

MS THESIS

**RELATIONSHIP BETWEEN TRANSACTIONAL
LEADERSHIP AND STUDENTS' MOTIVATION AT
UNIVERSITY LEVEL**



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**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND
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STUDENTS' MOTIVATION AT UNIVERSITY LEVEL

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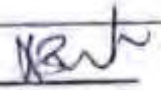
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The thesis titled “Relationship between Transactional Leadership and Students’ Motivation” submitted by Ms. Naila Awan (23-FOE/MSEDU-S23) is partial fulfillment of MS degree in Educational Leadership and Management has been completed under my guidance and supervision. I am satisfied with the quality of the student’s research work and allow her to submit this for further process as per IIUI rules and regulations.

Dr. Azhar Mahmood

AUTHOR'S DECLARATION

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Educational Leadership and Management. This thesis is in its present form the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification than for which it is being presented.

Naila Awan

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Dedication

This thesis is dedicated to my cherished parents, whose love, sacrifices and guidance taught me to dream and persevere. Your unwavering belief in me even when I doubted myself and your lessons in humility and unconditional love has been my foundation. To my late best friend, Urooj Fatima, whose memory continues to inspire me, this achievement honors the bond we shared and the dreams we envisioned together.

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“In the name of Allah, the Most Gracious, the Most Merciful”. All praise is due to Allah for His blessings and to our beloved Holy Prophet Muhammad Mustafa (peace be upon him), who is humanity's greatest teacher.

I wish to convey my deep appreciation to my esteemed supervisor, Dr. Azhar Mahmood (Associate Professor/Chairperson Department of Educational Leadership and Management); it's his support and encouragement that enabled me to complete this research. I want to extend my heartfelt thanks to my beloved parents who taught me how to hold pen and how to use it and for their endless love, support and encouragement. Their unwavering faith in my abilities, even when I had doubts, provided me with the confidence to pursue my dreams. Your sacrifices and constant prayers have been my motivation to persevere through life's challenges. Your support has been invaluable in bringing this project to fruition. May Allah Almighty bestow upon them all good health, prosperity and peace (Ameen). To Rabia Batool, for your loyalty and encouragement, to my sister Salma whose support, guidance & celebration of my journey have been invaluable. This dedication reflects the profound influence each of you has had on my life, shaping my strength and success. Additionally, I would like to express my gratitude to all the participants for their cooperation during the data collection process.

ABSTRACT

Transactional leaders possess distinct leadership abilities typically linked with achieving outcomes and implementing control through established structures & processes, resolving issues, organizing & planning and operating within the confines of organizational frameworks. Motivation in students is influenced by numerous factors, encompassing reinforcement for behavior, alongside their aspirations, interests & perception of their own capabilities & autonomy. The combination of observing performances and reacting to errors & failures with understanding and support forms the basis of effective leadership, driving motivation & fostering a culture of continuous growth within the team. This study aims to identify the transactional leadership style of teachers at the university level, to identify the students' motivation level at the university level, to determine the relationship between transactional leadership style of teachers and students' motivation level at the university level and to analyze the difference between transactional leadership style of teachers and students' motivation level between Faculty of Education IIUI and Department of Educational Sciences NUML, to analyze the difference in students' motivation level between Faculty of Education IIUI and Department of Educational Sciences NUML, to analyze the difference in transactional leadership style of teachers between male and female students at university level, to analyze the difference in students' motivation level between male and female students at university level. Furthermore, this study determined to answer few questions (1) what is transactional leadership style of teachers at the university level? And (2) what is students' motivation at the university level? This study is quantitative in nature and correlational in design. So, it lied under positivism research paradigm. Data were collected by survey from students of BS Programme from Faculty of Education, International Islamic University and Department of Educational Sciences, NUML. The sample of the study was selected through stratified appropriate sampling technique. The population of the study included all the students of BS programs from Faculty of Education, IIUI and Department of Educational Sciences, NUML. Total population was 1,429 students from BS programs in which 613 students were from Faculty of Education, IIUI and 816 students were from Department of Educational Sciences, Numl. Sample of the study was selected through stratified appropriate sampling technique according to which 153 students from Faculty of Education, IIUI and 153 students from Department of Educational Sciences, NUML were selected as sample for the study. One adapted

instrument based on Transactional Leadership Sub Scale was used and one adopted instrument based on Student Motivation Questionnaire was used based on 7 levels Likert scale. Researcher personally visited the selected population and was collected from students. Quantitative data was analyzed by using descriptive to provide a basic overview of the respondents and was interpreted in descriptive form. Pearson coefficient correlation (r) analysis was used to analyze the relationship between transactional leadership and students' motivation. Conceptual framework for transactional leadership was based on multifactor leadership theory and students' motivation on students' motivation. The major finds a significant correlation between transactional leadership and students' motivation at university level with a correlation coefficient of 0.949**. This value is remarkably high and positive, indicating a strong positive relationship between transactional leadership and students' motivation. It is concluded that as transactional leadership increases, students' motivation also tends to increase significantly & vice versa. The correlation analysis indicates a strong and statistically significant relationship between transactional leadership and students' motivation at the university level. This suggests that transactional leadership practices (e.g., rewarding effort, monitoring performance) are closely associated with increased student motivation. Also suggests that leadership practices such as rewarding effort, setting clear expectations & monitoring performance can significantly enhance student motivation. These practices are essential in fostering a motivated student body, particularly in an academic environment where students may face various challenges and distractions. Effective transactional leadership provides clear guidance and structure, reinforcing students' commitment to their academic goals. It is recommended that educational institutions may provide targeted training programs to help faculty to develop transactional leadership skills. Emphasis may be placed on effective practices such as goal setting, performance monitoring & offering contingent rewards.

Key words: *Transactional Leadership, Students' Motivation, Contingent Rewards, Active Management-by-Exception, Passive Management-by-Exception*

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CHAPTER 1

INTRODUCTION

Research has ranked transactional leadership as major motivator for student driven performance due to its focus on rewards & task completion. Transactional leadership promotes goal-directed learning environments, where students themselves are more engaged and there is clear relationship between effort and reward. This leadership approach tends to appeal to students who are extrinsically motivated because it gives them rule-based system in which they earn rewards like grades and praises according to their performance. This can be effective in higher education where clear pathway and goals are metrics that help students stay engaged in their academic state.

This study aims to build on these insights by determining the relationship of transactional leadership with student motivation at the university level. By employing a quantitative research design, this study examined the influence of various dimensions of transactional leadership, such as the use of contingent rewards, performance monitoring and corrective feedback on both intrinsic and extrinsic motivation among university students.

Correlation between leadership style and students' motivation indicating effective motivation by leaders increases followers' performance levels. This insight is particularly relevant to educational contexts where leadership styles of educators can greatly impact students' motivation & engagement. Transactional leadership characterized by its emphasis on clear expectations & contingent rewards on the fulfillment of task, offers structured approach to influencing student behavior. However, the specific dynamics of how transactional leadership affects student motivation at university setting remain underexplored.

Transactional leadership at university setting can create a disciplined & structured environment which can be particularly effective for motivating students who respond well to clear guidelines & tangible rewards. This leadership style ensures that students understand what is expected and what to gain by meeting those expectations thereby fostering a sense of accountability & motivation (Nguyen et al. 2020).

There is increasing interest in the impact of leadership on student motivation as it should be by the environment of education. In addition to student academic engagement,

effective leadership paves the way for success on an overarching platform by supporting healthy learning environment. Transactional leadership, one of the many types of leadership styles has been given much awareness in the literature due to its well-structured methodology highlighting clear expectations, performance tracking and contingent rewards. Originally created for business and organizational environments, more teachers, particularly at the university level where motivation and engagement are two of the biggest hurdles to academic success (Anderson & Sun 2017), are adapting transactional leadership techniques in the classroom.

Similarly, a study conducted by Hamza et al. (2020) found that transactional leadership could enhance student motivation by decreasing the vagueness of academic activities and expectations. Working with university students, they found those lead by transactional leaders had increased levels of engagement and clearer expectations as to what was expected of them. This meant that students had more useable information to know what was expected from them academically, so they were also better motivated. In addition to this, research revealed that transactional leadership might decrease academic uncertainty related stress, thereby ultimately also lending to heightened motivation and better academic achievement.

Recent studies also highlight the importance of cultural and contextual factors in the effectiveness of transactional leadership in universities. Lee & Nguyen (2022) examined the role of transactional leadership in different cultural contexts, finding that students from highly individualistic cultures responded better to transactional leadership than those from collectivist cultures. This cultural distinction is essential for educators to consider, as it underscores the need for adapting leadership strategies to suit the diverse backgrounds and motivational drivers of students in higher education. They suggest that transactional leadership may be highly effective in some contexts; it must be used carefully to avoid distancing students who may value intrinsic over extrinsic motivation.

1.1 Background and the Context of the Study

Leadership has long been a topic of debate among researchers with several books and studies dedicated to exploring its complexities (Al-Husseini & Elbeltagi, 2020). While leadership is widely observed phenomenon, it remains one of the least understood aspects of human behavior. This collaborative effort often takes the form of group work where each member's actions impact others.

Transactional leadership, also referred to as managerial leadership underscores the significance of social interactions and transactions between leaders & followers. Within the context of university education, understanding the relationship between transactional leadership and student motivation is crucial for fostering an effective learning environment. This leadership approach emphasizes supervision, organization, & group performance, wherein leaders incentivize compliance among followers through a combination of rewards & punishments. Exploring how transactional leadership manifests within university settings and its impact on student motivation can offer valuable insights into enhancing educational outcomes and student engagement at higher levels (Deinert et al., 2015).

In terms of leadership, the dynamics of motivation play a crucial role in driving individual and collective performance. Within the context of university education, the relationship between transactional leadership and student motivation holds major implications for fostering academic success and engagement (Wahab et al., 2021).

In the dynamic landscape of higher education, the relationship between leadership styles & student motivation holds significant importance. As universities struggle to foster environments conducive to learning & achievement while understanding the impact of leadership practices, particularly transactional leadership on student motivation becomes paramount (Mikkonen et al., 2020).

In the same line of thought, transactional leadership has been one of the most notable novelties in this territory. In a study of University students, Green & Martin (2018) observed that in the practice of transactional leadership which involves setting goals, monitoring performance and using contingent rewards, hints at being effective towards enhancing motivation levels both with extrinsic and intrinsic motives.

The use of transactional leadership in educational settings is based on the wider framework provided by the theory of leadership developed by Burns (1978) and later articulated more fully by Bass (1985), who separated transactional and transformational styles. Transactional leadership is often accompanied by the environment established that governed, controlled, providing the award for those who meet all their expectations and correctional to whoever falls short of these standards (Hamza et al., 2020). While long used to motivate and enhance performance in organizational settings, this approach is relatively new for use at the university level as well.

One of the elements of transactional leadership within educational contexts is the utilization of extrinsic rewards as triggers, students created values they work and are rewarded through incentives in alignment with their attainment of specific academic activities (Jones & Walker, 2019). At the level of universities, transactional leadership could lead students to maintain their academic objectives by giving blatant encouragements such as grades, recognition or other domination-based rewards (Hamza et al., 2020). In addition, this may be especially beneficial for students who need more of a structured setting to perform at their best (Wahab et al., 2021), as it lessens uncertainty and initiates responsibility.

1.2 Rationale of the Study

Leadership in education plays a crucial role in shaping students' learning experiences and academic outcomes. Transactional leadership, which relies on structured guidance, contingent rewards and clear expectations, has the potential to significantly affect students' motivation, academic performance, and overall learning experience. While many researchers have focused on transformational leadership and its influence on student engagement, the effect of transactional leadership on student motivation at the university level remains underexplored.

University students often require reinforcement, feedback and goal-setting to stay motivated in their academic pursuits. Transactional leadership, through its emphasis on structured incentives such as grades, praise and performance-based rewards may serve as an effective mechanism to enhance student motivation. However, the extent to which this leadership style influences student engagement, effort and persistence in a higher education setting is not well researched.

This study is necessary to fill the gap in existing research by providing empirical evidence on the relationship between transactional leadership and student motivation at the university level. By examine the transactional leadership style with students' motivation, the findings of this study can contribute to improving teaching practices, leadership training for educators and policies aimed at fostering a more effective learning environment.

1.3 Problem Statement

People's perception about transactional leadership is only the concept of reward & punishment. They think it's only the process of reinforcement. Transactional leadership is

often associated with a "carrot-and-stick" approach, whereas rewards & punishments are used as motivators to provoke desired behaviors from individuals. However, transactional leadership in education extends beyond the straightforward application of rewards and punishments, it involves the establishment of clear expectations, goal-setting and the provision of feedback, all of which contribute to shaping students' behaviors and attitudes. Transactional leaders in education use contingent rewards, such as grades & praise to incentivize desired academic behaviors and achievements. The effect of leadership styles on organizational outcomes has been extensively studied; there is a gap in research regarding the specific relationship between transactional leadership and students' motivation at university setting. The primary aim of this study is to investigate the relationship between transactional leadership practices of university teachers and student motivation. By analyzing how contingent rewards, structured expectations, and performance-based feedback influence student engagement and academic achievement, this study seeks to provide empirical evidence on the effectiveness of transactional leadership in higher education. Furthermore, the study aims to determine whether transactional leadership strategies contribute positively to students' motivation and to what extent they impact learning outcomes. The findings will offer insights into leadership practices that can enhance academic motivation and inform educators about effective strategies for fostering student success in university settings.

1.4 Objectives of the Study

The study was conducted:

- i. To identify the transactional leadership style of teachers at the university level.
- ii. To identify students' motivation level at the university level.
- iii. To determine the relationship between transactional leadership and students' motivation at the university level.
- iv. To analyze the difference in transactional leadership style of teachers between Faculty of Education IIUI and Department of Educational Sciences NUML.
- v. To analyze the difference in students' motivation level between Faculty of Education IIUI and Department of Educational Sciences NUML.
- vi. To analyze the difference in transactional leadership style of teachers between male and female students at university level.

- vii. To analyze the difference in students' motivation level between male and female students at university level.

1.5 Research Questions

The research questions of the study were:

RQ1. What is transactional leadership style of teachers at the university level?

RQ2. What is students' motivation at the university level?

1.6 Research Hypotheses

The hypotheses of the study were:

H₀₁: There is no significant relationship between transactional leadership and students' motivation at university level.

H₀₂: There is no significance relationship between contingent rewards and students' motivation at university level.

H₀₃: There is no significance relationship between active management-by-exception and students' motivation at university level.

H₀₄: There is no significance relationship between passive management-by-exception and students' motivation at university level.

H₀₅: There is no significance difference in transactional leadership style between teachers of Faculty of Education IIUI and Department of Educational Sciences Numl.

H₀₆: There is no significance difference in students' motivation level between students' of Faculty of Education IIUI and Department of Educational Sciences Numl.

H₀₇: There is no significance difference in transactional leadership style of teachers between male and female students at university level.

H₀₈: There is no significance difference students' motivation level between male and female students at university level.

1.7 Significance of the Study

Studying the relationship between transactional leadership and student motivation will significantly benefit students by enhancing their academic experiences. When university leaders and faculty members apply transactional leadership strategies such as setting clear expectations, providing rewards for achievements & maintaining structured

guidance, students may feel more motivated to engage in their studies. Furthermore, this research can help students to understand how leadership styles influence their motivation while allowing them to adapt their own approaches to learning. By identifying the key motivational factors driven by transactional leadership, students can take proactive steps to enhance their own academic success.

For faculty members and university leaders, this research will provide valuable guidance on how to enhance student motivation through effective leadership practices. Transactional leadership, which emphasizes structured guidance, performance-based incentives and clear expectations, can be an essential tool for educators aiming to boost student engagement. By incorporating such leadership strategies, faculty members can create a more disciplined and goal-oriented learning environment where students understand what is expected of them and are motivated to perform well.

At an institutional level, this research will have potential to inform policies and strategies that drive student success on a broader scale. Universities that recognize the role of leadership in shaping student motivation can develop targeted initiatives to improve academic engagement. For instance, institutions can create leadership development programs for faculty and staff, emphasizing the importance of transactional leadership behaviors in student interactions. Such initiatives can contribute to a more structured and motivating academic environment leading to increased student retention rates and improved overall educational outcomes.

Moreover, findings from this research will contribute to institutional decision-making regarding curriculum design, faculty training, and student support services. By integrating leadership-based motivational strategies into academic frameworks, universities can ensure that students receive the necessary guidance and support to thrive. This research can also provide a foundation for further exploration of leadership styles in education, encouraging institutions to continuously assess and refine their approaches to student engagement. Ultimately, by prioritizing leadership-driven motivation strategies, higher education institutions can create a more dynamic and effective learning environment for students.

1.8 Delimitations of the Study

The study was delimited to the students of BS programs from Faculty of Education IIUI and Department of Educational Sciences NUML.

1.9 Operational Definition(s)

1.9.1 Transactional Leadership

Transactional leadership operates through conditional exchanges. As described by Bass (1985), leaders ensure that subordinates understand their role responsibilities and fulfill expected tasks, offering favorable incentives in return. This leadership style revolves around an exchange dynamic, where leaders provide rewards to acknowledge the efforts and performance of their subordinates.

1.9.2 Students Motivation

Motivation holds significant ways within the empire of teaching & learning. When students are motivated to learn, it injects a sense of vitality into the educational experience, rendering it captivating and enriching. This enthusiasm fosters a constructive outlook towards learning, shaping students' attitudes positively and bolstering their eagerness to actively engage in lectures (Oktaviani & Mandasari, 2018).

1.10 Conceptual framework

Figure 1.1

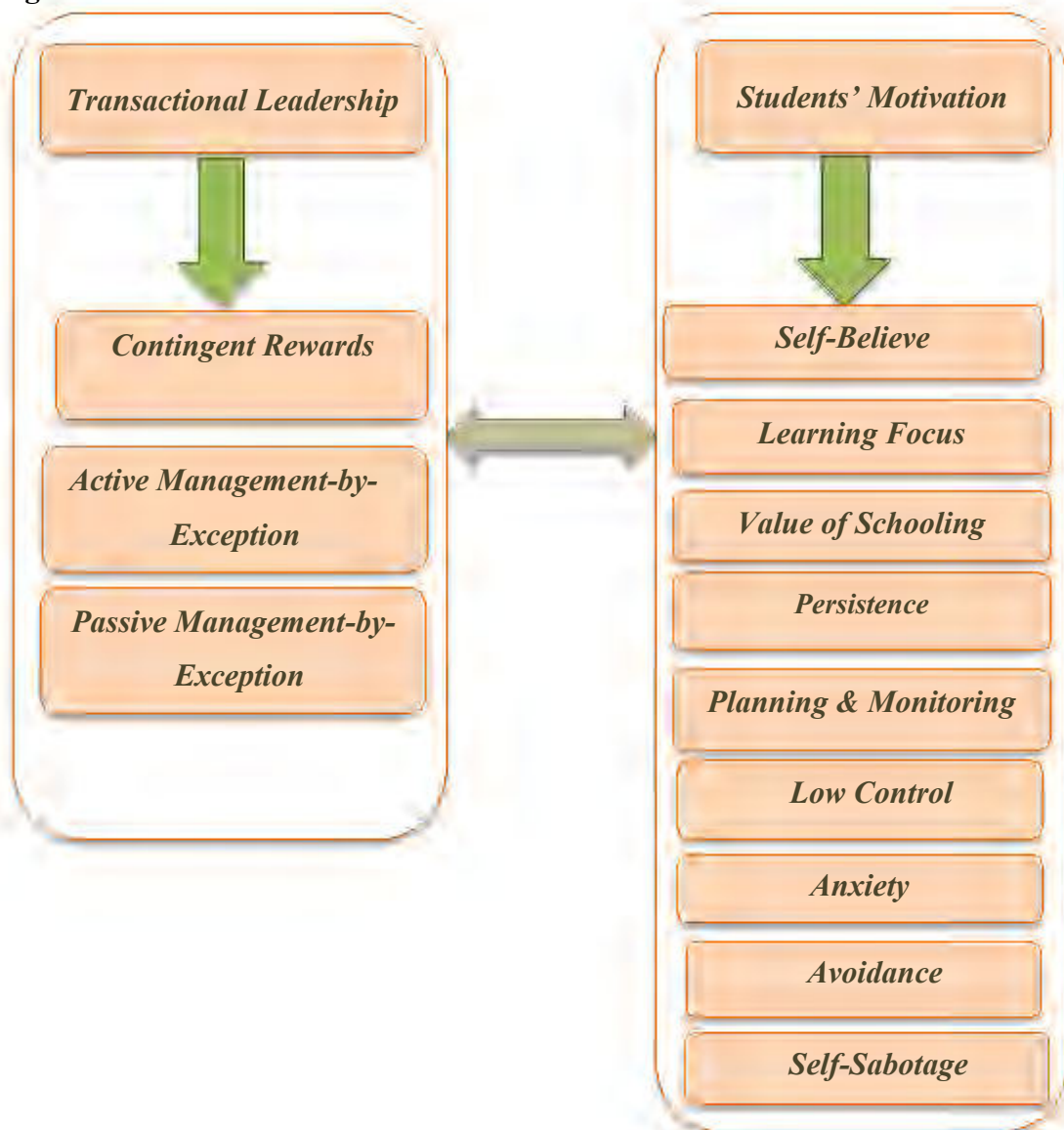


Figure: 1.1 Conceptual Framework of Transactional Leadership and Students' Motivation at University level

Transactional Leadership (Akhigbe et al; 2014)

Student Motivation Questionnaire (Dayel et al; 2018)

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Leadership plays pivotal role in shaping motivation & overall performance of subordinates. One of the fundamental aspects of effective leadership is the ability to monitor and assess the performance of team members closely. By spotting their actions and behaviors, leaders can gain comprehensive understanding of individual capabilities, identifying strengths & weaknesses and potential areas for improvement. This ongoing evaluation allows timely feedback, recognizing exemplary work and addressing any performance issues before they escalate (Robinson, 2019). Leaders, who actively engage their team members, cultivate culture of accountability, encouraging continuous growth & improvement. This not only improves individual performance but also fosters a collective effort towards achieving organizational goals.

Moreover, how leaders respond to mistakes significantly impacts team motivation. Instead of viewing mistakes as failures, effective leaders perceive them as learning opportunities. By providing constructive feedback & guidance, leaders can help their subordinates to understand the root cause of their mistakes and develop strategies to prevent future incidents (Goleman, Boyatzis & McKee, 2017). This approach encourage a sense of psychological safety where team members feel supported rather than criticized which is crucial for fostering innovation and resilience. The ability to recover from setbacks, reinforcement by concerned leadership contributes to motivated and high-performing team environment. Through this effective leadership is not just about directing tasks but also about nurturing individual and collective potential.

Effective leaders understand the significance of observing their subordinates' performances closely. By actively monitoring their team members, leaders gain valuable insights into individual strengths, weaknesses, and potential areas for improvement. This observation allows leaders to provide timely feedback, recognizing exceptional performance and addressing any issues promptly. Through this process, leaders foster a culture of accountability and continuous improvement within their team, encouraging each member to strive for excellence in their roles (Jaskyte, 2004).

Furthermore, reacting to errors and failures with empathy and constructive guidance is crucial for motivating subordinates. Rather than viewing mistakes as failures, smart leaders see them as opportunities for growth and learning. By offering support & encouragement during challenging times, leaders demonstrate their commitment to their team's development and success. Moreover, by addressing errors promptly and constructively, leaders help their subordinates build resilience and confidence, enabling them to bounce back stronger from setbacks. In essence, the combination of observing performances and reacting to errors and failures with understanding and support forms the cornerstone of effective leadership, driving motivation and fostering a culture of continuous growth within team (Akhigbe, 2014).

In the context of Transactional Leadership, primary focus is on supervision, organization & performance management. This leadership style is heavily based on structured tasks, rewards, and punishments that emphasize compliance with established procedures. Transactional leaders are particularly effective in settings where specific outcomes and adherence to processes are critical such as highly regulated industries or educational institutions (Bass & Riggio, 2018). Their approach to leadership is rooted in maintaining status quo while ensuring efficiency through clear expectations & structured feedback. For example when goals are met or exceeded, rewards such as praise or incentives are provided, whereas unmet expectations often result in corrective actions or penalties (Judge & Piccolo, 2004). This approach ensures clarity in role expectations and aligns individual performance with organizational goals.

However transactional leadership may foster a disciplined and performance-oriented environment, it has limitations regarding motivating individuals beyond their basic needs. In higher education, particularly at the university level, student motivation can be complex, driven by intrinsic factors such as a desire for personal growth and academic achievement. Transactional leadership may address the external motivators like grades and rewards but often falls short in inspiring students to engage deeply with their learning (Zhu, Sosik, Riggio & Yang, 2019).

By understanding dynamics between leadership styles & motivation, leaders in educational settings can adopt strategies that not only ensure compliance and efficiency but also encourage deeper commitment to learning. The interplay between transactional leadership and student motivation is especially significant at the university level, where the developments of independent and self-motivated learners are key objective.

Transactional leadership, also known as managerial leadership, revolves around the social exchanges or transactions occurring between leaders and followers. This style emphasizes supervision, organization, and group performance, focusing on ensuring compliance through both rewards and punishments. In contrast to Transformational leadership, Transactional leaders typically maintain the status quo rather than embracing change optimistically. They tend to pinpoint faults, attributing them to employees. Transactional leadership is particularly suitable for crisis or emergency situations and when tasks require specific execution. These leaders address the needs of their followers and provide rewards accordingly for desired performances, ensuring that tasks are carried out efficiently and effectively (Akhigbe, 2014).

Figure 2.1

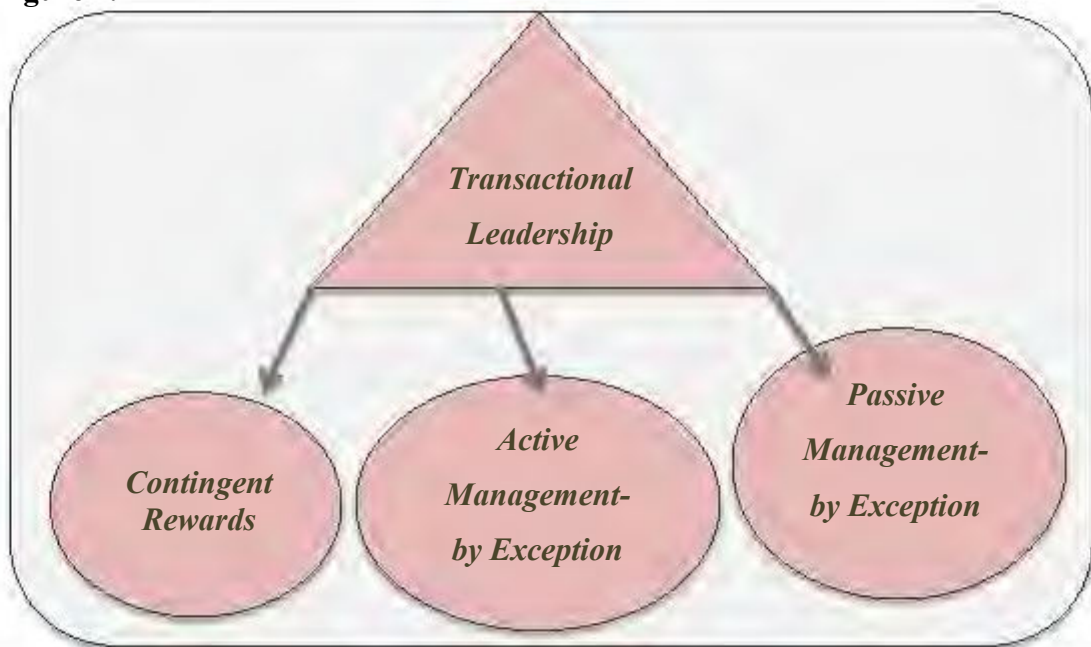


Figure 2.1 Transactional Leadership Indicators

2.2 Transactional Leadership Style

Transactional leadership, as conceptualized by Bass (1995), comprises several dimensions that delineate how leaders interact with their followers within organizational contexts. These dimensions are contingent reward, management by exception-active, management by exception-passive. Each of these components reflects distinct method of maintaining control, motivating followers and ensuring organizational objectives are met or not. Let's delve into each of these dimensions:

I. Contingent Rewards

II. Active Management-by-Exception

III. Passive Management-by-Exception

2.2.1 Contingent Rewards

The contingent reward dimension is central to transactional leadership and involves leaders clearly communicating expectations to their followers and linking those expectations to specific rewards. Leaders set performance goals & outline rewards that will be provided once those goals are met, thereby creating structured environment where followers understand consequences of their actions (Judge & Piccolo, 2004). By establishing clear exchange, leaders foster motivation among followers who are driven by external rewards such as promotions, bonuses & recognition (Winkler, 2019). This method aligns individual behavior with organizational objectives by making the reward system transparent and conditional upon performance.

Contingent reward refers to the leader's ability to establish constructive transactions with their followers based on clear expectations and rewards. Leaders communicate expectations explicitly and set rewards for meeting these expectations. This clarity helps align follower behavior with organizational goals. The leader outlines what is expected from followers and specifies the rewards they will receive upon meeting or exceeding these expectations. This dimension emphasizes a transactional approach where followers understand the terms of their engagement and are motivated by the prospect of rewards.

In educational settings, contingent rewards can be particularly effective in motivating students. For example, university students may be motivated by clear rewards like grades, praise, or scholarships in exchange for meeting academic expectations (Lai, 2017). The transactional nature of this relationship helps to ensure that students are aware of what is expected to them and what they will gain upon meeting those expectations, thereby promoting goal-oriented behavior.

2.2.2 Active Management by Exception

Active management by exception involves proactive approach where leaders actively monitor the work of their followers & identify deviations from expected standards before leading to weighty issues. Leaders intervene early by providing corrective feedback & taking preventive measures to ensure that performance remains on track (Northouse, P.G 2021). This dimension of leadership emphasizes vigilance and

continuous oversight. Active leaders tend to engage frequently with their teams to maintain high standards and ensure that problems are identified and rectified swiftly often preventing larger setbacks (Avolio, B.J 2019).

Active management by exception involves the leader's response to deviations in follower behavior or performance from established standards. Active management by exception occurs when leaders proactively monitor follower behavior, anticipate potential problems, and intervene to address issues before they escalate. Active leaders are vigilant in overseeing task execution, promptly identifying any deviations from expectations, and taking corrective action to maintain performance standards. This dimension highlights the leader's proactive approach to problem-solving and maintaining performance levels through timely interventions.

In an academic context, this manifest as teachers who regularly reviews student progress and provides timely feedback on assignments. By identifying struggling students early on and offering support, such leaders ensure that performance issues are addressed before they escalate into major academic failures.

2.2.3 Passive Management by Exception

In contrast to the active approach, passive management by exception describes leaders who take reactive stance by intervening only when significant problems arise. These leaders wait until performance standards fall below acceptable levels or when critical issues emerge before taking corrective action (Bass, B.M & Riggio et all, 2018). This dimension is less involved and allows for more sovereignty among followers, but it may also lead to delayed responses to issues that could have been addressed earlier. Leaders who adopt this style tend to act only when situation necessitates, potentially allowing problems to escalate before they are noticed (Antonakis & House, 2014).

In university setting, passive management by exception might look like a teacher who only steps in when student is on the verge of failing, rather than providing ongoing guidance throughout the semester. While this approach may conserve resources, it can also lead to missed opportunities for early intervention, potentially affecting student motivation and performance in the long term (Zhu, W 2019).

Transactional leadership's dimensions, contingent reward, active management by exception and passive management by exception provide structured approach to managing teams while ensuring compliance and motivating followers through clear

expectations & appropriate rewards & corrections. Each dimension plays a different role in shaping leader-follower relationship allowing leaders to tailor their strategies according to needs and performance of their teams.

2.3 Motivation

Motivation is generally recognized as central psychological process that allows individual to act toward personal & organizational goals. Presently, research continues to build on classic theories emphasizing that motivation involves dynamic interplay between intrinsic factors such as personal interest & extrinsic influences like rewards & social expectations (Ryan & Deci, 2017). Motivation can be understood as multi-dimensional construct influenced by personal goals, environmental contexts and individual's perception of their own competencies & self-efficacy (Schunk & Benedetto, 2016).

Motivation in research focuses on the role of personal meaning and well-being as central & sustaining motivation. For example, Ryan & Deci's (2017) updates about self-determination theory which suggest that motivation derived from personal interest and choice that promotes better well-being and performance and motivation driven solely by external pressures. This concept is especially relevant in educational and workplace settings where autonomy-supportive environments have been shown to foster sustained motivation and improved engagement (Vansteenkiste et al., 2018).

Figure 2.2

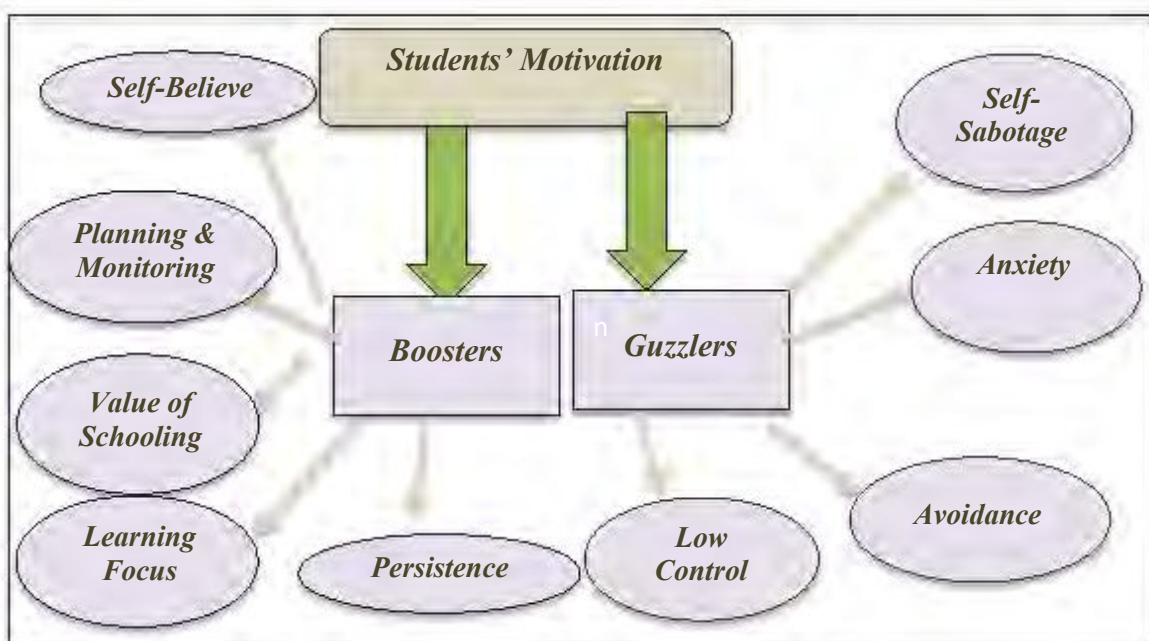


Figure 2.2 Students' Motivation Indicators

2.4 Students Motivation

Motivation in students is influenced by various factors, encompassing reinforcement for behavior, alongside their aspirations, interests, and perception of their own capabilities and autonomy. These elements intertwine to give rise to two primary drivers of motivation: the anticipation of success by students and the significance they attribute to a particular goal. This conceptualization of motivation is commonly referred to as the expectancy-value model (Wigfield, Tonk, & Eccles, 2004).

Motivation holds significant ways within the empire of teaching & learning. When students are motivated to learn, it injects a sense of vitality into the educational experience, rendering it captivating and enriching. This enthusiasm fosters a constructive outlook towards learning, shaping students' attitudes positively and bolstering their eagerness to actively engage in lectures (Oktaviani & Mandasari, 2018). In essence, motivation serves as the vital that drives the teaching and learning process forward. It transforms the classroom into a dynamic field of exploration and growth, where students are inspired to explore subject matter deeply and embrace the challenges naturally in the learning journey.

2.4.1 Booster & Guzzlers

As discussed earlier, these theories offer insights into: (a) the underlying reasons driving students' actions, (b) the methods they employ to engage in action and (c) their level of confidence in their ability to perform. By grasping these aspects, we gain a deeper understanding of students' motivation. However, for these theories to be effectively applied, they need to be translated into measurable indicators that align with their theoretical foundations. This entails considering quantifiable metrics that accurately capture these underlying theoretical perspectives. Martin, A.J. (2001) divided students' motivations into two dimensions through five boosters & four guzzlers.

2.4.1.1 Boosters

There are two categories of boosters: Booster Thoughts & Booster Behaviors. Booster thoughts consist of self-belief, learning focus, and value of schooling. Booster behaviors, on the other hand, comprise persistence and planning and monitoring.

2.4.1.2 Self-Belief

Self-belief encompasses students' conviction & assurance in their capacity to comprehend their schoolwork effectively and excel in it. It reflects their confidence in facing challenges and performing to the best of their abilities. When students possess self-belief, they are inclined to trust in their capability to grasp the material, tackle difficult tasks with confidence, and maintain an optimistic outlook regarding their potential to achieve their utmost. In essence, self-belief empowers students to approach their academic endeavors with confidence and determination, enabling them to navigate challenges with resilience and strive for excellence (Bandura, 2012).

Self-belief refers to student's confidence & their ability to succeed academically. Students with high self-belief trust their capacity to overcome challenges, complete tasks & achieve their goals. This sense of confidence enables them to tackle difficult subjects & assignments without fear of failure. For instance, students who believe they can master complex mathematical concepts will approach their coursework with greater determination and less hesitation while actively engaging them in problem-solving. In contrast, students with low self-belief avoid challenging tasks, anticipating failure & undermining their academic potential (Bandura, 2012). Self-belief is crucial in fostering resilience and persistence, encouraging students to embrace challenges as opportunities for growth.

2.4.1.3 Value of Schooling

The value of schooling reflects the extent to which students perceive the material they learn in school as beneficial, significant, and applicable to their lives or the broader context of the world. When students value schooling, they hold the belief that the knowledge they acquire can be applied beyond the classroom setting, recognizing its importance in various aspects of their lives. Moreover, they appreciate the significance of learning within the school environment and recognize the relevance of their studies to contemporary global events (Eccles & Wigfield, 2020). In essence, valuing schooling fosters a deeper appreciation for education, motivating students to engage actively in their learning journey and recognize its broader implications.

The value of schooling represents importance of students' attachment to their education. Students who recognize the value of their education are more likely to stay motivated even when they faced difficulty in any subjects or tasks. For example,

students' who understands that earning degree will open doors to future career opportunities is more likely to remain committed to their studies, even when they encounter setbacks. This perspective helps students persist through challenging courses because they can see the long-term benefits. On the other hand, students who fail may disengage or put forth minimal effort, perceiving their studies as meaningless (Eccles & Wigfield, 2020).

2.4.1.4 Learning Focus

Learning focus entails directing one's attention towards the process of learning, problem-solving, and skill development. The objective of maintaining a learning focus is to strive towards personal excellence in academics. When students adopt a learning-focused approach, they demonstrate a strong work ethic, a desire for continuous learning, and an enjoyment of acquiring new knowledge and skills. They find satisfaction in tackling challenges through dedicated effort and are intrinsically motivated to perform well, driven by the inherent fulfillment derived from mastering tasks rather than solely seeking external rewards (Pintrich, 2003). In essence, learning focus cultivates a mindset of continuous growth and improvement, fostering a sense of accomplishment and fulfillment in students' academic endeavors.

Learning focus reflects student's orientation toward mastering content rather than merely achieving external rewards like grades. When students are intrinsically motivated, they prioritize understanding material over performing well in tests. For example, students' with strong learning focus might spend extra time researching topic out of curiosity and desire to deepen their understanding rather than just memorizing information for exam. Such students often show more engagement in discussions & more deep knowledge retention. On the other hand, students who are driven only by grades might engage in surface-level learning focusing on rote memorization without fully understanding the concepts, leading to short-term success but long-term gaps in knowledge (Pintrich, 2003).

2.4.1.5 Persistence

Persistence refers to the extent to which students persist in their efforts to find solutions or understand complex problems, particularly when faced with difficulty or challenges. Persistent students demonstrate a commitment to mastering their schoolwork by diligently reviewing material until comprehension is achieved. They invest time and

effort into grappling with concepts that may initially seem perplexing, displaying a willingness to engage in deep learning and critical thinking. Moreover, they exhibit resilience by persevering through tasks even in the face of adversity, refusing to be deterred by obstacles or setbacks. In essence, persistence reflects students' determination and tenacity in pursuing academic excellence, embodying a crucial attribute for success in their educational journey (Dweck, 2016).

Persistence refers to student's ability to maintain effort & interest in challenges. Persistent allow students to not give up easily when they encounter problems, whether academic, social or personal. For example university student struggling with difficult course might seek additional help from teacher, attend study groups & spend extra time reviewing course materials. Persistence is critical to overcoming setbacks, as it enables students to navigate ups & downs of academic life without losing sight of their goals (Dweck, 2016). In contrast, students with low persistence might withdraw from difficult courses or give up on their academic goals after facing a single failure believing that success is unattainable.

2.4.1.6 Planning and Monitoring

Planning and monitoring encompass students' organization of their school-related tasks, including assignments and study sessions, as well as their tracking of progress while completing them. When students engage in effective planning and monitoring, they clarify the objectives of their homework or assignments, strategize approaches for completing schoolwork or preparing for assessments, and maintain awareness of their progress throughout the process (Zimmerman & Schunk, 2012).

Effective planning & monitoring involves setting academic goals, organizing tasks & regularly evaluating progress. Students who plan & monitor their learning are strategic in their approach. For instance, they create study schedule to manage time across different subjects & break down lengthy assignments into short & manageable. As they progress, they monitor their understanding, adjusting their strategies as needed to improve outcomes. Students who actively reviews their grades and adjusts their study habits after receiving feedback, demonstrates good planning & monitoring skills. On the other hand, students who lack these skills may find themselves overwhelmed during exams & deadlines as they have not allocated enough time or effort to their studies while leading to poor performance (Zimmerman & Schunk, 2012).

By setting clear goals and outlining steps to achieve them, students can better manage their time and resources, enhancing their productivity and academic performance. Additionally, monitoring their progress allows students to identify areas where they may need additional support or adjustment of strategies, facilitating continuous improvement and learning. Ultimately, effective planning and monitoring empower students to take control of their academic responsibilities and optimize their learning experiences (Zimmerman & Schunk, 2012).

2.4.2 Guzzlers

Guzzler traits can be categorized into two groups: guzzler thoughts/feelings and guzzler behaviors. Guzzler thoughts/feelings comprise anxiety and feelings of low control.

2.4.2.1 Anxiety

Anxiety about academic performance can significantly impact student's motivation. While certain level of anxiety can be motivating (such as the desire to perform well in an exam), excessive anxiety can paralyze students and impede their ability to focus & perform to their potential. For example, students who experiences severe test anxiety may struggle to recall information during exam, even if they studied thoroughly. Such students often feel overwhelmed by the pressure to succeed which can lead to avoidance or procrastination as coping mechanism (Zeidner, 2014). Proper anxiety management strategies such as mindfulness & relaxation techniques can help students overcome these barriers and perform better academically.

Anxiety encompasses two components: feeling nervous & worrying. Feeling nervous refers to the uneasy or queasy sensation students experience when contemplating their schoolwork, assignments, or exams. Worrying involves apprehension about performing poorly in their academic tasks. When students experience excessive anxiety, they often exhibit pronounced nervousness prior to tests or exams, engage in persistent worrying about failure, experience physical symptoms such as stomach discomfort, increased heart rate, or sweating during assessments. These manifestations of anxiety can significantly impact students' academic performance and overall well-being, highlighting the importance of addressing anxiety and implementing strategies to manage stress effectively (Zeidner, 2014).

2.4.2.2 Low Control

Low control refers to perception that external factors rather than personal effort, determine success or failure. Students who feel that they have low control over their academic outcomes are more likely to attribute failures to luck, the difficulty of the material & unfairness, rather than to their own actions. For example, students' who receives poor grade in an exam may attribute it to the test being too hard, rather than acknowledging that they could have studied more effectively. This mindset can lead to learned helplessness where students believe that no matter how hard they try, their efforts will not lead to success which diminishes motivation & academic performance (Skinner, 1996).

Students experience low control when they lack clarity on how to succeed or how to prevent failure. When students are low in control, they often feel uncertain about the steps needed to achieve success, as well as uncertain about how to avert poor performance. This uncertainty can lead to feelings of helplessness and frustration while engaging in schoolwork. Students may struggle to identify effective strategies for success and may feel overwhelmed by the demands of their academic tasks. As a result, addressing feelings of low control is essential for empowering students to take charge of their learning and develop effective approaches to achieve academic success (Skinner, 1996).

2.4.2.3 Avoidance

Avoidance behavior occurs when students deliberately avoid tasks & situations in which they find difficulty & stressfulness. For instance, students' who consistently skips classes because they feel unprepared or afraid of failing is engaging in avoidance. This behavior is not only hinders learning but also increases anxiety over time as tasks accumulate & become more overwhelming. Avoidance can be major obstacle to academic success because it prevents students from confronting & resolving their academic challenges (Covington, 2004). Students who frequently avoid difficult subjects & assignments often fall behind which can further reduce their motivation and lead to cycle of procrastination & detachment.

Students adopt an avoidance focus when their primary motivation for completing schoolwork is to evade performing poorly or being perceived as incapable. When students have an avoidance focus, their actions are primarily driven by the desire to steer

clear of receiving low grades, to evade judgments from others regarding their abilities, and to prevent disappointing their parents or teachers (Covington, 2004).

Elaborating further, students with an avoidance focus may prioritize completing assignments solely to avoid negative consequences, such as failing grades or disapproval from peers and authority figures. They may experience heightened anxiety or stress surrounding their academic performance, as they perceive failure as a threat to their self-esteem and reputation. Consequently, these students may engage in task completion out of fear or obligation rather than genuine interest or intrinsic motivation.

Addressing an avoidance focus involves fostering a positive learning environment where students feel supported, encouraged, and empowered to engage with their schoolwork for reasons beyond mere avoidance of negative outcomes. Encouraging intrinsic motivation, emphasizing personal growth and learning experiences, and providing constructive feedback can help shift students' focus towards more adaptive motivations for academic achievement (Covington, 2004).

2.4.2.4 Self-Sabotage

Self-sabotage refers to behaviors in which students consciously or unconsciously challenge their own success including procrastination, neglecting to study for exams & settings unrealistic goals that are unlikely to be achieved. For example students might start studying for final exam the night before knowing that it will be nearly impossible to learn all the material, thereby ensuring lower score. Self-sabotage is often linked to fear of failure or fear of success, where students deliberately limit their chances of success to avoid the pressure of performing well (Martin, 2001). Addressing self-sabotage requires helping students build confidence in their abilities and encouraging them to set realistic, achievable goals.

Students engage in self-sabotage when they undertake actions that diminish their likelihood of success in their academic endeavors. This behavior can manifest in various forms, such as procrastinating on assignments or squandering time instead of focusing on schoolwork or exam preparation. When students self-sabotage, they exhibit a lack of effort in completing assignments or challenging tasks, demonstrate minimal dedication to studying for tests or exams, and engage in distractions or unrelated activities instead of prioritizing their academic responsibilities (Martin, 2001).

Elaborating further, self-sabotage undermines students' potential for achievement by impeding their progress and hindering their ability to perform at their best. By procrastinating or engaging in activities that detract from their academic pursuits, students may experience increased stress, reduced motivation, and decreased academic performance. Addressing self-sabotage involves fostering self-awareness, developing effective time management skills, and cultivating strategies to overcome procrastination and stay focused on academic goals (Martin, 2001).

2.5 Contribution in Motivation Theories

2.5.1 Need Achievement Perspective & Self-Worth Motivation Theory

Need achievement theory conceptualized by Atkinson (1957) and expanded by McClelland (1965) characterizes students' motivation to approach success & avoid failure. Recent research underscores role of intrinsic and extrinsic as motivators in motivating students' achievement. Intrinsically motivated learners exhibit higher engagement and resilience while extrinsic motivators like grades & recognition influence goal-setting behaviors. Jansen et al. (2022) emphasize that both intrinsic values (e.g., personal interest in subjects) and external rewards are critical in shaping achievement trajectories.

Covington's (1992) self-worth motivation framework builds upon earlier theories by focusing on the psychological determination to protect one's self-worth. This perspective considers fear of failure as central force as it threatens not only public perceptions of competence but also personal feelings of competence. To protect students' self-worth, students may engage in behaviors, such as:

- 1. Avoidance Behaviors:** These include avoiding challenging tasks where failure risks are high. Aryadoust et al. (2023) note that avoidance behaviors are often rooted in low self-efficacy and can manifest as disengagement.
- 2. Self-Sabotage:** Strategies like procrastination & preparations can act as protective mechanisms that allow students attribute from failure to controllable factors rather than a lack of ability (Martin et al., 2023).

2.5.1.1 Impact of Anxiety

Anxiety is closely linked with fear of failure which emerges as key influence in students' motivational frameworks. Alpert & Haber's (1960) foundational work on test

anxiety remains relevant. Contemporary studies show that high anxiety levels can damage cognitive processes and reducing students' ability to perform effectively (Steinmayr et al., 2019). Furthermore, recent reviews emphasize the importance of addressing anxiety through supportive learning environments and psychological interventions.

2.5.1.2 Contextual and Domain-Specific Factors

Steinmayr et al. (2019) demonstrates that domain-specific factors such as students' self-concepts in particular subjects are stronger predictors of achievement than general motivation. This suggests that tailored interventions focusing on enhancing specific skill sets & self-efficacy in challenging subjects could yield significant improvements.

2.5.1.3 Educational Interventions

To mitigate avoidance & self-sabotage behaviors different researchers' suggested that encouraging students to view challenges as opportunities for growth which will reduces fear of failure (Zajda, 2023), teachers' socio-emotional skills & positive feedback are pivotal in fostering safe learning environments (Jansen et al., 2022) and helping students in connecting learning material to their personal goals and interests improves engagement (Aryadoust et al., 2023).

2.5.2 Attribution & control theory

Attribution & control theory has evolved to examine how students perceive the causes of their successes & failures and how these perceptions influence future behaviors. Current perspectives expand on the original work by Weiner et al. (1971) which focusing on dimensions of locus, stability & controllability to explain motivational outcomes.

Recent studies emphasize that when students perceive control over their academic outcomes, they are more likely to demonstrate persistence, effort & adaptive strategies. Aryadoust et al. (2023) underscores the importance of environmental and psychological factors in shaping perceived control with teacher support and socio-emotional environments which playing crucial roles in fostering motivation. Conversely low perceived control has been linked to learned helplessness, diminished achievement & disengagement (Jansen et al., 2022).

This lack of control often manifests as counterproductive behaviors such as self-sabotage & avoidance which further inhibit academic success. Harter & Connell's foundational insights remain relevant with modern an extension which shows that uncertain control correlates with reduced mastery orientation, self-efficacy & autonomous learning particularly in high-stress educational settings.

Effective interventions to mitigate low perceived control including developing intrinsic motivation, implementing growth mindset approaches & enhancing teacher-student relationships which are shown to predict better academic engagement & achievement (Steinmayr et al., 2019).

2.5.3 Self-Efficacy & Expectancy-Value Theory

Albert Bandura's concept of self-efficacy refers to an individual's belief in their capacity to execute necessary behaviors in production of specific performance outcomes.

It is a foundation for motivation & adaptive behaviors in academic contexts. Students with high self-efficacy actively seek alternative strategies when encountering challenges, shown increased persistence, effort & emotional resilience (Keskin, 2014). Students with low self-efficacy are likely to focusing on their shortcomings, perceiving tasks as more challenging than they are & often disengaging from effortful pursuits.

Empirical studies affirm that self-efficacy directly influences students' motivation and achievement. For instance, high self-efficacy has been associated with stronger academic expectations & performance as it shapes beliefs about the ability to succeed for driving better outcomes (Lent et al., 2008). Furthermore, self-efficacy impacts not only academic achievements but also emotional well-being. As students with strong efficacy beliefs are less likely to experience academic anxiety or frustration.

Expectancy-Value Theory formulated by Eccles & Wigfield, posits that motivation is determined by two primary components which is expectancy, the belief in one's ability to succeed at a task and value, the importance & worth placed on the task. Both components interplay to influence behavior and outcomes (Eccles, 2009; Eccles & Wigfield, 2020).

2.5.3.1 Relationship between Self-Efficacy and EVT

Self-efficacy serves as ancestor to expectancy beliefs shaping whether students perceive themselves as capable of achieving success. It influences their persistence, effort & willingness to tackle challenges which in turn impacts their valuation of tasks. For

instance, students who believe in their capabilities tend to perceive academic tasks as valuable and worth the effort, thereby fostering cycle of sustained engagement and achievement (Keskin, 2014).

Moreover, the interaction of high expectancy (belief in success) and strong task value amplifies motivation. Research suggests that when students perceive task as both achievable and meaningful, they demonstrate higher persistence, effort & academic achievement (Rosenzweig et al., 2019).

2.5.3.2 Educational Associations

Integrating these frameworks into pedagogy can enhance student motivation. Educators can booster self-efficacy by providing constructive feedback & opportunities for mastery. Similarly, enhancing task value through contextualizing its relevance & emphasizing future utility can lead to deeper engagement.

In conclusion, both self-efficacy & expectancy-value theory underline the importance of belief systems in shaping academic motivation & achievement. Promoting these beliefs in cycle can significantly impact students' academic paths while helping them to develop resilience & sustained motivation.

2.5.4 Motivation Orientation Theory: A Deep Exploration

Motivation orientation theory primarily distinguishes between two orientations such as task-focused (learning) & performance-focused. Task orientation emphasizes mastery and personal growth while performance orientation prioritizes outperforming peers. Recent studies continue to underscore the importance of these orientations in shaping students' engagement and outcomes.

Task orientation (mastery focus) refers as student's drive to achieve satisfaction and success through learning & improving their abilities. Such students view challenges as opportunities, interpret failure as diagnostic feedback & attribute success to effort rather than inborn ability. This mindset fosters resilience, optimism & persistence. For example, recent research highlights how learning-focused students are more likely to select challenging tasks and employ mastery strategies which promote long-term engagement and achievement (Becker et al., 2018).

In contrast, performance orientation links success to comparison with others. This orientation is often associated with greater fear of failure & anxiety as students perceive

success as a reflection of inborn ability rather than effort. When the learning environment emphasizes competition, performance goals may dominate, potentially undermining intrinsic motivation & reducing students' willingness to take risks and engage in self-regulated learning (Murayama et al., 2015).

Task orientation is significantly tied to persistence & self-regulation. Recent studies show that environments fostering mastery orientation through constructive feedback, autonomy & alignment with students' interests which lead to better motivation & outcomes. For instance, stage-environment fit theory suggests that when educational settings align with students' learning needs, mastery goals increase, whereas environments emphasizing grades & competition may shift focus toward performance goals (Becker et al., 2018).

Thus, motivation orientation theory continues to provide critical insights for assessing and fostering adaptive learning behaviors. It highlights the role of educators in creating environments that nurture task orientation by valuing effort, curiosity, and personal growth while minimizing pressure for external validation or performance comparisons.

2.6 Role of Transactional Leadership in Student Performance

Teachers using transactional leadership style at university settings can significantly influence student outcomes by promoting accountability and performance (Stewart, 2006). Students who are clearly aware of the rewards can receive it for their performance such as grades, scholarships, & praise that may be more motivated to meet the required academic standards (Leithwood & Sun, 2018).

2.6.1 Impact of Contingent Rewards on Students' Motivation

Contingent rewards plays critical role in motivating students particularly at university environments where grades, scholarships & other incentives are tied to performance (Martin, 2001). Leaders who clearly communicate these rewards can increase students' extrinsic motivation while encouraging them to meet academic standards (Deci, Vallerand, Pelletier, & Ryan, 1991).

2.6.2 Management by Exception and Student Engagement

Teachers who practice active management by exception help students remain focused on their academic goals by intervening before problems escalate (Bass & Avolio, 2004). This proactive leadership style can prevent students from fall behind and helps to

maintain structured and supportive learning environment. On the other hand, passive management by exception may be less effective in educational settings, as it allows issues to become severe before corrective action is taken, potentially leading to rescue student (Judge & Piccolo, 2004).

2.7 Influence of Transactional Leadership on Academic Flexibility

Teachers' who adopt transactional leadership style focuses on rewards & corrective actions can foster academic resilience by encouraging students to meet high standards (Leithwood & Sun, 2012). However, if students rely too heavily on external rewards for motivation, it may lessen their intrinsic motivation over time while making them less likely to engage deeply with their studies (Ryan & Deci, 2000).

2.8 Relationship between Transactional Leadership and Student Motivation

Relationship between transactional leadership and student motivation is one that balances external motivation such as rewards & punishments with the internal drive that students possess to achieve academic success. Transactional leadership style, with its focus on structure, rewards & corrective actions can have profound impact on motivating students, particularly in university settings where achievement is often measured by grades, deadlines, and other performance indicators (Bass, 1995).

One of the key dimensions of transactional leadership is contingent reward where leaders set clear goals and offer rewards based on performance (Bass & Avolio, 2004). In the educational context, these rewards can take various forms, such as good grades, scholarships & public recognition. This direct exchange system aligns with extrinsic motivation where students are driven by desire to earn rewards for their efforts.

For example, student may be motivated to complete an assignment to achieve a higher grade or to receive recognition in class. In this case, transactional leadership style can boost student motivation by making the rewards clear and attainable. However, while contingent rewards can lead to immediate compliance and effort, there are concerns that this might foster a dependence on external motivators, potentially diminishing intrinsic motivation, which is vital for sustained engagement in learning (Deci & Ryan, 2000).

Management by exception, both active and passive also plays role in student motivation. Teachers who employ active management by exception to monitor student performance can provide timely interventions when students deviate from academic standards (Bass & Riggio, 2006). This approach helps students' to maintain academic

accountability & encourages students to stay on track with their studies. For instance, teachers' who offer early feedback on assignments & meet with students who are falling behind help to keep motivation levels high by addressing issues before they become overwhelming.

2.9 Empirical Study

A study conducted by Martin, A.J. (2001) indicates that the Student Motivation Scale exhibits a distinct factor structure that aligns with the hypothesized presence of five boosters and four guzzlers. Moreover, the scale demonstrates reliability and displays correlations with academic achievement. Gender and year level differences are also apparent: girls demonstrate higher levels of learning focus and engage more in planning and monitoring compared to boys. Additionally, girls exhibit higher levels of anxiety than boys. Furthermore, Year 9 students' exhibit lower levels of learning focus compared to Year 10 and Year 11 students, higher levels of avoidance compared to Year 11 students, and higher levels of self-sabotage compared to Year 10 and Year 11 students. The discussion delves into intervention strategies in light of these findings, and the concept of academic resilience is introduced as an additional dimension of motivation that the Student Motivation Scale can effectively assess.

Another study conducted by Hasija, Hyde, & Kushwaha (2019) compared leadership styles among B-school leaders, finding significant differences in mean scores for Management by Exception-Active, Management by Exception-Passive, and Laissez-Faire styles (Transactional Leadership Style). Active management correlated with respect, goodwill, and faster goal achievement, while Laissez-Faire leadership was less favorable. The findings stress the importance of leadership style in organizational culture and outcomes.

Study conducted by Lin, Chuang, (2014) reveals that elementary school teachers in Changhua County, Taiwan, utilize both transformational and transactional leadership styles. The correlation between these leadership styles and student learning motivation is moderate to good. Together, these styles account for 52.60% of the variance in student learning motivation. Utilizing multiple regression analysis enables inference of causal relationships between teachers' leadership styles and student learning motivation.

A quantitative study conducted by Islam, Aamir, Ahmed & Muhammad, (2012) found results that findings reveal a positive and significant association between

transactional leadership style and perceived academic performance of employees ($r=0.443$, $p<0.01$), and similarly, between transformational leadership style and perceived academic performance of students ($r=0.379$, $p<0.01$). Interestingly, transactional leadership style seems to have a greater influence on perceived academic performance compared to transformational leadership style. In essence, the findings suggest that the exchange of feedback between students and teachers enhances student performance. Moreover, there's a positive and significant relationship between motivation and academic performance ($r=0.770$, $p<0.01$), implying that universities can improve student academic performance by motivating them effectively.

Another study conducted by Pranawengtias, (2022) states that it can be inferred that there exists a somewhat insignificant disparity between intrinsic and extrinsic motivation among Indonesian Technocrat University students when it comes to learning English. However, the study results indicate that extrinsic motivation predominantly drives English learning compared to intrinsic motivation. Among the five motivational factors examined, it was observed that the provision of rewards and punishments, as well as the quality of teaching, significantly influenced the heightened motivation to learn English among Indonesian Technocrat University students.

2.10 Critical Summary of Literature Review

The text explores the multifaceted nature of effective leadership, particularly within transactional leadership styles, and its impact on motivation in educational settings. It emphasizes the importance of observing subordinates' performances closely, providing timely feedback, and reacting to errors and failures with empathy and constructive guidance to foster a culture of accountability and continuous improvement. Transactional leadership, characterized by contingent reward, active management by exception, and passive management by exception, focuses on maintaining organizational stability and achieving desired outcomes through social exchanges between leaders and followers. Reciprocity serves as the foundation of transactional relationships, emphasizing balanced interactions where leaders provide guidance and resources, and followers contribute effort and loyalty.

The discussion on students' motivation delves into various theoretical frameworks, such as need achievement theory and self-worth motivation theory, highlighting the importance of understanding students' motivations, attitudes, and

behaviors in academic settings. It underscores the role of educators and counselors in enhancing students' motivation by recognizing the underlying reasons driving their actions, their methods for goal pursuit, and their confidence in their capabilities. Overall, it emphasizes the interconnectedness of leadership, motivation, and academic success, underscoring the importance of fostering supportive environments that nurture students' intrinsic motivation and self-esteem.

The extensive exploration into motivational theories and their application within educational contexts provides a comprehensive understanding of the intricate dynamics that influence students' academic engagement and performance. The text delves into various theoretical frameworks, including attribution theory, control theory, self-efficacy theory, expectancy x value theory, and motivational orientation theory, elucidating their significance in shaping students' motivation and achievement orientations.

The discussion also introduces booster and guzzler traits, which offer practical insights into fostering students' motivation and addressing potential barriers to academic success. Boosters, such as self-belief, learning focus, and persistence, promote adaptive academic behaviors, while guzzlers, such as anxiety and low control, hinder students' motivation and performance.

Empirical studies further validate the theoretical frameworks presented, demonstrating the relevance of transactional leadership styles in educational settings and their impact on student motivation and academic performance. The findings underscore the importance of leadership styles, organizational culture, and motivational factors in shaping students' learning experiences and outcomes.

Overall, the critical summary provides a comprehensive overview of motivational theories, their practical implications for educators, and empirical evidence supporting their relevance in educational contexts. It highlights the complex interplay between individual characteristics, motivational factors, and leadership styles in influencing students' academic engagement and success.

CHAPTER 3

RESEARCH METHODOLOGY

Manen (2014) describes methodology as “the theory behind the method including the study of what method one should follow and why”. Methodology explains how researcher conducts research and also describes the purpose of the work (Polit & Beck, 2010). This can provide the basis for selecting the most appropriate research method to meet the aims and objectives of the study (Parahoo, 2014).

In this chapter, overall methodology of the study was discussed. It includes the study design, population, sample & sampling technique, instruments’ and its framework. Data collection procedures and data analysis methods were discussed. The main objective of the study was to determine the relationship between transactional leadership and students’ motivation at university level. Following methodology was used for the study.

3.1 Research Design

This study was quantitative in nature and was correlational in design. So, it lied under positivism research paradigm. Positivism deals with the data that is quantifiable and leads to statistical analysis. Data were collected through survey from students of BS programs from the Faculty of Education IIUI and Department of Educational Sciences NUML, Islamabad.

3.2 Population of the study and Sample & Sampling Technique

In a research, it is important to clearly define the research setting and population (Lincoln & Guba, 1985). The population of the study included all the students of BS programs from Faculty of Education, IIUI and Department of Educational Sciences, NUML. These two universities were targeted because this study was delimited to students of BS programmes from faulty of education, so there are only two universities in Islamabad which are NUML and IIUI who have BS programmes in Faculty of Education. There is also AIR University who has Faculty of Education but there are not offering BS programme, they are offering only MS and PhD programmes. Total population was 1,429 students from BS programs in which 613 students were from Faculty of Education, IIUI and 816 students were from Department of Educational Sciences, Numl. Number of students from selected faculties is given below. Sample of the study was selected through stratified appropriate sampling technique from above mentioned faculties. Sample size

was determined from table given by Gay, 2012.

Table 3.1

Number of students in selected faculty

Faculty	Population (N)	Sample (S)
Faculty of Education, IIUI	613	153
Department of Educational Sciences, NUML	816	153
Total	1,429	306

3.3 Instruments

One adapted instrument based on transactional leadership sub-scale including contingent rewards, active management-by-exception & passive management-by-exception which is 7 level Likert scale (Akhigbe et al; 2014) and one adopted instrument on the students' motivation scale including indicators self-believe, learning focus, value of schooling, persistence, planning & monitoring, low control, anxiety, avoidance & self-sabotage were used which is also 7 level Likert scale (Dayel et al; 2018). 23 items for transactional leadership and 31 items for students' motivation scale are mentioned statistically.

Table: 3.2*Number of Items*

Sr.	Variables	Items	Total
1.	Transactional Leadership		
	I. Contingent Rewards	1,2,3,4,5,6,7,8,9	9
	II. Active Management-by-Exception	10,11,12,13,14,15,16,17	8
	III. Passive Management-by-Exception	18,19,20,21,22,23	6
2.	Students' Motivation	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15,16,17,18,19 20,21,22,23,24,25,26,27,28,29,30,31	31
Total Items			54

3.4 Procedure (Validity, Pilot testing & Reliability)

3.4.1 Validity of the Instrument

The study tools were created to match study goals and key ideas found in the research literature. To make sure these tools were effective; questionnaires were first given to a small group of seven senior faculty members from two universities International Islamic University and the University of Poonch, Rawalakot. This initial step was taken to check if the questions were clear and measured. After gathering feedback from these experts, instruments were refined and enhanced from the helpful suggestions to improve the tools. Changes were made to make sure the questions were easy to understand, directly related to the study's goals & accurately captured the information as needed.

3.4.2 Pilot Testing

Pilot testing was conducted to ensure that the statements in the questionnaire were clear, logically structured & easily understood by participants. This initial phase helped to

gauge how well respondents comprehended the content and instructions. For the pilot study, the researcher selected a sample size that represented 10% of the total population, totaling 31 students to check if the instruments were suitable for data collection. To administer this pilot test, the researcher personally visited universities to hand out the questionnaires ensuring smooth & direct distribution process. Responses of the pilot testing from the selected participants were not part of the final data collection. The researcher found distribution & administration of the questionnaires proceeded without any issues while confirming that the instruments were ready and appropriate for larger target group.

3.4.3 Reliability of the Instrument

To check the reliability of the instrument, the data gathered through the pilot testing was analyzed by SPSS by applying Cronbach Alpha. The reliability value of the instruments was .833 which indicated that the questionnaires were reliable. As separate variable, reliability was .760 for transactional leadership and .844 for students' motivation. Indicator wise it was .683 for contingent rewards, .561 for active management-by-exception and .773 for passive management-by-exception which shows slightly low reliability for active management-by-exception as compared to other two indicators of transactional leadership.

Table 3.3

Reliability statistics

Reliability Statistics	
Cronbach Alpha	No. of Items
.833	54

Table 3.4*Reliability Analysis Variable wise*

Variables	No. of items	Cronbach Alpha Value
Transactional Leadership Style	23	.760
i. Contingent Rewards	9	.683
ii. Active Management-by-Exception	8	.561
iii. Passive Management-by-Exception	6	.773
Students Motivation Level	31	.844

3.5 Data Collection

Researcher personally visited the relevant authorities. A letter seeking permission to conduct the study was composed by the researcher and submitted to the faculty heads of the selected universities and then collected data from students. The researcher collected the questionnaires once the respondents had completed all of questions and all of the data and information was entered into SPSS.

3.6 Data Analysis

Quantitative data were analyzed by using descriptive statistics including frequencies & means scores to provide a basic overview of the respondents and were interpreted and inferential statistics t-tests to analyze the difference between transactional leadership style of teachers and students' motivation level between male and female students in Faculty of education IIUI and Department of Educational Sciences NUML. Pearson coefficient correlation r was used to analyze the relationship between transactional leadership style of teachers and students motivation level at university level.

Table 3.5*Table for Levels*

Sr.	Mean	Levels
1.	1.00-2.50	Low
2.	2.51-4.50	Moderate
3	4.51-7.00	High

Table 3.6*Techniques for Data Analysis*

Sr.	Objectives	Research Question/Hypothesis	Techniques for Data Analysis
1	To find out the transactional leadership style of teachers at university level.	RQ1. What is transactional leadership style of teachers at the university level?	Mean and Frequency
2	To find out students' motivation level at the university level.	RQ2. What is students' motivation level at university level?	Mean and Frequency
3	To determine the relationship between transactional leadership style of teachers and students' motivation at university level.	<p>H₀₁: There is no significant relationship between transactional leadership and students' motivation at university level.</p> <p>H₀₂: There is no significance relationship between contingent rewards and students' motivation at university level.</p>	Pearson's coefficient correlation r

H₀₃: There is no significance relationship between active management-by-exception and students' motivation at university level.

H₀₄: There is no significance relationship between passive management-by-exception and students' motivation at university level.

4	To identify the difference between transactional leadership style of teachers and students' motivation level between Faculty of Education IIUI and Department of Educational sciences Numl.	H₀₅: There is no significance difference between transactional leadership style of teachers and students' motivation level between Faculty of Education IIUI and Department of Educational sciences Numl.	Independent sample t-test
5	To identify the difference between transactional leadership style of teachers and students' motivation level between Faculty of Education IIUI and Department of Educational sciences Numl.	H₀₆: There is no significance difference between transactional leadership style of teachers and students' motivation level between male and female students at university level.	Independent sample t-test

3.7 Ethical Consideration

Ethical considerations for the proposed study was involved while obtaining informed consent, ensuring confidentiality, respecting participants' rights, maintaining honesty & accuracy and minimizing researcher bias. Researcher was adhered to ethical guidelines regarding data collection, analysis and reporting which includes accurate representation of findings, avoiding data manipulation and ensuring that results are

presented objectively. Data security and sharing was also considered, with data collected and stored securely and shared only with authorized personnel. Data was not misrepresented to fit a particular agenda and findings will be used responsibly to improve educational practices rather than to criticize individuals & institutions. The research was designed with cultural sensitivity, considering the diverse backgrounds of university students. Questionnaires were free of biasness and were not in the favor of any particular demographic. Additionally, the study was inclusive, ensuring that voices from various groups (e.g., students from different academic disciplines are represented fairly.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter presents a thorough analysis & interpretation of data using a quantitative approach. Data were collected through closed-ended questionnaires specifically designed to align with the study's objectives and informed by review of relevant literature. Two primary instruments were used; one adapted to assess transactional leadership style and one adopted instrument to measure students' motivation levels. Both questionnaires employed seven-point Likert scale to gather data on teachers' transactional leadership styles and the motivation levels of undergraduate students.

To ensure accurate data collection, researcher personally distributed these questionnaires during university visits. The collected quantitative data were analyzed using descriptive statistics including mean and frequency, to examine the overall trends in teachers' transactional leadership styles and students' motivation levels at the university level, Inferential statistics specifically an independent sample t-test were used to compare teachers' transactional leadership styles and students' motivation across male and female students in the Faculty of Education IIUI and Department of Educational Sciences NUML. Additionally, Pearson's coefficient correlation (r) was applied to explore the relationship between teachers' transactional leadership style and students' motivation at university level.

The chapter carefully detailed the presentation of data including summary of participants' demographic profiles and comprehensive outline of the relevant data collected. The analysis incorporates descriptive and inferential statistical methods to explore predicted differences and relationships according to the study's hypotheses.

4.1 Descriptive Statistic of Demographic Variables

Table 4.1

Distribution of respondents according to gender

Gender	Frequency	Percentage
Male	152	49.7%
Female	154	50.3%
Total	306	100%

Table 4.1 shows the distribution of respondents based on gender. The total sample consists of 306 individuals with nearly equal representation of males and females. Specifically, 152 respondents (49.7%) are male and 154 respondents (50.3%) are female. This indicates well-balanced gender representation in the study ensuring that perspectives from both genders are equitably included which strengthens the generalizability & fairness of any conclusions derived from the data.

Graph 4.1



Graph 4.1 represents the gender distribution of respondents in dataset. The two bars represent males and females with their respective frequencies labeled on top of each bar. The bar for males has frequency of 152 while bar for females shows slightly higher frequency of 154. The height of the bars is nearly equal reflecting the almost equal

proportion of males and females in the sample consistent with the numeric data. This graphical representation confirms balanced gender distribution among respondents.

Table 4.2

Distribution of the respondents according to Institute

Institute	Frequency	Percentage
IIUI	153	50.0%
NUML	153	50.0%
Total	306	100%

Table 4.2 shows distribution of respondents based on their affiliation with two institutes. The total sample comprises 306 individuals, evenly divided between the two institutions. 153 respondents (50.0%) are from the International Islamic University Islamabad (IIUI), while the remaining 153 respondents (50.0%) are from the National University of Modern Languages (NUML). This equal representation ensures that the study fairly includes perspectives from both institutions providing balanced basis for comparison and analysis.

Graph 4.2



Graph 4.2 the bar graph visually depicts the distribution of respondents by their respective institutes. Two bars are shown, one for each institute: International Islamic University Islamabad (IIUI) and National University of Modern Languages (NUML).

Both bars have equal height representing frequency of 153 respondents for each institute. This indicates that the sample is evenly split between the two institutions with each contributing 50% of the total respondents. This balanced distribution ensures fair representation from both institutes in the study.

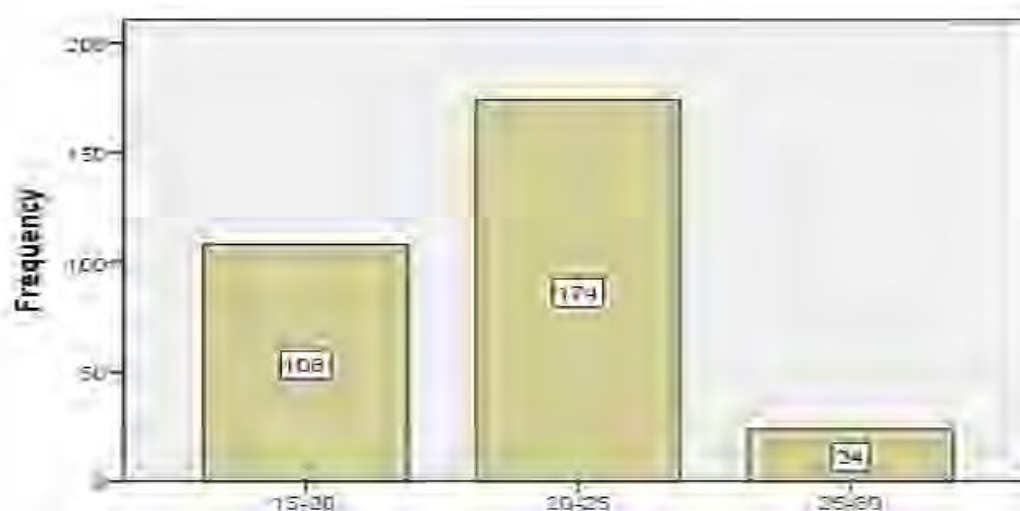
Table 4.3

Distribution of the respondents according to Age

Age	Frequency	Percentage
15-20	108	35.3%
20-25	174	56.9%
25-30	24	7.8%
Total	306	100%

Table 4.3 presents the age distribution of the respondents. The majority of respondents are 174 individuals (56.9%) which fall within 20–25 age groups indicating that this is the most represented category in the study. The second largest group consisting of 108 respondents (35.3%) belongs to the 15–20 age groups. A smaller proportion, 24 respondents (7.8%) is from 25–30 age groups. This distribution suggests that the study primarily includes younger individuals with most respondents being between 15 and 25 years old likely reflecting the age demographics of the population under study.

Graph 4.3



Graph 4.3 illustrates the distribution of respondents across three age groups, 15–20, 20–25 & 25–30. The tallest bar corresponds to the 20–25 age groups with frequency of 174 respondents making it the most represented age category. The 15–20 age groups have second highest representation with 108 respondents, while the 25–30 age groups shown by the shortest bar has the smallest frequency of 24 respondents. This visual representation highlights that the majority of respondents are young and mostly between the ages of 20 and 25.

4.2 Descriptive Statistics

Table 4.4 Variables wise mean

The table below present the Variables-wise analysis of students' responses

Variables	Mean	levels
Transactional Leadership	5.19	High level
Students' Motivation	5.53	High level

Table 4.4 provides descriptive analysis of the mean scores variables: Transactional Leadership and Students' Motivation and dimension of transactional leadership. Both variables were assessed using responses from 306 participants with each variable based on sample size of 306. The mean score for Transactional Leadership is 5.19 and dimension wise mean for contingent rewards is 5.18, active management-by-exception is 5.11 and passive management-by-exception is 5.30, while the mean score for Students' Motivation is slightly higher at 5.53. This suggests that on average, respondents perceive a high level of inclination towards motivation among students compared to their perception of transactional leadership practices.

4.3 Descriptive Statistics (Transactional Leadership)

Objective: 1

Table 4.5

The tables below present the transactional leadership analysis of students' responses (N=306)

Transactional leadership	Mean	Levels
Contingent Rewards	5.18	High
Active management-by-exception	5.11	High
Passive management-by-exception	5.30	High

Table 4.5 shows that students perceive all aspects of transactional leadership at a high level. Contingent rewards received a mean score of 5.18 showing strong recognition of reward-based motivation, active management-by-exception scored 5.11 indicating frequent corrective actions by leaders to maintain performance and passive management-by-exception had the highest score at 5.30, suggesting a notable presence of intervention only after issues arise become stronger.

4.4 Descriptive Statistics (Students' Motivation)

Objective: 2

Table 4.6

The tables below present the analysis of students' responses (N=306)

Students motivation	Mean	Levels
Self-believe	5.54	High
Learning focus	5.45	High
Value of schooling	5.47	High
Persistence	5.55	High
Planning and monitoring	5.58	High
Low control	5.63	High
Anxiety	5.30	High
Avoidance	5.42	High
Self-sabotage	5.89	High

Table 4.6 shows that students demonstrate a high level of motivation across all measured indicators. Self-belief (5.54), learning focus (5.45) and value of schooling (5.47) indicate that students have strong confidence in their abilities, prioritize learning and recognize the importance of education. Persistence (5.55) and planning & monitoring (5.58) suggest that they are determined and actively manage their learning progress. Whereas low control (5.63) and anxiety (5.30) suggest that while students are highly motivated, they may sometimes feel overwhelmed & struggled with managing stress. Avoidance (5.42) and self-sabotage (5.89) indicate that despite their motivation, some students may engage in behaviors that hinder their own success, such self-doubt. Overall, the finding highlights strong motivation and areas where students may need support in overcoming problems to their academic progress.

4.5 Inferential Statistic

4.5.1 Hypotheses Testing

Table 4.7

H₀₁: There is no significant relationship between transactional leadership and students' motivation at university level.

Variables	N	r	Sig.
Transactional Leadership	306	.949**	.00
Students Motivation			

Table 4.7 shows the sample size for this analysis is 306 which indicate that data was collected from 306 respondents, ensuring a robust sample size for statistical reliability. Pearson correlation coefficient r is 0.949**. This value is very high and positive, indicating a positive relationship between transactional leadership and students' motivation. As transactional leadership increases, students' motivation also tends to increase significantly. The significance value (Sig. or p-value) is reported as 0.00 ($p < 0.001$) which means the p-value is less than the conventional value of 0.05, the relationship is statistically significant. The null hypothesis (H_{01}) stated that there is no significant relationship between transactional leadership and students' motivation. The extremely strong correlation ($r = 0.949^{**}$) and the significant p-value ($p < 0.001$) provide strong evidence to reject H_{01} . This confirms that there is indeed a significant and strong positive relationship between the two variables. This suggests that transactional leadership practices (e.g., rewarding effort, monitoring performance) are closely associated with increased student motivation. The exceptionally high correlation ($r = 0.949^{**}$) highlights the potential impact of leadership on motivation.

Table 4.8

H₀₂: There is no significance relationship between contingent rewards and students' motivation at university level.

Variables	N	r	Sig.
Contingent Rewards	306	.650**	.00
Students Motivation			

Table 4.8 shows the number of participants 306 indicating that the results are based on data from 306 students. The value of $r = 0.650$ suggests a strong positive relationship between contingent rewards and students' motivation. In other words, as the contingent rewards increase, students' motivation tends to increase as well. The results suggest that there is a significant positive relationship between contingent rewards and students' motivation at the university level, contrary to the null hypothesis (H_{02}), which states there is no significant relationship. Therefore, the data provides evidence to reject H_{02} , implying that contingent rewards do have an effect on students' motivation.

Table 4.9

H₀₃: There is no significance relationship between active management-by-exception and students' motivation at university level.

Variables	N	r	Sig.
Active Management-by-Exception	306	.686**	.00
Students Motivation			

Table 4.9 shows sample size of 306 indicating that the analysis is based on data collected from 306 students. The correlation coefficient of $r = 0.686$ indicates a strong positive relationship between active management-by-exception and students' motivation. This suggests that as active management-by-exception increases, there is a corresponding increase in students' motivation. The significance value ($p = 0.00$) demonstrates that the relationship is statistically significant. It confirms that the correlation observed is meaningful and reliable. This result contradicts the null hypothesis (H_{03}), which suggests that no significant relationship exists. Hence, H_{03} is rejected, showing that active management-by-exception is meaningfully associated with increased student motivation.

Table 4.10

H₀₄: There is no significance relationship between passive management-by-exception and students' motivation at university level.

Variables	N	r	Sig.
Passive Management-by-Exception	306	.569**	.00
Students Motivation			

Table 4.10 shows the sample consists of 306 students indicating the results are based on a sufficient group for reliable statistical analysis. The correlation coefficient of $r = 0.569$ suggests a positive relationship between passive management-by-exception and students' motivation. This implies that as passive management-by-exception increases, students' motivation also tends to increase. The significance value ($p = 0.00$) indicates that the relationship is statistically significant. The results show a statistically significant relationship between passive management-by-exception and students' motivation at the university level. This evidence contradicts the null hypothesis (H_{04}), which stated no significant relationship exists.

Table 4.11

H₀₅: There is no significance difference in transactional leadership style of teachers between Faculty of Education IIUI and Department of Educational Sciences Numl.

Variables	Institutes	Sig.	<i>t</i> values	df	Mean
Transactional Leadership	IIUI	.286	-3.603	304	5.18
	NUML				5.54

Table 4.11 shows a p-value of 0.286, indicating that there is no significant difference in the variance of transactional leadership style between the two institutions. The t-value is -3.603 with a p-value of 0.00, showing a statistically significant difference in the mean scores for transactional leadership style between the two institutions. The mean score for transactional leadership is 5.18 for IIUI and 5.54 for NUML, suggesting that teachers at NUML exhibit higher levels of transactional leadership compared to those at IIUI. There is a statistically significant difference in transactional leadership style between the two institutions, rejecting the null hypothesis (H_{05}) for this variable.

Table 4.12

H₀₆: There is no significance difference in students' motivation level between Faculty of Education IIUI and Department of Educational Sciences Numl.

Variables	Institutes	Sig.	<i>t</i> values	df	Mean
Students' Motivation	IIUI	.005	-2.566	304	5.39
	NUML				5.68

Table 4.12 shows a p-value of 0.005 indicating a significant difference for students' motivation between the two institutions. The t-value is -2.566, with a p-value of 0.00, showing a statistically significant difference in the mean scores of students' motivation levels between the two institutions. The mean motivation score is 5.39 for IIUI and 5.68 for NUML, suggesting that students at NUML have slightly higher motivation levels compared to those at IIUI. There is a statistically significant difference in students' motivation levels between the two institutions, rejecting the null hypothesis (H_{06}) for this variable as well. Teachers at NUML demonstrate a higher transactional leadership style, which corresponds to slightly higher motivation levels among their students compared to IIUI. Thus, H_{05} is rejected for both variables.

Table 4.13

H₀₇: There is no significance difference in transactional leadership style of teachers between male and female students at university level.

Variables	Respondents	Sig.	t values	df	Mean
Transactional Leadership	Male	.000	-9.624	304	4.93
	Female				5.79

Table 4.13 shows a p-value of 0.000, indicating a significant difference in variance between male and female students for their perception of teachers' transactional leadership style. The t-value is -9.624, with a p-value of 0.000, showing a statistically significant difference in mean scores for transactional leadership between male and female students. Male students reported a mean score of 4.93, while female students reported a higher mean score of 5.79, suggesting that female students perceive their teachers as exhibiting stronger transactional leadership traits compared to male students. There is a statistically significant difference in the perception of teachers' transactional leadership style between male and female students, leading to the rejection of the null hypothesis (H₀₇) for this variable.

Table 4.14

H₀₈: There is no significance difference in students' motivation level between male and female students at university level.

Variables	Respondents	Sig.	t values	df	Mean
Students' Motivation	Male	.000	-11.173	304	4.99
	Females				6.07

Table 4.14 shows t-value -11.173, with a p-value of 0.000, demonstrating a statistically significant difference in the mean scores for students' motivation. Male students have a mean motivation score of 4.99, while female students report a significantly higher mean score of 6.07, indicating that female students exhibit higher motivation levels compared to male students. There is a statistically significant difference in motivation levels between male and female students, leading to the rejection of the null hypothesis (H_{08}) for this variable as well. The null hypothesis (H_{08}) is rejected for this variables.

4.6 Summary

This chapter provides an in-depth analysis of the data collected to examine the relationship between teachers' transactional leadership styles and undergraduate students' motivation levels. The study employed a quantitative approach, gathering responses from 306 participants through structured questionnaires. These instruments were designed to assess both the leadership styles of teachers and the motivational levels of students, with a balanced representation across gender and two major universities. The analysis explored trends, differences and relationships in the data to address the study's objectives. The study identified significant relationships between various dimensions of transactional leadership and student motivation. Leadership practices such as rewarding effort, monitoring performance and providing feedback were closely associated with higher motivation levels. These findings underscore the importance of effective leadership in fostering an engaging and supportive academic environment.

In conclusion, this chapter emphasizes the pivotal role of transactional leadership in shaping student motivation. It also demonstrates how differences across institutions and demographic groups can inform strategies to enhance leadership practices in higher education. These findings provide valuable insights for educators and policymakers seeking to improve student outcomes through effective leadership.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study investigates the relationship between transactional leadership styles of university teachers and the motivation levels of their students, aiming to contribute to the understanding of leadership dynamics in higher education. The study focuses on two prominent institutions in Islamabad, Pakistan: Faculty of Education International Islamic University Islamabad (IIUI) and Department of Educational Sciences National University of Modern Languages (NUML). By addressing four specific objectives, the research seeks to comprehensively explore the levels of transactional leadership and its impact on student motivation. The study is structured around four key objectives. First, it identifies the dominant transactional leadership styles exhibited by university teachers which include contingent rewards, active management-by-exception & passive management-by-exception. Second, it measures students' motivation levels, focusing on factors such as self-belief, persistence, value of schooling, learning focus, planning & monitoring, self-sabotage, low control, avoidance & anxiety. Third, it assesses the correlation between teachers' leadership styles and students' motivation, aiming to establish whether and how these elements are interconnected. Lastly, it compares these dynamics between the Faculty of Education at IIUI and the Department of Educational Sciences at NUML, highlighting potential institutional and cultural differences. The study adopts a quantitative approach and correlational research design, rooted in the positivist paradigm which emphasizes positivism (objectivity & measurable phenomena), making it well-suited for exploring relationships through statistical methods. A survey-based approach was chosen for data collection, as it allows for capturing a large dataset efficiently while maintaining consistency in responses. The population for the study consists of 1,429 students enrolled in BS programs at the selected faculties, with 613 students from the Faculty of Education, IIUI & 816 students from the Department of Educational Sciences, NUML. Using stratified sampling, the researcher ensured that the sample was representative of the larger population, selecting 306 students (153 from each institution) as per the guidelines provided by Gay (2012). This sampling technique ensures that specific subgroups within the population are adequately represented, allowing for meaningful comparisons and generalizations.

To achieve the study's objectives, two validated and reliable instruments were employed. The first measures transactional leadership style, focusing on three key dimensions: contingent rewards (rewarding students for meeting expectations), active management-by-exception (proactively addressing potential issues) & passive management-by-exception (reacting only when problems become bigger). This instrument, adapted from Akhigbe et al. (2014), uses a 7-point Likert scale. The second instrument assesses students' motivation, evaluating dimensions such as self-belief, persistence, value of schooling, learning focus, planning & monitoring, self-sabotage, low control, avoidance & anxiety. Adapted from Dayel et al. (2018), this instrument also employs a 7-point Likert scale. Both tools were carefully selected for their alignment with the study's conceptual framework and their ability to provide quantifiable data.

For validation, senior faculty members reviewed the questionnaires to verify their clarity, relevance & alignment with the study's objectives. Their feedback led to refinements in the wording and structure of the instruments.

Pilot testing was conducted with 31 students (10% of the total population) to evaluate the instruments' practicality. This process ensured that respondents understood the questions. Feedback from the pilot test confirmed the suitability of the instruments and no significant issues were encountered during administration.

Reliability was assessed using Cronbach Alpha, a statistical measure of internal consistency. The overall reliability score for the instruments was 0.833, indicating a high degree of reliability. Subscale reliability scores were also satisfactory, with the transactional leadership instrument scoring 0.760 and the student motivation instrument scoring 0.844.

Data collection involved obtaining formal permissions from faculty heads at both institutions. The researcher personally distributed the questionnaires to students, ensuring direct engagement and a high response rate. The completed questionnaires were collected promptly, minimizing delays and enhancing the accuracy of the data. This hands-on approach ensured that the study maintained control over the data collection process, reducing potential biases or misunderstandings.

The collected data were entered into SPSS for comprehensive analysis. Descriptive statistics including frequencies and mean scores were used to summarize respondent characteristics and provide an overview of the data. Inferential statistics were

applied to achieve the study's objectives. T-tests were used to compare differences in leadership styles and motivation levels between IIUI and NUML university students. Additionally, the Pearson correlation coefficient was employed to explore the relationship between transactional leadership styles and student motivation, offering insights into the strength and direction of the relationship.

5.2 Findings

1. The mean score of 5.19 for Transactional Leadership indicates a high positive perception among respondents. This suggests that students recognize the presence of transactional leadership practices, such as structured guidance, reward-based motivation and clear expectations. However, the score also implies that there may be room for improvement in implementing these leadership strategies to enhance their effectiveness further (Objective 1).
2. The mean score of 5.53 for Students' Motivation appears to be perceived more positively than transactional leadership. This suggests that students feel relatively motivated in their academic and personal pursuits. The slightly higher score compared to transactional leadership may indicate that students' motivation is influenced by various factors beyond leadership practices, such as personal goals, peer influence, and institutional support (Objective 2).
3. The significant & positive correlation ($r = 0.949^{**}$) between transactional leadership & student motivation with the p-value of 0.00 confirms that there is no significant relationship. The findings emphasize the critical role that transactional leadership, such as rewarding efforts and monitoring performance plays role in motivating students, with a particularly strong relationship indicated by the correlation coefficient. (Objective 3).
4. The analysis reveals key differences between the two institutions in both transactional leadership style and student motivation levels. While there is no significant difference in the variance of transactional leadership styles between the institutions, the mean scores differ significantly. Teachers at NUML exhibit a higher level of transactional leadership compared to their counterparts at IIUI as indicated by a statistically significant t-value. These findings suggest that NUML outperforms IIUI in both transactional leadership practices among teachers and corresponding student motivation levels (Objective 4).

5. The findings indicated that students at NUML exhibit slightly higher motivation levels compared to those at IIUI. This difference aligns with the observation that teachers at NUML adopt transactional leadership style which appears to positively influence student motivation (Objective 5).
6. The findings revealed notable difference in how male and female students perceive their teachers' transactional leadership style. Female students tend to view their teachers as demonstrating stronger transactional leadership traits compared to male students (Objective 6).
7. The findings indicated significant difference in motivation levels between male and female students with female students demonstrating higher motivation. This suggests that gender plays a role in influencing students' motivation, leading to the rejection of the hypothesis that assumes no difference between the two groups (Objective 7).
8. A strong positive correlation ($r = 0.650$) between contingent rewards & student motivation is observed. The p-value of 0.00 indicates that this relationship is statistically significant, providing evidence to reject the null hypothesis (H_0). This suggests that as contingent rewards (rewards based on performance) increase, student motivation also increases.
9. This result demonstrates a strong positive correlation ($r = 0.686$) between active management-by-exception & student motivation. The p-value of 0.00 confirms that this relationship is statistically significant. These findings suggest that when instructors actively manage student performance, it positively impacts their motivation to succeed academically. Thus, the null hypothesis has been rejected.
10. A positive correlation ($r = 0.569$) between passive management-by-exception & student motivation is observed with a significant p-value of 0.00. Passive management-by-exception, where instructors intervene only when students fall short of expectations, is shown to be positively correlated with student motivation, though to a lesser extent than active management. Thus, the null hypothesis has been rejected.
11. Mean score of 5.54 for self-believe in students' exhibit a strong sense of confidence in their academic abilities. They believe in their capacity to succeed which is crucial for motivation and performance. A high self-belief often leads to greater effort and resilience when facing challenges.

12. Mean score of 5.45 for learning focus indicate that students prioritize understanding & mastering new knowledge rather than just achieving good grades. This suggests an intrinsic motivation to learn, which can contribute to deeper engagement with academic content and long-term success.
13. Mean score of 5.47 for value of schooling acknowledge the importance of education in shaping their future. They recognize that schooling plays a key role in personal and professional development which drives them to remain committed to their studies.
14. Mean score of 5.55 for persistence suggest that students are determined to overcome academic obstacles. They do not give up easily when faced with difficulty which is a strong indicator of their ability to sustain effort and stay focused on long-term goals.
15. Mean score of 5.58 for planning & monitoring suggest that ability to plan and track progress is well-developed among students. They are likely to set goals, organize their study schedules and monitor their learning progress which helps them stay on track and achieve their academic objectives.
16. Mean score of 5.63 for low control indicates that many students feel they have limited control over their learning outcomes. This could also mean that they struggled with self-regulation, time management & external pressures which may lead to frustration and reduced confidence in their ability to influence academic success.
17. Mean score of 5.30 for anxiety suggest that many students experience significant levels of anxiety related to their studies. This could stem from pressure to perform well, fear of failure & overwhelming academic demands. While some anxiety can be motivating where as excessive stress may hinder performance and overall well-being.
18. Mean score of 5.42 for avoidance suggests that some students may tend to avoid difficult tasks possibly due to fear of failure or lack of confidence. Avoidance behaviors such as procrastination can prevent them from effectively addressing academic challenges, ultimately affecting their progress.
19. Mean score of 5.89 for self-sabotage shows the highest score among the indicators suggests that many students engage in self-sabotaging behaviors. This includes procrastination, negative self-talk & setting unrealistic expectations which can create barriers to academic success and personal growth.

5.3 Discussion

The purpose of this study was to explore the relationship between transactional leadership styles & student motivation at the university level. Through a detailed analysis

of the perceptions of students from the Faculty of Education at the International Islamic University Islamabad (IIUI) and the Department of Educational Sciences at the National University of Modern Languages (NUML), several key insights were identified. These insights help to address the study's objectives, shedding light on how transactional leadership influences student motivation in university settings. A central objective of this study was to ensure a balanced representation of gender and institutional affiliation, which would provide a broad and fair perspective on the relationship between transactional leadership and student motivation. The equal participation of male & female respondents, as well as the balanced distribution between the two universities, ensured that the study reflected a diverse range of perspectives. This balanced demographic distribution supports the idea that both gender and institutional context can influence students' experiences with leadership styles and their motivation levels. The diversity of the sample strengthens the generalizability of the study's findings, as it allows for a broader application of the results to other similar university settings.

The age distribution of respondents primarily falls within the 15–25 age groups, which is typical for university-level students. This aligns with the focus of the study on understanding transactional leadership within an academic context, where younger students, typically more vulnerable, may be more directly influenced by leadership styles. This demographic is also at a stage in their academic careers where motivation, both intrinsic & extrinsic plays a pivotal role in their academic success and engagement. The age group likely faces various challenges related to self-regulation, goal-setting, and future aspirations, making it a critical period for understanding the effectiveness of different leadership styles, particularly transactional leadership.

Transactional leadership, defined by its focus on clear expectations, performance-based rewards & feedback is often seen as a leadership style that works well in structured environments like universities (Bass & Avolio, 1994). The findings from this study suggest that students generally perceive their teachers' transactional leadership practices positively, especially in terms of the clarity of performance targets and feedback. This aligns with the literature suggesting that transactional leadership is effective when there is clarity in communication, such as well-defined expectations and rewards, as these elements foster a structured and predictable environment for students (Avolio & Bass, 2004).

However, the study also reveals that while many students perceive their teachers as clear about performance expectations and rewards, a significant portion still lacks clarity, particularly in understanding how rewards are tied to performance. This finding is consistent with research by Day et al. (2018), which highlights that students may sometimes feel disconnected from the reward systems in place, particularly if the criteria for receiving rewards are not transparent. In transactional leadership, clear and consistent communication about rewards is essential to motivate students, as they need to understand what is expected of them and what they will gain in return for their efforts. The mixed responses in the study point to an area of improvement for teachers in ensuring that reward systems are communicated effectively.

Transactional leadership also emphasizes the importance of positive reinforcement, which was evident in the study, as many students reported feeling recognized and rewarded for their achievements. Teacher's satisfaction when students meet expectations, is a key aspect of transactional leadership that boosts student morale & motivation (Bass & Avolio, 1994). The majority of respondents indicated that they felt their teachers were approachable and willing to engage with them, which is a key characteristic of effective leadership. This openness supports the notion that positive consistent reinforcement can foster a supportive learning environment and encourage students to stay motivated (Northouse, 2018).

However, the study also uncovered that a small proportion of students felt their teachers were less approachable or that teachers did not provide timely feedback & recognition for performance. These contradictions may indicate gaps in the application of transactional leadership principles. While most students felt motivated by the rewards and recognition from their teachers, a minority expressed dissatisfaction & ambivalence toward these aspects, highlighting that transactional leadership may not resonate equally with all students.

An essential aspect of this study was to determine how transactional leadership influences student motivation, particularly in relation to the clarity of goals, the rewards system & feedback mechanisms. The results show a positive relationship between the perception of transactional leadership practices and student motivation. With many students reporting that the structure and predictability provided by transactional leadership helped them stay focused and performed well. This finding is consistent with previous studies, which have shown that transactional leadership, through clear goal

setting and reward-based motivation, can enhance student motivation (Cohen & Bradford, 2017).

The study indicates that rewards & acknowledgment are critical motivators for students, especially in terms of tangible rewards, which drive students to exert extra effort. This reflects the core views of transactional leadership, which involves contingent rewards. Students work harder & achieve higher when they know that their efforts will be recognized and rewarded (Bass & Avolio, 1994). The majority of respondents agreed that rewards motivated them to focus and perform at their best. However, as with the leadership practices, there were variations in how students perceived & responded to rewards. While rewards were motivating many, a notable minority felt indifferent or unmotivated by such incentives, suggesting that motivation is not universally affected by transactional leadership strategies. This finding aligns with earlier research by Judge and Piccolo (2004), which suggests that while transactional leadership can be effective in motivating certain individuals, it may not be as effective for others, especially those who are more intrinsically motivated.

In terms of student motivation, feedback tied to rewards emerged as an important element. Many students indicated that they were highly responsive to feedback linked to recognition & rewards, reinforcing the idea that transactional leadership, through regular feedback reinforces motivation. The effectiveness of feedback as a motivator is well-documented in educational research, which suggests that immediate and constructive feedback helps students to understand how to improve and motivates them to continue their efforts (Hattie & Timperley, 2007).

Finally, while the majority of students reported positive perceptions of their teachers' responsiveness to issues and performance, some students felt that their teachers did not always address problems or mistakes promptly. This inconsistency in teacher responsiveness can undermine the overall effectiveness of transactional leadership. When students do not feel that their concerns are addressed in a timely manner, it can lead to frustration, disengagement & a decline in motivation. As transactional leadership relies heavily on the exchange of clear expectations and feedback, inconsistencies in these practices may hinder the motivational impact that effective transactional leadership can have.

However, while a significant portion of students reported positive perceptions of their teachers' leadership practices, a notable minority expressed dissatisfaction with the clarity and consistency of the rewards and performance expectations. This aligns with previous studies that indicate transactional leadership is not universally effective across all individuals (Judge & Piccolo, 2004). Some students reported that they did not fully understand how their efforts would be rewarded, indicating a gap in communication between students and instructors. This suggests that while transactional leadership strategies can be effective, they must be implemented consistently and clearly to maintain their motivational impact.

In addition, the findings reveal that the effect of transactional leadership on student motivation may vary depending on the individual characteristics of students. For example, while many students were motivated by tangible rewards, others expressed indifference or even resistance to reward-based incentives. This is consistent with the work of Deci and Ryan (2000), who proposed that intrinsic motivation or the internal desire to succeed can sometimes be more powerful than extrinsic motivators. Educators should consider integrating both extrinsic and intrinsic motivators into their leadership practices, tailoring their approach to meet the diverse motivational needs of their students.

In conclusion, the study highlights the potential of transactional leadership to enhance student motivation in university settings, but also reveals areas for improvement. While the clear structure of goals and rewards is appreciated by many students, inconsistencies in communication, teacher responsiveness, and feedback undermine the overall effectiveness of transactional leadership. The findings suggest that for transactional leadership to fully realize its potential in motivating students, educators must ensure clarity, consistency, and timely feedback. Moreover, recognizing the diverse motivational needs of students and integrating both intrinsic and extrinsic motivators will be keys to fostering an environment where all students feel supported and motivated to succeed. This study adds to the growing body of research on leadership styles in education and provides valuable insights for improving leadership practices in universities.

5.4 Conclusions

1. In conclusion, the finding suggested that transactional leadership has a generally positive influence on student motivation at the university level. Clear communication of performance expectations, rewards and feedback is essential in fostering motivation.
2. Transactional leadership practices are recognized by students, but there is potential for further improvement in their implementation to maximize effectiveness.
3. Students generally feel motivated in their academic and personal pursuits, suggesting that motivation is influenced by multiple factors of leadership, such as personal aspirations, peer influence and institutional support.
4. Findings confirm that transactional leadership plays a crucial role in driving student motivation, emphasizing the importance of structured guidance, performance monitoring and rewards.
5. There are variations in how transactional leadership is practiced across institutions, with one institution demonstrating more effective leadership strategies, leading to higher student motivation levels.
6. Female students tend to perceive stronger leadership traits in their teachers and report higher levels of motivation compared to male students, indicating that gender may influence leadership perception and academic drive.
7. Rewarding students based on their performance proves to be an effective strategy for enhancing motivation and reinforcing the importance of structured incentives in academic settings.
8. It is concluded that students possess high motivation levels across various indicators including self-belief, persistence and planning & monitoring. These strengths contribute to their academic success and personal development.
9. It is concluded that the presence of low control, anxiety, avoidance and self-sabotage indicates potential struggles that could hinder their progress. Many students feel overwhelmed or engage in behaviors that limit their own success.
10. The analysis highlights a highly motivated & capable student who demonstrates strong self-efficacy, goal-setting behaviors and commitment to meaningful learning. Students show confidence in their ability to master course material, apply knowledge and achieve academic success which reflects their belief in their competencies and proactive approach to education.

11. The data reveals that a large proportion of students frequently think about the negative outcomes of failure, indicating that fear of failure plays a central role in motivating them to perform well in tests and exams. It is also concluded that students are strongly motivated by the potential consequences of failing, which often serve as a catalyst for effort and focus.
12. It is concluded that institutional culture and the leadership styles of faculty members can play a crucial role in shaping student motivation. Educational institutions that prioritize active leadership and clear performance management practices may create environments where students feel more motivated to succeed academically.

5.5 Recommendations

The following recommendations explore new dimensions of how transactional leadership can enhance students' motivation and play a vital role to extrinsically motivate students'.

1. As the finding highlighted the presence of transactional leadership style of teachers, it is recommended that educational institutions may provide targeted training for teachers on effective transactional leadership strategies including effective practices such as goal setting, performance monitoring & offering contingent rewards, structured guidance, performance-based rewards and clear communication of expectations for further effectiveness.
2. Educational institutions may encourage instructors to actively monitor student progress, provide timely feedback and intervene early to support struggling students rather than waiting for issues to arise.
3. Teachers may recognize & address gender-based differences in how students perceive leadership. Faculty can tailor their approaches to ensure that both male and female students feel equally motivated and supported. It is recommended that institutions may consider gathering feedback from students to refine their strategies based on observed gender-related trends.
4. To support students effectively, educators and institutions should focus on building self-regulation skills, providing stress management strategies, and promoting a growth mindset to help students overcome these challenges and maximize their potential.

5. Educational institutions may facilitate peer mentorship programs, group discussions and student-led initiatives to enhance motivation through social and academic support networks. Institutions may strengthen academic counseling, mentoring programs and resource accessibility to provide holistic support that complements leadership-driven motivation strategies.
6. Institutions may design fair and transparent reward systems that incentivize academic performance. Use contingent rewards as a complement to intrinsic motivators, especially for students who may lack internal drive.
7. While fear of failure can be a motivator, institutions may teach students to manage this fear constructively. Workshops on stress management and building resilience can be valuable. Instructors may focus on positive reinforcement to reduce anxiety and create a more optimistic learning environment.
8. Institutions may create leadership development programs for faculty and staff, emphasizing the importance of transactional leadership behaviors in student interactions. Such initiatives can contribute to a more structured and motivating academic environment leading improved overall educational outcomes.

5.5.1 Recommendations for Future Researchers

1. Researchers may conduct studies to investigate why female students perceive transactional leadership more positively and how this influences their motivation. This may adopt qualitative approach to capture nuanced experiences.
2. Researchers may conduct long-term studies to evaluate impact of transactional leadership style on students' motivation and academic outcomes over time.
3. Future researchers may conduct the comparative studies on the effects of transactional leadership with other styles, such as transformational leadership to determine the most effective leadership styles.
4. Researchers may conduct researches on influence of cultural differences on effectiveness of transactional leadership across diverse academic institutions and explore how institutional culture shapes faculty leadership practices and student responses.
5. Future researchers may explore the psychological mechanisms behind fear of failure and competition as motivators.
6. Future researchers may investigate the role of emotional intelligence in faculty leadership and its impact on student motivation.

7. Future researchers may analyze the different types of contingent rewards affecting student motivation and academic success and examine the potential drawbacks of over-reliance on extrinsic rewards.

5.5.2 Limitations of the study

1. The study is conducted in the context of two specific institutions (IIUI & NUML), which may not fully represent the diversity of university environments. Results might vary in institutions with different cultural, organizational & academic structures.
2. While transactional leadership is a central focus, other leadership styles, such as transformational or laissez-faire leadership, are not explored. This narrow focus may overlook other potential influences on student motivation.
3. Factors motivating students such as fear of failure and social comparison may differ based on cultural & personal contexts. These findings may not fully apply to students in different cultural & educational settings.
4. The study focuses on transactional leadership's impact but does not delve deeply into the role of intrinsic motivation factors such as family support or peer influence which could also significantly impact student motivation.
5. Differences in individual teaching styles, personality traits and non-leadership-related behaviors among instructors are not controlled, which might confound the results.
6. The sample size, while sufficient for statistical analysis, may not be large enough to generalize findings to broader university settings. A more diverse sample could provide a more comprehensive understanding.

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APPENDIX-1

INTERNATIONAL ISLAMIC UNIVERSITY

FACUTLY OF EDUCATION

DEPARTMENT OF LEADERSHIP AND MANAGEMENT

Transactional Leadership Style Scale

Dear students, researcher is student at the International Islamic University, Islamabad. Researcher is conducting research on the topic “**Relationship between Transactional Leadership and Students’ Motivation at University Level**”. This questionnaire has different statements to find out the students’ perception. Your responses will be kept confidential and only used for research purposes.

Demographic Information

Name (Optional):

Gender:

Age:

Semester:

Please tick the relevant block

University

Faculty of Education, IIUI

Department of Educational Sciences, NUML

For each statement item below, please ticks the relevant block from strongly disagree to strongly agree.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewh at Disagree	Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

	Statements	1	2	3	4	5	6	7
1.	Performance targets are discussed in specific terms							

	by my teachers. (CR)							
2.	I clearly understand what rewards I can expect upon achieving performance goals.							
3.	My teachers express satisfaction when I meet expectations.							
4.	My teachers are easy to talk and to encourage students to ask questions.							
5.	I like to put extra efforts when I know achieving high standards will lead to tangible rewards & incentives.							
6.	I perform well to meet specific goals in recognition & rewards from my teachers.							
7.	I excel in my studies, so my teachers reward & acknowledge my exceptional performance.							
8.	Rewards and acknowledgment for reaching academic milestones motivate me to stay focused and do my best.							
9.	I respond well when my teachers give feedback about potential rewards and recognition for my academic achievements.							
10.	My teachers prioritize addressing mistakes, complaints and failures quickly.(A-M-E)							
11.	I feel my teachers keep track of all students' mistakes effectively.							
12.	My teachers pointed out when I failed to meet standards.							

13.	I receive innovative suggestions from my teachers to improve the departmental standards.							
14.	My teachers regularly monitor my progress and give quick feedback if I'm not meeting expectations.							
15.	My teachers quickly intervene if I miss course requirements or deadlines.							
16.	My teachers closely monitor my work and correct my performance when needed.							
17.	My teachers review my work and take corrective action as soon as they identified problems.							
18.	I have noticed that my teachers wait until problems become serious before taking action. (P-M-E)							
19.	My teachers don't like dealing with student concerns unless it's absolutely necessary.							
20.	My teachers address issues or provide guidance when problem becomes significant & impacts my performance.							
21.	My teachers tend to wait until there is major issue before taking any corrective action or offering feedback.							
22.	She/he usually monitors progress passively and only intervenes when students are not meeting expectations.							
23.	She/he takes action or gives advice primarily when there are serious deviations from the expected outcomes or standards.							

APPENDIX-2

INTERNATIONAL ISLAMIC UNIVERSITY

FACUTLY OF EDUCATION

DEPARTMENT OF LEADERSHIP AND MANAGEMENT

Students Motivation Scale

Dear students, researcher is student at the International Islamic University, Islamabad. Researcher is conducting research on the topic “**Relationship between Transactional Leadership and Students Motivation at University Level**”. This questionnaire has different statements to find out students perception. Your responses will be kept confidential and only used for research purposes

1	2	3	4	5	6	7
Not at all true of me	Mostly not true of me	Somewhat not true of me	Neutral	Somewh at true of me	Mostly true of me	Very true of me

	Statements	1	2	3	4	5	6	7
1.	If I study in proper ways, I can learn the course material.							
2.	I expect excellent grades in this semester.							
3.	I'm confident that I can learn the basic concepts taught in this class.							
4.	I'm confident that I can understand most complex ideas presented by the teachers in class.							
5.	I'm confident that I can do an excellent job on							

	the assignments and tests in the class.							
6.	I'm certain that I can master the skills being taught in the class.							
7.	In a class, I prefer course material that really challenges me so I can learn new things.							
8.	In class, I prefer course material that arouses my curiosity, even if it is difficult to learn.							
9.	The most satisfying thing for me, deeply understands the content.							
10.	When I have the chance, I choose course assignments that offer valuable learning experiences, even if my teachers don't guarantee good grades.							
11.	I believe I can apply my current knowledge in other areas as well.							
12.	I believe course material in this class is effective for me to learn.							
13.	It is my own accountability if I don't learn course material in class.							
14.	I believe work hard can help me to understand the course material proficiently.							
15.	I expect to do well in this class.							
16.	I carefully map out my study schedule to stay on track with my academic goals.							
17.	I set specific milestones for my assignments and exams.							

18.	I frequently assess my progress to adjust my strategies as needed.							
19.	I create detailed plans for each project.							
20.	I monitor my performance to identify areas where I need improvement.							
21.	I use structured approach to plan my study sessions.							
22.	I evaluate my understanding of the material to make necessary adjustments.							
23.	I want to do well in this degree as it is important to show my abilities to my family, friends & others.							
24.	My motivation to perform well comes from my fear of disappointing those who have high hopes for me.							
25.	When I take test I think about how poorly I am performing as compared with other students.							
26.	When I take a test I think about items on other parts of the test I can't answer.							
27.	When I take tests, I worry about what will happen if I fail.							
28.	I often think about the negative outcomes of failing while I am taking a test.							
29.	My mind tends to do well on the consequences of failure when I'm in an exam situation.							

30.	Getting a good grade in this semester is the most satisfying thing for me right now.							
31.	I want to achieve better grades in this class than most of the other students.							

APPENDIX-3

LIST OF EXPERTS

S.#	Experts	Designation
1.	Dr. Zarina Akhtar	Assistant Professor (Teacher Education), International Islamic University
2.	Dr. Zafar Iqbal	Assistant Professor/In charge Academics, (Teacher Education), International Islamic University
3.	Dr. Syed Jawad Zareen	Assistant Professor, University of Poonch, Rawalakot
4.	Dr. Muhammad Sher Baz Ali	Assistant Professor (Educational Leadership and Management), International Islamic University
5.	Dr. Fouzia Ajmal	Assistant Professor (Teacher Education), International Islamic University
6.	Dr. Hummera Ikram	Assistant Professor (Teacher Education), International Islamic University
7.	Ms. Summera Batool	Teaching/ Research Associate

Certificate of validity

Relationship between Transactional Leadership and Students Motivation at University Level

By Naila Awan

MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIU), Islamabad, Pakistan

This is to certify that the instrument adapted by the scholar towards her thesis on transactional leadership and one adopted instrument on students motivation scale has been assessed by me and I find it has been designed adequately assess the students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: _____

Designation: _____

Institute: _____

Signature: _____

Stamp: _____

Certificate of validity

Relationship between Transactional Leadership and Students Motivation at University Level

By Naila Awan


MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIUI), Islamabad, Pakistan

This is to certify that the Students Motivation Scale adopted by the scholar towards her thesis has been assessed by me and I find it has been designed adequately to assess the students' motivation from students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: Dr. M. Zafar Iqbal

Designation: Assistant Professor

Institute: DOE, FOE, IIUI

Signature: 

Stamp: Dr. Muhammad Zafar Iqbal
Assistant Professor, Incharge Academics
Department of Teacher Education
International Islamic University
Islamabad

Certificate of validity

Relationship between Transactional Leadership and Students Motivation at University Level

By Naila Awan

MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIUI), Islamabad, Pakistan

This is to certify that the instrument adapted by the scholar towards her thesis on transactional leadership and one adopted instrument on students motivation scale has been assessed by me and I find it has been designed adequately assess the students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: Dr. Syed Javed Zareen

Designation: Assistant Prof.

Institute: UPR

Signature: [Signature]

Stamp: [Stamp]



Overall it is a good tool to measure given objectives.

It would be good to make the overall items 30 or less than 30

[Signature]



Certificate of validity

Relationship between Transactional Leadership and Students Motivation at University Level

By Naila Awan

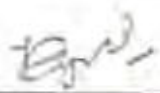
MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIU), Islamabad, Pakistan

This is to certify that the instrument adapted by the scholar towards her thesis on transactional leadership and one adopted instrument on students motivation scale has been assessed by me and I find it has been designed adequately assess the students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: Dr Fouzia Ajmal

Designation: Assistant Professor (OTE)

Institute: IIU

Signature: 

Stamp: 

Certificate of validity

Relationship Between Transactional Leadership and Students Motivation at University Level

By Naila Awan

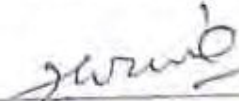
YES Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIU), Islamabad, Pakistan

This is to certify that the instrument adapted by the scholar towards her thesis on transactional leadership and one adopted instrument on students motivation scale has been assessed by me and I find it has been designed adequately assess the students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: Dr Zarina Akhtar

Designation: AP (Teacher Education)

Institute: International Islamic University

Signature: 

Stamp: 

Certificate of validity

Relationship between Transactional Leadership and Students Motivation at University Level

By Naila Awan

B.S. Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIU), Islamabad, Pakistan

It is to certify that the instrument adapted by the scholar towards her thesis on transactional leadership and one adapted instrument on students motivation scale has been assessed by me and I find it has been designed adequately assess the students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: Samaira Batool

Designation: Teaching/Research Associate

Institute: IIU

Signature: 

Stamp: 

Certificate of validity

Relationship between Transactional Leadership and Students Motivation at University Level

By Naila Awan

M.A. Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University (IIU), Islamabad, Pakistan

This is to certify that the instrument adapted by the scholar towards her thesis on transactional leadership and one adopted instrument on students motivation scale has been assessed by me and I find it has been designed adequately assess the students' perspective. It is according to the objectives of the said research; assures adequate face and content validity and can be used for data collection by the researcher with a fair amount of confidence.

Name: Dr. Muhammad Sher Buz Ali

Designation: Assistant Professor

Institute: IIU

Signature: [Signature]

Stamp: _____



International Islamic University Islamabad

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: October 1st, 2024

It is stated that Ms. Naila Awan Reg No 23-FOE/MSEDU/S23 is a student of MS Educational Leadership and Management and is currently working on her research thesis titled "Relationship between Transactional Leadership and Student Motivation at University Level". In this regard, she needs to collect data from your students of semesters 1st to 8th from the Department of Educational Sciences.

Your kind cooperation in this regard is highly appreciated.

Ms. Naila Awan
Data Collected from MML
Education sciences
Dr. Fiaz
20/10/2024



KBR
Chairperson

Department of Educational Leadership and Management
DR. FIAZ MAHMOOD
Associate Professor
Department of
Educational Leadership & Management
International Islamic University Islamabad



INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: October 1st, 2024

It is stated that Ms. Naila Awan Reg No 23-FOE/MSEDU/523 is a student of MS Educational Leadership and Management and is currently working on her research thesis titled "Relationship between Transactional Leadership and Student Motivation at University Level". In this regard, she needs to collect data from your respective faculty of Education IIII.

Your kind cooperation in this regard is highly appreciated.

Chairperson

Department of Educational Leadership and Management

Dr. Zahid Mahmood
Chairperson
Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

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