptions of teachers can be considered to have experiences to the life well-being and motivation, also to the perceptions of contextual variables that are important in shaping the experiences of teachers in schools (Collie, Shapka, & Perry, 2012). In addition, motivation is also a level of effort that can be done on the job tasks and activities that relate to the role and scope of works (Mehta et al., 2003).

Teachers play a very important role in the students' learning process, as it has a direct impact on students (Alam & Farid, 2011). Since motivation is an internal circumstance that stimulates individuals' responses to take specific actions and one of the important ways to encourage employees to achieve effective results. Thus, it is necessary to create a positive working environment in order to implement the programs as planned successfully. It is essential to provide and fulfil one's personal interests in order to motivate employees to achieve the best performance and to use limited resources with maximum effectiveness (Zamani & Talatapeh, 2014).

Hence, Avolio, Walumbwa, and Weber (2009) in their study have suggested a number of issues that need to be discussed more deeply, such as to determine the causal mechanisms that link leadership with its results which need to be given priority. Leadership research needs to be evaluated and developed using evident-based strategies that should be the target focus, as well as on how to develop global thinking among the teachers as an interesting issue and scope. In addition, the enhancement and development of shared leadership will be a focus in both real and virtual environments.

Thus, this study was conducted to examine the relationship between shared leadership and teachers' motivation in UPSR excellent performance schools, in order to implement and generalize the outcome of the study to the entirely respective schools. This study is expected to focus on the shared leadership style, which is expected to contribute a new dimension to the leadership of the headmasters in schools.

Theoretical Framework

The theoretical framework of the study is designed based on the theories of shared leadership and motivation. Thus, this framework was developed through literature studies on theories that were used as the basis of the study. The leadership construct was founded by shared leadership theory (Hiller, 2002). While the motivation construct is based on the theory of two factors motivation of Herzberg (Boyle, 2014). This current study suggests that if the shared leadership of the headmasters in schools are seen to be excellence from the perspectives of teachers, the

motivation of teachers will increase. In the early stages of the development of this study, shared leadership was expected to have a positive relationship and to increase the level of teachers' motivation. As the level of shared leadership increases, it is assumed that the level of teachers' motivation will also increase (Eyal & Roth, 2011b; Mehta, Dubinsky, & Anderson, 2003; Thoonen, Sleegers, Oort, Peetsma, & Geijsel (2011).

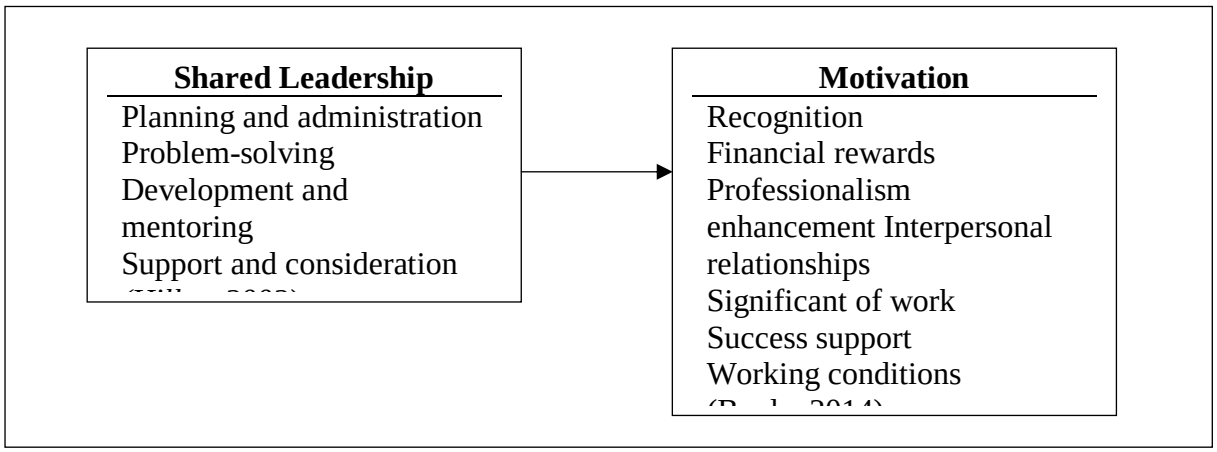

Figure 1: Theoretical framework of the study

Methodology

This experimental study examined the relationship of the constructs under study, namely shared leadership and motivation. This cross-sectional study was conducted to assess the overview of teachers as the population of the outstanding performance schools in UPSR. This study evaluated current attitudes, opinions or beliefs based on the perspectives of teachers through the development of headmasters' shared leadership and teachers' motivation. The primary quantitative data on shared leadership and motivation were collected through the 120 sets of questionnaires.

The respondents of this study were from the population of primary school teachers, selected through the two stages of sampling method namely stratified sampling and simple random sampling. The sample of this study was selected from three primary schools with excellent achievement in UPSR. These schools are classified in Score 4 SKPM. A total of 120 teachers were selected as respondents from the three schools involved.

The instrument to measure the main construct of this study, Leadership Perception Survey (SLPS) was adapted from the study by Wood (2005) from the original Shared Leadership Questionnaire (SLQ) instrument by (Hiller, 2002). The Teacher Motivation Survey (TMS) instrument was adapted from the Boyle (2014) study is used to measure the constructs of teachers' motivation. SLPS original scales were measured using 19 items through four dimensions: planning and administration, problem-solving, development and mentoring as well as support and consideration. While the TMS instrument consists of 26 items with seven dimensions, namely recognition, financial rewards, professionalism enhancement, interpersonal relationships, significant of work, success support and working conditions.

All scales were modified before being used in this study. All items are adapted and suited to the Malaysian context by translating into Bahasa Malaysia through a back-translation process. Subsequently, to ensure that the instrument used has sufficient scope to the field of research,

feedback from the leadership and psychologist experts is obtained to verify the contents of the instrument based on the research topic. Responses and comments from field experts were applied to refine the instruments in order to ensure the authenticity of the content. Instrument measurement scales were revised and validated by the field of measurement/statistics experts to ensure that the validity of measurement/criterion was met. The adapted instruments were measured using a 10-point interval scale with a range of 1 (Strongly Disagree) to 10 (Strongly Agreeable).

The Exploratory Factor Analysis (EFA) procedure was then implemented to determine whether all the items will form one or more dimensions to measure each construct. Subsequently, the Principal Component Factor Analysis (PCFA) test with Varimax Rotation was carried out on the original 16 items and 3 items were re-coded for the shared leadership construct to ensure its unidimensionality. The analysis showed that the Bartlet Test of Sphericity test was significant (Chi-square=1649.72, $p<0.00$), while the KMO measurement value was 0.78, which achieved the KMO analysis requirement. For the Motivation constructs, the analysis showed that Bartlet Test of Sphericity test was also significant (Chi-square=2442.21, $p<0.00$), while KMO measurement was 0.69.

The KMO values for both constructs are good as the value exceeds the recommended value of 0.60. Both measurements, namely the KMO approaching 1.0 and Bartlet's significance test of 0.00 confirmed that the data is appropriate to be continued with the reduction procedure. While through the Total Variance Explained (TVE) analysis of shared leadership constructs, the factor analysis procedure has produced four different dimensions for shared leadership items with Eigenvalue of 1.26 which exceeds 1.0. The TVE analysis for motivation construct has grouped the items into eight components as opposed to all 26 items originally, with Eigen 1.16 values.

The Rotated Component Matrix (RCM) analysis had been carried out then to determine the items for each component that was formed. This analysis has resulted in four components of the shared leadership construct as compared to the entire 19 items originally. There was one item dropped which was item K16 because of the factor loading 0.46 was less than 0.60. All the other 18 items were maintained, with the lowest value of 0.67 for K5 and the highest of 0.93 for K17 items, given that all the factor loadings exceed 0.60. While, for the motivation construct, all 26 items of the eight components were retained as the factor loadings for the whole items exceed 0.60, with the lowest value 0.66 and the highest value of 0.93.

Then, the reliability test was performed to verify the measurement items for each component using the Cronbach alpha measurements. Alpha Cronbach's value for the shared leadership construct was 0.88. This value was obtained after the fourth component having two items with alpha Cronbach’s value 0.42 was dropped. For the motivation construct, all components contributed high alpha Cronbach’s values, ranging from 0.80 to 0.93. All eight components in this construct had also been used to measure the construct of Motivation, with alpha Cronbach 0.80. The alpha Cronbach’s value exceeding 0.6 indicates that the scales used have a high level of reliability.

The quantitative data was collected through a survey method. The data were analysed using descriptive statistical analysis such as t-test and ANOVA. Through the statistical analysis, the influence of the shared leadership constructs and a dependent variable of motivation construct had been tested. The data analysis focused on the main effects of each component of the

independent variable on the dependent variable and the possible relationship between these variables.

Findings

Demographic Analysis

The respondents of this study involved 59.2% female teachers (n=71) and 40.8% male teachers (n=49). In terms of teaching experience, 23.3% (n=28) teachers have less than 10 years of experience and 50.0% (n=60) teachers have between 10 to 19 years of experience, while the remaining 26.7% (n=32) teachers have been teaching for 20 to 29 years, as Table 1 below. The total number of samples was 120 teachers.

Table 1: Respondents Demographic Analysis

Demographic		Frequency	%
Gender	Male	49	40.8
	Female	71	59.2
		120	100.0
Teaching Experience	Below 10 years	28	23.3
	10 – 19 years	60	50.0
	20 – 29 years	32	26.7
	30 years and above	0	0.0
		120	100.0

All the constructs involved need to be tested for data normality for each category. This test was carried out to ensure that the data used was parametric data that was normally distributed to enable the parametric statistical analysis to be implemented (Othman Talib, 2015; Pallant, 2011; Zainudin Awang, 2014). The data normality could be examined using the measurement of skewness and kurtosis values. The skewness value between -1.0 to 1.0 indicates that the data was normal.

Table 2: Skewness Measurement for Shared Leadership and Motivation Constructs

Construct	Components	Minimum	Maximum	*Skewness*	*Kurtosis*
Shared Leadership	K1	5.89	9.67	-0.57	-0.59
	K2	5.25	9.25	-0.59	-1.11
	K3	5.67	9.33	0.30	-1.40
Motivation	M1	5.40	9.40	-0.55	-0.89
	M2	5.25	9.00	-0.72	-0.83
	M3	6.00	9.00	0.13	-0.85
	M4	6.00	9.33	-0.71	-0.15
	M5	6.00	10.00	-0.22	-0.32
	M6	6.33	8.67	-0.19	-0.35
	M7	7.67	10.00	0.26	-0.86
	M8	5.50	9.00	0.63	-0.59

Based on Table 2 above, all the skewness values were approaching 0.00 and in the range between -1.00 and 1.00. For the shared leadership construct, the lowest was -0.59 and the highest value was 0.30. While for the Motivation construct, the skewness value in the lowest range was -0.72 to the highest range 0.63. Therefore, it could be explained that the distribution

of data was almost symmetrical, indicating that the data were normally distributed and met the expected requirements for the implementation of parametric statistical analysis. The score for the shared leadership construct is high with M=7.98, SD=0.74, as well as the motivation construct, M=8.01, SD=0.42, as explained in Table 3 below:

Table 3: Mean and Standard Deviation for Shared Leadership and Motivation Constructs

Construct	Mean	Standard Deviation
Shared Leadership	7.98	0.74
Motivation	8.01	0.42

Motivation Level Differences Based on Demographic Factors

The t-test shows that the value of t(118)=0.05, p>.05 for teachers' motivation level based on gender factor is not significant. This means there is no difference in the level of motivation between male and female teachers. Mean value shows that the level of motivation between male and female teachers is almost the same.

Table 4: t-Test Analysis for the Motivation Level Based on Gender

Demographic	Mean	Standard Deviation	t	*df*
Gender			0.05	118
Male	8.02	0.46		
Female	8.01	0.40		

One way ANOVA analysis shows that the value of F(2,119)=3.82, p<.05 for teacher motivation based on teaching experience is significant, meaning that there is a difference in motivation level between teachers in different periods of teaching experience in school. Thus, Tukey's post-hoc test was conducted. It is found that there is a significant difference between teachers teaching between 10 to 19 years with teachers having 20 to 29 years of experience. Teachers in the group of 20 to 29 years of experience have a higher motivation (M=8.19, SD=0.40) than teachers with 10 to 19 years of experience (M=7.95, SD=0.41).

Table 5: ANOVA Analysis for the Motivation Level Based on Teaching Experience

Demographic	Mean	Standard Deviation	F	*df*
Teaching Experience			3.82*	2,119
Below 10 years	7.96	0.42		
10 - 19 years	7.95	0.41		
20 - 29 years	8.19	0.41		

**significant at the level p<.05 (2-tailed)*

The Relationship between Shared Leadership and Motivation

The relationship between headmasters' shared leadership and teachers' motivation was tested using Pearson's correlation analysis and correlation strength interpretation was based on the guidelines suggested by Pallant (2011) and Cohen (1992). The coefficient value which less than 0.29 is considered to be small, values in the range 0.30 to 0.49 are considered to be moderate and values greater than 0.49 are considered to be significantly high.

Table 6: Correlation between Shared Leadership and Motivation Constructs

		Motivation
Shared Leadership	Pearson Correlation	0.19*
	Sig. (2-tailed)	0.04
	N	120

**significant at the level p<.05 (2-tailed)*

The shared leadership has a positive and significant correlation to teachers' motivation (r=0.19, p<.05), as shown in Table 6. The strength level of correlation between shared leadership and teachers' motivation is small (Pallant, 2011; Cohen, 1992).

Table 7: Correlation between Shared Leadership Components and Motivation Construct

		Motivation
K1	Pearson Correlation	0.01
	Significant (2-tailed)	0.92
	N	120
K2	Pearson Correlation	0.30**
	Significant (2-tailed)	0.00
	N	120
K3	Pearson Correlation	0.20*
	Significant (2-tailed)	0.03
	N	120

***significant at the level p<.01 (2-tailed);*significant at the level p<.05 (2-tailed)*

Based on the components in the shared leadership construct, the Pearson coefficient of K2 component (development and mentoring), r=.30, p<.01, shows the indicator of a moderate and significant positive relationship between K2 and motivation. While K3 component (support and consideration), r=.20, p<.05, shows a small and significant positive relationship between K3 and motivation. However, the relationship between K1 component (planning, management, and problem-solving) with motivation is not significant, r=.01, p>.05.

The Effect of Shared Leadership in Motivation

The linear regression analysis explains R^2 that shows the variance value of the motivation score associated with the shared leadership construct is 0.11 or 11.0% (n>100) (Pallant, 2011). The value of ANOVA shows that this relationship is significant with p<.05, as shown in Table 8 below:

Table 8: Regression Analysis for the Effect of Shared Leadership and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.34[a]	0.11	0.09	0.40

a. Predictors: (Constant), K3, K1, K2
b. Dependent Variable: Motivation

The beta values show a moderate contribution of 0.30 (30%) of K2 components significantly affecting motivation scores. While score contributed by 0.09 (9%) were from component K1 and 0.13 (13%) were from K3. Table 9 shows that K2 score (β=.30, p<.01) is a significantly greater predictor than K1 score and K3 score on motivation, with overall R^2=.11.

Table 9: Standardized Coefficients Values

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		Beta	Standard Error	Beta			Tolerance	VIF
1	(Constant)	7.22	0.43		16.89	0.00		
	K1	0.04	0.04	0.09	0.96	0.34	0.87	1.157
	K2	0.10	0.03	0.30	3.15	0.00	0.83	1.210
	K3	0.05	0.03	0.13	1.40	0.16	0.94	1.065

a. Dependent Variable: Motivation

Discussion

The ability to understand the schools' needs properly and to adopt and adapt the leadership styles to these needs is usually able to foster the success of the schools (Hallinger, 2011). Leaders who have clear goal and direction often require subordinates to follow the rules and work procedures and work smart to achieve the goal. Leaders should persuade subordinates to always support, care for the staff welfare and create a good environment within the organization (Mak, Han, Na'imah Yusoff, & Yieng, 2010). Overall, the results of this study analysis found that the headmasters' shared leadership and teachers' motivation in primary schools were at high levels.

However, in terms of gender differences in motivation, there is no significant difference in motivation between male and female teachers. This finding fails to support the result of the study (Thoonen et al., 2011) which shows that female teachers are more motivated and committed, have more appreciation about school goals and more experienced collaboration between teachers but less supportive and consideration of school leaders as compared to male teachers.

On the other hand, the level of teachers' motivation based on teaching experience is significant, meaning that there is a significant difference in motivation between teachers in different teaching periods in school, especially between teachers with teaching experience within 10 to 19 years and teachers with teaching experience within 20 to 20 29 years. This study found that the longer the teaching period or the teaching experience of teachers, the higher motivation they would have. According to Thoonen et al. (2011), with the longer and more experience, teachers are seen to be able to prepare themselves for the current situation and to appreciate the goals of the school.

In addition, this study also found that shared leadership is significantly and positively correlated to the teachers' motivation. That means, the higher the level of the headmasters' shared leadership, the higher the motivational level of teachers. This finding is consistent with studies suggesting that leadership practices and stimulating collaboration and shared decision-making are important mediums for school leaders to improve teachers' motivation in teaching and professional practices towards ensuring the quality of education (Thoonen et al., 2011).

Additionally, school leaders are seen as a great impact on the development of professional environmental interests that promote the adaptation and well-being of pupils. Their impact is also seen in supporting the development and achievement of teachers (Eyal & Roth, 2011). As teachers play a very important role in the learning process of the students, the motivation of the

teachers is very important because the effectiveness of the teacher has a direct impact on the students (Alam & Farid, 2011).

In fact, the headmasters' shared leadership also significantly influences the motivation of teachers in schools. The K2 component in this leadership construct contributes 30% variance, while the K3 component affects 13% variance and the K1 component affects 9% variance towards teachers' job motivation. This finding supports the study which states that the leadership style that encourages the involvement of teachers can lead to higher levels of motivation (Mehta et al., 2003). Effective leadership style integration strives to shape school success and improve teachers' motivation (Eres, 2011).

In addition, leadership behaviours that support teamwork, carrying out their duties effectively, and demonstrating integrity are positively related to the motivation and involvement of their staff. Hence, leadership behaviour is focused on the teamwork support and development, which is the most powerful unique predictor to encourage involvement among subordinates (Xu & Thomas, 2011).

This study supports the view that leaders can influence the attitudes of workers, perceptions, and performance by indirectly forming a work environment, that is, by forming the task and character of the organization. This study also illustrates the need for leaders to understand the leadership style that mediates the leadership in the form of a group and the design capacity of the work, as well as how leaders have succeeded in improving the performance of employees (Muchiri & Cooksey, 2011).

The perceptions of teachers can be considered in relation to experiences regarding the well-being and motivation, and also the perceptions of contextual variables that are important in shaping teachers' experiences in schools (Collie et al., 2012), in order to support the job effectiveness to improve work performance and to increase the success of the institution (Rasheed et al., 2010).

Hence, this study contributes the findings in improving teachers' motivation through the effectiveness of the shared leadership and supporting the theory of that leadership. The overall result of this study confirms the constructs under study that shared leadership plays a role and contributes towards improving the motivation of teachers in primary schools.

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