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# THE INFLUENCE OF HEADMASTER'S SERVANT LEADERSHIP AND TEACHER MOTIVATION ON STUDENT PERFORMANCE IN SHARJA PRIMARY SCHOOLS IN UAE



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SULTAN IDRIS EDUCATION UNIVERSITY

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MASTER OF EDUCATION  
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## ABSTRACT

Every school aims to achieve a high level of student performance. The role of the headmaster in the school is decisive in achieving this goal, while the teacher's motivation is one of the factors that contribute to student performance. Despite the fact that United Arab Emirates (UAE) has a high literacy rate and its people are educated, the achievement of students in UAE primary schools is still unsatisfactory when compared to developed countries. Student performance in all subjects is moderate based on international education databases. Therefore, the aim of this study was to examine the influence of the headmaster's servant leadership and teacher's motivation on student performance. This study used a quantitative research approach with a survey method. SPSS was used to conduct descriptive and referential data analysis. Data collection was conducted on a sample of 382 teachers in primary schools in Sharjah. The data collection instrument was a questionnaire adapted from several sources. The sample was determined using simple random sampling. The results of the analysis showed that headmasters' servant leadership practice (mean=3.60), teacher motivation (mean=3.56), and student performance (mean=3.29) were at a moderate level. There was a significant and positive relationship between the headmaster's servant leadership and student performance ( $r=0.581$ ) and between teacher motivation and student performance ( $r=0.573$ ). There was no difference in teacher motivation based on gender. Servant leadership of the head teacher was found to have a 33.7% influence on student performance, while teacher motivation had a 32.8% influence on student performance. This study concluded that there was an influence of servant leadership and teacher motivation on the performance of primary school students in Sharjah. The implications of the study require the UAE Ministry of Education to design a variety of servant leadership skills training for future headmasters and also increase motivational programs for current and future teachers to help schools improve the performance of school students in Sharjah.





## **PENGARUH *SERVANT LEADERSHIP* GURU BESAR DAN MOTIVASI GURU TERHADAP PRESTASI MURID DI SEKOLAH RENDAH SHARJA, UAE**

### **ABSTRAK**

Setiap sekolah berhasrat untuk mencapai tahap prestasi murid yang tinggi. Peranan guru besar di sekolah adalah penentu untuk mencapai matlamat ini, manakala motivasi guru pula merupakan salah satu faktor yang menyumbang kepada prestasi murid. Walaupun pada hakikatnya Emiriah Arab Bersatu (UAE) mempunyai kadar celik huruf yang tinggi dan rakyatnya adalah berpendidikan, pencapaian murid di sekolah rendah UAE masih kurang memuaskan jika dibandingkan dengan negara maju. Prestasi murid dalam semua mata pelajaran adalah sederhana berdasarkan pangkalan data pendidikan antarabangsa. Justeru, matlamat kajian ini adalah untuk mengkaji pengaruh servant leadership guru besar dan motivasi guru terhadap prestasi murid. Kajian ini menggunakan pendekatan kajian kuantitatif dengan kaedah tinjauan. SPSS digunakan untuk menjalankan analisis data deskriptif dan inferensi. Pengumpulan data telah dijalankan ke atas sampel seramai 382 orang guru di sekolah rendah di Sharjah. Instrumen pengumpulan data ialah borang soal selidik yang diadaptasi daripada beberapa sumber. Sampel ditentukan menggunakan persampelan rawak mudah. Hasil analisis menunjukkan amalan servant leadership gurupesar (min=3.60), motivasi guru (min=3.56) dan prestasi murid (min=3.29) berada pada tahap sederhana. Terdapat hubungan yang signifikan dan positif antara servant leadership guru besar dengan prestasi murid ( $r=0.581$ ) dan, antara motivasi guru dengan prestasi murid ( $r=0.573$ ). Tiada perbezaan motivasi guru berdasarkan jantina. Servant leadership guru besar didapati memberi pengaruh sebanyak 33.7% kepada prestasi murid, manakala motivasi guru memberi pengaruh sebanyak 32.8% kepada prestasi murid. Kajian ini merumuskan terdapat pengaruh servant leadership dan motivasi guru terhadap prestasi murid sekolah rendah di Sharjah. Implikasi kajian memerlukan Kementerian Pendidikan UAE merangka pelbagai latihan kemahiran servant leadership kepada bakal guru besar dan juga memperbanyakkan program-program motivasi untuk guru yang sedang dan bakal berkhidmat bagi membantu sekolah meningkatkan prestasi murid sekolah di Sharjah.



## CONTENTS

	<b>Page</b>
<b>DECLARATION OF ORIGINAL WORK</b>	ii
<b>DECLARATION OF DISSERTATION</b>	iii
<b>ACKNOWLEDGEMENT</b>	iv
<b>ABSTRACT</b>	v
<b>ABSTRAK</b>	vi
<b>TABLE OF CONTENT</b>	vii
<b>LIST OF TABLES</b>	xii
<b>LIST OF FIGURES</b>	xiv
<b>LIST OF ABBREVIATIONS</b>	xv
<b>LIST OF APPENDICES</b>	xvi
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Introduction	1
1.2 Background of Study	7
1.3 Problem Statement	11
1.4 Research Questions	16
1.5 Research Objectives	17
1.6 Research Hypothesis	17
1.7 Theoretical Background	17
1.7.1 Student Performance Theory	21
1.7.2 Servant Leadership Theory	27
1.7.3 Motivation Theory	33

1.8	Conceptual Framework	37
1.9	Operational Definitions	39
1.10	Scope of Study	40
1.11	Significance of Study	41
1.12	Chapter Summary	42

## **CHAPTER 2 LITERATURE REVIEW**

2.1	Introduction	43
2.2	The Education System of UAE	44
2.3	Servant Leadership	49
2.3.1	The Significance of Servant Leadership in Education	61
2.3.2	Dimensions of Headmaster's Servant Leadership	73
2.3.2.1	Empowerment	82
2.3.2.2	Accountability and Courage	83
2.3.2.3	Authenticity	85
2.3.2.4	Interpersonal acceptance (Humility)	86
2.3.2.5	Stewardship	88
2.4	Motivation	89
2.4.1	Teacher Motivation	93
2.4.2	Dimensions of Teacher Motivation	109
2.4.2.1	Intrinsic motivation	110
2.4.2.2	Extrinsic motivation	112
2.5	Student Performance	115
2.5.1	Bloom Taxonomy and Student Performance	124
2.5.2	Dimensions of Student Performance	133
2.6	Past Research and Hypotheses Elaboration	140

2.6.1	Relationship 1: Headmasters' Servant Leadership and student Performance	140
2.6.2	Relationship 2: Teacher Motivation and Student Performance	144
2.7	Chapter Summary	148
<b>CHAPTER 3 RESEARCH METHODOLOGY</b>		
3.1	Introduction	151
3.2	Research Philosophy	152
3.3	Research Approach	153
3.4	Research Design	155
3.5	Population and Sample Size	156
3.6	Sampling Technique	159
3.7	Data Collection Process	162
3.7.1	Response Rate	163
3.8	Data Instrument	164
3.9	Validity of Questionnaire	171
3.9.1	Face Validity	172
3.9.2	Pilot Study	173
3.10	Data Analysis	176
3.10.1	Descriptive Analysis	177
3.10.2	T-Test	178
3.10.3	Regression Analysis	179
3.10.4	Multicollinearity	180
3.10.5	The Outliers	182
3.11	Ethical Assurance	184
3.12	Chapter Summary	185

## CHAPTER 4 RESULTS & FINDINGS

4.1	Introduction	186
4.2	Demographic Profiles	187
4.3	Correlation Analysis	190
4.4	Discussions of Results	192
4.4.1	RQ1. What is the Level of Headmasters' Servant Leadership, Teachers' Motivation and Student Performance in UAE Primary Schools?	192
4.4.2	RQ2. Is there any Difference in Teachers' Motivation Based on their Gender?	194
4.4.3	RQ3: Is there any Significant Effect of Headmasters' Servant Leadership on Student Performance in UAE Primary Schools?	196
4.4.4	RQ4: Is there any Significant Effect of Teacher Motivation on Student Performance in UAE Primary Schools?	198
4.5	The Perspective of Teachers	200
4.6	Chapter Summary	202

## CHAPTER 5 CONCLUSIONS & RECOMMENDATIONS

5.1	Introduction	204
5.2	Research Findings	205
5.2.1	RO1: To Identify the Level of Headmaster's Servant Leadership, Teacher Motivation and Student Performance in UAE Primary Schools	205
5.2.2	RO2: To Examine the Difference in Teacher Motivation Based on their Gender	207
5.2.3	RO3: To Examine the Significant Effect of Headmaster's Servant Leadership on Student Performance in UAE Primary Schools	208

5.2.4	RO4: To Examine the Significant Effect of Teacher Motivation on Student Performance in UAE Primary Schools?	209
5.3	Research Contributions	211
5.4	Implications of Study	212
5.4.1	Theoretical Implication	212
5.4.2	Methodological Implication	213
5.4.3	Practical Implications	213
5.5	Future Studies and Limitations	214
5.6	Conclusions	215
5.7	Recommendations	217
	<b>REFERENCES</b>	219
	<b>APPENDIX</b>	257

## LIST OF TABLES

Table No.		Page
1.1	Countries ranked by reading score	9
1.2	Cognitive learning theory in education	25
1.3	Research papers describing servant leadership from theoretical and practical viewpoint	31
1.4	The comparison between Maslow and Herzberg motivation theories	35
2.1	The key dimensions of servant leadership style	79
2.2	Levels for cognitive, psychomotor and affective domain	128
2.3	The key dimensions of student performance	138
3.1	Sample study response rate	164
3.2	The sources of indicators of the questionnaire	167
3.3	Reliability Cronbach's Alpha Coefficients	175
3.4	Data Analysis methods	176
3.5	Multicollinearity coefficient table	181
3.6	Outliers of variables	182
4.1	The demographic analysis of teachers in Al-Sharjah schools	187
4.2	Pearson Correlation Matrix between servant leadership, teacher motivation, student performance	191
4.3	Descriptive Statistics of constructs	193
4.4	The output of independent sample t-test	195
4.5	Model summary of simple linear regression output.	196
4.6	Model summary of simple linear regression output.	198

4.7 Symmetry of dataset

201

## LIST OF FIGURES

Figure No.		Page
1.1	Snapshot of students' performance in UAE in term of reading, science, and mathematics	13
1.2	The levels of Bloom's taxonomy	23
1.3	Traditional vs servant leadership styles	29
1.4	Herzberg 2-factors principles of motivation	34
1.5	A servant leadership framework for primary schools in UAE	39
2.1	Servant leadership and its components, job satisfaction and trust in leader relationship	55
2.2	Bloom taxonomy domains	125
2.3	The indicators of student performance	136
3.1	Diagram showing the design of the research	155
3.2	The selection of respondents in the sample of teachers in Sharjah private schools	162



## LIST OF ABBREVIATION

ADEC	Abu Dhabi Educational Council
CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
KHDA	Knowledge and Human Development Authority
MENA	Middle East/North Africa
OLA	Organizational Leadership Assessment
PISA	Program for International Student Assessment
SDT	Self-Determination Theory
SEM	Structural Equation Modeling
UAE	United Arab Emirates





## LIST OF APPENDICES

- A Questionnaire
- B List Of Validation Experts
- C Regression Tables





## CHAPTER 1

### INTRODUCTION



Today, every school aims to obtain a fair degree of student performance and improve the performance of students in a way to raise the quality of education. All components in the school share this aim, such as the school principal, teachers, and even parents of students. Hence, the leaders of schools should always improve the learning process for a good purpose so as to attain a high degree of student performance. From this view, the effect of educational leadership on student performance has always been associated with the traits of leaders that affect students' academic performance (Karadağ, 2018).

Educational leadership had an intermediate and systematic effect at the school level (Jacobson, 2011). Leadership can be considered a significant resource that affects people's performance, which applies to teachers in the context of schools. Leaders have





a strong influence not only on the students but also on the teachers. Professional leaders are considered one of the main factors in teachers' motivation. The arguments of leadership accounting for high academic achievement should always be examined in any country and from various perspectives in order to identify the issues and problems that affect the academic scores of students (Heaven & Bourne, 2016). Whereas, several studies showed the effect of servant leadership on the whole education process. Some scholars believe that organizations that are able to maintain long-term motivation could probably increase and sustain success (Simmons, 2014; Shao & Skarlicki, 2014; Benrazavi & Silong, 2013). All levels of educational institutions must adhere to this presumption (Roman, 2021).

Moreover, perceptions about servant leadership had a positive impact on the motivation of the workforce at the end (Rodríguez-Carvajal et al., 2018). In addition, servant leadership leads the employees to have positive experiences and positive satisfaction in the workplace, which leads to transferring positive experiences from role to role (Kashyap & Rangnekar, 2014). A study by Tang (2016) discovered that the application of servant leadership lowers emotional tiredness at work and enhances job performance. Stated differently, the delegation of school management to servant leaders is expected to improve teacher performance because of certain extrinsic motivators. Servant leaders prioritize the well-being and development of their team members, fostering a supportive and positive work environment. This approach can lead to increased job satisfaction and a greater sense of fulfillment among teachers, ultimately translating into improved performance and productivity in the school setting. By empowering teachers and providing them with the necessary resources and support,





servant leaders can help cultivate a culture of growth and success within the school community.

In an effort to turn schools into high-performing schools and raise the scores of students in all courses, the Abu Dhabi Educational Council (ADEC), the new educational authority in charge of model schools, decided to bring international experts to solve this issue and initiate some changes in the educational policy of schools so that local students would meet higher educational standards (Eranpalo et al., 2016; Matsumoto, 2019). While school resources may not be very important to boost student performances, indicators from recent studies reveal that effective school leadership is linked to learning outcomes (Homphashe, 2019).



developing countries depends mainly on the teachers and not only on the leadership style. At the present time, qualified teachers are the major criterion for offering quality education. Teachers have always been considered pillars of success in schools, whereas students are generally influenced by their teachers more than leaders because they spend most of their time under the guidance of teachers in schools (Kishwar, 2016). The teacher has many tasks to do during the teaching process in classrooms, such as organizing and managing classroom activities, ensuring the discipline of students, contacting students' parents, creating an encouraging environment for learning, arranging workshops, helping students, especially those who have weak achievements, and guiding smart students to perform better. In other words, a competent teacher is capable of doing all the above-mentioned tasks with confidence and effectiveness (Abbott, 2014).





Furthermore, teachers, who hold the key position to outline classroom dynamics, are fundamental assets to schools and to the learning process by transforming a classroom into a motivating learning environment. Hence, the transformation in the learning process is not only linked to the school's leader but includes teachers as well (Dörnyei, 2018). Accordingly, both the school manager and teacher are important factors in improving student performance (Annas & Ika, 2019). These data suggest that one of the intriguing subjects that has drawn the attention of many scholars in the learning and education domains is teacher motivation. Over the last ten years, there has been a surge in research on teacher motivation, which has been shown to be a crucial component directly linked to several important variables like teaching abilities and work satisfaction in the education sector. It has been shown that the topic of teacher motivation is necessary to understand educational reform, teachers' psychological fulfillment, teaching practice, and teacher well-being. To address the recent research in the discipline of motivation, this study attempts to conduct a review of the latest findings and fundamental theories of motivation that can be applied in the educational domain.

The aforementioned considerations demonstrate that school principals have a significant impact on teacher motivation (Nabila & Doina, 2019). Numerous researches have demonstrated that school principals can enhance the caliber of teaching performance by concentrating on teacher motivation and skill development (Alam et al., 2009; Pourtoussi et al., 2018; Ryan & Deci, 2019). Teacher motivation is clearly an important aspect in today's classrooms. Positive teacher motivation and fostering a strong relationship between school administration and teachers are critical success factors in the learning process and foster a sense of belonging among the teachers.





Principals' negative attitudes toward teachers and their suggestions have the potential to frustrate teachers and lower their motivation levels when they perceive a lack of support and appreciation from the administrators (Roohani & Dayeri, 2019). Stated differently, there is a positive relationship between teacher motivation and student performance, and multiple researches have demonstrated that teacher motivation contributes to academic success in schools (Ahmed & Rizwana, 2012; Roohani & Dayeri, 2019; Safdari, 2018; Dörnyei, 2018). Teachers are far more engaged in utilizing opportunities and resources to raise student performance when a school leader inspires them (Anyim et al., 2012; Dörnyei, 2018). As such, teacher motivation affects not just the teachers but also the classroom experiences of students as well as the stability and efficacy of educational systems as a whole (Stirling, 2014). When teachers are motivated and passionate about their work, they are more likely to engage students, create a positive learning environment, and foster academic success. On the other hand, when teachers lack motivation, it can lead to disengaged students, ineffective teaching practices, and ultimately, lower educational outcomes. Therefore, supporting and nurturing teacher motivation is essential for ensuring the success of both educators and students in the educational system.

The United Arab Emirates (UAE) has been at the forefront of this trend and, in recent years, has introduced teaching policies aimed at building a high-performing school system and a highly skilled workforce. New measures include the development of the UAE teacher and educational leadership standards, the introduction of teacher licensing and a teaching career ladder, and an ongoing reform to transform the teacher education system (OECD, 2020). The government in the UAE considers the educational sector a priority of concern. This attention is evidenced by the establishment of a school





inspection framework, which serves as the basis for a school assessment system that is intended to foster teachers' competencies as well as school performance (Ministry of Education, 2014; Organization for Economic Cooperation and Development, 2019). Consequently, the major government bodies in the UAE, led by the Ministry of Education, have firm skill requirements for schools, leaders, and teachers to sustain high standards for student performances.

The reality of education in the UAE requires an insight into the type of relationship between the teachers and leaders of schools in order to identify the main issues that affect student performances, as well as develop strategies to support teachers' competencies and retention in the profession (Laura, 2020). If leaders of schools in the UAE support a strategy for qualified teachers, then the impact of these steps will be reflected on student performance (Keller et al., 2017). Despite the fact that the UAE's educational system faces a number of challenges related to teaching quality, professional competence, turnover rates, and student dropout rates, the real causes of the problems are ineffective programs and policies developed by the Ministry of Education to standardize and monitor quality education. There is an absence of an appropriate accreditation system for educational institutions and professional certification systems in place to ensure that all educational institutions follow modern curricula, implement new strategies, and incorporate innovation into the teaching process. Furthermore, it is critical to ensure that all teachers are trained and hired in accordance with the unified certification method in order to improve teaching quality and address the problem of poor competence. To reduce teacher turnover, the emphasis on expatriates in the classroom should be shifted. Student dropout rates will continue to fall if these challenges are not addressed (IvyPanda, 2020). Hence, there is a need for





empirical evidence to address the significant relationships between these variables in the UAE educational system (Akiba & Liang, 2016). Thereby, it is essential to understand the relationships between servant leadership, teacher motivation, and student performance. To that end, this study will examine these relationships in public and private primary schools in the UAE and record the necessary data from the participants and teachers in these schools.

## 1.2 Background of Study

It is impossible to ignore the concern over the poor academic performance of UAE elementary school students. Al-Sharjah's predicament is not unique. Since the majority of Al-Sharjah's school administrations deal with a lot of obstacles and challenges in the management process, it becomes essential for them to embrace genuine change and look for new leadership philosophies in order to bring about the required transformation (Nada, 2016). The OECD's 2020 research revealed that effective teachers can positively influence students' performance in formal education, which in turn benefits their long-term outcomes. It has also been found that poor academic achievement in UAE elementary schools has not been related to the type of leadership or teacher motivation in the past but rather to other factors like students' behavior and parents' education (Dukmak, 2015), language and curriculum (Ali & Najwa, 2020), students' perceptions of parental involvement, and students' backgrounds (Shaikha, 2008).

Nevertheless, there is currently little evidence in the literature on the role of servant leaders in this situation, which is what this research sought to investigate at Al-





Sharjah primary schools. The questions posed by all of these assertions are whether servant leadership is the best way to deal with the problem of low student performance in primary schools and how much teacher motivation can help principals at these schools make improvements. Additional research and empirical data are required to answer these questions. The effectiveness of servant leadership in improving student performance and the impact of teacher motivation on school leadership strategies are important areas that need further investigation. By conducting more research and gathering empirical data, educators and policymakers can gain a better understanding of the potential benefits and limitations of servant leadership in primary schools.

This information will ultimately help in developing more effective strategies for addressing low student performance and improving overall school outcomes.

Additionally, exploring the connection between teacher motivation and school leadership strategies can provide valuable insights into how to cultivate a positive and productive school environment. By understanding the factors that contribute to teacher motivation, school leaders can implement strategies that empower educators and enhance their ability to support student success. Overall, continued research in these areas is essential for driving positive change and ensuring that schools are equipped to meet the needs of all students.



**Table 1.1***Countries ranked by reading score (OECD, 2021)*

	<b>Country/Territory</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>
1	B-S-J-Z** (China)	555	591	590
2	Singapore	549	569	551
3	Macao (China)	525	558	544
4	Hong Kong (China)	524	551	517
5	Estonia	523	523	530
6	Canada	520	512	518
7	Finland	520	507	522
8	Ireland	518	500	496
9	Korea	514	526	519
10	Poland	512	516	511
46	UAE	432	435	434
55	Jordan	419	400	429
60	Qatar	407	414	419
65	Saudi Arabia	399	373	386
74	Lebanon	353	393	384
	OECD average	487	489	489

\*Countries ranked by reading score

\*\*Beijing, Shanghai, Jiangsu, and Zhejiang

The rankings of the UAE, as shown in Table 1.1, suggest that the UAE has a long way to go before reaching its objective of entering the top 20 by 2021. In another sense, schools in all states of the UAE must increase their efforts to raise students'



achievement in almost all material subjects given in schools. These findings are compatible with the recent official reports sent by the schools in Al-Sharjah to the Ministry of Education. One of these reports indicates that the level of students' academic achievement in relation to the standards of the approved and licensed educational curriculum is fair; the level of students' academic achievement in relation to national levels and appropriate international standards is fair; the levels of knowledge and understanding of students' skills, particularly in key subjects, are fair; and finally, the academic achievement trends over time. In conclusion, the level of academic achievement is not high and is below average in accordance with the academic performance standards of the PISA and OECD.

The importance of the school principal as a leader and representative of the spirit of education who guarantees the implementation of education in accordance with national education goals. The literature review from various article sources on academic supervision of schools in realizing learning achievement reveals that the lack of supervision by schools' principals can result in inadequate teacher motivation as well as students' negative attitudes towards school and a poor school climate (Jafar et al., 2023). The presence of servant leadership in schools can be a definite factor in overcoming these challenges; it motivates everyone inside the school (Swart et al., 2022), whereas teacher motivation is a priority to get in making good lessons and developing their teaching methods. as servant leadership for establishing a culture of high performance in schools (Chavarria, 2022; Jaiwant et al., 2023). Therefore, the situation in UAE primary schools requires the involvement of all parties in general, but the role of principal servant leadership in particular is critical because this leadership





style can guide the teachers and students to deliver positive academic achievement and boost school productivity (Zulfikar & Akhairuddin, 2022; Gultekin & Kara, 2022).

In this study, we assume that the effect of teacher motivation and headmaster's servant leadership is crucial for enhancing student performance in numerous ways. Students' engagement and interest in the subject matter can be significantly impacted by motivated teachers since they are more likely to be enthusiastic and passionate about what they are teaching. A motivated teacher is more likely to go the extra mile to create engaging lessons, incorporate innovative teaching strategies, and provide individualized support to students, all of which contribute to a positive learning environment. Additionally, a headmaster's servant leadership style, characterized by empathy, humility, and a focus on the growth and development of their teachers, can further enhance the overall motivation and job satisfaction of the teaching staff. When teachers feel supported and valued by their headmaster, they are more likely to be motivated and dedicated to their profession, leading to improved student outcomes. Therefore, investigating the relationship between teacher motivation, headmaster's servant leadership, and student performance is essential for identifying effective strategies and interventions that can positively impact the educational experience of students.

### 1.3 Problem Statement

There are a number of issues with the UAE's educational systems that need to be resolved, despite the country's population having strong literacy rates and a respectable





level of education and the fact that enrollment in primary and secondary schools has increased recently (IvyPanda, 2020). The ultimate objective of education is the cognitive, psychomotor, and affective domains, which are taxonomically categorized as the domains (Tasrif et al., 2023). However, achieving this goal is not simple in every school. The authors of the original education taxonomy discussed the issues of cognitive and affective objectives in education and furnished a hierarchy of kinds of capability in these domains that could be used as evidence for achievement (Begam & Tholappan, 2018). The administration and staff motivation of Al-Sharjah's private schools are faced with numerous obstacles. The need for Al-Sharjah school administrators to implement genuine change and explore potential means of bringing about this change stems from their apparent ignorance of motivational techniques (Nada, 2016). To approach the issue from a different angle and offer fresh proof of the problem's origin—that is, the lack of successful leadership philosophies that align with the kind of education offered by Al-Sharjah private schools—new reports on the subject are yet required. The cognitive and affective domains are intimately related to the problems with student performance in Al-Sharjah schools. However, there is a dearth of studies on the cognitive and affective domains with respect to student performance in the literature.

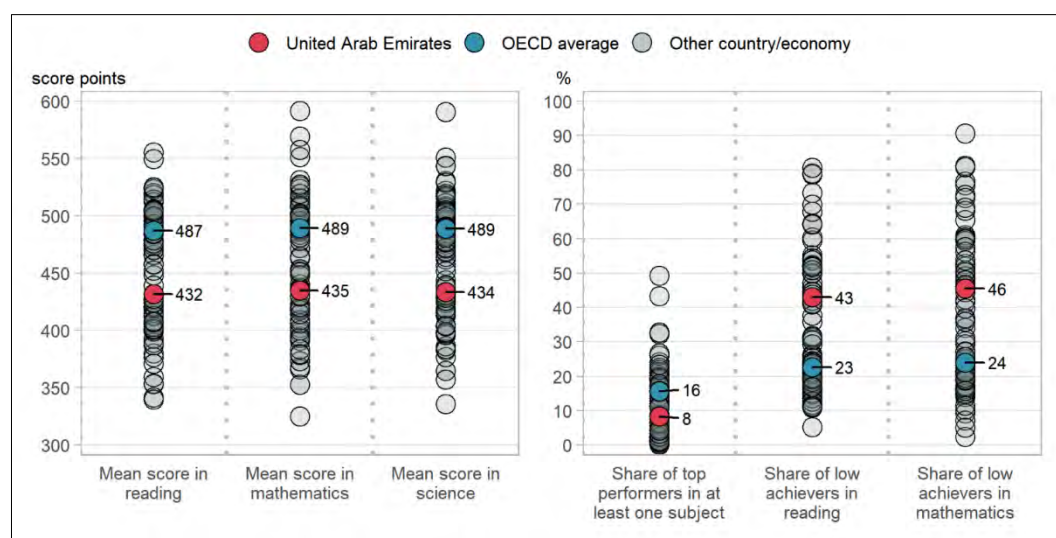
Students' performance in UAE primary schools presents a significant difficulty. According to multiple reports, most UAE schools have moderate rather than exceptional student performance across the board. However, in contrast to industrialized nations like the US and Europe, for instance, officials in the UAE's Ministry of Education aim for a high academic standing. (POSA) The Program for International Student Assessment, which is the OECD's evaluation program, PISA



measures the ability of students below 15 years old to use their skills in reading, science knowledge, and mathematics so that they can meet real-life challenges in the future. PISA reported that students in the UAE scored lower than the OECD average in reading, mathematics, and science. Compared to the OECD average, a smaller proportion of students in the UAE performed at the highest levels of proficiency (Level 5 or 6) in at least one subject; at the same time, a smaller proportion of students achieved a minimum level of proficiency (Level 2 or higher) in at least one subject, as shown in Figure 1.1 (OECD, 2019). One of the objectives of the UAE's national plan is to rank 20th nationally in PISA by 2021. But as of right now, this objective hasn't been accomplished.

**Figure 1.1**

*Snapshot of students' performance in UAE in term of reading, science, and mathematics*



(Source: OECD, 2019, PISA 2018 Database)

2009 saw the UAE's first participation in PISA. Results in reading, math, and science have since stayed stagnant, with scores varying from 430 to 440 points, but they



are still below the OECD minimum median of 490 points. According to an analysis of the score points in Figure 1.1, 5% of students in the UAE achieved a math score of level 5 or higher (OECD average: 11%), 5% of students were top performers in reading (OECD average: 9%), and only 3% of students were top performers in science (OECD average: 7%), indicating that they were proficient at a level 5 or 6. These metrics point to a significant issue with kids' academic achievement and performance in UAE schools (both private and public). In addition, students' academic performance in the UAE is lower than that of other countries in the globe with comparable GDPs. (Burton, 2017; World Economic Forum, 2017). The UAE first participated in PISA in 2009. Since then, results in reading, mathematics, and science have remained stable, ranging between 430 and 440 points, but below those observed across OECD countries (around 490 points). Only in mathematics was a modest improvement observed for the UAE in 2019 (Jose et al., 2020). These results show that there are still problems with student performance in the United Arab Emirates, and further research is needed to fully understand these challenges, particularly how leaders and instructors can motivate kids to perform better. Additionally, providing professional development opportunities for teachers to enhance their skills in effective teaching strategies could also help improve student performance. By addressing these issues, the education system in the United Arab Emirates can work towards ensuring that all students are given the best possible chance to succeed academically.

Education has always been recognized as a priority in the UAE's social development. However, the ministry of education in the UAE set a target to improve the performance of students in private and public elementary schools, but until the present time, the scores and ranking of students in elementary schools in the UAE are





not high (OECD, 2021). In other words, Emirati students' academic achievement in the whole country is low and not encouraging. The issues with the cognitive skills of students in UAE schools are a concern (OECD, 2021), whereas the latest report in this regard reveals that the scores of UAE pupils in mathematics and science are often below average (UAE Ministry of Education, 2020). Despite that, the international rankings show that UAE schools improve in mathematics but trail behind in reading and science. In terms of international rankings, the UAE dropped from 47th to 50th place in math while boosting its score in the discipline. In reading, it rose two places to 46th, while in science, it dropped from 46th to 49th. The UAE ministry of education stated that it intends to be among the top 20 countries in terms of PISA scores by 2021, when the next cycle of assessments will be administered (Daniel, 2019). To fulfill this aim, the UAE's general course over the last decade was classified as "stable" but remained in all three subjects (i.e., reading, mathematics, and science), according to the OECD assessment. While the status of affective skills among students in the UAE has not been reported in the past, Therefore, this study will review the cognitive and affective performance of students.

Obstacles faced by school headmasters in carrying out their duties are numerous such as motivating the teaching staff and ensure their teaching skills are good enough to boost student performance (Llorent-Bedmar et al., 2019), other issues such as a lack of expertise, the number of teachers who must be trained well, and teachers who lack motivation to teach (Hojeij et al., 2021). The qualifications of school principals in the UAE are not in accordance with the qualifications of teachers in each field of study (David & Abukari, 2020). Since teacher motivation is one of the factors that enhances students' cognitive and affective-motivational learning outcomes in elementary





classrooms, principal servant leaders may be the answer to these problems due to their personal qualities and capacity to motivate those around them, including teachers and students (Achmadi & Suryadi, 2023; Bradley et al., 2023). To put it another way, the study's flaws can only be resolved with the principal's servant leadership approach, as it can help mentor instructors, who in turn inspire students to improve their academic performance (Zulfikar & Akhairuddin, 2022). To that end, this study aims to investigate the potential contributions of teacher motivation and headmaster's servant leadership to elementary school student performance, as these linkages have not been previously documented in the UAE.

#### 1.4 Research Questions



This study looks at how teacher motivation and headmasters' servant leadership affect students' performance in Sharjah elementary schools. In order to accomplish this goal, the following queries need to be addressed.

- i) What is the level of headmaster's servant leadership, teacher motivation and student performance in Sharjah primary schools?
- ii) Is there any difference in teacher motivation based on their gender?
- iii) Is there any significant effect of headmaster's servant leadership on student performance in Sharjah primary schools?
- iv) Is there any significant effect of teacher motivation on student performance in Sharjah primary schools?





## 1.5 Research Objectives

- i) To determine the level of headmaster's servant leadership, teacher motivation and student performance in Sharjah primary schools.
- ii) To examine the difference in teacher motivation based on their gender.
- iii) To analyze the significant effect of headmaster's servant leadership on student performance in Sharjah primary schools.
- iv) To analyze the significant effect of teacher motivation on student performance in Sharjah primary schools.

## 1.6 Research Hypothesis



- H1:** There is a difference in teacher motivation based on their gender in Sharjah primary schools
- H2:** There is a significant effect of headmaster's servant leadership on student performance in Sharjah primary schools
- H3:** There is a significant effect of teacher motivation on student performance in Sharjah primary schools

## 1.7 Theoretical Background

The interconnection between the headmaster's servant leadership, teacher motivation, and student success is theoretically significant. The leadership ideology known as





servant leadership places significant emphasis on prioritizing the needs of others and engaging in acts of service. When servant leadership is implemented in the context of education, this approach prioritizes the well-being and development of both educators and learners by school headmasters. In another sense, the cultivation of a nurturing and empowering atmosphere by the headmaster's servant leadership has the potential to augment teacher motivation, resulting in heightened levels of satisfaction and engagement. Motivated and satisfied teachers, in turn, exhibit a greater propensity to surpass conventional teaching approaches, potentially exerting a favorable influence on student performance and their academic achievement. When educational administrators place a high value on the welfare and advancement of their educators, they establish a constructive workplace atmosphere that fosters cooperation, innovation, and the enhancement of professional skills. Consequently, this results in educators who exhibit high levels of motivation, enthusiasm, and commitment towards the achievement of their students.

The cognitive learning theory is the underpinning theory for explaining the factors that boost student performance in primary schools. This theory provides valuable insights into understanding student performance from various perspectives, such as leadership. Servant leadership emphasizes the leader's role in supporting and facilitating the growth and development of their followers (Thayyibi & Ratnasari, 2022). By applying cognitive learning theory, leaders can create an environment that promotes critical thinking, problem-solving, and self-reflection among students. In other words, the cognitive learning theory explains how the headmaster's servant leadership approach encourages active engagement and deep understanding, ultimately





enhancing students' academic achievement and overall performance (Fadhila & Nirwana, 2021).

Moreover, the Herzberg 2-factor theory of motivation is used to explain the intrinsic and extrinsic factors that motivate the teachers in Al-Sharjah primary schools. Scholars in this field reported a strong correlation between teacher motivation and student performance (Kumar & Upadhaya, 2019; Bardach & Klassen, 2021; Affuso et al., 2023). Both intrinsic and extrinsic factors play a significant role in enhancing a teacher's motivation, which ultimately impacts the learning outcomes of students (Bardach & Klassen, 2021). Intrinsic factors, such as personal satisfaction, passion for teaching, and a sense of fulfillment, can greatly influence a teacher's level of motivation. On the other hand, extrinsic factors, such as recognition, rewards, and support from the school administration, also play a crucial role in boosting a teacher's motivation (Awadh, 2018).

In theory, headmaster's servant leadership, teacher motivation, and student performance are intricately linked together. Servant leadership, as a leadership philosophy, emphasizes the importance of serving others and putting their needs first. When applied to education, this approach encourages school leaders to prioritize the well-being and growth of both teachers and students. By fostering a supportive and empowering environment, headmaster's servant leadership can enhance teacher motivation, leading to increased satisfaction and engagement. Consequently, highly motivated educators are inclined to exceed expectations in their pedagogical approaches, thereby potentially augmenting student achievements and results. Thus, the connection between servant leadership, teacher motivation, and student success





becomes evident in the classroom. When school leaders prioritize the well-being and growth of their teachers, they create a positive work environment that promotes collaboration, creativity, and professional development. This, in turn, translates into teachers who are motivated, passionate, and dedicated to their students' success.

As a result, students benefit from high-quality instruction, individualized support, and a nurturing learning environment, all of which contribute to improved academic performance and overall student outcomes. In this regard, cognitive learning theory explains the performance of students by focusing on how individuals acquire, process, and retain information. According to this theory, learning is an active process that involves the use of mental processes such as attention, perception, memory, and problem-solving. It suggests that students' performance is influenced by their cognitive abilities, prior knowledge, motivation, and the strategies they employ to learn and understand new information. With respect to teacher motivation, Herzberg's 2-factor theory provides valuable insights into the factors that contribute to teacher motivation. According to this theory, there are two types of factors that influence job satisfaction and motivation: hygiene factors and motivators. Hygiene factors are the basic needs that must be met in order for teachers to feel satisfied and motivated in their work. These factors include things like salary, working conditions, and job security. The thorough explanation of the theories that lay the groundwork for the connections between teacher motivation, student performance, and the servant leadership of the headmaster at Al-Sharjah schools. These connections demonstrate the importance of fostering a positive and supportive school environment where teachers are motivated to excel in their roles. The servant leadership exhibited by the headmaster sets the tone for the entire school community, inspiring teachers to strive for excellence and ultimately





leading to improved student performance. By understanding and implementing these theories, Al-Sharjah schools can continue to thrive and provide a high-quality education for their students.

### 1.7.1 Student Performance Theory

Cognitive learning theory is classified as a theory that plays an important role in the development of educational theory (Thayyibi & Ratnasari, 2022). To maximize the learning process, many learning theories that can be applied later to understand and support the student's learning process are created. One of them is Jean Piaget's cognitive learning theory. In this study, cognitive theory is applied to explain how students achieve their studies based on cognitive skills. In general, cognitive learning theory investigates how people think. Understanding how they learn requires an understanding of mental processes. The cognitive theory recognizes that both internal and external factors can influence learners. The cognitive view of learning hypothesizes that the most important matter in learning is not only the result or academic achievement but also the learning process (Fadhila & Nirwana, 2021). To that end, cognitive learning theory focuses on examining individual differences to assist in the interpretation of learning outcomes or academic performance. Students benefit from having teachers who do not cover many materials at once and adopt strategies that reduce learners' cognitive overload and facilitate the development of metacognitive skills (Fadhila & Nirwana, 2021).





One of the streams that influences the learning practices used in schools is the flow of cognitive psychology. The brain is the focal point of cognitivists. According to cognitive experts, the most important aspect of the learning process is how humans see the process and how they store information. Cognitiveism focuses on this. This school does not completely reject behavioristic theory, but instead focuses on the existence of mental states that can influence the learning process (Thayyibi & Ratnasari, 2022). According to cognitive psychology, complex mental processes such as memory, attention, concept formation, learning, and problem solving are involved in learning. In other words, this theory discusses how humans process information and create mental images of other people, events, and objects (Wisman, 2020).

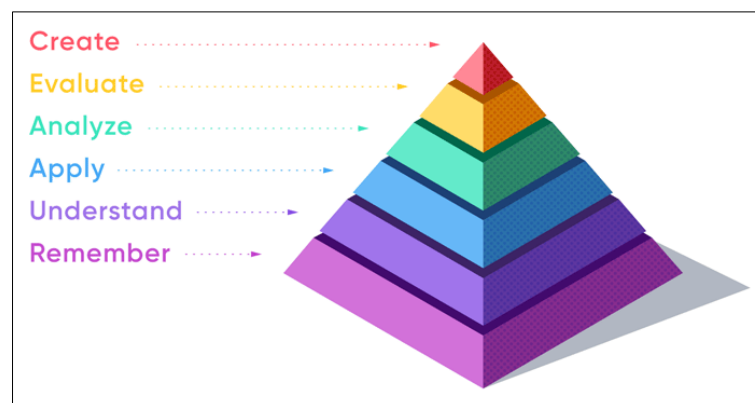
Cognitive Learning Theory defines the relationship between teachers and learners as one where the teacher is mostly passive, e.g., listening to the students and monitoring their academic performance. On the other hand, this theory proposes that the learner (student) is an active participant in the knowledge acquisition process. In other words, this theory looks at how students respond to an external stimulus, such as teachers or learning media. Cognitive learning theory holds that learning is not a simple connection between stimulus and response but the active formation of new cognitive structures by learners (Hong & Ning, 2020). For example, Thayyibi and Ratnasari (2022) found that the cognitive theory focuses on the ability to think and the psychological development of students. Researchers also focus on the process of knowledge acquisition, and educators play a very important role in the cognitive growth of students.



The cognitive theory has evolved over time. Researchers extend this theory to different contexts and are not limited to education; e.g., sub-theories emerged from the original cognitive theory focusing on specific aspects of learning and understanding, such as Bloom taxonomy. At its most basic, cognitive theory assumes that both internal thoughts and external influential factors play a significant role in the cognitive process. And as students gain a better understanding of the right way to acquire knowledge and the factors that enhance their learning, they gain more control over the learning process. Bloom's taxonomy describes six different levels of cognitive learning in the form of a hierarchy, as shown in 1.2. The highest level in this pyramid is a learner's ability to benefit from what has been taught. At its most basic level, the taxonomy explains the essential capabilities needed to evoke information that has been taught, analyze it, and use it to create and evaluate.

## Figure 1.2

*The levels of Bloom's taxonomy*



Each taxonomy is linked to specific activities in the learning process, such as remembering the facts, being capable of recalling data, and being able to describe what has been learned. Understanding is the ability to interpret previously learned



information in order to present, summarize, or paraphrase it. Applying means taking what has been learned and applying it to solve a related problem or complete a task. Analyzing is a more in-depth comprehension; organizing, comparing, and deconstructing the connection between the various aspects of the material, while evaluating is the ability to judge and critique the information in order to choose a specific course of action. Finally, creating means inventing, constructing, generating, or designing new things.

In the whole learning process, the learners use their own knowledge, skills, memories, and relevant information they've learned in the past. When learning something new, students establish their own way of understanding a particular topic based on the knowledge stored in their memory and past experiences. In other words, each student has a different level of understanding, but usually students share the same learning process, as demonstrated by cognitive learning theory. In this regard, Akhavan and Walsh (2020) found that teaching based on a lesson design that focuses on cognitive apprenticeship increases students' ability to write in the early grades.

Moreover, the cognitive learning theory explains how students understand their own thoughts and use their experience to learn new things. Teachers can help students in this process by asking them easy and difficult questions, making mistakes and waiting for them to correct them, and thinking verbally. These strategies can significantly help students acquire new knowledge without complications. Table 1.2 indicates a list of recent studies that used cognitive theory in an educational context.



**Table 1.2***Cognitive learning theory in education*

<b>Authors</b>	<b>Objectives and context</b>	<b>Findings</b>
Suryani et al., 2021	The Development of Problem-Based Learning Grounded from Cognitive Learning Theory: Improving Students' Creative Thinking Skills	The study revealed that the development of problem-based learning grounded from cognitive learning theory could improve students' creative thinking skills
Manspeaker et al., 2021	Teaching dermatology using a cognitive learning theory approach: An educational technique	Creative educational techniques using Cognitive Learning Theory can provide athletic training students with opportunities to learn skills in the didactic setting that mimic those they will require in clinical practice
Thayyibi & Ratnasari, 2022	The purpose of this study is to dissect the actual concept of cognitive learning theory in the perspective of Islamic education	The cognitive theory focusses their attention on the process of transmitting knowledge and educators play a very important role in the cognitive growth of students.
Hong & Ning, 2020	This study attempts to introduce some of the important cognitive learning theory and states how cognitive learning theory is applied in English teaching.	Learning helps to improves learners' potential of intelligence because in the learning process they learn how to transform and organize information and put forward their own exploratory mode to solve problems
Hul'ová & Molnárová, 2019	Applying cognitive learning theory in kindergartens	Implementation of technical education in kindergartens facilitates children's knowledge acquisition
Farr & Roth, 2021	Applying learning theory for effective educational videos	Adapting cognitive learning principles to virtual formats is feasible and may enhance the educational experience for trainees.



Authors	Objectives and context	Findings
Akhavan & Walsh, 2020	Examining how cognitive learning theory can influence instruction that maintains the central role of teachers have in the classroom	Instruction based on a lesson design that focuses on cognitive apprenticeship increases students' ability to write in the early grades
Daramola, 2018	Evaluating the effects of large class of learners on transformative learning in engineering education through cognitive learning theory	The combination of the cognitive learning theory and the experiential learning makes the application of transformative learning effective in engineering education.
Fadhila & Nirwana, 2012	Demonstrates the impact of cognitive view of learning on the effectiveness of the learning process	The cognitive view of learning assumes that the most important thing in learning is not only the result but also the process

In sum, the cognitive learning theory is a learning theory that promotes the learning process and focuses on students' cognitive development. Cognitive theory is the result of the ideas of cognitive psychologists, who have had a significant impact on the evolution of the learning process. This theory is pertinent to the principles of teaching students, regardless of their age, so that it fits the objectives of learning in elementary schools. Although not all cognitive concepts are compatible with the type of education in the UAE, the majority of studies in the literature show significant outcomes for students after adopting this theory to evaluate student performance and can aid in the development of learning in UAE schools. The development based on cognitive theory is good in terms of learning, the learning process, preparation, academic performance, and evaluation of learning outcomes.





## 1.7.2 Servant Leadership Theory

Servant leadership has been researched internationally, and various types of favorable individual, team, and organizational outcomes have been linked to this leadership style. Different servant leadership measures have been validated to date, and a clear distinction has been made between the theory of servant leadership and other leadership theories. Scholars in leadership theory have examined the role of servant leadership in the development of a theoretical foundation across different cultures and various industries (Sunil, 2018). Servant leadership has indeed been studied all around the world, and it has been connected to a variety of positive individual, team, and organizational results. To date, various servant leadership indicators have been confirmed, and a significant differentiation has been created between servant leadership and other leadership styles (Heyler et al., 2018).

The founder of servant leadership theory, Greenleaf (2002), claimed that a leader who makes the needs of the followers a priority and offers his or her service without boundaries is a servant leader. Greenleaf added that servant leadership begins with a natural desire to serve first. Greenleaf labels his concept as servant leadership. Greenleaf goes on to assert that the true test of effectiveness for a servant leader is to make sure that other people's highest-priority needs are being met. The ongoing exploration of servant leadership by various scholars helped to establish a theoretical basis for the practice and implementation of service leadership in the modern organizational context across cultures (Sunil, 2018).





Greenleaf (1977), as well as Barbuto and Wheeler (2006), are the founders of servant leadership theory. At the end of the twentieth century, a new trend emerged in educational institutions, calling for the abandonment of the traditional concept of hierarchical leadership to the authority of the center and the adoption of modern leadership patterns that encourage cooperative teamwork and their participation in decision-making, provide care for workers, and promote their professional development, all within an ethical system to improve the performance and development of the institution (Roman, 2021). Following that, the servant leadership theory emerged, which is based on the belief of serving the followers, accomplishing their well-being (Northouse, 2016), and establishing strong relationships among the workforce (Dehliz & Ghali, 2018).



Researchers examined the theory of servant leadership in a practical sense by

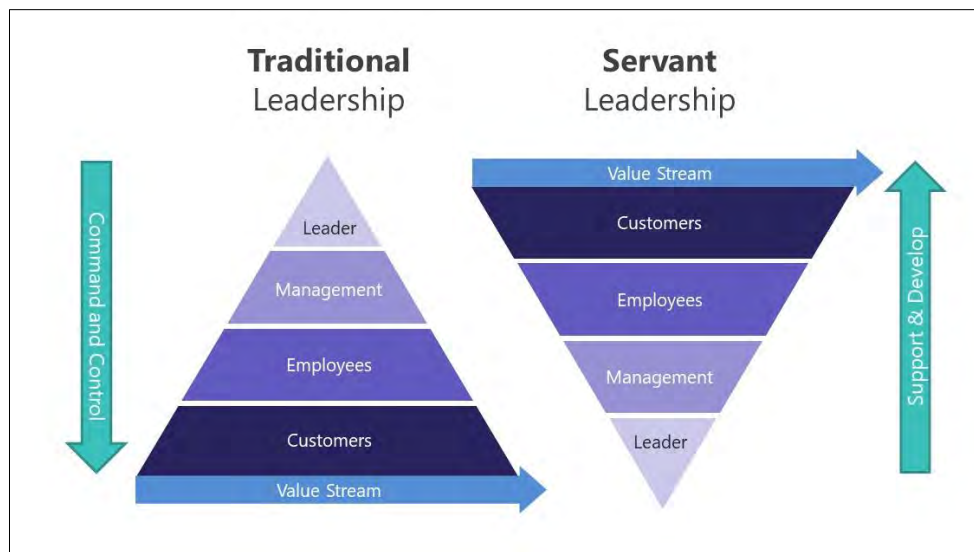
analyzing transition behaviors in multiple interpersonal relationships between the servant leader and the followers. In this regard, Chan and Mak (2014) claimed that raising satisfaction and building trust are two recognized traits of servant leaders. Likewise, Jaiswal and Dhar (2017) stated that the theory of servant leadership is based on generating confidence inside the organization to increase the satisfaction of employees. In other words, all theories of servant leadership focus on building trust at the personal and group levels. Trust generated at the individual level increases the creativity of employees and leads to extraordinary results at every level inside the organization (Jaiswal & Dhar, 2017). These traits of servant leaders are quite opposite the traditional leadership theory, whereas the servant leader supports and develops the followers (e.g., teachers, employees) from the bottom to the top hierarchy inside the



organization, while the traditional leaders command and control from the top to the bottom, as shown in Figure 1.3.

**Figure 1.3**

*Traditional vs servant leadership styles*



Over the last few decades, servant leadership has grown in popularity as a solid leadership philosophy and paradigm. Across the literature, the characteristics and metrics of servant leadership are clearly defined, and there are numerous empirical evidences indicating the positive impact of servant leadership on followers, teams, and organizations in a wide range of industries. Green Leaf coined the phrase “servant-leader” and “servant-first” in 1970 to describe servant leadership. A servant leader, according to Green Leaf, begins with the natural emotion or feelings that one wishes to serve (Greenleaf et al., 1998). He described a servant leader in the following quote:

*“Servant leadership always emphasizes, always accept the people, but sometimes refuse to accept some of the person’s effort or performance as good enough”*



The theory of servant leadership was tested in practice by examining transition behaviors in a variety of interpersonal situations. The behavior of the organization's servant leader was measured in terms of employee satisfaction and trust (Chan & Mak, 2014). Those leaders instill confidence among the followers, which makes the workplace a pleasant work environment (Eva et al., 2021). Under the influence of servant leadership, trust could be established at the individual and group levels. Individual trust enhances creativity and leads to amazing accomplishments at all levels inside the organization (Jaiswal & Dhar, 2017).

Moreover, the theory of servant leadership is developed on the basis of emotional behavior, based on a desire to serve others, but this motivation must be directed intelligently (Heyler et al., 2018). Many scholars agree that servant leadership is built on the clever idea that the leader serves his followers, who in turn serve others and work hard to attain the desired goals (Najm, 2011). In this situation, the leader teaches his followers leadership within an organizational climate of cooperation, team spirit, respect, and empowerment to behave inspired and enthusiastically by prioritizing work over self-interest, which increases their loyalty, affiliation, and passion for work (Gandolfi & Stone, 2018). The core principle of servant leadership theory is that the leader prioritizes the interests of his followers over his own, community building, and authentic and joint leadership. The servant leader's motivation is not just to advise others but also to encourage and facilitate service by the followers themselves (Vondey, 2010).

Researchers who studied servant leadership both theoretically and practically looked at how the notion of servant leadership has evolved through time, taking into



account various organizational and human behavioral concepts. Despite the fact that the majority of studies have been undertaken in the Western work environment, recent studies have also been conducted in the Asian context, while little research has been done in the Middle East region. The majority of the research in this publication involves experimental procedures that are commonly utilized in data analysis, as shown in Table 1.3.

**Table 1.3**

*Research papers describing servant leadership from theoretical and practical viewpoint*

Themes of study	Author(s)	Study Sampling	Area
Servant leadership, self-agreement, under - estimation	De Sousa & van Dierendonck, (2014)	Professionals in middle management from various companies	Portugal
Job satisfaction, servant leadership if- impression, organizational citizenship behavior	Donia, et. al., 2016	Supervisor-subordinate in banks	Pakistan
Mindfulness, humility, and standing back are all examples of servant leadership.	Verdorfer, 2016	A sample of leaders and non-leaders from various industries was selected.	Germany
Servant leadership, work-family balance, and identification	Tang et al., 2016	Employees of an insurance firm	China
Identification, servant leadership	Zhao et. al., 2016	Subordinate-supervisor dyads in the hotel business.	China
Citizenship in organizations employee behavior	Winston & Fields, 2015	Students, instructors, graduates of various universities, and colleagues from a range of organizations	USA



Themes of study	Author(s)	Study Sampling	Area
Characteristics of servant leadership	Carter & Baghurst, 2014	Employees of restaurants and service-oriented private companies	USA
Employee engagement, customer happiness, and loyalty are all examples of servant leadership.	Chan & Mak, 2014	Private firms' supervisors and subordinates	China
Trust, job satisfaction, and job retention are all examples of servant leadership.	Panaccio, et. al., 2015	Private organizations participated in the study	USA

The review of literature related to the topic of servant leadership and motivation of teachers reveal that the majority of studies has focused on other leadership styles, such transformational and instructional leadership model, which could be appropriate for high schools more than primary or elementary schools. Researchers and practitioners alike have used the servant leadership model to define and describe leadership in the schools for many years, but few empirical evidences describing servant leadership in schools (Brian, 2007; Russell & Stone, 2002; Eva et al., 2021), especially in the primary schools where leadership theorists have suggested that servant leadership is an excellent model for school principals (Cerit, 2010; Georgolopoulos et al., 2018; Wu et al., 2020). In spite of research and studies on servant and motivational leadership, this does not exclude the question of the degree of practicing the servant leadership among the principals of public schools (Roman, 2021), in particular in UAE.

Taylor et al. (2013) found that ineffective leadership has a negative impact on student performance. There is long-standing interest in the question of whether leadership stimuli's student performance and teachers' motivation reach the highest





levels (Hou et al., 2019). Historically, both qualitative and quantitative studies have attempted to address this question (Lai et al., 2017; Walker & Qian, 2018). However, a literature review is showing more indications of an important knowledge gap in the domain of headmasters' servant leadership and student performance (Pan et al., 2015; Day et al., 2016; Qian et al., 2017; Walker & Qian, 2018).

Moreover, recent years have witnessed an increasing interest in the study of teacher motivation. Although links between teacher motivation and teacher well-being, commitment to the profession, and other teacher-related outcomes are well-documented, prior research on associations between teacher motivation and student outcomes has been less consistent (Bardach & Klassen, 2021). There is a need to study how SDT theory explains the effect of servant leadership on teacher motivation and student performance. Thereby, more research about this relationship will contribute to the body of knowledge in education.

### 1.7.3 Motivation Theory

A familiar and first theory that explains human motivation is the one developed by Maslow in 1943, which states that individuals must satisfy their needs in order to initiate the most understandable and evident needs for survival. If an individual satisfies the lower-order needs of emotional and physical wellbeing, the individual expresses anxieties for the higher-order needs, which are linked to personal development (Williams, 2015). Conversely, if lower-order needs are not met, the individual may not be able to specify higher-order needs. Based on this assumption, the motivation of

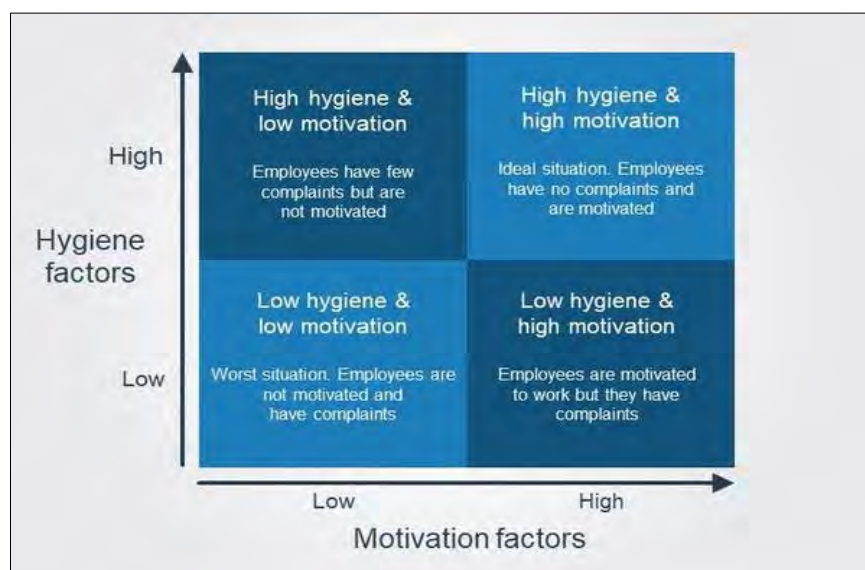


employees can be evaluated and measured through Maslow's elements of needs (Richardson & Watt, 2014). These elements are safety needs, physiological needs, belongingness needs, self-esteem needs, and self-actualization needs. Safety needs have been defined to include income, financial security, employment security and stability, and belongingness.

In the late 1950s, Frederick Herzberg, considered by many to be a pioneer in motivation theory, interviewed a group of employees to find out what made them satisfied and dissatisfied on the job. Herzberg's theory was originally related to implementing Maslow's concept of needs in the workplace. Where the perspective of Herzberg is based on two sets of reasons to achieve satisfaction and motivation at the workplace, one is linked to the motivation factor and called "motivators" that contribute to employees, whereas the second factor is called "hygiene factors" related to the type of work itself, as shown in Figure 1.4 (Herzberg, 1964).

**Figure 1.4**

*Herzberg 2-factors principles of motivation (Herzberg, 1964)*



Herzberg set certain variables to be a cause for the happiness of non-workers with their employment and the surrounding job or role factors that may be defined in situations of responsibility. Alternatively, there are certain factors that contribute to the motivation of individuals, e.g., management approach and leadership style (Sielicka et al., 2019). While lots of studies on motivation have used Maslow's pyramid model to measure the motivation of individuals, the model presented by Herzberg seems more accurate and convenient to evaluate the motivation of teachers (Shikalepo, 2020; Yashak et al., 2020; Akdemir, 2020; Batool et al., 2022). The results of a study conducted by Sajid et al. (2018) proved that intrinsic and extrinsic factors of the Herzberg model are used as one set to develop a scale for measuring teacher motivation. The differences between Maslow theory and Herzberg theory in terms of the motivation of individuals are explained in Table 1.4 below.

**Table 1.4**

*The comparison between Maslow and Herzberg motivation theories (Acquah et al., 2021)*

<b>Basis for comparison</b>	<b>Maslow's need hierarchy theory</b>	<b>Herzberg's two-factor theory</b>
Meaning	Maslow's Theory is a general theory of motivation that asserts that the desire to meet one's wants is the most significant aspect in motivation.	According to Herzberg's Theory of Motivation, there are several elements at work that cause job pleasure or unhappiness.
Nature	Descriptive	Prescriptive
Relies on	Needs and their satisfaction	Reward and Recognition
Order of needs	Hierarchical	No sequence
Core concept	Unsatisfied needs stimulate individuals.	Gratified needs regulate behavior and performance.

<b>Basis for comparison</b>	<b>Maslow's need hierarchy theory</b>	<b>Herzberg's two-factor theory</b>
Division	Growth and deficiency needs	Hygiene and motivator factors
Motivator	Unsatisfied needs	Only higher order needs

Maslow's theory is a general theory of motivation that states that the desire to meet one's wants is the primary variable in motivation. In contrast, Herzberg's theory is more specific in demonstrating workplace characteristics in terms of job satisfaction and motivation (Abdulrahman & Hui, 2018). Maslow's theory is descriptive, whereas Herzberg's theory is clear and prescriptive. Maslow's philosophy is based on human wants and their satisfaction (AlAmrani, 2020). The Herzberg theory, on the other hand, is based on reward and recognition. According to Maslow's hierarchy of needs, there is a suitable sequence of demands from lowest to highest. In the case of Herzberg's idea, however, no such sequence occurs. According to Maslow's hierarchy of requirements, an individual wants to serve as a stimulator. In contrast, Herzberg's theory demonstrates that fulfilled needs govern an individual's behavior and performance. According to Maslow, an individual's requirements are separated into two categories: survival/deficiency needs and growth needs (Sielicka et al., 2019). In Herzberg's approach, on the other hand, an individual's demands are classified as hygiene and motivational factors (Sajid et al., 2018). According to Maslow's hierarchy of needs, any unmet desire of an individual serves as a motivator. In contrast to Herzberg, only higher-level needs are considered motivators (Mehrad, 2020).

In short, the two models proposed by the two specialists aim to simplify the motivational process, proving that motivation is a significant aspect of improving employee performance. But Herzberg's assumption supplements Maslow's hypothesis.



These are not contradictory but rather complementary. Despite the popularity of Maslow's Hierarchy of Needs, this theory lacks other missing facts about motivation that Herzberg's theory presents in practice, such as intrinsic and extrinsic motivational factors. Flower (2014) claimed that focusing on a pyramid of demands is not an accurate way to understand how people are motivated. In this regard, Miloš (2020) explored the main factors that contribute to employee motivation with accordance to Herzberg's theory, such as financial factors (i.e. basic salary, fair appraisal system, incentives and bonuses), social welfare factors (name of the organization, social benefits, mission of the organization, region's development), and in terms of working conditions (physical effort at work, job security, workload and type of work, information about performance result, working hours, work environment, job performance, stress, mental effort), also in terms of career aspiration (opportunity to apply one's own ability, career advancement, competences, prestige, individual decision-making, self-actualization, personal growth, recognition), finally in terms of individual relationships (atmosphere in the workplace, good work team, communication in the workplace, supervisor's approach).

## 1.8 Conceptual Framework

The theory of servant leadership provides valuable insights into the impact of headmasters who possess servant traits on student performance and motivating teachers. According to this theory, servant leaders prioritize the needs and well-being of their followers, aiming to support and empower them to reach their full potential. In the context of headmasters, those who exhibit servant traits such as empathy, humility,



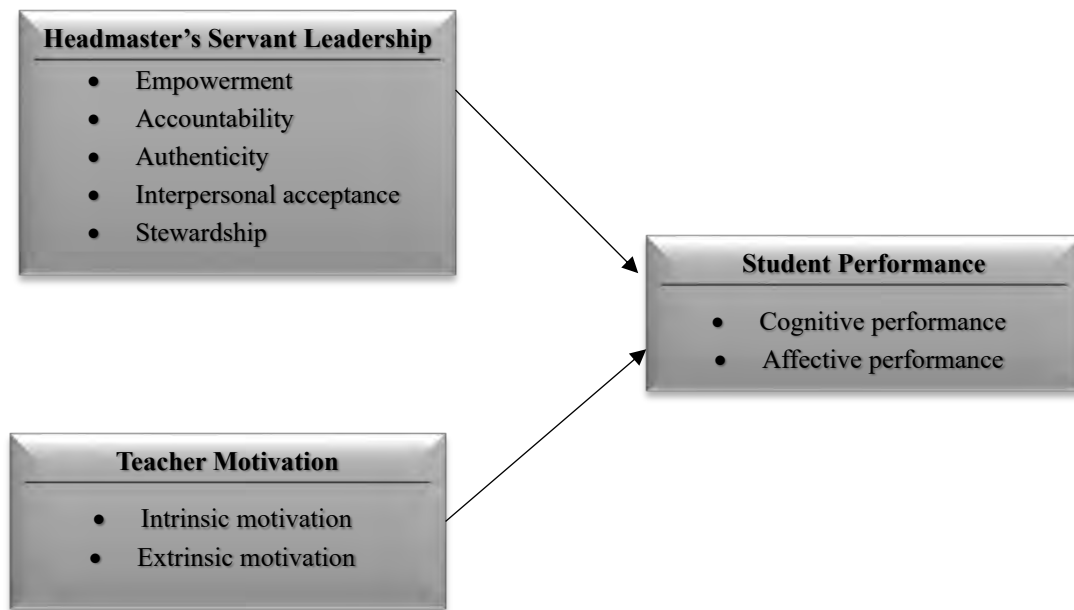


and a commitment to serving others can create a positive school culture that fosters academic success and teacher motivation. By prioritizing the needs and well-being of their teachers, servant leaders create an environment where educators feel valued and supported. This, in turn, has a direct impact on student performance as motivated teachers are more likely to go above and beyond to help their students succeed. Additionally, a positive school culture created by servant leaders encourages collaboration and open communication, fostering a sense of community and teamwork among both teachers and students. To that end, the presence of servant traits in headmasters can have a profound impact on student performance and teacher motivation, leading to a more successful and fulfilling educational experience for all. Thereby, the integration of headmaster's servant leadership, teacher motivation, and student performance into conceptual framework is a novel academic work for schools in UAE that support students to achieve success in their academic journey. In Al-Sharjah primary schools, the multiple regression effect of the headmaster's servant leadership and teacher motivation is shown in Figure 1.5 as having an impact on student performance.



**Figure 1.5**

*A servant leadership framework for primary schools in UAE*



## 1.9 Operational Definitions

**Servant leadership.** It is a leadership philosophy in which the main goal of the leader is to serve. This is different from traditional leadership, where the leader's main focus is the thriving of their organization or organizations (Kashyap & Rangnekar, 2014). Servant leadership will be measured through five dimensions, specifically empowerment, accountability, authenticity, interpersonal acceptance, and stewardship.

**Student performance.** It is the student's accomplishment level in terms of knowledge, skills, and learning experiences that is formulated by learning objectives in the school curriculum (Annas & Ika, 2019). In this study, student performance will be



measured through two dimensions, specifically the cognitive domain and the affective domain.

**Teacher Motivation:** Teacher motivation can be defined as the drive or desire that compels educators to engage in teaching and continue to improve their practice. It encompasses the intrinsic and extrinsic factors that influence a teacher's willingness to put in the effort and energy required to effectively educate students (Varma et al., 2018). In this study, teacher motivation will be measured through two dimensions based on the Herzberg 2-factor model, specifically intrinsic motivation and extrinsic motivation.

### 1.10 Scope of Study



The content of this thesis is concerned with the topic of leadership and motivation in educational institutions, in particular primary schools. The subjects in this research project are teachers in Al-Sharjah primary schools in the UAE. Precisely, the discussions will continue. The focus is on leadership theories, the discipline of motivation in the educational context, as well as motivational theories. Based on this scope, three constructs, i.e., headmasters' servant leadership, teacher motivation, and student performance, are discussed in this research. Quantitative methodology will be used to test the relationships between these three constructs. Besides, the related theory associated with these concepts (e.g., Greenleaf for servant leadership) will be covered and justified. In brief, this study will synthesize knowledge on certain disciplines from previous academic work and present it in a new context to fill knowledge gaps and show how moving beyond the current norm will enhance knowledge on this topic.





## 1.11 Significance of Study

The outcome of this research project is expected to reveal a significant role of teacher motivation on the relationship between servant leadership and student performance in primary schools. The results should contribute to uncovering a new side to servant leadership regarding how servant leaders, as principals, empower and build relationships based on motivation of teachers, as well as students, in underperforming schools. Another significance is the validation of student performance scale based on three components, i.e., cognitive domain, affective domain, and psychomotor domain, this scale is proposed to help teachers understand how student can improve their performance and turn it into high academic achievement. Moreover, the result of this study will be reflected on the performance of school' principals in UAE by highlighting the significant characteristics of servant leaders on the teachers by motivating them for better performance and increase their satisfaction with their work in which foster the performance of students at the end. In practice, the results that will be obtained could help the UAE government and the educational community to make necessary changes so as to improve the education performance in the whole country.

In methodological perspective, more research is required to develop a multi-dimensional structure of servant leadership that holds across multiple samples (Gocen & Sen, 2021). That is, unfortunately, precisely what is lacking, especially in educational context, whereas this study validated a dimensional model of servant leadership based on empowerment, accountability, authenticity, interpersonal acceptance, and stewardship. To that end, the empirical evidence that expected to reach in this research will highlight the role of servant leaders in fostering the performance of teachers and





students through motivation and care for everyone inside the schools because a school principal who show the traits of servant leadership focuses on the responsibility not only to ensure the success of the organization but improving the performance of teachers and students.

## 1.12 Chapter Summary

This chapter introduces the research topic to inform readers about the problem studied. The background of the study presents a context for the study to form a ground for the research to follow. The problem statement presents the challenges on student performance from the perspective of leadership and motivation, the research aims and objectives describes the purpose of the study and the goal study seeks to accomplish.

The significance of the study and scope of the study section describe the importance of servant leadership to the body of knowledge. All these disciplines will be discussed along with related theories and findings from previous studies. This result of this study should add to the body of knowledge more empirical evidences on the role of servant leadership and motivation in the educational process. In addition, the outcome of this research project is expected to reveal the significant impact of servant leadership in fostering student performance in primary schools. Through the critical discussion of literature reviews and previous work on the theory of Greenleaf for servant leadership.





## CHAPTER 2

### LITERATURE REVIEW



In this chapter the review and discussions include the concepts and theories of servant leadership, motivation, and student performance. The focus will be on the definitions of these concepts, their measurements, and their influence in educational sector. Moreover, the construct of each variable and its dimension will be identified in this chapter. In the theoretical part, the hypothesis that derived from previous findings will be elaborated, and the underpinning theory will be used to understand the interrelationship between leadership and student performance from the lens of motivation. In light of these disciplines, the emphasize in this chapter is review what have been written in the literature and what is suggested to study in the future, and how leadership is an essential variable to foster the academic performance of students. Based on these points in educational institutions of UAE.





## 2.2 The Education System of UAE

Several changes have been made to the UAE's public education approach (Ridge et al., 2017); curricula were imported from Bahrain, Kuwait, and Saudi Arabia in the 1950s, with the Egyptian model being employed from the 1970s until the late 1980s. The UAE National Curriculum was introduced in 1985, and a new English language curriculum was introduced in the 1990s. The Abu Dhabi School Model, which focused on bilingualism, outcomes-based educational programs, deeper learning, and technologically advanced classrooms, was also implemented from 2010 to 2018. While most schools in the UAE concentrate on hiring qualified teachers, many struggles to find leaders with the necessary leadership skills to oversee elementary schools. As a result, principals have long been perceived as lacking in effective communication with students, despite their ability to forge strong relationships with teachers and foster consistent, cooperative learning environments (Jose et al., 2020). This has led to a disconnect between the school administration and the students, affecting the overall effectiveness of the educational programs. To address this issue, it is crucial for schools in the UAE to prioritize the development of leadership skills among principals.

By providing training and support in effective communication techniques and student engagement strategies, principals can better connect with students and create a more positive and conducive learning environment. Ultimately, this will lead to improved academic outcomes and overall student success in the UAE. This focus on leadership development will not only bridge the gap between administration and students but also foster a sense of trust and collaboration within the school community. By empowering principals to be strong and effective leaders, schools in the UAE can





create a culture of open communication and mutual respect, ultimately enhancing the overall educational experience for students. Investing in the development of leadership skills for principals is essential in creating a positive and engaging learning environment that promotes academic success and personal growth for all students in the UAE.

A dearth of trained local teachers prompted the involvement of expatriate teachers, and the pressure to produce results quickly hampered progress. The UAE government is adopting more reforms as part of the 2017–2021 national education plan, with the goal of creating a competitive knowledge society that fulfills current and future labor market needs (Government of the United Arab Emirates, 2018). It has implemented a licensing examination to standardize teacher qualifications, with the Ministry of Education inspecting public and private schools in the Northern Emirates, as well as public schools in Dubai, since 2008, while the Knowledge and Human Development Authority (KHDA) inspects Dubai's private schools and the Abu Dhabi Education Council (ADEC) inspects public and private schools in Abu Dhabi (Al-Fadala, 2015). The KHDA discontinued monitoring public schools in Dubai in 2010, but a 2016 Cabinet resolution re-established this duty, with inspections beginning in 2019 in response to the Program for International Student Assessment (PISA) 2018 findings.

The UAE has committed to reforms across all levels of education, but the academic competence of students in the UAE, particularly national students attending public schools, remains below those observed on average across OECD countries. This is a concern given that, by the time national students enter the labor market, they lag





behind expatriates in terms of work skills, which strains nationalization initiatives (World Economic Forum, 2017). In most education systems around the world, foreign students or those with an immigrant background perform worse academically in comparison to local students. However, in the UAE, differences occur in the reverse direction, and the gap between local (Emirati) students and expatriate students in academic competence is equivalent to almost three years of attending school. This gap is revealing a serious concern in the performance of Emirati students, where expatriates mostly attend private schools and Emirati students mainly attend public schools (Jose et al., 2020).

PISA results are issued every three years. The OECD's worldwide assessment compares and measures the achievement of 15-year-old children in mathematics, science, and reading. Scores, which are available in over 100 languages and are overseen by national and international experts, provide a glimpse of how effectively education systems are working for educational institutions. PISA findings have been exploited to shape school reforms around the world (Hopfenbeck et al., 2018; Rautalin et al., 2019; Singer and Brown, 2018; Zhao, 2016). Indeed, the UAE's national agenda aims include achieving a national PISA rating of 20th by 2021. Private schools must report on how the curriculum was specifically adapted to achieve their personally set PISA targets in order to pass KHDA inspections. As objectives shift toward improving rankings (Sjberg, 2015), critics claim that reforms have resulted in increased standardization, convergence of global education policy, and curriculum narrowing (Araujo & Schnepf, 2017; Fuller & Stevenson, 2019; Rautalin et al., 2019). While legitimizing reform (Hopfenbeck et al., 2018), citing high-scoring nations as a model for success remains problematic, especially since intangibles such as student





motivation, parents' attitudes toward education, and cultural values account for many variations (Singer & Brown, 2018).

PISA scores in the Middle East/North Africa (MENA) region are both lower than the global average and lower than what is expected for qualifications obtained, and in the UAE, lower than what is expected for nations with similar GDPs in Europe and US (World Economic Forum, 2017; Burton, 2017). The UAE's first participation in PISA. After that, results in science, math, and reading have not changed much and now range between 430 and 440 points, which is less than the OECD average of about 490 points. The UAE only showed a minor gain in mathematics (OECD, 2019). The lack of variance is common among countries, as few achieve significant, sustainable advances (Crawford et al., 2019). There are also disparities within scores, with females outperforming males in all MENA countries and being more likely to complete high school and pursue higher education (Ridge et al., 2017).

The development of children' academic performance in elementary and secondary schools is significantly influenced by a number of factors, including the caliber of public and private schools, socioeconomic class inequalities, foreign and domestic students and teachers, and Buckner's research from 2017. Buckner's research from 2017 highlights the importance of early childhood education in shaping academic outcomes later in life. Additionally, the quality of teachers and their ability to engage students plays a crucial role in student success. Socioeconomic class inequalities can also have a major impact on academic performance, as students from disadvantaged backgrounds may not have access to the same resources and opportunities as their more





affluent peers. Ultimately, a combination of these factors contributes to the overall academic achievement of students in elementary and secondary schools.

Moreover, today, public schools in the UAE face lots of difficulties in attracting local students (Emirati), whereas 35% of students enroll in private schools (Ministry of Education of the UAE, 2018). In an effort to turn public schools into high-performing schools and raise the scores of students at all courses, the ministry of education in the UAE recruited teachers from abroad to improve the performance of students in public schools (Gallagher, 2019). The new educational authority in charge of model schools decided to bring international experts to solve this issue and initiate some changes in the educational policy of schools so that local students would meet higher educational standards (Eranpalo et al., 2016; Matsumoto, 2019).



In brief, the Ministry of Education of the UAE is proceeding with rapid steps to complete the process of development and radical and comprehensive change in the learning frameworks and paths of education according to a modern educational philosophy, which it started by launching the Emirati School, which emerged from the best international systems and pioneering and successful experiences within a participatory national format and framework with various educational, governmental, and private institutions. In line with the national visions of the wise leadership, achieving sustainable education, by ensuring lifelong learning, enhancing the role of leaders in serving the educational process, ensuring the best educational practices and modern curricula, and devoting innovation in an effort to build a generation capable of modern skills and proud of its national identity, and in this context, The Ministry of Education seeks to anticipate the future of education to make a generation aware of the





requirements of life and keep pace with its developments, as this is an approach and a method of work to achieve the requirements of the knowledge economy and sustainable development in the academic scores of students at the elementary and secondary level, and this stems from the vision of the Ministry of Education based on the vision of the government's educational foundations. The current strategic plans are based on the developmental initiatives that achieve the indicators of the national agenda within the framework of a work system whose goal is dedication and outstanding achievement.

### 2.3 Servant Leadership

Servant leadership is a leadership philosophy that emphasizes the leader's commitment to serving others first. It is a concept that has gained significant attention in recent years as organizations recognize the importance of putting their people's needs and well-being at the forefront. In a servant leadership model, leaders prioritize the development and success of their team members, creating a culture of trust, collaboration, and empowerment (Liao et al., 2021). By focusing on the needs of others, servant leaders inspire and motivate their teams to achieve their fullest potential. This leadership style is based on the belief that by putting others' needs before their own, leaders can create a positive and inclusive work environment where everyone feels valued and supported (D'Ascoli & Piro, 2023). In this regard, fostering a culture of trust and collaboration, servant leaders encourage open communication and idea-sharing among team members, leading to increased creativity and innovation. Furthermore, by empowering their team members and providing them with the necessary resources and support, servant leaders enable individuals to take ownership of their work and reach their goals.





Overall, servant leadership not only benefits the individuals within the organization but also contributes to its long-term success and sustainability.

Today, educational institutions have a bright future, thanks to the advancement in leadership theory. Because leaders are an example for their followers, creating a positive impression on employees can help the entire organization in terms of operations, employees, and success (Swapna & Alaa, 2016; Marampa et al., 2023). Servant leadership has been the most debated topic in recent years, whereas this leadership style is strongly rooted in an ethical, spiritual, and value-based philosophy for leading people (Sunil, 2018). In Western academia, the importance of servant leadership is well established. The purpose of this research is to look into the concept of servant leadership in general and then identify its application in the UAE (Lee et al.,



A modern leadership style known as "servant leadership," according to Turner (2022), involves a leader using unique techniques to persuade subordinates rather than ordering them around, in addition to encouraging his followers to participate, to be creative, and to achieve consensus within the team, as it does not seek private privileges or that the accomplishments are attributed to himself but think of how to help others in order to achieve organizational goals (Al Hila & Al Shobaki, 2017). The philosophy of servant leadership is complex and encompasses all facets of leadership, including relational, ethical, and outcome-based elements (Liao et al., 2021). (Christensen, 2014). Its emphasis on long-term consequences for individuals, groups, and society at large makes it similar to but different from previous leadership models, as does the focus of other contemporary leadership theories (Blanchard, 2010). Establishing a higher-





purpose plan and goal, streamlining and standardizing processes, fostering a client-centered approach, ensuring continued growth and development, delegating authority and information, having qualified staff, and ensuring ongoing development are all examples of servant leadership in action (Turner, 2022).

It is evident that servant leadership is a management style that prioritizes the well-being and growth of employees and clients above all else. By focusing on supporting and empowering others, leaders can create a positive and productive work environment. This approach can lead to increased employee satisfaction, improved client relationships, and overall business success. Servant leadership involves putting the needs of others first and leading by example. When leaders prioritize the growth and development of their team members, they are able to build trust and loyalty within the organization. By empowering employees to take on more responsibility and providing them with the tools and resources they need to succeed, servant leaders can create a culture of collaboration and success. Ultimately, this management style can lead to higher levels of employee engagement, increased productivity, and long-term sustainability for the business.

In contrast to the perspective of other scholars, servant leadership could be explained in terms of a leader who prioritizes the needs of their followers above their own. This type of leader is committed to supporting and mentoring their followers, allowing them to grow and develop to their fullest potential. In a school setting, a servant leader would focus on creating a nurturing and supportive environment where students feel valued and heard. This leadership approach not only enhances academic performance but also cultivates emotional intelligence and empathy, crucial skills for





success in both personal and professional life (Saleem et al., 2020). A servant leader in a school setting would actively listen to students' concerns and address them in a timely manner, demonstrating empathy and understanding. They would also encourage collaboration and teamwork among students, fostering a sense of community and belonging (Meuser and Smallfield, 2023). By modeling servant leadership, these educators inspire students to become compassionate and socially responsible individuals, equipped with the necessary skills to make a positive impact in their communities. Ultimately, servant leadership in schools fosters a holistic approach to education, nurturing not only the intellectual growth of students but also their emotional and social development (Ng et al., 2023).

Servant leaders are familiar with the organizational structures that enable them to approach and solve complicated situations (Marampa et al., 2023). Servant leaders show their followers that their concerns are prioritized. Moreover, those leaders serve as mentors and provide support to their followers in order for them to accomplish the right thing in the right way, as well as to make their followers self-sufficient (Uribe, 2021). Servant leaders achieve corporate goals by trusting in their followers' strengths and prioritizing their needs before their own (Aboramadan et al., 2020). Servant leaders believe in serving humanity in order to accomplish higher life goals (Kumar & Upadhaya, 2019). Researchers have done a lot of research into how servant leadership works since its first introduction in the 1970s, and it has become very popular later. Because of its utmost importance, the relationship between this leadership style and work satisfaction is based on trust and work satisfaction. Greenleaf (1970) first came up with the concept of servant leadership. Because of its intuitive character, it seems to be a more prevalent leading style.





Servant leadership is important in schools because it creates a positive and inclusive environment where everyone feels valued and supported. When leaders prioritize the needs and growth of their team members, it fosters a sense of trust and loyalty. This, in turn, leads to increased morale and motivation, resulting in higher levels of productivity and success. Additionally, servant leadership helps to develop future leaders by empowering individuals to take ownership of their own growth and development (Pawar et al., 2020). By encouraging and providing opportunities for professional development, servant leaders cultivate a culture of continuous learning and improvement. This culture of growth and development not only benefits the individuals themselves but also the organization as a whole. Employees feel empowered and motivated to reach their full potential, leading to higher levels of innovation and creativity. Furthermore, servant leadership promotes collaboration and teamwork, as leaders prioritize the collective success of the team over individual achievements. This creates a supportive and cohesive work environment where individuals feel comfortable sharing ideas and working together towards shared goals. Overall, servant leadership lays the foundation for a thriving and successful organization.

D'Ascoli and Piro (2023) argued that servant leadership has been studied internationally, and it has been connected to a variety of positive individual, team, and organizational results. To date, various servant leadership measures have been validated, and a clear differentiation has been created between the servant leadership theory and other leadership theories. Greenleaf (2002), the developer of servant leadership philosophy, stated that a servant leader is one who prioritizes the needs of his or her followers and offers his or her service without bounds. Greenleaf went on to say that servant leadership starts with a natural desire to serve first. Greenleaf refers to





his idea of servant leadership. Greenleaf goes on to say that the actual measure of a servant leader's effectiveness is ensuring that the highest priority needs of others are met.

Several studies have provided empirical evidence on the importance of servant leadership in organizations. One study conducted by Gašková (2020) found that employees who perceived their leaders as servant leaders reported higher levels of job satisfaction and organizational commitment. This suggests that when leaders prioritize the needs and growth of their employees, it positively impacts their overall satisfaction and dedication to the organization. Additionally, another study of Canavesi and Minelli (2022) revealed that servant leadership was positively associated with employee creativity and innovation. This highlights how servant leaders can inspire and motivate their employees to think outside the box and contribute innovative ideas to the organization. Overall, these findings emphasize the importance of servant leadership in creating a positive work environment where employees feel valued and supported. By prioritizing the needs of their employees and fostering a culture of creativity and innovation, servant leaders can enhance job satisfaction, organizational commitment, and ultimately contribute to the success of the organization. It is clear that adopting a servant leadership approach can have significant benefits for both employees and the organization as a whole.

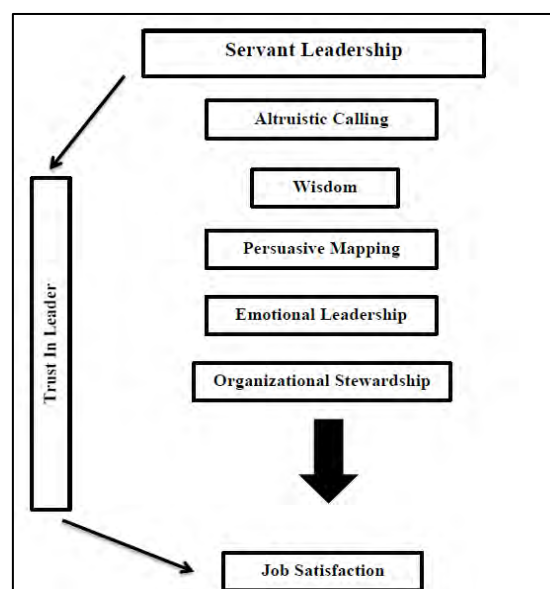
Servant leaders are motivated by serving others, which is why the needs of followers is very important to those leaders (Williams, 2014; Joseph & Gandolfi, 2022). It is becoming increasingly common for businesses and non-profit organizations (schools) to shift from a traditional, hierarchical management paradigm to one that



encourages staff members to interact with others. Because the leader has a deep meaning and passion for others, the leadership is more concerns with loyal followers (Zeng et al., 2022). Servant leadership is a fast-growing theory. According to Robert Greenleaf, several organizations must have undergone exceptional development in the interest and practice of servant leadership (Van Dierendonck & Patterson, 2010; Zeng et al., 2022). Servant leadership influence workers' loyalty, commitment, and fulfillment, according to theories based on servant leadership and the objective way. Through servant leadership, employees' trust and job satisfaction should be enhanced as shown in Figure 2.1 (Barbuto & Wheeler, 2006).

**Figure 2.1**

*Servant leadership and its components, job satisfaction and trust in leader relationship (Barbuto and Wheeler, 2006)*



It was also found that servant leaders improved corporate citizenship behavior (Ozyilmaz & Cicek, 2015), employee engagement (De Sousa & Van Dierendonck,



2014), organizational commitment (Chinomona et al., 2013), sales performance (Jaramillo et al., 2015), and turnover intention (Jaramillo et al., 2015), as well as reduced turnover (Kashyap & Rangnekar, 2014). Related to the cultural context, the servant leadership approach emphasizes a notion that produces diverse methods of working in an atmosphere built on cooperation, community involvement, and others' participation in the decision-making process (Pawar et al., 2020). By encouraging individuals to express their own personal goals, it helps them become more effective on the job overall. Servant leaders focus on improving the quality of serving individuals through leadership, building a strong sense of community inside the organization, sharing authority in decision-making, and launching new methods to do the work (Parris & Peachey, 2013).



Self-awareness and critical thinking may help an organization deal with all of

its issues, according to servant leaders. They also have a reasonable leadership logic; they comprehend and understand each other; they think intuitively; they learn from previous failures and opportunities; and they are strengthened by constant action (Gunnlaugson et al., 2023). They make decisions based on conviction rather than government authority, and they are capable of promoting a strong sense of community and encouraging it within organizations. Teamwork and community building are important values for servant leaders (Spears, 2010). Organizational leaders must exhibit their perspective and character while raising standards and gaining the trust of followers and stakeholders in an increasingly complex and skeptical community (El-Bayaa & Elsaman, 2022). Leaders must raise the bar and adhere to a set of morals in order to acquire the trust of their followers and other stakeholders (Bauer et al., 2022). When someone desires to serve others first, it is an instinctive feeling. Primarily, a servant





leader puts others first (Ozturk et al., 2021). When compared to other leadership styles, this type of leadership is quite different because it is based on the personality characteristics of the leader himself (Pouya, 2016; Eva et al., 2021).

Furthermore, servant leaders focus on serving others in the best ways compared to other leadership models (Ilies et al., 2007; Liden et al., 2014; Walumbwa et al., 2010; Day, 2014; Dahleez & Aboramadan, 2022). Self-interest, desires, and/or wishes must be put aside in order to address the highest priority needs of the followers of a servant leader (Khan et al., 2021). Servant leadership begins when a leader assumes the work can be improved when the leader serves the followers rather than strictly leading them (Pawar et al., 2020). The servant leader leads people by letting them follow their own self-ambitions and attractions (Gandolfi & Stone, 2018). It is evident that servant leadership has significant characteristics that make it quite different from the well-known leadership styles (e.g., transformational, charismatic, leader-member interchange, and authentic leadership), whereas a servant leader is a person who assigns most work responsibilities to the followers (Barbuto & Wheeler, 2006; Liden et al., 2014; Walumbwa et al., 2010; Lemoine et al., 2019).

It is possible for some leaders in an organization to be servant leaders since they meet certain expectations of their employees and demonstrate servant leadership traits (Shafai, 2020). such as caring about their employees' well-being and personal problems, helping them to learn and develop at work, communicating well and bonding with team members, being inspirational, and most significantly, demonstrating their devotion to the team the leader oversees (Swapna & Alaa, 2016). Training seminars for leaders are another option an organization can offer to encourage participants to adopt servant





leadership approaches (Blanchard & Broadwell, 2018). In the same context, Sunil (2018) claimed that organizational and personal goals can be achieved through servant leadership's direct and indirect influence on followers' behavior. In their research, the individuals who accept servant leadership report increased levels of pleasure, trust, inventiveness, recognition, and independence. Moreover, employees' loyalty and trust are built through transparency and openness in the workplace, as a servant leader focuses on each individual. Through servant leadership, desirable goals can be reached without the use of stationary power (Sunil, 2018).

The application of servant leadership is credited with the success of many enterprises. Despite this, few studies have focused on how servant leadership is performed and what it is like to be a member of a servant leadership organization (Joseph & Gandolfi, 2022). As a result, in-depth interviews and questionnaires will be undertaken to learn more about the lived experiences of people working in the business sector where servant leadership has been practiced for decades, both employees and managers (El-Bayaa & Elsaman, 2022). Accountability as an inherent practice of servant leadership and people exhibiting care and helping each other out at work were two key characteristics of servant leadership (Kiker et al., 2019). The balance between the qualities of "serving" and "leading" became evident during an era of tough and complicated work environments at the present time that come with lots of challenges. In other words, the dimensions of servant leadership are critical to the success of every service organization (Wu et al., 2021). Some researchers reported that the "lead" dimension is practiced more frequently than the "serve" among leaders all over the world (Bavik, 2020). This is a significant trait of servant leaders because they focus more on the "serve" dimension than the "lead" (Sigurdur et al., 2018).





It should be noted that leadership at the present time is not restricted to the higher level of the organization but can also involve individuals; that is actually the belief of servant leaders. However, there are also a number of interpersonal ties to consider (Shafai, 2020). Employees in the organization have a service mentality toward colleagues, employees, and customers, and there is a strong interaction between team leaders and team members (Aboramadan et al., 2020). In other words, servant leadership is a necessary prelude to gaining followers' trust, individual concern, and trust in their actions (Ozturk et al., 2021). Servant leadership is a long-term, people-centered, and growth-oriented goal for an organization (Karatepe et al., 2020). Leaders who have traits of servant leadership boost an organization's citizenship by enhancing employee knowledge about their leader's (Al-Asadi et al., 2019). As a result, servant leadership is a democratic leadership approach, so the majority of organizations in the current era should adopt a servant leadership model to achieve long-term success (Donia et al., 2016).

The previous arguments reveal that the relationship between school principals and the academic achievement of students has not been documented widely, as has the role of teacher motivation. School leaders play a pivotal role in the way's schools perform; having the right person as school principal is essential to ensuring the success of the school (David & Abukari, 2019). In spite of research and studies on servant and motivational leadership, this does not exclude the question of the degree of practicing servant leadership among the principals of public schools (Roman, 2021), in particular in the UAE, and its effectiveness in increasing the motivation of teachers to work, especially as servant leadership serves the success of the educational institution (El-Bayaa & Elsaman, 2022). In other words, the indirect role of servant leadership on





student performance needs in-depth investigation and quantitative analysis, especially the impact of servant leadership in primary schools. Based on these claims and assumptions, this study will attempt to fill these theoretical gaps in the discipline of leadership and motivation (D'Ascoli & Piro, 2023).

Researchers need to focus on servant leadership because it is a relatively new concept that has gained significant attention in recent years. As society becomes more aware of the importance of empathy, compassion, and social responsibility, understanding the impact of servant leadership becomes crucial for organizations and institutions. By conducting research on servant leadership, scholars can provide empirical evidence on its effectiveness in various contexts, identify the key components and behaviors associated with servant leadership, and explore its potential benefits for individuals and communities. Additionally, studying servant leadership can contribute to the development of leadership theories and models, helping to shape future practices and approaches in leadership education and training. Overall, by focusing on servant leadership, researchers can contribute to the advancement of leadership knowledge and promote the adoption of a leadership style that prioritizes the well-being and growth of others. Servant leadership is a style of leadership that emphasizes putting the needs of others first and serving their interests. Key components of servant leadership include empathy, humility, and a commitment to building strong relationships. By studying servant leadership in various contexts, researchers can gain a deeper understanding of how this approach can benefit individuals and communities. This knowledge can then be used to develop leadership theories and models that promote the well-being and growth of others, ultimately leading to more effective and ethical leadership practices.





In addition, we assume that the importance of servant leadership is based on the belief that true leadership is not about power and authority but about serving others selflessly. By instilling the values of servant leadership in students, they are equipped with the necessary skills and mindset to become effective and compassionate leaders in the future. This approach to leadership encourages collaboration, empathy, and a focus on the well-being of others, creating a more inclusive and supportive society. Furthermore, the act of giving back to the community not only benefits those in need but also enhances personal growth and character development in students. Through acts of service, students learn the importance of humility and gain a deeper understanding of the diverse needs and experiences of others. This fosters a sense of empathy and compassion, enabling them to make informed decisions and take actions that positively impact their communities. Moreover, the experience of giving back allows students to develop important skills such as problem-solving, teamwork, and communication, which are essential for effective leadership in any field. Ultimately, by instilling the principles of servant leadership in students, we are nurturing a generation of leaders who prioritize the well-being of others and work towards creating a more just and equitable society for all.

### **2.3.1 The Significance of Servant Leadership in Education**

Leadership is essential in today's environment, regardless of business. Thus, it's imperative to review some of the most well-known concepts and determine what form of leadership approach benefits a certain industry the most (Gandolfi et al., 2017). It is expected that leaders in the twenty-first century should be social, moral, ethical, and





accountable. Because of certain traits that will be discussed in detail in this section, servant leadership has been highlighted in different research studies in various industries (Andersen, 2018). Clearly, a leader's qualities and characteristics have a significant impact on an organization's future performance and success. This generated extensive research, which resulted in the development of various leadership theories and styles. Scholars, researchers, and practitioners have been paying attention to the theory of servant leadership, which has been shown to be effective in boosting education system organizational performance (Fayez, 2018). A leader's qualities and characteristics have a significant impact on an organization's future performance and success. This generated extensive research, which resulted in the development of various leadership theories and styles. Scholars, researchers, and practitioners have been paying attention to the theory of servant leadership, which has been shown to be effective in boosting organizational performance (Lacroix & Pircher, 2017).



Servant leadership in the context of schools and education refers to a leadership style that prioritizes the needs and growth of students, teachers, and staff members above all else. It is a philosophy that recognizes the importance of serving others and creating a positive and nurturing environment for learning and development. In this approach, school leaders act as facilitators and supporters, working alongside their team members to foster a culture of trust, collaboration, and mutual respect. They actively listen to the needs and concerns of students and staff and strive to meet those needs by providing guidance, resources, and support. By placing the well-being and success of others at the forefront, servant leaders in schools aim to create a positive and inclusive educational experience for all stakeholders. They prioritize the growth and development of their team members, encouraging them to take on leadership roles and providing





opportunities for professional development. Servant leaders also promote open communication and encourage feedback, creating a safe space for everyone to share their ideas and concerns. By modeling empathy and compassion, they inspire others to do the same, fostering a supportive and caring community within the school. Ultimately, servant leaders in schools understand that by serving others, they contribute to the overall success and well-being of the entire school community.

A successful educational leader is one who is able to invest all human energy, including instructors, administrators, students, and parents, in order to fulfill the educational process's goals (Shaturaev & Bekimbetova, 2021). The leader must create in his or her organization a climate of cooperation, understanding, trust, and mutual respect between him and his employees and provide them with the necessary moral support by meeting their needs, solving their problems, and making them feel loved, knowing that everything he provides for them motivates their motivation to work in a climate of cooperation. The educational leader must have special personal traits, such as understanding, trust, and mutual respect between him and his teachers and students. Those leaders should be capable of providing the necessary moral support for the teaching staff by meeting their needs, solving their problems, and making them feel satisfied with their educational mission (Trujillo et al., 2021).

Schools will benefit from servant leadership in many ways, such as improved student performance and engagement. When educators prioritize the needs of their students and create a supportive environment, students feel valued and motivated to succeed. This leads to higher academic achievement and a decrease in disciplinary issues. Additionally, servant leadership in schools can enhance the overall school





culture and climate. When students witness their teachers practicing empathy and kindness, they are more likely to emulate these behaviors, creating a positive and respectful atmosphere. Ultimately, servant leadership fosters a sense of belonging and empowerment, allowing schools to thrive and students to reach their full potential. Furthermore, servant leadership in schools promotes collaboration and teamwork among students. When teachers prioritize the needs and well-being of their students, it encourages them to work together, share ideas, and support each other's growth. This collaborative environment not only enhances the learning experience but also prepares students for future endeavors that require cooperation and effective communication. Ultimately, servant leadership in schools cultivates a sense of community and prepares students for success beyond the classroom.



In the context of schools, promoting servant leadership can have numerous



benefits. Firstly, it creates a nurturing and supportive environment for both teachers and students. Teachers feel respected and supported in their responsibilities when school administrators put staff needs first and foster a culture of empathy and cooperation. Consequently, this raises the degree of commitment to the mission and objectives of the school as well as job satisfaction (Polatcan, 2020). This positive environment allows teachers to focus on their students' academic and emotional needs without feeling overwhelmed or undervalued. As a result, they are more likely to go above and beyond in their roles, leading to improved student outcomes and a stronger sense of community within the school. Ultimately, prioritizing staff well-being not only benefits teachers but also has a ripple effect on the entire school community. By fostering a positive work environment that values and supports teachers, schools can create a culture of collaboration and innovation. When teachers feel respected and appreciated, they are





more likely to engage in professional development opportunities and contribute new ideas to improve teaching practices. This, in turn, leads to a continuous cycle of growth and improvement within the school community, ultimately benefiting students and staff alike. Prioritizing staff well-being is not only essential for the success of individual teachers but also for the overall success and sustainability of the school as a whole.

Additionally, servant leadership encourages creativity and innovation among teachers, allowing them to experiment with new teaching methods and strategies that can enhance student learning outcomes, e.g., Kuykendall and Slater (2020) found that servant-leadership enhance trust between teachers and school principals. To that end, fostering a culture of servant leadership, schools can cultivate a positive and inclusive learning environment that promotes the holistic development of students and prepares them for success in the future. Furthermore, a culture of servant leadership empowers teachers to take ownership of their professional growth and development. Teachers are given the autonomy to pursue professional development opportunities that align with their interests and goals, allowing them to continually improve their teaching practices. This not only benefits the teachers themselves but also has a direct impact on student performance (Swart et al., 2021). When teachers are constantly striving to enhance their skills and knowledge, they are better equipped to meet the diverse needs of their students and ensure that every student has the opportunity to succeed. In this way, servant leadership plays a crucial role in creating a school culture that prioritizes excellence and continuous improvement (Pratomo & Arifin, 2020).

Different leadership styles have been categorized and revealed in the literature, according to Richard Bolden (2004), few leadership theories have stimulated the





interest of academics and extended out to the public. For example, Great man, situational, contingency, behavioral, transactional, and servant leadership theory (Gandolfi et al., 2017). When comparing transformational and servant leaders, it is important to examine transactional leadership as well, because both share characteristics such as customized admiration and respect for followers. What makes servant leadership a different leader is that serving people in a way of building trust and confidence among the followers. Bambale (2014) revealed that servant leaders who prioritized personal integrity had developed solid, long-term relationships with their staff. Leaders must know when to follow, according to Katzenbach and Smith (1993). The necessity of the leader acting as a helpful person to their followers rather than just instructing them to do a task. In another sense, a headmaster's servant leadership helps students develop important skills such as problem-solving, critical thinking, and conflict resolution. By leading by example and putting the needs of the students first, the headmaster fosters a culture of empathy and respect, allowing students to feel safe and supported in their pursuit of knowledge. Additionally, this type of leadership teaches students the value of service to others, instilling in them a sense of responsibility and a desire to make a positive impact in their communities. With the guidance of a servant leader, students are empowered to reach their full potential and become well-rounded individuals ready to contribute to society.

Today, many organizations are shifting away from the traditional leadership, such as transaction leadership in favor of a new and growing type of leadership, such as servant leadership (Jack et al., 2014). based on these fundamental characteristics, servant leaders have seven distinct traits according to Laub (1999), and Smith et al. (2004), servant leaders have the following traits.





- i) They meet people's needs before they show their own.
- ii) They have a deep conviction in others.
- iii) They have a deep conviction in others.
- iv) They provide valuable learning and growth opportunities to followers.
- v) They develop powerful interpersonal bonds with their followers.
- vi) Distribute leadership power and make subordinates easier to handle.
- vii) Encourage others to help you and share your workload.

According to Maxwell (2007), servant leaders improve the workplace by helping others while exerting less control over their own tasks and duties. Maxwell showed how the principle of serving others can create great values in an organization and how treating employees well will reflect on their productivity and motivate them to work in the best way possible (Maxwell, 2007). When it comes to addressing organizational issues and problems, the servant leadership style is becoming a more widely accepted leadership style to deal with these challenges across a wide range of sectors and industries at the beginning of this century (Li, 2014). Servant leadership models are based on credible roles because followers perceive their motivations to be altruistic and authentic (Dennis, 2017), they strengthen the link between goals and team processes (Dennis, 2017), and they allow followers to grow in different ways by incorporating characteristics such as value, vision, power, molding, belief, honesty, and designation (Stone & Dingman, 2006). Moreover, servant leaders appeal for healing their followers using a force of transformation (Fayez, 2018), as well as creating serving relationships with their followers (Jack et al., 2014) and sharing with management the decision-making process (Laub, 1999).



The main characteristics of servant leadership models are respecting people, rising people, building society, displaying legitimacy (Laub, 1999; Smith et al., 2004), using the exterior environment to develop performance (Fayez, 2018), focusing on the personal growth of its followers (Fayez, 2018), and focusing on rising people's capabilities (Fayez, 2018). The servant leadership model is not based on a reward system. Promoting a safe work environment is the main motivation method (Fayez, 2018), influenced by structuring the community and displaying (Zakaria et al., 2018). legitimacy and sharing management (Laub, 1999). It was recommended that leaders should serve their people by becoming servants first, as recommended by Farmer (2010). Certain qualities of servant leaders were identified by leadership researchers. Spears (1995) identified ten traits of a servant leader, according to Spears' model of servant leadership. Despite the fact that other theories and models have presented diverse aspects of servant leadership, Spears' work was included in this research (Spears, 1995). In educational institutions, these ten traits of servant leaders have an impact on the performance of followers (e.g., teachers). If the school principal demonstrates the ten characteristics listed below, the teacher will be motivated and improve their performance.

- i) **Listening:** Good listening, according to Spears, is a taught skill that can be useful in collecting information and deciphering what is being said (Spears, 2004).
- ii) **Healing.** Servant leaders, in particular, are recognized as a force of transformation because of their capacity to recognize the frailty of the human heart and the fact that life brings new problems to the workplace (Northouse, 2013).

- iii) **Empathy:** Empathy, according to Spears, begins with a knowledge that it is a leader's obligation to not only manage a group, but also to recognize that the group is made up of individuals (Spears, 2004).
- iv) **Awareness:** This characteristic refers to how well a leader comprehends the organization's surroundings from a global viewpoint (Brewer, 2010).
- v) **Persuasion:** In order to bring about change, servant leaders must persuade the group's members to broaden their support (Brewer, 2010).
- vi) **Conceptualization:** Leading in the context of the organization's broader goal is possible with this leadership quality (Patmchak, 2015).
- vii) **Foresight:** A leader's foresight is defined as their capacity to draw lessons from the past and apply those lessons to impact future outcomes (Northouse, 2013).
- viii) **Stewardship:** In this case, it is about a leader personally taking responsibility for the success or failure of their business (Russell & Stone, 2002).
- ix) **Commitment to the growth of people.** Many things are required of the followers to learn on their own; yet, they are unlikely to progress if they are forced to complete duties without instruction (Northouse, 2013).
- x) **Building community:** A servant leader will strive to help his followers develop a sense of unity and create an environment in which they feel connected (Oostra, 2016).

There are several reasons why schools in the UAE should prioritize servant leadership. Firstly, servant leadership promotes a positive and inclusive school culture where everyone feels valued and supported. By prioritizing the needs of others, school leaders can create an environment that fosters collaboration, teamwork, and mutual respect among students, teachers, and staff. This not only enhances the overall well-



being of the school community but also improves academic performance and student outcomes. Additionally, servant leadership encourages the development of essential life skills such as empathy, communication, and problem-solving, which are crucial for success in the modern world. By instilling these values and skills in students, schools can prepare them to become compassionate and effective leaders in their future careers and communities. Servant leadership creates an atmosphere where individuals feel valued and supported, leading to increased motivation and engagement in the learning process. When students and teachers feel heard and respected, they are more likely to take risks, ask questions, and contribute their unique perspectives, resulting in a rich and diverse learning environment. Moreover, servant leadership fosters a sense of responsibility and accountability, as students are encouraged to take ownership of their education and actively participate in decision-making processes. Ultimately, by prioritizing collaboration and mutual respect, schools can create a positive and inclusive culture that empowers students to thrive academically and personally.

It is evident that the focus of a servant leader is on the progress of others; similarly, teachers focus on the growth of their students while remaining in the background. They sacrifice their own interests to assist their students (Uribe, 2021). Teachers recognize the unselfish rewards or comments provided by pupils' accomplishments. Teachers' first interest is the well-being of their students, and teachers encourage them at difficult times. Students learn about community interdependence from their professors and work for the wellbeing of underprivileged members of the community. It is something that teachers can do to meet the needs of their students by demonstrating conceptual skills. Servant leadership in education must incorporate ideals at the interpersonal level in order to establish stronger interpersonal relationships





with pupils. Teachers' downplaying of positional power allows them to attend to every pupil. A servant teacher aligns students' strengths and places them where they fit best. This results in ever-increasing rewards for students and schools. Servant teachers foster a shared sense of purpose in their students and assist them in seizing chances that align with that purpose (Kumar & Upadhaya, 2019).

The previous arguments reveal that servant leadership has been widely used at present in various industries, including educational institutions, and the concept of servant leadership is expected to develop more in the future (Trastek et al., 2014). This is mainly because organizations, especially those in the service sector (e.g., schools and universities), need leaders who build strong relationships with their followers. For example, listening is one of the primary traits of servant leaders, and it allows them to engage followers in decision-making. Servant leaders in schools help teachers and students feel that their value as a member of the school is welcomed (Patmchak, 2015). Furthermore, servant leaders have an impact on their followers by encouraging personal growth and empowerment (Leithwood & Jantzi, 2000).

Servant leadership contributes to schools by fostering a culture of empathy, collaboration, and service. When students are encouraged to lead with a servant's heart, they develop a deep understanding of the needs of others and a willingness to put those needs before their own. This mindset creates a supportive and compassionate environment where students feel valued and empowered to make a difference. Additionally, servant leadership teaches important skills such as effective communication, problem-solving, and teamwork, which are essential for success in both academic and professional settings. By instilling these values and skills in





students, schools not only cultivate compassionate individuals but also equip them with the tools to become future leaders who can create positive change in their communities and beyond. Furthermore, servant leadership encourages students to actively engage in community service and volunteer work. By participating in service projects, students are able to develop a deeper understanding of the needs and challenges faced by others. This hands-on experience fosters empathy and a desire to help those less fortunate, further reinforcing the values of servant leadership. Ultimately, the impact of servant leadership extends far beyond the walls of the school, as these compassionate individuals go on to make a positive difference in their communities and beyond.

In brief, fostering servant leadership among students can have numerous benefits. Firstly, it helps students develop strong interpersonal skills and empathy as they learn to put the needs of others before their own. This fosters a sense of community and collaboration, creating a positive and supportive learning environment. Additionally, servant leadership encourages students to take initiative and become active contributors to their school and community. They learn to identify problems and work towards finding solutions, developing critical thinking and problem-solving skills. Moreover, servant leadership instills a sense of responsibility and accountability in students, as they understand the importance of their actions and how they can positively impact others.

Overall, fostering servant leadership among students not only prepares them for future leadership roles but also cultivates a sense of civic responsibility and a commitment to making a difference in the world. By engaging in servant leadership, students gain a deeper understanding of the needs and challenges faced by their peers





and community members. This empathy and compassion led to increased collaboration and a willingness to support and uplift others. As a result, students become more inclusive leaders who value diversity and strive for equality. Through their actions and initiatives, they inspire others to get involved and create a positive and inclusive environment for all. They actively seek out opportunities to address social issues and work towards positive change. Whether it's organizing fundraisers for local charities or volunteering at community organizations, these students demonstrate a strong sense of responsibility towards creating a better world. They understand the power of their actions and strive to make a lasting impact, not only within their immediate community but also on a global scale. Through their dedication and passion, they inspire others to join their cause and work towards a more inclusive and equitable society.



### **2.3.2 Dimensions of Headmaster's Servant Leadership**

Servant leadership is a multi-dimensional concept because it encompasses various aspects that go beyond traditional leadership styles. It focuses on serving others, prioritizing their needs, and empowering them to reach their full potential. This approach recognizes the importance of building strong relationships, fostering collaboration, and promoting a sense of community within an organization. Additionally, servant leadership emphasizes ethical decision-making, social responsibility, and the long-term development of individuals and teams. By considering the multi-dimensional concept of servant leadership, leaders can create a work environment that encourages personal growth and employee satisfaction. This approach also acknowledges the significance of empathy and compassion in leadership, as





leaders strive to understand and support their team members on a deeper level. Moreover, by prioritizing the well-being and success of others, servant leadership can contribute to the overall success and sustainability of an organization, as it fosters a culture of trust, loyalty, and mutual respect among employees.

Over the last two decades, there has been a surge in interest in servant leadership. While many articles have been written on the subject, none have provided a comprehensive approach to servant leadership that includes not only the leader's orientation but also specific traits, behaviors, and attributes. This study expands on earlier research by integrating previously studied parts and conceptualizing a holistic, integrated model of servant leadership that encompasses key qualities, actions, and competences (Gold & Walker, 2020). It should be mentioned here the difference in the meaning of headmaster and principal. First, principal means the super head of a school, a college, or any other organization or institution. But headmaster is a rank or post in educational institutions only, especially in primary and preprimary schools. When it comes to leading others, servant leadership is viewed as a more realistic approach (Donia et al., 2016). The measurement of servant leadership has been investigated by examining short-term behavior in a variety of situations (Jaramillo et al., 2009; Gocen & Sen, 2021). To operationalize a model of servant leadership for empirical research that would stand out from other theories of leadership, a measurement model of servant leadership should be developed (Huckabee, 2008).

According to Beck (2014), there are several traits of servant leadership that can be measured. Some of the most important indicators are: effective communication, engaged listening, encouraging the followers and appropriate delegators, creating a





vision, service orientation, fostering honesty and trust, appreciating the thoughts of others, and empowering staff. In the same context, satisfaction and trust were employed by Chan and Mak (2014) as outcomes of an organization's servant leader's actions, and these two dimensions were considered the major components of measuring servant leadership. The organization's service leaders foster a sense of security in the workplace. Under the effect of servant leadership, trust in personal and group relationships could be significantly enhanced (Jaiswal & Dhar, 2017). Personal trust boosts a person's creative capacity and leads to positive outcomes at all levels inside the organization. The impacts of servant leadership on the degree of personal and group connections inside an organization were explored by Jaiswal and Dhar (2017), whereas trust is a product of serving leadership and creativity is a result of trusting servant leaders. Other authors attempted to build and establish a measurement model for servant leadership based on other indicators, such as moral and inspirational factors (Sendjaya et al., 2008; Panaccio et al., 2015).

Sendjaya et al. (2008) proposed a complex measurement model of service leadership based on intellectual leadership theory, and its role in educational institutions. Spirituality, according to Sendjaya, is a source of motivation for servant leaders. While Yukl (2009) proposes servant leadership as part of a value-based team. The instrument developed by Sendjaya et al. (2008) has 35 items that represent 22 different qualities and are scale on six different scales. Each of the six core dimensions was examined for one-dimensionality separately by the authors. Another attempt to measure servant leadership has been conducted by Liden et al. (2008). In this regard, Barbuto and Wheeler (2006) developed a dimensional measurement model that fit servant leadership which is using the follows dimensions:



- i) **Altruistic Calling.** It refers to a person's willingness to serve high-ranking followers' interests.
- ii) **Emotions.** It refers to a leader's level of excitement and ability to aid followers in challenging situations.
- iii) **Wisdom.** It refers to a leader's understanding of recent occurrences as well as those not predicted but may occur in the future.
- iv) **Influential behavior.** Leaders who are knowledgeable about their organization's aims and objectives are more likely to keep their followers on track, according to this metric.
- v) **Social behavior.** Corresponds to the extent to which a leader takes into account his or her organization as an already-existing family in order to help its community grow and prosper.

A number of investigations might be optimal in order to demonstrate a multi-dimensional structure of servant leadership that maintains across multiple samples (Gocen & Sen, 2021). That, however, is exactly what is lacking. Constructs that were previously thought to be independent collapsed into one when employed in samples other than the development sample (e.g., Dannhauser & Boshoff, 2007; Dennis & Winston, 2003). Ehrhart (2004) employed a one-dimensional model of servant leadership using a 14-item measure. A one-dimensional scale, on the other hand, does not adequately represent the concept of servant leadership. Laub (2005) employed a 66-item Organizational Leadership Assessment (OLA) to assess three organizational perspectives: overall leadership, best leadership, and individual participant experience. This instrument considers the six characteristics of servant leadership. Competence,



according to OLA, is critical in diagnosing and guiding the organization since it leads to high reliability (Laub, 2005).

The Servant Leadership Behavior Scale was developed by Sendjaya et al. (2008) as a multidimensional measure of leadership behavior. It considers six different aspects of leadership. Dennis and Winston (2003) used a 99-item instrument scale and a factor analysis to examine the conceptual model of servant leadership, resulting in three components of servant leadership: visual, service, and impact opportunities. Dennis and Bocarnea (2005) devised a 42-item test to assess Patterson's leadership model, which includes five servant leadership components: love, vision, empowerment, trust, and humility. Barbuto and Wheeler (2006) devised a 56-item instrument to measure the 11 probable components of servant leadership in another study. The components of servant leadership, according to Liden et al. (2008), are divided into nine dimensions.

A seven-factor model was discovered by Liden et al. (2008), whereas a 28-item scale of servant leadership was further validated in a multilevel hierarchical linear modeling study using exploratory and confirmatory component analysis. According to their findings, servant leadership is a multi-dimensional structure that delivers a unique contribution much beyond the individual level of change management (Liden et al., 2008). Aside from the aforementioned empirical approaches, most servant leadership scales focus on what we would call the "people" element of servant leadership (Georgolopoulos et al., 2018). Helping, serving, being honorable, real, and compassionate, acting morally, healing, and welcoming are all examples of this. They are valuable and significant, yet they do not cover the entire concept (Gocen & Sen,





2021). The term "servant" is often overused in servant leadership, resulting in an overabundance of focus on the people aspects of the role. This may make it difficult to deploy in businesses. It is critical to give equal weight to the 'leader' aspect of servant leadership (Pawar et al., 2020).

As the preceding arguments demonstrate, servant leadership can be measured using various scales (Qiu & Dooley, 2019). But a common dimension of servant leadership is absent from the majority of the scales (Flotman & Grobler, 2020). With their conceptions of 'creating value for the community' and 'conceptual skills (Van Dierendonck & Heeren, 2006), Hence, this study attempts to find a generalized scale in accordance with the above-mentioned gaps in grouping the dimensions of servant leadership based on a review of past studies. As a result, the researcher of this study concentrates on the leader-follower interaction as the basis for developing a measurement model of servant leadership in an educational context. This model is built to reflect the perspective of the follower (teachers).

Moreover, the reason for relying on leader-follower interaction is to include all of the important characteristics and traits of servant leadership into collective dimensions. Thereby, this study summarized the essential dimensions (traits) of servant leadership thorough a review of the literature and developed a preliminary servant leadership model. The following five dimensions comprise the preliminary measurement model of servant leadership based on the findings from the literature as indicated in Table 2.1.



**Table 2.1***The key dimensions of servant leadership style*

<b>Dimension</b>	<b>Author/s</b>	<b>Findings</b>
Empowerment	Uribe, 2020; Tran & Truong, 2021	An inspirational philosophy that focuses on empowering people
	Kumar & Upadhaya, 2019; Gold, & Walker, 2020; Dirk & Inge, 2011	Promoting initiative and self-assurance among followers
	Greenleaf, 2003, Parmar, 2021; Dirk & Inge, 2011	Promote independent decision-making and information sharing
	Kulachai et al., 2018; Murphy, 2021	Mentor for innovative performance are all examples of empowering leadership conduct
	Franco & Antunes, 2020; Lorence, 2018; Froiland et al., 1993	Promoting personal growth
	Bordere & Mixon, 2020; Konczak et al., 2000	Servant leader's conviction in each individual's intrinsic value
Accountability	Amir, 2019; Conger et al., 2000; Greenleaf, 1998	Recognizing, acknowledging, and realizing each person's strengths and what they can still acquire
	Greenleaf, 2003; Dodd et al., 20018; Uribe, 2021	Holding individuals responsible for results they can affect Putting accountability for results on both individuals and groups
	Parmar, 2021; Škerlavaj, 2022; Konczak et al., 2000	Holding individuals responsible for results they can affect Putting accountability for results on both individuals and groups
	Gnankob et al., 2022; Latif et al., 2022	Gaining trust in one's followers
	Peyton & Ross, 2022; Conger, 1989	Establishes parameters within which one can pursue one's objectives

<b>Dimension</b>	<b>Author/s</b>	<b>Findings</b>
Authenticity	Greenleaf, 2003; Hermanto, Y. B., & Srimulyani, 2022	Expressing one's true self-willingness
	Peterson & Seligman, 2004	Inner thoughts and emotions
	Harter, 2002; Uribe, 2021; Franco & Antunes, 2020	Being true to oneself is expressing inner feelings in an authentic way
	Kumar & Upadhaya, 2019; Gold, & Walker, 2020	Intentions, and commitments, both personally and publicly
	Halpin & Croft 1966; Dirk & Inge, 2011	professional roles are secondary priority
Interpersonal acceptance	George, 2000; Kulachai et al., 2018; Murphy, 2021	Demonstrates the leader's ability to understand and feel other people's emotions
	McCullough et al., 2000; Greenleaf, 2003	The capacity to forgive apparent transgressions and not harbor resentment in the face of new circumstances
	Greenleaf, 2003, Parmar, 2021; Dirk & Inge, 2011	The ability to cognitively assume the psychological perspective of others and generate feelings of warmth and compassion
	Uribe, 2020; Tran & Truong, 2021; Kumar & Upadhaya, 2019	Accepting others' faults and transgressions is an important part of interpersonal acceptance
	Dirk & Inge, 2011; Murphy, 2021	Fostering an environment of trust in which people feel accepted, free to make errors
Stewardship	Ferch, 2005; Tran & Truong, 2021	Establishment of high-quality interpersonal interactions by allowing for a better comprehension of others' conduct
	Block, 1993; Walker, 2020	A readiness to put the needs of the larger institution ahead of one's personal
	Greenleaf, 2003; Tran & Truong, 2021	Set an example for others to follow and motivate them to work for the common good.

<b>Dimension</b>	<b>Author/s</b>	<b>Findings</b>
	Franco & Antunes, 2020; Lorence, 2018	Social responsibility, commitment, and teamwork
	Peterson & Seligman 2004; Kulachai et al., 2018	Reflect a sense of affiliation with and commitment to a common good for all
	Dirk & Inge, 2011; Bordere & Mixon, 2020	Involves oneself but extends beyond one's own self-interest

These dimensions of servant leadership referred above in Table 2.1 serve as the foundation for creating a positive and empowering work environment. Empowerment is a crucial aspect, as it involves giving employees the authority and resources, they need to make decisions and take ownership of their work. This not only boosts their confidence and motivation but also fosters a sense of autonomy and trust within the team. Accountability, on the other hand, ensures that individuals are held responsible for their actions and outcomes. It promotes a culture of transparency and integrity, where everyone takes ownership of their responsibilities and strives for excellence. Courage is another essential dimension, as it requires leaders to take risks, challenge the status quo, and stand up for what is right, even in the face of adversity. This willingness to step outside of their comfort zones and confront difficult situations inspires others to do the same, fostering a culture of innovation and growth. Authenticity, being true to oneself, is also crucial in servant leadership, as it encourages leaders to be genuine and transparent in their interactions. This authenticity builds trust and credibility, allowing for open and honest communication within the team. Lastly, interpersonal acceptance, or humility, plays a significant role in servant leadership. It involves recognizing and valuing the unique contributions and perspectives of each team member, creating an inclusive and supportive environment where everyone feels



valued and heard. Overall, these dimensions of servant leadership work together to create a culture that promotes empowerment, accountability, courage, authenticity, and interpersonal acceptance, ultimately leading to a more engaged and successful team. The dimensions of servant leadership in education domain is explained below.

### 2.3.2.1 Empowerment

The trait of empowerment is a key aspect of the headmaster's servant leadership style. By empowering others, the headmaster creates an environment where individuals feel valued and capable of making meaningful contributions (Kuykendall & Slater, 2020). This leadership approach fosters a sense of ownership and responsibility among the staff, enabling them to take initiative and make decisions with confidence (Lawyer, 2021). The headmaster understands that by empowering others, they are not only building a strong team but also developing future leaders who can carry the organization forward. This approach also promotes a culture of collaboration, as individuals are encouraged to share their ideas and opinions without fear of judgment (Swart et al., 2021). The headmaster believes in giving credit where it is due and recognizes the achievements of the staff, further motivating them to excel in their roles. This servant leadership style has not only garnered respect and loyalty from the staff but has also resulted in improved performance and increased productivity within the organization (Saepurohman, 2021)

Overall, the headmaster's commitment to empowerment has created a harmonious and thriving work environment. For example, during staff meetings, the





headmaster actively seeks input from all team members and ensures that everyone has a chance to contribute their ideas. This collaborative approach has led to the development of innovative solutions and improved decision-making processes within the organization (Helmi & Sari, 2021). Additionally, the headmaster regularly acknowledges and celebrates the achievements of individual staff members, fostering a sense of pride and motivation among the team (Thai'Atun et al., 2024). As a result, employees feel valued and empowered to take ownership of their work, leading to higher levels of job satisfaction and increased productivity (Clarence et al., 2021). The positive work environment created by the headmaster's leadership style also encourages open communication and a sense of camaraderie among team members. This has led to effective teamwork and collaboration, with staff members supporting and assisting each other in achieving common goals. Overall, the headmaster's inclusive approach has not only improved the organization's performance but also created a harmonious and fulfilling work culture (Shamsuddin et al., 2020).

### **2.3.2.2 Accountability and Courage**

The headmaster's servant leadership in schools is also characterized by a strong sense of accountability and courage. As a servant leader, the headmaster takes responsibility for the actions and decisions made within the school community. They hold themselves accountable for the outcomes and ensure that transparency and integrity are upheld in all aspects of their leadership (Lawyer, 2021). Additionally, the headmaster displays courage in their leadership approach by making difficult decisions and taking risks when necessary for the betterment of the school and its students. They are not afraid to





challenge the status quo and advocate for change when it aligns with the school's mission and values (Mulongo, 2020). This combination of accountability and courage sets a powerful example for the entire school community, inspiring others to take ownership of their actions and to step outside of their comfort zones in pursuit of excellence (Saepurohman, 2021).

The headmaster's commitment to accountability and courage fosters a culture of growth and innovation within the school. By holding themselves and others accountable, they create an environment where mistakes are seen as learning opportunities and continuous improvement is encouraged. This mindset empowers students and staff alike to embrace challenges and explore new ideas, ultimately leading to greater success and achievement for all members of the school community (Putra et al., 2022). The headmaster's leadership style serves as a catalyst for positive change and helps to cultivate a vibrant and forward-thinking learning environment. For example, the headmaster encourages teachers to take risks in their teaching methods and try new approaches to engage students. This creates a culture where innovation is celebrated and teachers feel supported in experimenting with different strategies (Kuykendall & Slater, 2020). Additionally, the headmaster regularly acknowledges and rewards staff members who demonstrate accountability and courage, further reinforcing the importance of these qualities in driving growth and innovation throughout the school (Shamsuddin et al., 2020).





### 2.3.2.3 Authenticity

One important trait that is often associated with the headmaster's servant leadership in schools is authenticity (Swart et al., 2021). An authentic leader is someone who is genuine, transparent, and true to themselves and their values. In the context of a school, an authentic headmaster is someone who leads with integrity, honesty, and a deep sense of purpose. They are not afraid to show vulnerability and admit their mistakes, which creates a culture of trust and openness among the staff and students (Helmi & Sari, 2021). This authenticity allows the headmaster to connect with others on a deeper level and build meaningful relationships (Shamsuddin et al., 2020).

Students and staff feel comfortable approaching an authentic headmaster with their concerns and ideas, knowing that they will be heard and valued. Furthermore, an authentic headmaster sets a positive example for others, inspiring them to embrace their true selves and lead with integrity (Clarence et al., 2021). By embodying authenticity, the headmaster creates a positive and inclusive school environment where everyone feels seen, heard, and respected (Thai'Atun et al., 2024). For example, an authentic headmaster may openly share their personal experiences and challenges during school assemblies, creating a sense of empathy and relatability among students. This openness encourages students to be vulnerable and share their own stories, fostering a supportive and understanding community within the school (Mulongo, 2020).

Additionally, an authentic headmaster may actively seek input from staff and students in decision-making processes, creating a sense of ownership and empowerment within the school community. This collaborative approach not only





strengthens relationships but also promotes innovation and creativity in problem solving (Putra et al., 2022). By valuing the opinions and ideas of all members of the school community, an authentic headmaster creates an environment where everyone feels valued and heard. This fosters a culture of open communication and collaboration, allowing for the exploration of new and creative solutions to challenges that may arise. Furthermore, by involving students and staff in decision-making processes, the headmaster instills a sense of responsibility and ownership, motivating individuals to take initiative and contribute to the overall success of the school (Lawyer, 2021).

#### **2.3.2.4 Interpersonal Acceptance (Humility)**



Humility, as a trait of interpersonal acceptance, plays a crucial role in the headmaster's servant leadership in schools. The headmaster who embodies humility is not only respected by the staff and students but also sets an example for others to follow. This trait allows the headmaster to create an environment of inclusivity and acceptance, where everyone feels valued and heard (Clarence et al., 2021). In addition, the headmaster's humility fosters effective communication and collaboration among staff members. By being humble, the headmaster acknowledges and appreciates the expertise and contributions of others, creating a sense of empowerment and motivation within the school community (Swart et al., 2021). Moreover, the headmaster's humility allows them to admit their own mistakes and seek feedback and input from others, leading to continuous improvement and growth within the school (Saepurohman, 2021).





The trait of interpersonal acceptance, demonstrated through humility, is essential for the headmaster's servant leadership in schools as it promotes a positive and harmonious school culture. This positive and harmonious school culture is evident in the strong relationships that are formed among staff members (Kuykendall & Slater, 2020). The headmaster's humility sets the tone for open communication and trust, allowing for effective problem-solving and decision-making. Furthermore, the headmaster's willingness to listen and learn from others fosters a culture of innovation and creativity, as staff members feel comfortable sharing their ideas and taking risks (Shamsuddin et al., 2020).

The headmaster's humility not only benefits the school community but also sets an example for students, teaching them the importance of humility and respect in their own lives (Putra et al., 2022). For example, during a staff meeting, one teacher presents a new teaching method she learned at a conference. Instead of dismissing it, the headmaster attentively listens and asks questions to understand the potential benefits and challenges. This encourages other staff members to also share their ideas and opinions, leading to a collaborative discussion on implementing innovative teaching strategies. As a result, the school experiences improved student engagement and academic performance (Thai'Atun et al., 2024).

Additionally, the students witness their teacher's embracing humility and respect, inspiring them to approach learning with an open mind and a willingness to try new approaches. This creates a positive and dynamic learning environment where students feel supported and encouraged to explore their own ideas. The school becomes a hub of creativity and innovation, with teachers constantly seeking out new methods





and techniques to enhance their teaching. The students not only excel academically but also develop crucial skills such as critical thinking, problem-solving, and teamwork, preparing them for success in the rapidly changing world they will enter upon graduation (Lawyer, 2021).

### 2.3.2.5 Stewardship

Stewardship is a crucial trait in the headmaster's servant leadership in schools. A headmaster who practices stewardship takes on the responsibility of caring for and managing the resources and well-being of the school community. This includes not only the physical assets and financial resources, but also the emotional and intellectual development of the students and staff (Clarence et al., 2021). By practicing stewardship, the headmaster ensures that the school's resources are used wisely and with the best interest of the community in mind. They prioritize the long-term sustainability and growth of the school, making decisions that benefit both current and future generations (Thai'Atun et al., 2024).

A headmaster who embodies stewardship fosters a sense of ownership and responsibility among the school community, encouraging everyone to contribute to the overall success and well-being of the institution (Putra et al., 2022). For example, a headmaster who practices stewardship may implement sustainable initiatives within the school, such as installing solar panels or implementing recycling programs. This not only reduces the school's environmental impact but also teaches students about the importance of taking care of the planet. Additionally, the headmaster may prioritize





investing in professional development opportunities for staff members, ensuring that they have the necessary skills and knowledge to provide quality education for current and future students. This commitment to continuous improvement benefits both the individuals involved and the overall educational system (Lawyer, 2021).

By providing ongoing professional development, teachers are able to stay up-to-date with the latest teaching strategies and methodologies, ultimately enhancing their ability to deliver effective instruction. This, in turn, leads to improved student outcomes and a more engaging learning environment. Moreover, investing in professional development sends a clear message to educators that their growth and success are valued, fostering a positive and supportive school culture (Helmi & Sari, 2021). Ultimately, the combination of sustainable initiatives and ongoing professional development contributes to the overall success and wellbeing of the school community (Shamsuddin et al., 2020).

## 2.4 Motivation

Motivating people is critical to enhancing the performance of individuals. Motivation is a way of assisting people in doing their work properly by giving them certain incentives. A strong workforce means that every employee understands and supports the organization's values and goals (Ghaffari et al., 2020). Employee motivation not only helps individuals perform better, but it also helps them fight to attain the goal (Nguyen et al., 2020). Scholars have varied perspectives on the topic of motivation. Armstrong (2012) defines motivation as “the strength and direction of action, as well





as the variables that encourage people to behave in certain ways." Motivation is important because it explains why people behave the way they do in an organization. The notion of motivation relies on an individual's excitement and attentiveness in order to effectively attain his or her goals. Employee motivation begins with the realization of unfilled demands, which causes tension and motivates people to act in a certain way. The fulfillment of these needs provides the person with a sense of fulfillment, which contributes to organizational productivity (Kastawi et al., 2021).

A greater business purpose may influence employee motivation and evoke a sense of meaning and well-being (Gartenberg et al., 2016). Motivation is defined as the process through which extrinsic motives, such as a corporate goal, are effectively absorbed with a sense of self-esteem (van Tuin et al., 2020). This form of motivation is associated with higher levels of work engagement (Meyer & Gagné, 2008). As a result, motivation is a concept that is driven by desires and needs that must be met. It means that when employees' requirements are met, they are encouraged to complete a particular task. Managers must grasp the relevance of motivation in order to improve staff retention and promote good behavior in order to increase organizational production. In other words, when employees are well-motivated, they provide services in an efficient manner, resulting in maximum productivity (Ogbogu, 2017).

There is a universal agreement that people who experience anger and tiredness at work may have low productivity and a low degree of motivation, which impairs their performance (Roman, 2021). Motivation, on the other hand, motivates people to change their behavior and make an effort to maintain their efforts to reach their goals. Workers who are highly motivated to work are more productive than those who are forced to





work (Börü, 2018). Motivation is one of the most important aspects that can increase employee commitment to carrying out their obligations for optimal performance. Employee motivation is a process that begins with physiological and psychological demands that activate behavior and encouragement that is focused on a goal (Nargunde 2013). Employee motivation in schools is defined as the spirit that inspires teachers to execute their jobs successfully. This inspiration might come from within or from an external influence, such as the school environment (Kastawi et al., 2021). Employee motivation is essential because motivated employees desire to continuously improve their work, motivated employees focus on quality of work, motivated employees are more productive, and every organization requires human resources to be continuously motivated through financial and non-financial incentives (Liana & Hidayat, 2021).



Motivation, as a meaningful concept, is a desire to satisfy a certain need and is

a key pillar in the workplace. Thus, effectively motivating employees is a difficulty because it has what it takes to define employee pleasure at the workplace (Joseph et al., 2021). One way to improve employees is to increase the incentive elements. This is because several studies have found that motivational factors have a significant impact on employee performance (Jayaweera, 2015; Ghaffari et al., 2017; Ghaffari et al., 2020). The ability of the organization to provide the resources that contribute to motivation is critical to its long-term success (Joseph, 2015). In addition, the focus on motivational factors can increase employee commitment and lead to higher job performance (Sohail et al., 2014; Burns & Alexander, 2020). Educational organizations should therefore create a framework in which high levels of motivation may be reached by offering incentives and rewards and a happy work environment; all these factors improve the learning process (Ogbogu, 2017). In the context of performance,





motivation takes the form of financial and non-financial incentives to encourage employees to pursue and achieve certain goals (Abner and Samuel, 2019).

Today, educational institutions should be able to develop employee motivation in order to improve educational quality and enhance students' academic achievements. Employees should be willing to afford their best efforts without being forced to do so in order to attain organizational goals and objectives, which is a characteristic of motivation (Gberevbie, 2017). Employee motivation also increases the happiness level of employees in the workplace and motivates them to complete work in a proper way and on time. As a result, motivation contributes to the organization's ongoing growth and development (Esther et al., 2021). Employees in the workplace might be motivated in a variety of ways, including prompt payment of wages, compensation, and bonuses.

Hence, employee performance and organizational production can be affected as a result of a lack of motivation. In other words, employee motivation can be achieved by paying them with either money or non-financial incentives (Mary et al., 2018). Similarly, Elvina and Chao (2019) incorporated the distinction between intrinsic and extrinsic motivation and their impact on worker performance. The financial incentives are referred to as extrinsic motivation. Financial incentives come in various forms (e.g., rewards, bonuses, and compensations). When financial incentives are not available, the morals of the employee may be negatively affected, which has a bad effect on organizational performance and productivity (Esther et al., 2021). Employees prioritized monetary compensation over job security, promotion, and growth. There are other types of employee motivation, known as intrinsic motivation. These kinds of incentives are not based on monetary remuneration but rather on recognizing employees through promotion, recommendation, and other recognitions.





Loucanova et al. (2018) emphasized the significance of motivation in achieving high levels of employee performance, effectiveness, success, and organization development (Horváth, 2019). For managers at all levels, the function of motivation—to encourage others as well as the employees themselves—is the same (Ryan, 2000). Managers must be conversant with workplace motivators in order to adequately motivate people (Sánchez-Sellero et al., 2018; Vlacseková, 2019). A recent study conducted by Mura et al. (2019) identified certain factors that motivate individuals in the workplace, including healthy working conditions, supportive managers, career opportunities, definite goals, compensation, an interesting job, a pleasant working atmosphere, competent leadership, participation in decision-making, recognition, and a good salary or work benefits. In brief, each employee is unique, with various demands and motivations that must be considered. Thereby, to effectively motivate employees, leaders and managers must be knowledgeable about the needs of the employees, which results in raising the quality of work and achieving high levels of job performance.

#### **2.4.1 Teacher Motivation**

Teachers or educators are associated with a job that necessitates commitment and contribution to develop students who are the future of society. The teacher serves the students and society with self-less desires. Teachers have a responsibility to remove any obstacles that prevent students from learning and strive toward the exploration of knowledge as well as the release of students' abilities, skills, strengths, and passions (Kumar & Upadhaya, 2019). Many academics in the fields of learning and education are interested in the fascinating subject of teacher motivation. The number of studies





on teacher motivation has increased over the past ten years, and these studies have demonstrated that teacher motivation is a crucial component that is closely linked to several important elements in the education sector, including job satisfaction and teaching competencies. Understanding teacher motivation is essential for improving teacher performance and retention rates. By identifying the factors that drive teachers to excel in their roles, schools and education systems can better support their staff and create a positive work environment. Ultimately, investing in teacher motivation can lead to better student outcomes and a more effective education system overall. When teachers are motivated, they are more likely to go above and beyond for their students, resulting in higher academic achievement and overall success. Additionally, motivated teachers are more likely to stay in the profession, reducing turnover rates and creating a stable learning environment for students. By prioritizing teacher motivation, schools can cultivate a culture of excellence and dedication that benefits everyone involved in the education system. Ultimately, investing in teacher motivation is an investment in the future of education.

It has been demonstrated that understanding educational reform, teachers' psychological fulfillment, teaching practice, and teacher well-being requires a focus on teacher motivation. To address new research in the field of motivation, this study seeks to perform a review of the most recent discoveries and core theories of motivation, as well as many studies on teacher motivation from diverse theoretical viewpoints.

An essential component of developing a supportive and stimulating learning environment is teacher motivation. Motivated teachers are more likely to be passionate about their subjects, which has a significant effect on students' engagement and interest





(Bardach & Klassen, 2021). Furthermore, ambitious educators are more inclined to go above and beyond the call of duty, pursuing chances for professional growth and putting innovative methods of instruction into practice. These educators are constantly seeking new ways to engage their students and create dynamic learning environments. They are not satisfied with the status quo and are always looking for ways to improve their teaching skills and knowledge. By being proactive and innovative, ambitious educators are able to inspire their students to reach their full potential and achieve success in their academic pursuits. This not only benefits their own growth but also enhances the overall quality of education provided to students (Butler, 2021). Motivated teachers also tend to have higher job satisfaction, leading to lower turnover rates and more stable classrooms. They are able to effectively manage behavior and create a supportive and nurturing classroom environment, which in turn fosters better student outcomes.



Moreover, passionate educators act as excellent role models for their students, exemplifying the importance of perseverance, hard effort, and lifetime learning. Ultimately, teacher motivation is essential for creating a dynamic and successful educational experience for both teachers and students alike (Christopher, 2012).

Human nature and performance are both driven by motivation. In line with this, motivational factors such as individual objectives and competence-related beliefs or interests are crucial for performance attainment in various domains, including education (Bardach & Klassen, 2021). Over the last few decades, scholars have begun to investigate teacher motivation, including the factors that motivate teachers (Butler, 2012; Schiefele et al., 2013). Recent studies showed that motivation matters for instructors as well as students by adapting motivational frameworks (e.g., achievement goal theory, self-determination theory, expectancy-value theory). These theories have





been extensively examined in many countries around the world (Lazarides & Schiefele, 2021).

One example of the benefits of fostering teacher motivation among students is the increased level of student participation in class discussions and activities. When teachers are motivated and enthusiastic about their subjects, students are more likely to be inspired and interested in learning. This can lead to more meaningful and interactive classroom experiences, where students actively engage with the material and contribute their own ideas and perspectives (Oko, 2014). Additionally, teacher motivation can also positively impact student performance. When teachers are motivated to continually improve their teaching strategies and methods, they are better equipped to meet the diverse needs of their students. This can result in higher academic performance and improved learning outcomes for students. Creating a good and supportive learning environment can also be achieved by encouraging teachers (Patrícia, 2019). Teachers are more likely to foster a climate in the classroom that values cooperation, respect, and empathy when they feel inspired and encouraged. This can be done by providing teachers with professional development opportunities, recognizing their hard work, and offering them the resources they need to succeed. When teachers are supported in their roles, they are better equipped to create a positive and engaging learning environment for their students. Additionally, by fostering a culture of support and collaboration among teachers, schools can cultivate a sense of community that benefits everyone involved in the educational process. This can enhance students' social and emotional development, as they feel safe and valued within their educational environment. In this regard, the benefits of fostering teacher motivation among students are numerous. From increased student participation and achievement to a positive and supportive learning





environment, investing in teacher motivation is essential for the success and well-being of both educators and students alike (Rajini, 2018).

The school principal must know and recognize that outcomes can be reached through motivation (Joseph et al., 2021). Organizations nowadays are concerned with what should be done to achieve a continuous high level of performance through the use of new motivations (Armstrong, 2003; Forson et al., 2020; Peng et al., 2020). These include paying more attention to how individuals can be most motivated and providing an environment that allows individuals to execute on their mandates in accordance with management's expectations (Koontz & Weinrich, 1989). This means that leaders of schools and even teachers cannot accomplish their jobs unless they understand what inspires people (Joseph et al., 2021). The incorporation of motivating aspects into organizational responsibilities, as well as the entire process of leading people, should be predicated on motivational understanding. According to Koontz and Weinrich (1989), the aim of leadership in educational institutions is not to control individuals but rather to discover what motivates them.

In the context of schools and education, teacher motivation refers to the drive and enthusiasm that teachers have for their profession and the impact they can make on their students' lives. It encompasses their passion for teaching, their commitment to their students' success, and their willingness to go above and beyond to meet their students' needs (Engin, 2020). Teacher motivation is not only about personal satisfaction and fulfillment but also about the desire to make a difference and inspire a love for learning in their students. It is the fuel that propels teachers to continually improve their teaching practices, seek professional development opportunities, and





adapt their instruction to meet the diverse needs of their students. Teachers play a crucial role in shaping the future of their students (Hoy, 2021). The impact they have can extend far beyond the classroom, influencing students' attitudes, values, and aspirations. A motivated teacher understands the power they hold and uses it to uplift and empower their students. They strive to create a positive and engaging learning environment, fostering a sense of curiosity and a thirst for knowledge. By constantly seeking ways to improve their teaching methods and staying up-to-date with the latest educational research, motivated teachers ensure that they are providing the best possible education for their students (Hsieh et al., 2022).

There are various ways in which teacher motivation benefits schools. First of all, enthusiastic and engaged teachers are more likely to be instructing, and this can directly affect the learning experiences of their learners. Students are more likely to be engaged and motivated when they see their teachers passionate about the material they are teaching. Secondly, motivated teachers are more likely to go above and beyond in their lesson planning and classroom management, creating a positive and productive learning environment. Overall, teacher motivation plays a crucial role in the success and effectiveness of a school.

When teachers are motivated, they are more likely to design and implement engaging lessons that capture students' interest and make learning enjoyable. This can lead to increased student participation and achievement, as students are more likely to be motivated and actively engaged in their own learning when their teachers are passionate and motivated. Additionally, motivated teachers are more likely to create a positive and supportive learning environment where students feel valued, respected,





and supported. This can enhance students' overall well-being and contribute to their social and emotional development (Sajid et al., 2018). When teachers are motivated, they are also more likely to collaborate with their colleagues and seek out professional development opportunities, which can lead to improved instructional practices and ultimately benefit the entire school community. In other words, teacher motivation is a crucial factor in creating a successful and thriving school environment, as it directly impacts students' learning experiences, well-being, and overall academic achievement. When teachers are motivated, they bring positive energy to the classroom that inspires students to engage in the learning process. This motivation can be contagious, creating a ripple effect throughout the school community. Additionally, motivated teachers are more likely to create a supportive and inclusive classroom environment where every student feel valued, respected, and supported. This, in turn, enhances students' overall well-being and contributes to their social and emotional development. Ultimately, teacher motivation is the cornerstone of a successful and thriving school environment that fosters students' academic achievement and personal growth (Shikalepo, 2020).

We assume that the importance of teacher motivation is based on the understanding that teachers play a vital role in shaping students' lives and futures. They are not simply conveyors of knowledge but mentors, role models, and advocates for their students. When teachers are motivated and passionate about their work, they can inspire and ignite a love for learning in their students, leading to improved academic performance and a lifelong curiosity for knowledge. Furthermore, teacher motivation is crucial for creating a positive school culture where collaboration, innovation, and continuous improvement are valued and encouraged. This sets the stage for a dynamic learning environment that prepares students for success in an ever-changing world. In





addition, when teachers are motivated and passionate, they serve as powerful pillars of support for their students. They not only provide guidance and encouragement but also instill values such as resilience, perseverance, and self-confidence. These qualities are essential for students to navigate challenges and overcome obstacles both inside and outside of the classroom. Ultimately, teacher motivation plays a vital role in shaping the future generation and creating a society that thrives on knowledge, empathy, and growth.

Researchers need to focus on teacher motivation because it directly impacts the quality of education and the overall well-being of students. When teachers are motivated, they are more likely to engage in effective teaching practices, develop innovative strategies, and continuously improve their skills. This, in turn, leads to better academic outcomes for students and a positive learning environment. It is possible to develop interventions and support systems to prevent teacher burnout and job dissatisfaction by studying teacher motivation, which can help identify factors that contribute to these problems (Soim et al., 2022). By understanding what motivates teachers, schools can implement strategies to increase job satisfaction and reduce burnout. This may include providing professional development opportunities, creating a positive work environment, and offering support for mental health and well-being. By addressing these factors, schools can help teachers feel more fulfilled in their roles and ultimately improve student outcomes. Thereby, understanding and enhancing teacher motivation is crucial for creating an educational system that nurtures the growth and success of both teachers and students.





It is evident that studying teacher motivation, educators can gain insights into what drives teachers to excel in their profession. This knowledge can inform the creation of professional development programs and mentorship opportunities that specifically address the needs and goals of teachers. Moreover, understanding teacher motivation can foster a culture of collaboration and support among educators, as they come together to share best practices and inspire one another (Stirling, 2014). Ultimately, when teachers are motivated and supported, they can create a transformative educational experience that empowers students to reach their full potential.

It is evident that studying teacher motivation is necessary for several reasons. Firstly, it allows educational institutions to identify the factors that drive teachers to excel in their profession. By understanding what motivates teachers, schools can design professional development programs and mentorship opportunities that cater to their specific needs and goals. For example, if a teacher is motivated by the opportunity to make a positive impact on students' lives, a mentorship program that focuses on strategies for fostering student growth and development would be highly beneficial. Additionally, studying teacher motivation can also foster a culture of collaboration and support among educators. When teachers are aware of what motivates their colleagues, they can come together to share best practices and inspire one another. This collaborative environment can lead to the exchange of innovative teaching methods and the creation of a supportive network that helps teachers overcome challenges and celebrate successes. Ultimately, when teachers are motivated and supported, they can create a transformative educational experience that empowers students to reach their full potential (Butle, 2012).





In contrast to the perspective of other scholars, teacher motivation could be explained in terms of intrinsic and extrinsic factors. Intrinsic motivation refers to the internal drive and satisfaction that come from the joy of teaching and witnessing student growth. On the other hand, extrinsic motivation involves external rewards such as recognition, promotions, and financial incentives. Both types of motivation can play a crucial role in creating a positive and supportive school culture, as they contribute to teachers' sense of purpose and fulfillment in their profession. By recognizing and addressing both intrinsic and extrinsic factors, schools can foster an environment where teachers are motivated and empowered to make a lasting impact on their students' lives. Teachers who are intrinsically motivated find fulfillment in the process of teaching itself. They are driven by the satisfaction of seeing their students learn and grow, which fuels their passion for education. On the other hand, extrinsic motivation can also be important in motivating teachers. External rewards and recognition can serve as tangible evidence of their hard work and dedication, boosting their confidence and morale. By acknowledging and nurturing both types of motivation, schools can create a positive and empowering atmosphere for teachers, ultimately benefiting the students they serve.

There are several reasons why schools in the UAE should prioritize teacher motivation. Firstly, passionate and involved teachers are more likely to be in their classrooms, which can improve student learning outcomes. Motivated educators are more likely to go above and beyond to design captivating, interactive classes that captivate students' attention and encourage learning. Additionally, motivated teachers are more likely to stay in the profession and have a longer tenure, which can lead to greater continuity and stability within schools. This can be especially important in the





UAE, where there is a high turnover rate among teachers. Furthermore, prioritizing teacher motivation can help to create a positive school culture and environment where teachers feel valued, supported, and empowered to make a difference in their students' lives. This can lead to higher job satisfaction and overall well-being among teachers, which in turn can have a positive impact on their mental health and overall quality of life. Ultimately, prioritizing teacher motivation is not only beneficial for the educators themselves but also for the students they teach and the schools they work in.

Several studies have been conducted to investigate the relationship between motivation and its constituent variables and employee performance in various contexts (Cerasoli et al., 2014; Reizer et al., 2019). This study is inspired by self-determination theory (SDT), which is a framework developed by Deci et al. (2014). SDT may be used to motivate teachers in UAE primary schools. It is worth mentioning that SDT distinguishes between regulated and autonomous motivation. The latter is visible when people are subjected to pressure and control. The former, on the other hand, emphasizes the volitional element of individual behavior. The SDT provides evidence that motivation drives performance (Deci et al., 2017; Trépanier et al., 2015; Joseph et al., 2021). According to Kompri (2015), four factors can motivate teachers: encouragement to work, interest in the work, accountability for the task, rewards, and incentives. In this regard, teacher motivation is important in developing the quality of education (Subagia & Hidayat, 2021). Teacher motivation must be considered by every school because motivated teachers will contribute to the academic achievement of students (Liana & Hidayat, 2021).





Teacher motivation is important because it directly impacts the quality of education students receive. When teachers are motivated, they are more likely to put in the extra effort needed to create innovative and engaging lesson plans, adapt their teaching methods to meet the diverse needs of their students, and provide timely and constructive feedback. This not only enhances students' learning experiences but also helps them develop a positive attitude towards education and a belief in their own abilities (Ibok, 2020). Furthermore, ambitious educators act as role models for their pupils, showing them the value of tenacity, commitment, and a passion for learning that never goes away. These teachers inspire their students to strive for excellence and reach their full potential, both academically and personally. By demonstrating a strong work ethic and dedication to their craft, ambitious educators instill a sense of purpose and drive in their pupils that will stay with them long after they leave the classroom.



Ultimately, the impact of these role models extends far beyond the walls of the school, shaping the future leaders and innovators of tomorrow. Their passion for their subject matter and enthusiasm for teaching can be contagious, inspiring students to become more engaged and motivated in their own learning. Furthermore, motivated teachers are more likely to seek out professional development opportunities and stay up-to-date with the latest research and best practices in education. This ongoing commitment to growth and improvement ultimately benefits students by ensuring that they receive the highest quality instruction possible. Overall, the impact of motivated teachers extends far beyond the classroom and has the potential to positively shape students' lives and future success (Ingsih et al., 2021).

It is evident that any school aiming to achieve success should provide sufficient motivation to the teaching staff (Ibok, 2020). Numerous academics have argued that





teacher motivation and satisfaction are related, and that this relationship may have an impact on students' performance (Nwakasi, 2019; Nyam & West, 2014; Rajini, 2018; Ibok, 2020). As a result, the main goal of school administrators should be to encourage instructors with both monetary and non-monetary rewards (Trigueros et al., 2020). Studies on the difficulties of teaching in UAE primary schools from the standpoint of teaching motivation, however, are scarce. The literature reveals a significant impact of leadership style on job satisfaction and motivation in various industries, but does that apply in educational institutions as well? This question requires a robust answer, as does the extent to which servant leadership fosters teachers' motivation.

Empirical evidence consistently demonstrates the significant impact of teacher motivation on student outcomes. A study conducted by researchers at the University of California, Los Angeles, found that highly motivated teachers were more effective in fostering student engagement and academic achievement. The study followed a group of students over several years and found that those who had motivated teachers consistently outperformed their peers in standardized tests and showed higher levels of motivation and interest in learning. Another study conducted by researchers at the University of Texas at Austin found that teacher motivation was positively correlated with student attendance rates and the overall school climate. Schools with highly motivated teachers had lower rates of absenteeism and disciplinary issues, creating a more positive and conducive learning environment for students. These findings highlight the crucial role of teacher motivation in driving student success and emphasize the need for continuous support and encouragement from teachers in their professional growth and development.





Promoting teacher motivation in schools can yield numerous benefits for both educators and students. Firstly, schools that prioritize and foster teacher motivation are more likely to attract and retain highly skilled and passionate educators. This, in turn, leads to a higher quality of instruction and a more engaging learning experience for students. Additionally, motivated teachers are more likely to go above and beyond their job requirements, investing extra time and effort into lesson planning, providing personalized support, and implementing innovative teaching strategies. This dedication ultimately translates into improved academic outcomes for students, as motivated teachers are better equipped to meet their individual needs and inspire a love for learning (Ingsih et al., 2021). Moreover, promoting teacher motivation can contribute to a positive and collaborative school culture where educators feel valued, supported, and encouraged to continuously improve their practice. Furthermore, teachers that have a desire set an example for their students, emphasizing the value of commitment and effort. These teachers often go above and beyond to ensure their students are successful, offering extra help outside of class and providing encouragement and support. By demonstrating their own dedication to their work, they inspire their students to do the same and strive for excellence. Ultimately, these teachers play a crucial role in shaping the future leaders of tomorrow. Teachers not only focus on academic success but also prioritize the development of critical thinking skills, problem-solving abilities, and creativity (Lazarides & Schiefele, 2021). By fostering a positive and collaborative school culture, students are more likely to feel motivated and engaged in their education, leading to higher overall achievement. Therefore, investing in teacher motivation is not only beneficial for the educators themselves but also for the students and the entire school community (Nwakasi, 2019).





Schools will benefit from teacher motivation in many ways, such as higher student performance, increased teacher retention, and a positive school culture. When teachers are motivated, they are more likely to go above and beyond to ensure their students succeed. This dedication and passion for teaching can lead to improved academic outcomes and overall student growth. Additionally, motivated teachers are more likely to stay in the profession, reducing turnover rates and providing stability for both students and the school community. Moreover, a motivated teaching staff creates a positive and supportive school culture where collaboration and innovation thrive, ultimately benefiting the entire school community. In another sense, teacher motivation helps student to develop a love for learning and a desire to achieve their goals. When students see their teachers enthusiastic and passionate about their subjects, it can inspire them to become more engaged in their education. This motivation can also instill a sense of confidence in students, as they know they have a dedicated mentor who believes in their potential. Ultimately, a motivated teaching staff fosters an environment that encourages students to strive for excellence and reach their full potential academically and personally. When students have teachers, who are motivated and passionate about their subjects, it creates a positive learning environment where students feel valued and supported. This sense of belonging and encouragement can lead to increased student participation and a deeper understanding of the material. Furthermore, a motivated teaching staff can serve as role models for students, showing them the importance of hard work and dedication. Ultimately, teacher motivation is vital in creating a community of lifelong learners who are driven to succeed and make a positive impact on the world.





In sum, we define teacher motivation as the combination of intrinsic and extrinsic factors that drive educators to continuously improve their teaching practices and contribute to the academic and personal growth of their students. It recognizes the importance of both internal satisfaction and external recognition in keeping teachers motivated and engaged in their profession. Schools that prioritize and support teacher motivation can foster an environment that encourages lifelong learning and excellence in education. Moreover, teacher motivation is an important topic in educational studies. One's work is improved by personal drive, and employees in educational institutions are no exception. These days, it is hard for any school to succeed if the faculty isn't driven enough (Ibok, 2020). Therefore, motivating teachers through monetary and non-monetary rewards should be the main objective of school administrators (Trigueros, 2020). Therefore, the stability and effectiveness of educational systems as a whole, as well as the classroom experiences of students, are all significantly impacted by teacher motivation. According to Nabila and Doina (2019), there is little doubt that school principals have a big influence on teachers' motivation. On the other hand, a number of studies have demonstrated that school administrators who prioritize helping teachers grow professionally and inspire them will see an increase in the caliber of their instruction (Pourtoussi et al., 2018; Ryan et al., 2019). Thereby, it is necessary to identify the dimensions that construct teacher motivation and understand how to measure teacher motivation through specific indicators, as explained in the following section.





## 2.4.2 Dimensions of Teacher Motivation

Teacher motivation is a multi-dimensional concept because it is influenced by a variety of factors that go beyond just monetary incentives or job security. It encompasses intrinsic factors such as personal fulfillment, passion for teaching, and the desire to make a difference in students' lives. Additionally, extrinsic factors like recognition, support from colleagues and administrators, and opportunities for professional growth also play a significant role in shaping teacher motivation. Furthermore, teacher motivation is influenced by the school's environment and culture, including the level of autonomy and trust given to teachers, the availability of resources and support, and the overall school climate. Moreover, the students' behavior and engagement in the classroom can also impact a teacher's motivation. Therefore, understanding and addressing all these different dimensions of teacher motivation is crucial for creating a positive and motivating work environment that promotes teacher satisfaction and effectiveness.

Researchers are often interested in studying theoretical dimensions of concepts like motivation that can't be observed directly. thereby, it is important to identify specific dimensions based on established theories in order to quantify instructor motivation as well as staff motivation. Teachers and other staff members at educational institutions have been found to be responsive to the Herzbergs theory (2003) when it comes to measuring individual motivation (Mehrad, 2020). As previously stated, Herzberg's theory led to the conclusion that "intrinsic motivation" and "extrinsic motivation," or the two fundamental components, form the basis of employee motivation (Jiying & Hongbiao, 2016; Cherry, 2017; Amasuomo & Ntibi, 2017;





Dörnyei, 2018; Roohani & Dayeri, 2019; Ibok, 2020; Trigueros, 2020). These two dimensions are described below.

#### 2.4.2.1 Intrinsic Motivation

Internal factors that originate from the employee themselves are the sources of intrinsic motivation (Rida, 2019). An individual's action driven by personal benefits is referred to as intrinsic motivation (Ibok, 2020). Put differently, an individual's drive to engage in an action stems from its intrinsic rewards (Patrícia, 2019). To put it another way, it is an innate power of motivation; the goal of performing an action or finishing a task is to carry it out (Jiying & Hongbiao, 2016).



Intrinsic motivation is described as “the performance of an activity for its inherent satisfactions rather than for some separable outcome from external sources, reflecting the natural disposition in humans to assimilate and learn” (Ryan & Deci, 2000, p. 54–56). It is related to when employees “are involved in an activity out of interest, for the sake of the activity, and for the satisfaction that the experience of engaging in that activity will bring to them” (Lin, 2007, p. 137). “Behaviors that are intrinsically motivated are thus engaged in for their own sake and not for any other outcome” (Cerasoli et al., 2014, p. 980). According to certain writers in the field of motivation, engaging in behavior that one finds enjoyable or gratifying is a necessary component of intrinsic motivation (Navaneetha and Bhaskar, 2018). Action that is driven only by intrinsic motivation is not dependent on any other factors; in other





words, it is not instrumental in nature. Instead, the goal and the method are identical (Legault, 2016).

Intrinsic motivation is important in the workplace because it drives employees to perform at their best without the need for external rewards or incentives. When employees are intrinsically motivated, they are more likely to be engaged, focused, and committed to their work. This can lead to higher levels of productivity, creativity, and job satisfaction. Additionally, intrinsically motivated employees are more likely to take initiative, solve problems independently, and continuously strive for personal and professional growth. Ultimately, fostering intrinsic motivation in the workplace can lead to a more positive and productive work environment for both employees and employers. Overall, when employees are motivated by their own internal desires and values, they are more likely to feel a sense of fulfillment and accomplishment in their work. This can result in increased job performance, reduced turnover rates, and a stronger sense of loyalty to the company. By creating a work culture that nurtures intrinsic motivation, organizations can cultivate a team of dedicated and passionate individuals who are driven to succeed not just for the sake of a paycheck, but for the love of their work. In essence, intrinsic motivation can be a powerful tool for creating a thriving and successful workplace.

We assume that intrinsic motivation among teachers plays a crucial role in their professional growth and overall job satisfaction. When teachers are intrinsically motivated, they are driven by their own personal values, passion for teaching, and desire to make a positive impact on students' lives. This type of motivation stems from within and is not reliant on external rewards or incentives. Intrinsic motivation allows teachers





to constantly seek opportunities for self-improvement and professional development, leading to a continuous enhancement of their teaching skills and knowledge. Furthermore, intrinsically motivated teachers are more likely to create a positive and engaging learning environment for their students, as their passion and dedication are contagious. Ultimately, this internal drive and satisfaction contribute to higher levels of job satisfaction, fulfillment, and ultimately, better student outcomes. Intrinsic motivation also leads to a greater sense of autonomy and ownership over their teaching practices, allowing teachers to be more creative and innovative in their approach. This sense of ownership fosters a deeper connection between teachers and their students, as they are able to tailor their instruction to meet the unique needs and interests of each individual. In turn, this personalized approach to teaching not only enhances student engagement and motivation, but also promotes a deeper understanding and retention of the material. Overall, intrinsic motivation is a key factor in creating a positive and effective learning environment that benefits both teachers and students alike.

#### **2.4.2.2 Extrinsic Motivation**

Extrinsic motivation, which can take many various forms, including financial incentives and rewards, is motivated by factors outside of the person. In nature, it serves a purpose. Salary, job stability, and a strong commitment to peers and supervisors are requirements that the organization must meet (Siddiqui & Rida, 2019; Giancola, 2014). Furthermore, intrinsic motivation is typically understood to mean the joy and satisfaction an employee feels when completing an activity, whereas extrinsic motivation is defined as primarily focusing on factors that are goal-driven, such as the





rewards and benefits of performing a certain task (Lin, 2007, p. 137). According to Ali's (2017) research, money is a crucial workplace motivator, but it's also a crucial component along with the work itself and the environment in which one works. In other words, extrinsic motivation relates to behavioral performance that is inherently based on the satisfaction of a result that is separable from the intervention itself. In other terms, extrinsic encouragement is of the instrumental type (Silva et al. 2018). It is done in order to produce any other consequence (Legault, 2016).

Extrinsic motivation is important in the workplace because it can help employees stay focused and committed to their work. By offering rewards or incentives for achieving certain goals or targets, employees are more likely to put in the effort and dedication needed to succeed. This can lead to increased productivity, higher job satisfaction, and ultimately, a more successful and efficient work environment. Additionally, extrinsic motivation can help employees feel valued and appreciated for their hard work, leading to higher levels of job engagement and loyalty. Overall, incorporating extrinsic motivation into the workplace can have a positive impact on employee morale and performance. In addition to rewards and incentives, recognition and praise from supervisors can also play a key role in motivating employees. When employees feel acknowledged and appreciated for their contributions, they are more likely to continue putting in their best effort. This positive reinforcement can create a culture of appreciation and support within the workplace, fostering a sense of teamwork and camaraderie among colleagues. Ultimately, a combination of extrinsic motivation and recognition can help create a motivated and engaged workforce that is committed to achieving the company's goals.





The selected measurement of teacher motivation as well as the constitutive definitions elaborated from the literature review were based on Herzberg's theory of motivation. The main authors who were reviewed in the development of the theoretical background for each dimension of motivation are pointed out in this debate. Hence, the two dimensions of Herzberg's model, i.e., intrinsic motivation and extrinsic motivation, will be used to evaluate and measure teacher motivation (Abdulrahman & Hui, 2018; AlAmrani, 2020; Mehrad, 2020; Akdemir, 2020).

In this study, we claim that extrinsic motivation among teachers is another important factor to consider when discussing their overall job satisfaction and performance. This type of motivation refers to external rewards or incentives that influence a teacher's behavior and engagement in their work. These external factors can include salary, benefits, recognition, and opportunities for career advancement. Extrinsic motivation can play a significant role in driving teachers to excel in their profession. A higher salary can serve as a powerful incentive for teachers to perform at their best, as it not only acknowledges their hard work but also provides them with financial security. Moreover, benefits such as health insurance and retirement plans can contribute to a teacher's overall job satisfaction, ensuring they feel valued and supported by their school or institution. Recognition and opportunities for career advancement further enhance extrinsic motivation, as teachers strive to be acknowledged for their dedication and aspire to progress in their professional journey. Ultimately, understanding and addressing extrinsic motivation is crucial in fostering a positive work environment for teachers and promoting their job satisfaction and performance. In addition to extrinsic motivation, intrinsic motivation also plays a significant role in a teacher's job satisfaction. Teachers that possess intrinsic motivation are driven and





passionate about what they do. When teachers feel a sense of fulfillment and personal growth in their work, their overall job satisfaction increases. Providing opportunities for professional development, fostering a collaborative work environment, and recognizing and appreciating teachers' efforts can all contribute to enhancing their intrinsic motivation. Therefore, a combination of both extrinsic and intrinsic motivation is essential in creating a positive and fulfilling work environment for teachers.

## 2.5 Student Performance

Generally speaking, student performance describes how well a student is performing at the moment in their academics or on a particular assignment. As stated by Gilbert (2018), grades, test scores, and other quantitative measurements are frequently used to quantify it. Evaluations based on performance tend to be more time-bound and narrowly focused on a single assignment or set of skills acquired during a certain time frame. This narrow focus can sometimes be limiting, as it may not account for the student's overall growth and development over a longer period. It is important for educators to consider a variety of factors when assessing student performance, including effort, improvement, and engagement in the learning process. By taking a holistic approach to evaluating student performance, educators can better support their students' academic success and personal growth. This broader perspective can help educators identify areas where students may need additional support or challenges to continue developing. By looking beyond just grades or test scores, educators can gain a more comprehensive understanding of each student's strengths and areas for improvement. This holistic approach to assessment can also help students see their own progress and growth over





time, fostering a sense of accomplishment and motivation to continue learning and improving.

Academic performance involves factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem, or the teacher-student relationship. When a gap between the academic performance and the student's expected performance occurs, it refers to a diverging performance. For example, if a student receives an “A” grade on a math test, their performance in that particular test is considered high, indicating that they demonstrated a strong understanding of the material tested (Nicoll & Francisco, 2001).

Student performance and student achievement are two terms often used interchangeably, but they have distinct meanings in the context of education. While student performance refers to the demonstration of skills and knowledge in a particular task or assessment, student achievement encompasses a broader perspective, encompassing the overall progress and growth of a student over a period of time. In other words, performance is more focused on immediate outcomes, while achievement takes into account the long-term development and mastery of skills (Rastrollo-Guerrero et al., 2020). For example, in a math class, student performance could be measured by their ability to correctly solve a set of equations during a timed assessment. On the other hand, student achievement would consider not only their performance on that specific assessment but also their overall understanding of mathematical concepts and their ability to apply them in real-world scenarios throughout the entire school year. The achievement in the learning process is referred to as student performance.





Student performance is a crucial aspect of any educational institution. It serves as a measure of the effectiveness of teaching methods, curriculum, and the overall learning environment. Assessing student performance not only helps identify areas for improvement but also allows educators to tailor their instruction to meet the specific needs and abilities of each student. By monitoring and analyzing student performance, educators can track progress, identify areas of strength and weakness, and provide timely interventions or support to ensure academic success (Strelan et al., 2020). Using various assessment tools, such as exams, projects, and assignments, educators can gather valuable data on student performance. This data can then be analyzed to identify patterns and trends, allowing educators to make informed decisions about instructional strategies and curriculum adjustments (Khan & Ghosh, 2021). Additionally, assessing student performance also plays a crucial role in providing feedback to students, helping them understand their strengths and areas for improvement. Ultimately, the goal of assessing student performance is to create a supportive and engaging learning environment that fosters growth and academic achievement for all students.

In the context of schools and education, student performance refers to the measurable outcomes and achievements of students in various academic areas. It encompasses a wide range of factors, including knowledge acquisition, skill development, critical thinking abilities, and overall academic progress (Brew et al., 2021). Student performance is often assessed through a combination of formal and informal methods, such as standardized tests, classroom assignments, projects, presentations, and observations. These assessments provide educators with valuable insights into students' understanding of the subject matter, their ability to apply concepts, and their level of engagement in the learning process. Furthermore, student





performance can also be measured through participation in extracurricular activities, such as academic competitions, science fairs, and debates. These activities allow students to demonstrate their knowledge and skills in a competitive setting, showcasing their ability to think critically, solve problems, and communicate effectively. In addition, student performance can be evaluated through teacher evaluations and feedback, which provide a more comprehensive understanding of their strengths and areas for improvement. Ultimately, assessing student performance is crucial for educators to tailor their teaching methods and provide targeted support to help students reach their full potential (Wei et al., 2020).

Student performance is important because it serves as a measure of the effectiveness of the education system and the quality of instruction provided. It allows educators to identify areas of weakness and make necessary adjustments to curriculum and teaching strategies. Additionally, student performance data can be used to track progress over time, set goals, and inform decision-making at both the individual student and school-wide levels. Furthermore, student performance is often used as a criterion for college admissions and scholarship opportunities, making it a significant factor in shaping students' future educational and career paths (Suryadarma et al., 2006). In other words, student performance data plays a crucial role in measuring the success of the education system and ensuring that students are receiving the necessary skills and knowledge to succeed. It provides a comprehensive picture of how well students are mastering the material and allows for targeted interventions and support for struggling students (Wenglinsky, 2001). Furthermore, student performance data can also be used to evaluate the effectiveness of different teaching methods and identify areas where additional resources or training may be needed. Ultimately, student performance data





serves as a valuable tool for driving continuous improvement in education and ensuring that all students have equal opportunities for success.

Several studies have provided empirical evidence on the importance of student performance data in education. For instance, a study conducted by the National Center for Education Statistics found that schools that regularly collect and analyze student performance data have higher student performance levels compared to those that do not. Another study by the American Educational Research Association showed that schools that use student performance data to inform instruction and provide targeted interventions have significantly higher graduation rates and college enrollment rates. These findings highlight the significant impact that student performance data can have on improving educational outcomes and ensuring that all students receive the support they need to succeed (Wöbmann, 2003).

By promoting student performance, schools gain a multitude of benefits. Firstly, they are able to identify areas of strength and weakness in their curriculum and teaching methods, allowing them to make necessary adjustments and improvements. This ultimately leads to a more effective and efficient education system (Schwartz et al., 2017). Additionally, promoting student performance encourages a culture of accountability and high expectations among both students and teachers. When students see that their efforts are recognized and rewarded, they are motivated to strive for excellence. Similarly, teachers are encouraged to continuously improve their instructional practices in order to help their students succeed (Matsuoka, 2010). In other sense, promoting student performance fosters a sense of pride and accomplishment within the school community. As students achieve higher levels of success, the overall





reputation of the school improves, attracting more talented students and dedicated educators. Ultimately, by promoting student performance, schools create an environment that is conducive to learning, growth, and success for all students. This environment also cultivates a sense of healthy competition among students. As they witness their peers achieving great results, it inspires them to work harder and push their own limits. Thus, when students consistently perform well, it opens up more opportunities for scholarships and further education, setting them up for a successful future. Ultimately, promoting student performance not only benefits the individual students but also has a positive impact on the school, the community, and society as a whole.

Fostering student performance among students has numerous benefits that extend beyond the individual level. For instance, when students excel academically, it enhances the overall reputation of the school. A school known for producing high-achieving students attracts more talented individuals, leading to a stronger academic community. This, in turn, creates a positive cycle where students are motivated to perform well in order to be part of such a prestigious institution (Hanushek et al., 2005). Additionally, when students consistently perform at a high level, it reflects positively on the community as a whole. It demonstrates to the wider society that the community values education and is committed to providing a quality learning environment. This positive image can attract investments and resources to the community, further enhancing educational opportunities for all students. Furthermore, when students excel academically, they become role models for their peers and inspire others to strive for excellence. This creates a culture of high expectations and fosters a supportive and





competitive learning environment where students push each other to reach their full potential (Ariani & Mirdad, 2016).

Student performance plays a crucial role in shaping the reputation of schools. When students consistently achieve high academic standards, it reflects positively on the school's ability to deliver quality education. A school with a track record of producing successful graduates becomes known as a place that values and prioritizes academic excellence. This reputation not only attracts more students but also garners the respect and recognition of parents, community members, and potential investors. Additionally, strong student performance contributes to a sense of pride within the school community, fostering a positive and supportive environment that further enhances the school's reputation (Rastrollo-Guerrero et al., 2020).



We assume that the importance of student performance is based on the belief that academic achievement is closely linked to future success and opportunities for students. High-performing students are more likely to gain admission into top universities and secure well-paying jobs, leading to a positive impact on their lives and the overall reputation of the school. Furthermore, strong student performance can also attract talented and dedicated teachers, who are crucial in maintaining the quality of education and further enhancing the school's reputation. Ultimately, prioritizing and nurturing student performance is essential to establishing a successful and respected educational institution. By focusing on student performance, schools can cultivate a competitive and driven learning environment. This not only encourages students to work hard and strive for excellence but also instills in them a sense of determination and commitment. As a result, these students are more likely to excel in their chosen





fields, becoming leaders and innovators in their respective industries. This success, in turn, reflects positively on the school and its ability to produce high-achieving graduates. Ultimately, prioritizing student performance not only benefits the individual students but also contributes to the overall success and reputation of the educational institution.

Researchers need to focus on student performance because it provides valuable insights into the effectiveness of educational systems and instructional methods. By studying student performance, researchers can identify areas for improvement, develop evidence-based strategies, and implement targeted interventions to enhance student learning outcomes. Additionally, understanding the factors that contribute to student success can help researchers address disparities in educational attainment and promote equity in education. Furthermore, studying student performance allows researchers to assess the impact of various educational policies and interventions, providing evidence for decision-making and informing educational reforms. Overall, focusing on student performance is crucial for researchers to contribute to the continuous improvement of education and ensure that all students have the opportunity to reach their full potential. By analyzing student performance data, researchers can identify patterns and trends that may highlight areas in need of improvement. This data-driven approach enables educators and policymakers to make informed decisions and implement targeted interventions to support struggling students. Moreover, understanding the factors that lead to student success can help educators tailor instruction and provide necessary resources to meet the diverse needs of all learners. Ultimately, prioritizing student performance empowers researchers to shape effective educational practices and create





a more equitable and inclusive learning environment for every student (Suryadarma et al., 2004).

There are several reasons why studying student performance is necessary. Firstly, it allows educators to identify any gaps or areas for improvement in their teaching methods and curriculum. By analyzing student performance data, educators can pinpoint specific areas where students may be struggling and adjust their instruction accordingly. This ensures that students receive the support and resources they need to succeed academically (Abu Saa et al., 2019). Additionally, studying student performance helps policymakers make informed decisions about education policies and funding allocations. By understanding which interventions and initiatives are effective in improving student outcomes, policymakers can allocate resources more effectively and prioritize programs that have proven to be successful. Finally, studying student performance is essential for creating a more equitable and inclusive learning environment. By analyzing performance data, educators can identify any disparities or achievement gaps among different student groups. This knowledge can then be used to implement targeted interventions and provide additional support to students who may be facing barriers to success (Amazona & Hernandez, 2019). Overall, studying student performance is crucial for improving educational practices, addressing inequalities, and ensuring that every student has an equal opportunity to succeed.

Based on the aforementioned arguments, schools in the UAE should prioritize student performance because it not only benefits individual students, but also contributes to the overall development and progress of the nation. When schools prioritize student performance, they are investing in the future of their students and the





future of the country. By focusing on improving student performance, schools can ensure that their graduates are well-prepared for higher education or the workforce, which in turn strengthens the UAE's economy and helps to build a competitive and innovative society. Additionally, prioritizing student performance promotes a culture of excellence and high expectations, motivating students to strive for their best and reach their full potential. This, in turn, fosters a sense of pride and achievement among students, creating a positive and empowering learning environment. Ultimately, prioritizing student performance in schools is a strategic decision that benefits both individuals and society as a whole. By prioritizing student performance, schools not only ensure that students are well-equipped for their future endeavors but also contribute to the overall development and progress of the nation. When students excel academically, they are more likely to secure higher-paying jobs and make significant contributions to the economy. To that end, a culture of excellence in schools sets a positive example for future generations, inspiring them to strive for success and become productive members of society. Ultimately, prioritizing student performance is an investment in the future of the UAE, paving the way for a prosperous and thriving nation.

### **2.5.1 Bloom Taxonomy and Student Performance**

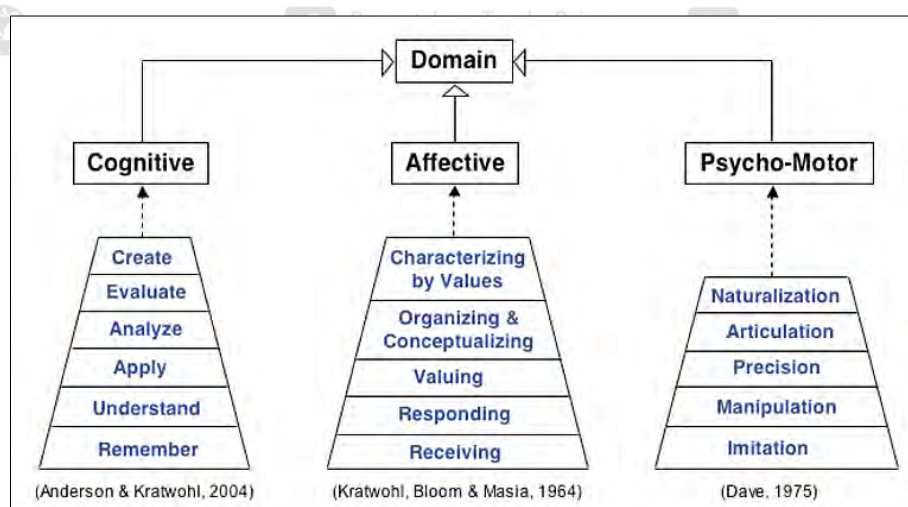
The educational psychologist Benjamin Bloom created the so-called Bloom taxonomy, a paradigm for gauging academic success, in the 1950s. Schools employ this taxonomy of instructional objectives to enhance students' critical thinking abilities. Three distinct domains are included in this paradigm for learning objectives. The "cognitive domain,"



which is the first domain, is concerned with knowledge acquisition in educational settings. The second is known as the "affective domain," and it is associated with student engagement. It centers on the feelings and attitudes of the pupils. The third domain, known as the "psychomotor domain," is concerned with the pupils' actions and motor abilities. It is connected to activities in physical education classes; examples of motor skills include walking, running, stretching, catching, bending, and throwing. The most common domain is the cognitive domain, which teachers utilize to develop lesson plans, learning objectives, and targets. Figure 2.2 displays the three domains of bloom taxonomy.

**Figure 2.2**

*Bloom taxonomy domains (Bloom, 1956)*



Bloom taxonomy domains are necessary to explain student performance because they provide a framework for understanding the different levels of learning that students can achieve. By categorizing learning objectives into cognitive, affective, and psychomotor domains, educators can more accurately assess student progress and tailor instruction to meet their individual needs. Additionally, using Bloom taxonomy



domains helps educators set clear expectations for student learning and provide meaningful feedback to support their growth and development. Ultimately, incorporating Bloom taxonomy domains into educational practices can lead to improved student outcomes and a more effective learning environment. By understanding the different levels of learning within each domain, educators can create a comprehensive and well-rounded curriculum that addresses all aspects of student development. This approach not only helps students achieve academic success but also fosters their social and emotional growth. By consistently applying Bloom taxonomy domains in lesson planning and assessment, educators can empower students to reach their full potential and become lifelong learners. In doing so, educators play a crucial role in shaping the future of our society by equipping students with the necessary skills and knowledge to succeed in an ever-changing world.



The cognitive domain is concerned with the acquisition and application of knowledge and the ability of the learner to understand a new knowledge. This includes tasks such as remembering, understanding and analyzing information. The cognitive domain is the thinking part of learning and is divided into six levels:

- i) Understanding: Realizing the meaning of knowledge
- ii) Remembering: Recalling previously learned knowledge
- iii) Applying: Using the knowledge in new and different ways by understanding how they are connected with different phenomenon
- iv) Evaluating: Making decisions about the value of knowledge
- v) Analyzing: Breaking down knowledge into smaller components to ease acquisition of knowledge





- vi) Creating: Using knowledge to generate new ideas or products

The affective domain is associated with the attitudes and emotional status of the learner and how a student perceived the learning process. This includes basic tasks such as valuing the acquisition of knowledge, organizing thoughts, and willing to learn. The affective domain is often thought of as the “feeling” part of the learning process and is divided into five levels:

- i) Receiving: The learner is open to new knowledge
- ii) Responding: The learner acting on getting new knowledge
- iii) Valuing: The learner assessing the importance of knowledge
- iv) Organizing: The learner Integrating new knowledge into existing knowledge
- v) Adopting: The learners consider knowledge as part of his/her belief system.

Bloom's taxonomy provides a consistent method and the background for developing student performance, which can motivate educators to focus on all domains or some of them, resulting in a more holistic perspective of education. The cognitive domain focuses on thinking skills, while the psychomotor domain focuses on practical skills, while the affective domain focuses on communication with others and the willingness to participate in teamwork (Noor et al., 2020). Table 2.2 indicates the details of each level. Compared to the other two domains, the cognitive domain is simple to quantify. It is measured through the final examination and the scores of students, with around 20–35% of the total marks of the question paper allocated to achieve higher-order cognitive levels (Noor et al., 2019). A student who can answer higher-level cognitive questions demonstrates good academic achievement. However, all domains



should adhere to the distribution percentage to identify students who deserve to be excellent students (Noor et al., 2020).

**Table 2.2**

*Levels for cognitive, psychomotor and affective domain (Bloom, 1956)*

Domain	Level
Cognitive	The cognitive domain carries studying capabilities predominantly associated with the questioning methods. The cognitive domain includes a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems and conducting. There are six levels of cognitive complexity which are; C1: Knowledge C2: Comprehension C3: Application C4: Analysis C5: Synthesise C6: Evaluation
Psychomotor	The psychomotor domain is a domain that utilise skills, how to coordinate them and relates to the physical encoding of information with movement and or with activities. There are six categories under this area such as P 1: Perception P 2: Set P 3: Guided response P 4: Mechanism P 5: Complex overt response
Affective	The affective domain involves our feelings, emotions and attitudes. This domain includes the way we deal with things emotionally such as feelings, values, appreciation, enthusiasm, motivation and attitudes. This domain is categorised into five sub-domains which include A 1: Receiving A 2: Responding A 3: Valuing A 4: Organization A 5: Characterization

Moreover, students should gain broad and critical knowledge, including an understanding of methods and techniques as well as subject knowledge. The main purpose of establishing schools is to ensure that students can rationally synthesize concepts and solve problems using an unrestricted approach (Hairuddin & Abdul Wafi, 2018). According to a study conducted by Schuijers (2013) on physiology students, students who take an embedded course appear to be able to develop problem-solving skills and deeper understanding than students who take the theory course alone.



Student performance is an important topic for practitioners in educational studies because it is the fundamental measure of academic performance. Since schools prepare graduates to enter universities, providing quality learning can boost student performance (Ramli, 2018). Student performance, both at the basic and advanced levels, has always been regarded as a significant variable in the area of education. The achievement of students in schools is the level of student success in learning the scientific subjects, as indicated in the form of test scores on a certain subject area (Feng et al., 2013). Student performance is seen as an important measure of superior academic performance, and educational efforts are always directed toward reaching high levels of school achievement. Educators are becoming more involved in identifying the elements that influence students' achievement (Harith, 2020).



intelligence, motivation, and attitudes, among others, when it comes to student aspects (Alomar, 2006). Furthermore, there were students who attended the class with negative impressions of the subject and poor expectations about their ability to achieve (Nicoll & Francisco, 2001). Therefore, the role of the teacher in the learning process is critical and essential for raising the academic achievements of students. Meanwhile, according to Herrlitz et al. (2007), academic achievement is the consequence of good teaching. In other words, student performance is the outcome of learning activities. Learning is an activity that leads to changes in one's behavior, attitude, habits, knowledge, and skills as a result of an interaction with an educational environment (Herrlitz et al., 2017). In line with this, Lee (2015) discovered that learning attainment is the change that occurs in a student's learning ability during an educational process, and a learning outcome is





a response provided by students to this process. Student performance includes not only information but also a shift in pupils' conduct from negative to good results.

Another study, done by Oborn and Johnson (2015), demonstrated that learning achievement involves knowledge mastery or skill development by students. It is used to demonstrate a mark or grade given by a teacher. It is possible to say that achievement is one of the parameters used to assess pupils' levels. If the students demonstrate high levels of learning achievement, the learning process has been deemed successful. On the contrary, poor academic performance by students indicates that the learning process has failed (Oborn & Johnson, 2015). It is evident that student performance is the consequence of an action that can be conceived, carried out, and enjoyed as a result of hard work, both individually and in groups. The concept of student performance is a result of the process of making an evaluation stated by numbers or symbols, where all of that is about the advancement of student learning outcomes over a specific time period (Suryabrata, 2008). Student performance is the peak of learning outcomes that can show the outcomes of student learning success in relation to the given learning goals. Student learning objectives might include cognitive (knowledge), emotional (attitude), and psychomotor components (behavior). Learning accomplishment assessments can be used to assess students' achievement of learning outcomes (Ryan et al., 2020).

The high point of learning outcomes that can depict the consequences of student learning success toward learning goals has been established according to three main aspects: cognitive aspects, affective aspects, and psychological aspects. Thus, understanding the role of motivation is critical for assisting students in gaining more





knowledge and improving their skills (McBreen & Savage, 2021). It is unrealistic to expect uninterested students to attain their objectives in school without knowing the role of motivation (Koka et al., 2021). Therefore, motivation is an essential factor in promoting student accomplishment (Leenknecht et al., 2021). It should be mentioned that motivation is critical in developing a platform for long-term learning (Lin et al., 2021). In this regard, extrinsic and intrinsic motives both have the power to motivate students to learn (Lamanauskas et al., 2021). Although the use of external rewards in the classroom has been criticized for reducing students' intrinsic motivation, numerous studies indicate that the use of external prizes has no negative impact on students in schools. In contrast, intrinsic motivation allows students to work independently and joyfully (Hamdi, 2018). Some key characteristics that boost student motivation in the classroom include (Law et al., 2019; Esparza et al., 2020):



- i) Teacher characteristics; enthusiastic teachers have the potential to motivate pupils and make a difference in their learning.
- ii) A learning environment in a classroom setting in which students are encouraged to participate in learning, motivation happens, and success is easily attained.
- iii) Giving students an option to allows them to have more influence over their learning. Teachers should empower their students by providing them with a sense of independence.

According to research undertaken in England and North America, student performance in particular schools is higher than in others. The researchers contended that this situation could not be explained solely by the students' distinct individual and social qualities, but that the true difference between the schools was the leadership





behaviors of the school administrators. As a result, educational leadership became more widely discussed in educational studies (Bamburg & Andrews, 1991; Krüger & Scheerens, 2012; Ross & Gray, 2006). According to these researchers, the characteristics of good school leaders are a determinant factor in students achieving high academic scores (Krüger & Scheerens, 2012).

Moreover, the leaders of schools bear the primary responsibility for ensuring that student success reaches its full potential. The research on student performance is based on the assumption that there is a direct relationship between educational leadership and student learning outcomes. Students' achievement is widely believed to be the responsibility of school authorities (Ross & Gray, 2006). Hence, educational leadership is regarded as having an indirect effect on student learning (Balc, 2007). The assumption that teachers are unable to change poor academic achievement requires empirical evidence showing the relationship between a teacher's role and student performance (Ali & Shaikah, 2019). If teachers are held accountable for student performance, they will be able to communicate with students effectively and facilitate meeting objectives and reaching school goals. Those who are more difficult to connect with and less motivated present a challenge (Gilbert, 2018). In brief, the impact of school leaders as well as teachers on students' learning and success levels, which are among the school's outputs (or results), is a complicated topic. Various in-school and out-of-school environmental influences influence the outputs and academic level of the children in issue. Experimenting to discover the extent to which leadership affects in-school and out-of-school activities is difficult (Karada, 2020).





## 2.5.2 Dimensions of Student Performance

Student performance is a multi-dimensional variable. The findings from previous studies reveal that student performance can be measured in several dimensions. Some dimensions are widely cited in the literature, such as cognitive domain, affective domain, and psychomotor domain (Alinier & Alinier, 2005; Micklich, 2011; Peyre et al., 2019; Sari et al., 2019; Taupiac et al., 2021). These three domains that are taken into consideration in the evaluation of students' academic achievement are very accurate indicators to measure student performance (Hoover et al., 2010; Kasilingam, 2014). While few studies identified other dimensions that are not well explained or quantitatively measured in research associated with the topic of student performance.



Student performance is the consequence of academic learning that represents

students' capability and performance in mastering a multifaceted subject matter that comprises cognitive, affective (emotional), and psychomotor skills (Syah, 2001). The cognitive domain, which includes thinking skills, knowledge, recognition, understanding, conceptualization, determination, and affective reasoning, is concerned with feelings, emotions, attitudes, the degree of acceptance or rejection of an object, and psychomotor skills related to the competence to do the job involving the limbs and competencies related to physical movement (Ramli, 2018).

The cognitive domain and the affective domain are two widely recognized frameworks used to measure student performance in different areas. The cognitive domain focuses on intellectual abilities such as knowledge acquisition, comprehension, critical thinking, and problem-solving skills. It assesses a student's understanding and





application of concepts, as well as their ability to analyze and evaluate information. On the other hand, the affective domain measures a student's attitudes, values, beliefs, and emotions towards learning and their overall personal and social development. It evaluates factors such as motivation, self-confidence, empathy, and ethical behavior.

According to Uno and Nurdin (2012), effective teaching can be identified by seven indicators: (1) good material organization; (2) effective communication; (3) mastery of and enthusiasm for the subject matter; (4) a positive attitude toward learners; (5) the provision of fair value; (6) flexibility in approaches to learning; and (7) the ability to produce good learners. These seven indicators were identified by analyzing the process and the achievement of students' learning objectives. Cheffers et al. (2000) expanded on these instruments by modifying them to enrich the points of vocational teacher professional instruments with vocational tasks in teaching in the workshop, laboratory, and studio when students perform an internship or industrial practices in studio work or in the workplace. In this regard, Ramli (2018) assessed students' achievement based on their cognitive, affective, and psychomotor abilities. Likewise, Tehdit (2020) identified the ideas of the directors in schools about the progress of students in the primary fifth-grade teaching program. Individual development has three basic processes. These are called cognitive, psychomotor, and affective development areas (Tehdit et al., 2020).

It should be noted that the large class is shrinking. Cognitive engagement and behavioral engagement are two types of engagement. It may be influenced by the opportunity to present views in conversation on the internet, but the opposite outcome occurs. Participation of teachers When the class size grows, their cognitive and

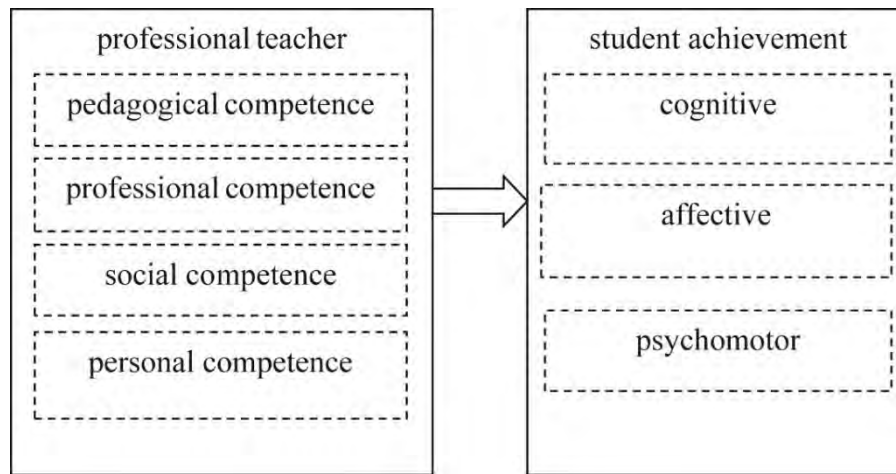




behavioral involvement rises as well. It could be influenced by students' desire to obtain more knowledge (Sari, 2019). Since its inception, curriculum research has relied heavily on Bloom's taxonomy of educational objectives. In addition to discussing the cognitive and affective goals of education, the creators of the original taxonomy offered a hierarchy of capability types in these domains that could be utilized to show student performance. Furthermore, Bloom's taxonomy provides a framework for correlating educational attainment with evidence of qualities related to abilities relevant to professional, or in the case of lower elements of the hierarchy, subprofessional work roles. Three domains of Bloom's taxonomy are excellent measurements of student performance, e.g., the cognitive domain can be used to measure the ability to receive knowledge and thoughts, while the affective domain is used to measure the ability of learners to organize, articulate, and value the educational process, and the psychomotor domain is used to measure the physical skills and the ability to perform physical acts relevant to education (Begam & Tholappan, 2018).

In the same context, Mousavi and Vashani (2019) used the cognitive, affective, and psychomotor domain to measure students' performance in third grade female pupils. The result of their study revealed a significant difference in the mean scores of cognitive, affective, and psychomotor skills in the experimental group. According to the findings, any academic training program should use effective method of developing students' cognitive, emotional, and psychomotor skills. Higher scores represent greater cognitive stimulation and emotional (affective) support (Tehdit et al., 2020). Figure 2.3 depicts the study's conceptual framework.



**Figure 2.3***The indicators of student performance*

During the teaching and learning process, for example, the teacher can use particular learning tactics or methods to help students perform better academically. One way to help students with their cognitive, emotional, and psychomotor skills is through virtual talks. Students may communicate and think critically, coherently, and rationally while sitting and listening thanks to this exercise (Sari et al., 2019).

Additionally, the student's conduct, drive to study, willingness to participate in class, and evaluation of the knowledge acquired through the affective domain are all emphasized by the affective dimension (Kasilingam et al., 2014). In addition, the psychomotor are the steps that should be taken during the learning process, starting with action, coordination, formation, and production (Sari et al., 2019). Finally, cognitive domain can be measured through class discussion, compiling lesson notes, obtaining tutorial activities, using teaching materials in the form of charts, using Power Point slides, providing authentic examples, providing quizzes, project- or problem-



based learning, procuring seminars, and asking questions with answers in the form of explanations or descriptions (Kasilingam et al., 2014).

The Bloom taxonomy provides a framework for understanding the different levels of thinking and learning that students engage in. In the cognitive domain, students' progress from basic recall and comprehension to more complex skills such as analysis, synthesis, and evaluation. This progression can help explain why some students struggle with higher-order thinking tasks while excelling in rote memorization. Additionally, the affective domain of Bloom's taxonomy focuses on students' attitudes, values, and emotions towards learning. By considering how students' motivation, confidence, and emotional responses impact their performance, educators can gain a more holistic understanding of student learning outcomes. This understanding can inform teaching strategies that not only enhance students' knowledge retention but also foster their critical thinking and problem-solving skills. By addressing both the cognitive and affective domains of learning, educators can create a more engaging and supportive learning environment that promotes deeper understanding and long-term retention of information. Ultimately, this comprehensive approach to education can help students develop the skills and attitudes necessary for success in both academic and real-world settings.

In brief, the insights from the literature reveal that student performance can be measured through Bloom's three domains. In this study, the focus will be on two of them, i.e., the cognitive and affective domains, while the psychomotor domain is not within the scope of this study. Hence, the dimensions that will be used to examine



student performance are operationalized by scholars in education, as shown in Table 2.3.

**Table 2.3**

*The key dimensions of student performance*

<b>Dimension</b>	<b>Author/s</b>	<b>Operational definition</b>
Cognitive performance	Taupiac et al., 2021	Students' feelings, thoughts, relationships, moral development and physical development as a whole
	Peyre et al., 2019	Fine motor skills and other cognitive dimensions such as nonverbal intelligence
	Sari et al., 2019	It is a measurement of student's intellectual abilities
	Micklich, 2011	Remembering, thinking, solving problems, and creating or producing something
	Ramli, 2018	Thinking skills, knowledge, recognition, understanding, conceptualization, determination
	Alinier & Alinier, 2005	How students master the learning process and apply the knowledge they got
Affective performance	Taupiac et al., 2021	Student's emotional interest in schools, lessons, interest related in fields, attitudes and academic self
	Peyre et al., 2019	Emotional problems, conduct problems, inattention/hyperactivity symptoms, and peer relationships
	Sari et al., 2019	The feeling of a student towards the learning process and institution
	Micklich, 2011	The desires of learning that arise in students.
	Kasilingam, et al., 2014	Receiving (desire to listen), responding, assessing (desire to be involved), organizing (desire to be an idea maker),

<b>Dimension</b>	<b>Author/s</b>	<b>Operational definition</b>
	Ramli, 2018	Feelings, emotions, attitudes, the degree of acceptance or rejection of a subject
	Peyre et al., 2019	Environmental and perinatal factors such as child's cognitive stimulation at home, gestational age, and birth weight
	Sari et al., 2019	Essential steps for learning (i.e. action, coordination, production, formation)
	Hoover & Giambatista, 2009	The self and emotional interest of student for learning
	Kasilingam, et. al., 2014	To motor activities related to accuracy, fluency, and speed
	Ramli, 2018	The competence to do the job involving the limbs and competencies related to physical movement

As mentioned above in Table 2.3, cognitive and affective performance are two basic dimensions for explaining the academic performance of students. In our study, cognitive performance of students in primary schools is a critical aspect of their overall academic development. As children progress through their early years of education, their cognitive abilities play a significant role in their ability to understand and apply new concepts, solve problems, and engage in critical thinking. Research has shown that cognitive performance in primary school students can have a profound impact on their future academic achievements and success in various areas of life. Therefore, it is crucial for educators and parents to understand the factors that influence cognitive performance and implement effective strategies to enhance and support it. Some of the factors that can influence cognitive performance in primary school students include environmental factors, such as the quality of the learning environment and the level of support and stimulation provided at home and in school. Additionally, factors such as



nutrition and physical activity have been found to affect cognitive abilities. By creating a supportive and stimulating environment both at home and in school, educators and parents can help improve cognitive performance in primary school students, setting them up for future academic success and overall well-being. For example, a detailed example of how environmental factors can influence cognitive performance in primary school students is ensuring a well-lit and organized classroom with minimal distractions. This encourages better focus and concentration during lessons, leading to improved learning outcomes. Additionally, providing nutritious meals and promoting regular physical activity can enhance brain function and memory retention, leading to higher cognitive abilities in students.



### **2.6.1 Relationship 1: Headmasters' Servant Leadership and Student Performance**

Headmasters' servant leadership has been found to have a significant impact on student performance. This leadership style, which emphasizes the leader's commitment to serving others and prioritizing their needs, creates a positive and supportive school environment. When headmasters embody servant leadership principles, they foster a sense of trust, respect, and collaboration among students and staff. This, in turn, leads to increased motivation, engagement, and academic achievement among students. The effect of educational leadership on students' academic progress has been the subject of numerous researches conducted in the field of education. A favorable correlation





between student performance and educational leadership has been found in numerous studies conducted in this area (Boyer, 2012; Harris-Smith, 2012; Jafar et al., 2023). One of the school's outputs (or results) is the learning and success levels of its students. The effect of school leaders on these aspects is a complex subject (Karada, 2020). The results of pupils are significantly impacted by almost all leadership philosophies (Kiersch & Peters, 2017; Cox & Mullen, 2023). Thus, servant leadership has a significant impact on both student performance and school culture (Saglam & Alpaydin, 2017). However, kids' academic achievement is influenced by the principals of the school (Chan, 2020). As a result, researchers have placed focus on the application of leadership theory and the influence of leadership style on students, teachers, and schools (Hammond, 2018).



Furthermore, headmasters who practice servant leadership are more likely to

establish strong relationships with students, which can enhance their overall well-being. By actively listening to students' concerns and providing guidance when needed, headmasters create a safe and nurturing environment where students feel valued and supported. This, in turn, improves their self-confidence and willingness to take risks, ultimately leading to improved academic performance. Additionally, headmasters who prioritize serving others also set a positive example for students, encouraging them to develop their own leadership skills and become compassionate and empathetic individuals. Research by Poobalan and Talip (2020) indicates that student academic performance has increased as a result of servant leadership methods, which have improved teacher professionalism. Furthermore, servant leadership is an approach to leadership that embraces the opportunity for leaders to embrace service to their followers. This approach to leadership puts the goals, needs, and development of





“followers” ahead of those of the leader. Applying servant leadership to classroom contexts serves as an opportunity to improve education by positively impacting student learning and development and deepening the student-centeredness of instruction (Aaron & Keith, 2015).

It is clear that schools can become an effective learning environment when leaders adopt, practice, and model servant leadership. In this sense, the model's significance for both student achievement and school atmosphere has been shown by servant leadership (Stewart, 2017; Liu et al., 2019). As important as it is for one to understand the background of servant leadership and the qualities exhibited by servant leaders, it is significantly more crucial that researchers understand why servant leadership is so beneficial for students. It is quite obvious that a positive school climate will lead to higher student performance than a negative one, and research has indicated repeatedly that schools that emphasize a servant leadership mindset tend to have a more positive school climate than those that do not (Black, 2010). Accordingly, headmasters who foster positive relationships with students also promote a sense of belonging within the school community. By organizing inclusive activities and promoting teamwork, they encourage students to develop strong social connections and a sense of camaraderie. This not only creates a more positive and supportive environment for learning, but also helps students develop essential life skills such as cooperation and communication. Ultimately, the impact of a headmaster's relationships with students extends beyond the academic realm and plays a crucial role in shaping their overall character and well-being.





A review of the literature on leadership in an educational context reveals a growing body of research that suggests headmasters who practice servant leadership can indeed have a significant impact on student performance. As mentioned earlier, the researcher emphasized the importance of the headmaster's servant leadership, which involves putting the needs of others first and serving as a role model for the entire school community. By fostering a culture of empathy, collaboration, and support, headmasters who practice servant leadership in schools create a robust learning environment that is conducive to student success. Additionally, the findings from the literature show that a servant leadership style encourages open communication and active engagement between headmasters and students, which leads to a stronger sense of belonging and motivation among students. When students feel valued and supported by their headmasters, they are more likely to be engaged in their learning and strive for academic excellence. Ultimately, servant leadership not only benefits individual students but also contributes to the overall success and growth of the entire school community.

In brief, the relationship between headmasters' servant leadership and student performance is a crucial aspect to consider in educational settings (Thai'Atun et al., 2024). Servant leadership, as exemplified by headmasters, emphasizes the leader's commitment to serving the needs of their followers and promoting their growth and development. In the context of schools, this leadership approach has been found to positively impact student outcomes, fostering a conducive environment and better school climate for learning which in turn improve the performance of students (Kilag et al., 2023). Research studies have shown that when headmasters practice servant leadership, students are more motivated, engaged, and connected to their school





community. These headmasters prioritize the well-being and success of their students, creating a sense of trust and support (Angtudet et al., 2023). As a result, students feel valued and empowered, leading to higher levels of academic performance and overall achievement. Additionally, headmasters' servant leadership style promotes a culture of collaboration and teamwork, encouraging students to work together and share their knowledge, further enhancing their learning experience. Furthermore, when headmasters practice servant leadership, they also foster a positive and inclusive school environment. They actively listen to students' concerns and ideas, making them feel heard and respected. This not only boosts students' self-esteem but also encourages them to actively participate in school activities and initiatives. Moreover, the servant leadership approach also instills important values such as empathy and compassion, as headmasters lead by example in serving others. Overall, by embracing servant leadership, headmasters can truly make a positive impact on students' lives and create a thriving and supportive educational community. Based on the previous claims and findings, this study will test the following hypothesis statement:

*Hypothesis 1: Headmasters' servant leadership has a significant effect on student performance*

## **2.6.2 Relationship 2: Teacher Motivation and Student Performance**

Teacher motivation plays a crucial role in determining student performance. When teachers are motivated, they are more likely to put in the effort to create engaging lesson plans, provide timely feedback, and offer extra support to struggling students. This





motivation translates into a positive classroom environment where students feel inspired and encouraged to learn. On the other hand, when teachers lack motivation, it can have a detrimental effect on student performance. The level of motivation a teacher exhibits for their students affects the kids' academic performance (Affuso et al., 2023). Contrary to common assumption, teaching is not the only thing that teachers do. Teachers must get involved in order to emotionally address students' worries about their academic performance and personal lives (Ingsih et al., 2021). They need to create a welcoming environment for the students to learn in (Kumar & Upadhaya, 2019). There is a connection between student outcomes and teacher motivation (Bardach & Klassen, 2021). Educational psychology has a long history of examining the nature and dynamics of students' motivation for learning and the effects of motivated teachers on the academic achievement of students (Kriegbaum et al., 2018; McInerney, 2015). The fact that student performance is largely contingent on teacher motivation is beyond dispute (Bardach & Klassen, 2021; Hoy, 2021).

Students may sense the lack of enthusiasm from their teachers and may become disengaged or uninterested in the material being taught. This can lead to a decline in participation, poor academic performance, and even behavioral issues in the classroom. Additionally, unmotivated teachers may be less likely to provide the necessary guidance and support to help students succeed, further hindering their academic growth. Therefore, it is crucial for schools and educational institutions to prioritize teacher motivation in order to create an environment that fosters student success. A teacher's capacity to foster an atmosphere of collaboration and inspiration can have a favorable impact on students' academic achievement, according to Klyachko et al. (2019). In addition, the relationship between teacher motivation and student performance is based





on the fact that teachers' potential contributions to student learning and adaptive development are of central interest for both educational research and practice and form a fundamental building block for models of teacher performance (Seidel & Shavelson, 2007; Awadh, 2018) and teacher competencies (Kunter et al., 2013). The struggle of less motivated teachers to raise student outcomes deserves closer attention and more research.

Nyakundi et al. (2019) looked into the relationship between teacher motivation and students' academic progress in a different study. According to the results of their investigation, standard eight students' academic performance was significantly impacted by their teachers' motivation. Nyakundi et al. (2019) suggested that teachers should provide greater motivation in the form of pay increases, recommendation letters, and promotions in the same context. According to prior research and empirical investigations, academic accomplishment of students and instructors' motivation seem to be associated in a variety of cultural contexts (Gilbert, 2018; Mok & Moore, 2019; Ingsih et al., 2021). Schools and other educational institutions may guarantee that their teachers are enthused and passionate about their subjects by placing a high priority on teacher motivation. Students that are motivated to actively participate in their education may achieve better academically and participate more frequently as a result. Moreover, motivated teachers are more likely to provide the necessary guidance and support to help students overcome challenges and reach their full potential. Ultimately, by creating an environment that values and nurtures teacher motivation, schools can create a positive and conducive atmosphere for student success.





Based on the aforementioned reports and findings, it is evident that teacher motivation plays a crucial role in promoting student performance (Ahmad et al., 2023). When teachers are motivated, they bring positive energy and enthusiasm into the classroom, which can greatly impact students' engagement and interest in learning which in turns boost student performance (Yahya et al., 2023). Motivated teachers are more likely to go above and beyond their duties, putting in extra effort to create engaging lessons, provide individualized attention, and offer additional support to struggling students to raise their academic achievement (Al-Said, 2023). Their passion for teaching is contagious, inspiring students to work harder, set higher goals, and strive for academic excellence. Additionally, motivated teachers are more likely to stay updated with the latest educational research and teaching strategies, allowing them to adapt their teaching methods to meet the evolving needs of their students (Affuso et al., 2023). This dedication to professional growth ensures that motivated teachers are constantly seeking new ways to enhance their students' learning experiences. Furthermore, their enthusiasm and commitment to their profession can foster a positive classroom environment where students feel valued and supported in their educational journey. Ultimately, the impact of motivated teachers goes beyond the classroom, as they have the power to shape the future of their students and inspire a lifelong love of learning.

In brief, research has consistently shown that there is a strong relationship between teacher motivation and student performance. When teachers are motivated, they are more likely to engage in effective teaching practices, create a positive learning environment, and provide students with the necessary support and guidance. This, in turn, leads to improved student outcomes, including higher academic achievement,





increased motivation to learn, and better overall well-being. Furthermore, motivated teachers are more likely to go the extra mile to meet the individual needs of their students, using innovative teaching methods and personalized learning strategies. They are also more likely to establish strong relationships with their students, which fosters a sense of trust and respect. This positive teacher-student relationship not only enhances the learning experience but also promotes a sense of belonging and emotional well-being for students. Ultimately, when teachers are motivated, students are more likely to be motivated and achieve their full potential. Motivated teachers serve as role models for their students, inspiring them to strive for excellence and pursue their passions. They create a positive and engaging classroom environment, where students feel comfortable expressing their thoughts and ideas. Through their enthusiasm and dedication, motivated teachers can ignite a love for learning in their students, encouraging them to become lifelong learners. In turn, these motivated students are more likely to excel academically and develop essential skills for success in their future endeavors. Consequently, the following hypotheses will be tested in UAE primary schools by this study:

*Hypothesis 2: Teacher motivation has a significant effect on student performance*

## 2.7 Chapter Summary

The literature review on headmasters' servant leadership and teacher motivation reveal sharing opinions among the scholars on the substantial effect of these variables on student performance. The previous studies and reports indicate several key findings and





highlights the significance of servant leadership in educational settings and its positive impact on teacher motivation as well. Numerous studies have shown that when headmasters adopt a servant leadership approach, they prioritize the needs of their teachers and create a supportive and empowering work environment. This, in turn, enhances teacher motivation, job satisfaction, and commitment to their profession. To that end, the research underscores the importance of recognition and appreciation in increasing teacher motivation. When teachers feel valued and acknowledged for their hard work and dedication, they are more likely to be motivated to perform at their best. This can be achieved through various means, such as public recognition, rewards, and opportunities for professional growth and development.

Overall, studying servant leadership in schools is critical for improving student performance in primary schools due to its positive impact on various aspects of a student's educational journey. Servant leadership emphasizes the importance of putting the needs of others first and fostering a nurturing and supportive environment for students. This leadership style encourages teachers and school administrators to prioritize the well-being and growth of their students, leading to enhanced academic outcomes and overall student success. Research in teacher motivation is a novel contribution in the education domain because it focuses on understanding the factors that drive and sustain teachers' enthusiasm and commitment to their profession. While previous studies have primarily focused on student motivation and achievement, the importance of teacher motivation in creating an effective learning environment has been overlooked. By investigating the various aspects of teacher motivation, such as intrinsic and extrinsic factors, researchers can gain valuable insights into how to enhance teacher





engagement and job satisfaction, ultimately leading to improved educational outcomes for students.





## CHAPTER 3

### RESEARCH METHODOLOGY



This chapter introduces the methods that were adopted in this study for answering research questions and validating the conceptual framework, and explaining the research design, sampling techniques, data collection instrument and its validation methods, as well as the main statistical methods that have been utilized to analyze the survey data, and the techniques for examining the hypotheses. Moreover, determining the sample size from the whole population in Al-Sharjah primary schools.





### 3.2 Research Philosophy

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used. The majority of researches consists of epistemology, ontology, and research methodology. Positivism and interpretivism are the two basic approaches used in a research methodology. Positivism recommends using scientific methods (quantitative) to analyze human behavior and a social topic whereas interpretivism recommends using non-scientific methods (qualitative) to analyze human behavior or a particular phenomenon. Interpretivism is a more qualitative approach, while positivism is a theory that states all reliable knowledge can be verified through scientific methods such as observation, experiments, and mathematical/logical proof (Mackenzie & Knipe, 2006). Historically, positivism has been the dominant approach in the philosophy of science (Cheng-I Yang, et al., 2008).

In a scientific way of doing research, a positivist begins research with the theory and then collects data that either supports or rejects the theory and makes necessary revisions before conducting additional tests (Creswell, 2009). Based on these arguments, this study is considered a positivism research paradigm. Therefore, quantitative methodology is used to collect the data through a survey process, test and verify the hypotheses, and answer research questions.





### 3.3 Research Approach

The research approach is a plan and procedure that consists of the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. It is, therefore, based on the nature of the research problem being addressed. The two common approaches to conducting research are quantitative and qualitative. To answer the research questions, empirical evidence is needed by means of direct observation. Observations based on empirical data can be analyzed quantitatively.

The approach that was adopted in this study is based on inferential statistics, which use measurements from a sample of subjects from a larger population in the survey to compare and analyze the data and make generalizations and conclusions about the larger population of subjects. Statistical inference is the process of using data analysis to infer properties of an underlying distribution of probability (Upton, 2008).

There are many types of inferential statistics, and each is appropriate for a specific research design and sample characteristics (Kuhar, 2010). It is assumed that the observed data set is sampled from a larger population. Inferential statistical analysis infers properties of a population, e.g., testing hypotheses and deriving estimates, and other inferential statistics such as p-value, confidence interval, and accepting or rejecting a null hypothesis.

In addition to that, descriptive statistics were used in this research project; typically, descriptive statistics are distinguished from inferential statistics. Descriptive statistics are used to describe the basic features of the data collected from the respondent





during the survey. They provide simple summaries about the sample and the measures (Nick, 2007). Together with simple graphic analysis, they form the basis of virtually every quantitative analysis of data. With descriptive statistics, it is possible to describe what is or what the empirical data shows. Descriptive statistics is solely concerned with the properties of the observed data, and it does not rest on the assumption that the data come from a larger population (Babbie, 2009). In inferential statistics, the researcher attempts to reach conclusions that extend beyond the data alone. Inferential statistics can be contrasted with descriptive statistics, which are also included in the analysis of this study.

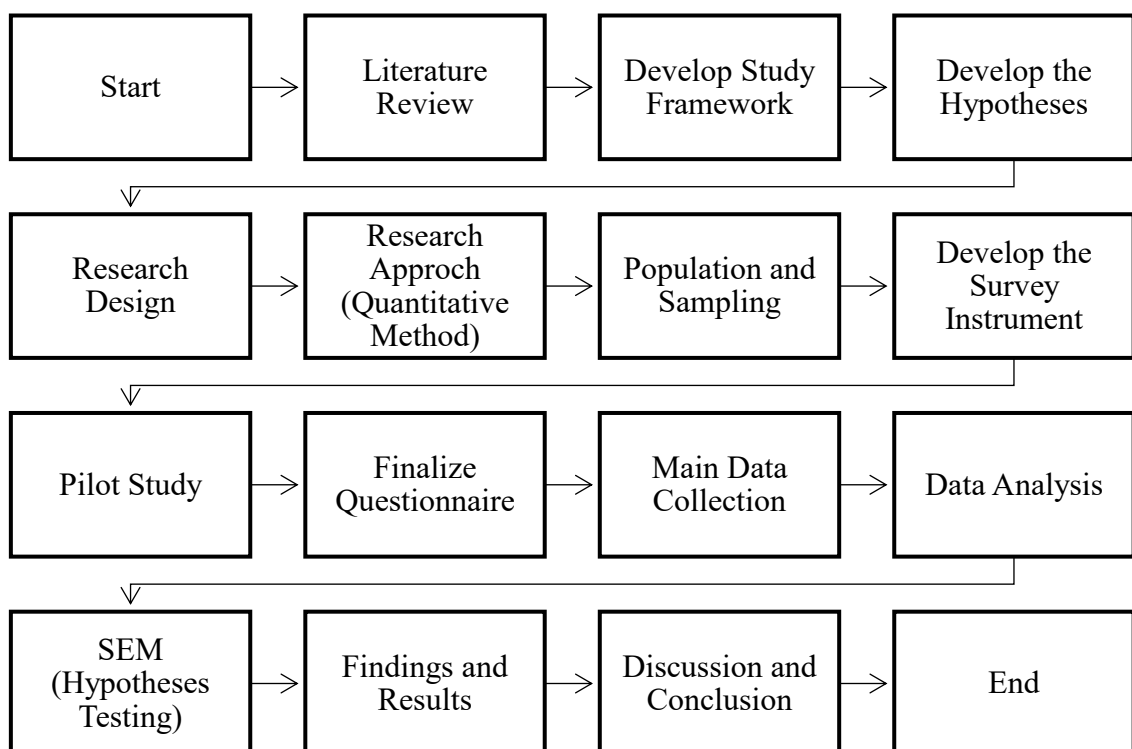
In brief, for studies like the present one, which require hypotheses testing, and measuring the strength of relationships between the constructs (i.e., servant leadership, teacher motivation, student performance), quantitative methods are more convenient than other approaches such as qualitative methodology (Hamed, 2016; Oberiri, 2017). Another advantage behind the use of quantitative approach (Tarka, 2017; Hair et al., 2020). Arguably, only quantitative methods validate a causal relationship between the variables being studied in Al-Sharjah primary schools. In sum, this study is a causal-research devoted to identify the extent and nature of cause-and-effect relationships between aforementioned constructs (Dexin et al., 2019). Thereby, a quantitative approach is the methodology that has been used in this research project to answer research questions and test the hypotheses (Kumar, 2011; Debra, 2015).



### 3.4 Research Design

It is well known that a research design offers the major route and instructions for a researcher to acquire answers to research questions (Mohajan, 2018). The design of this study is developed in two parts (i.e., theoretical and empirical). This study is a cross-sectional study that takes into consideration the resource constraints of the researcher, including timeframe and finances (Sekaran & Bougie, 2010). Notwithstanding the comparative benefits of longitudinal studies, this study collected data and describe the characteristics of the research population simultaneously over a short period of time. The path in Figure 3.1 illustrates the steps that were followed by the research to finalize this research project.

*Diagram showing the design of the research*



To establish a theoretical background and focus or context for this research, a narrative (traditional literature review) is conducted as a comprehensive, critical, and objective analysis of the current knowledge on a topic. This is an essential part of the research and serves as a background for understanding the relationships between the headmaster's servant leadership, teacher motivation, and student performance. The survey design assesses the opinions of the implementers of servant leadership concerning its influence on student performance. A survey is an appropriate process in quantitative research because it provides a quick, economical, resourceful, and accurate evaluation and information about a given population (Zikmund et al., 2013).

### 3.5 Population and Sample Size

A population is defined as a group of individuals who share similar demographic characteristics, such as gender or job, and live in a homogeneous area, the same country, city, or workplace. Members of a population often rely on the same resources, are subject to similar environmental constraints, and depend on the availability of other members to persist over time (Tarsi & Tuff, 2012). The units of analysis in this study are human subjects. Those subjects are teachers. All subjects are working in Al-Sharjah primary schools.

The UAE had 639 public and 580 private schools. Each state (emirate) of the seven Emirates in the UAE has its own educational system and policy. This study focuses on specific issues linked to student performance in terms of cognitive and affective domains, which are influenced by the educational culture and the policies of



the organizations that govern schools within a particular area. Adding to that, Al-Sharjah has the largest population (1.4 million) in the UAE. It is a growing state and one of the Arab world's most diverse cultures. At the present time, there are 38 accredited private schools in Al-Sharjah. This is deemed enough to provide a bigger picture of the reality of leadership and student performance in UAE-Sharjah. Therefore, the population of this study is the group of teachers in Al-Sharjah private schools. The number of teachers in these schools is 1586, based on the latest statistics received from the HR department in the Ministry of Education of the UAE.

The main aim of sampling is to obtain a statistically representative sample from the whole population of interest (teachers in Al-Sharjah private schools), whereas the study findings from the sample represent real associations in the population of interest.

In this way, computing the sample size is an important step to define a sample that represents the whole number of teachers in private schools and leads to a result that can be generalized to all schools in Al-Sharjah.

The literature on statistics reveals basic mathematical formulas to calculate a sample of individuals that represent a larger number of individuals or the whole population (Mercer et al., 2017; Islam, 2018). One of the most cited approaches to calculating samples is the formula provided by Yamane (1967) (Louangrath & Sutanapong, 2019; Hayatu et al., 2021; Gikandi, 2021; Akintan et al., 2021). For known or finite population sizes, the Yamane formula is suggested to be used in the majority of quantitative studies (Louangrath, 2017; Mmari & Thinyane, 2019). In addition, this formula proposes an excellent adjustment to the margin of error in the sample size so that it is more accurate and applicable for use in determining the optimum sample size



for both single and multi-dimensional variables at all levels of confidence (Adam, 2020; Matindike et al., 2021). Adequacy of sampling size is the basic rule of statistics for reliability (Yamane, 1967).

As a result, Yamane formula is best suited for categorical variables like the ones indicated in this study, and this formula can only applicable when the confidence coefficient is 95% with a population proportion of 0.5 (Anoke et al., 2021; Divakar, 2021; Chaokromthong & Sintao, 2021). Yamane's formula is depicted as follows:

$$\eta = \frac{N}{1 + N e^2}$$

Where,  $\eta$  = sample size,  $N$  = the population of the study  
 $e$  = Error margin (the level of precision) or the risk the researcher is willing to accept. In the social and management research a 5% margin of error is acceptable (Raghunathan, 2015).  
 To determine the sample size of this study, the following formula is used:

$$\eta = \frac{1586}{1 + 1586 \times 0.05^2} \quad \eta = \frac{1586}{1 + 1586 \times 0.0025} \quad \eta = \frac{1586}{1 + 3.965}$$

The result of Yamane's formula  $\eta = 320$  (the minimum number of respondents to be included in the study sample).

This study considers adequate accuracy and significance in calculating the sample size, allowing the researcher to be confident of results with limited random variations in the population of interest. Some of the received questionnaires may be omitted from the analysis due to incomplete data, while others may be completely unfilled, thus invalid questionnaires are not included in data analysis. Therefore, larger sample sizes reduce sampling errors (Hamed, 2016). The bigger the sample size, the higher the confidence level. In other words, increasing the sample size generally leads to increased precision when estimating unknown parameters (Smith, 2013). On the



other hand, start with identifying the minimum study group size and then move towards the population. Therefore, this study increased the number of individuals in the sample to 400 to increase the precision of the collected data and reduce the percentage of error.

### 3.6 Sampling Technique

The sampling technique is the first step before conducting the actual survey. It is impossible to obtain data from the whole population, so a specific sampling technique is used. The sample is a subset of the whole population that has been selected for the study (Catlett, 2017). A study sample is a small section of the research that has been chosen from the population (Catlett, 2017; Dana & Hao, 2020). Sampling techniques can be subdivided into two groups: probability sampling and non-probability sampling (Elliott & Valliant, 2017). In the case of probability sampling, the researcher selects the respondents by chance (randomly) from a full sampling frame of all eligible individuals or organizations (Elfil & Negida, 2017; Andrea, 2020; Dana & Hao, 2020). This study adopted simple random sampling because this type of sampling is more convenient for large and medium populations (Chen et al., 2018). Hence, in order to generalize from a random sample and avoid sampling errors or biases, a random sample needs to be of adequate size (Dana & Hao, 2020).

The most distinctive probability sampling methods are systematic sampling, simple random sampling, cluster sampling, and stratified sampling. Hence, the researcher utilized stratified sampling techniques accompanied by simple random sampling in order to cover the various classifications of individuals with equal chances





of sampling. This study used the stratified random sampling technique, which is a mix of simple random sampling and stratified sampling. In other words, stratified random sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. According to Sekaran and Bougie (2013), this technique is the most efficient among all the probability designs.

Furthermore, it is considered the most suitable for populations with inequality, where the sample is representative of all classes of study samples. Additionally, this sampling technique is used in the case of heterogeneous populations whose classification differs according to certain factors, such as the educational degree, location, or organization's specialization. Accordingly, in stratified sampling, the research samples can be divided into layers called “strata” (Zikmund, 2003). The principle of equality is used where the similarity of each category is equal in the study sample, and the study population may be composed of non-identical groups. Moreover, the similarity of each of these groups in the research sample divides the community into classes, so that the classification of each class is as homogeneous as possible and the sample is distributed among these classes (Saunders et al., 2009). In sum, during the survey process, the researcher chooses a sample from the total number of schools in the UAE based on the size of the population, whereas the whole population of all organizations is divided into homogeneous groups that differ according to the number of individuals. Then randomly distribute the questionnaires for each group according to the number of individuals in each stratum.

As previously explained, the application of the simple random sampling method depends on the condition of homogeneity among all individuals in the UAE; otherwise,





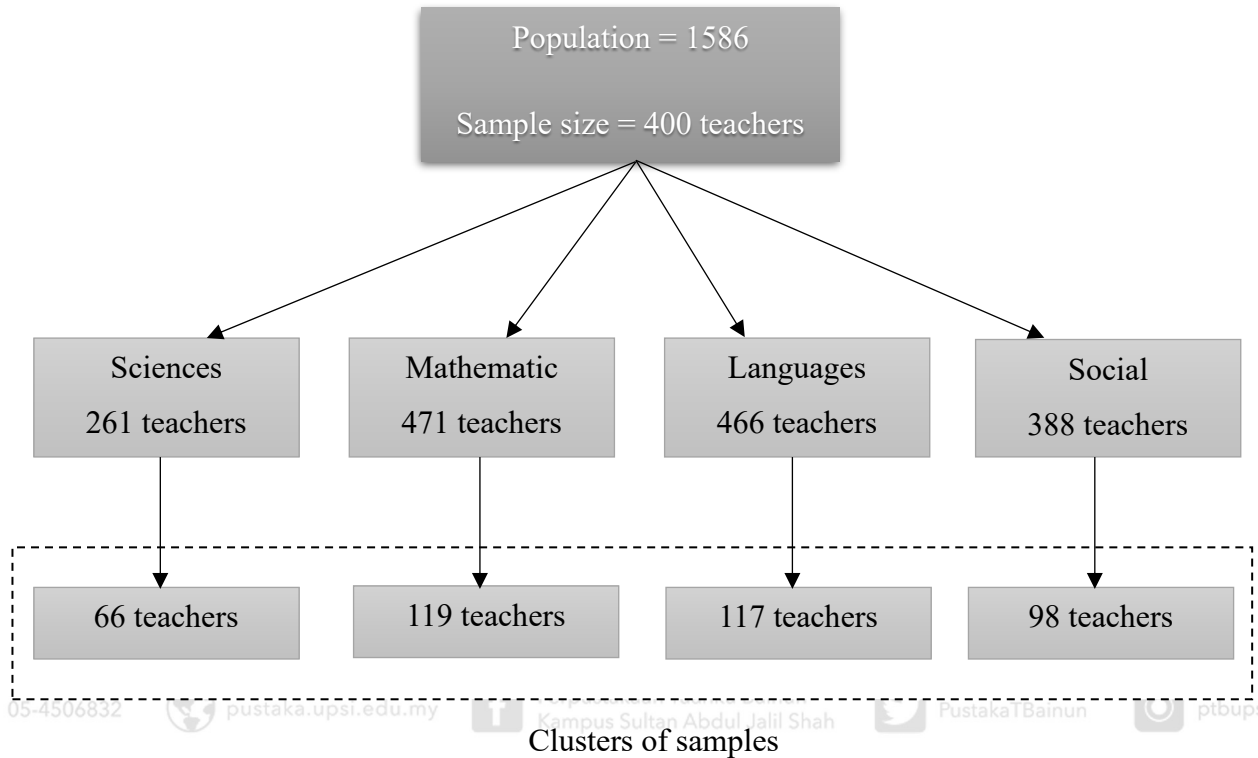
the sample will lead to biased and inaccurate results. In addition to that, the sample will be spread randomly over a wide area of the community, which will increase the burden and cost of the data collection process. The justification for selecting stratified random sampling is to ensure that certain groups are adequately represented in the study through the assignment of strata (Sekaran & Bougie, 2013). Furthermore, according to Sekaran and Bougie (2013), this technique is the most efficient among all the probability designs.

To execute the sampling process and cover the teachers in all subjects, the first step is to divide or classify the entire target population ( $N_h$ ) into different subgroups or teachers. The teachers are classified into four categories based on the subject they teach:  $N_1$  = mathematics,  $N_2$  = sciences (chemistry, biology, and physics),  $N_3$  = languages (Arabic and English), and  $N_4$  = social sciences (history and geography). The population is divided into a number of categories, whereas  $N_h = N_1$  (261 teachers) =  $N_2$  (471 teachers),  $N_3$  (466 teachers), and  $N_4$  (388 teachers). Thus,  $N_h = 1586$ . The next step is to get the fraction. This was done by dividing the sample size ( $n_h$ ) of 400 (which was decided earlier) with the target population ( $N_h$ ). The formula  $(n_h/N_h) \times 400$  has been applied to each category in order to decide the number of respondents that were included in the survey, as shown in Figure 3.2.



**Figure 3.2**

*The selection of respondents in the sample of teachers in Sharjah private schools*



### 3.7 Data Collection Process

In the survey phase, the researcher distributed the questionnaires to the respondents (teachers) in Al-Sharjah private primary schools. The first step is contacting the principals of Al-Sharjah private primary schools in order to get their approval for data collection. Following that, the research request lists the candidate teachers in each school and enters their names in an Excel sheet file in order to filter those who accept to participate in the survey. The next step is confirming the names of respondents who received the questionnaire by sending them an introduction email or contacting them by phone to arrange for a face-to-face interview and submit printed copies of the



questionnaire, while the remaining respondents received an online form through the Google Survey Service, which is an online custom form widely used in recent years by academics. For the online survey platform, the survey has been placed online, and the link was sent to all participants to complete them either through their phones or by e-mail.

After accomplishing the distribution of questionnaires to all teachers defined in the study sample, the next step is filtering the valid questionnaires for those who don't indicate missing data or blank fields. The collection of completed questionnaires have been done through returned emails, an online survey platform, and physical collection within an estimated period of four weeks. All returned questionnaires were scanned and stored in a secured location. The online data collection was conducted according to a strict standard of confidentiality in line with the laws of the UAE government and helped gather the required responses with much ease, free of error and fear of harassment.

### 3.7.1 Response Rate

In this study, the researcher has distributed 400 questionnaires to the teachers in Al-Sharjah schools. Out of the 400 questionnaires distributed to the study sample, 382 valid questionnaires have been considered for analysis. This implies a response rate of 92.14%, as shown in Table 3.1. The remaining numbers represent questionnaires that have missing data or blank questionnaires. According to Bryman and Bell (2015), a



response rate less than 50% shows a minority of the response rate, which may lead to incorrect generalizations of the study results for the population.

**Table 3.1**

*Sample Study Response Rate*

Questionnaire Response	Frequency	Rate
Number of questionnaires distributed	400	100.00%
Valid questionnaires	382	95.50%
Incomplete questionnaires	18	4.5%

### 3.8 Data Instrument

This research used a questionnaire as a primary source of data. Self-administered questionnaires (SAQ) was used in the survey procedure to collect the data from the respondents. SAQ is among the most widely used instruments in quantitative research, such as this study (Hukins & Duce, 2022). In addition, it is a very popular instrument to be completed by a respondent without direct involvement by researchers. It is a structured form that consists of a series of closed-ended questions (Masuda, 2021). Traditionally, SAQs was given to large groups via mail or in person, but SAQs are increasingly widely utilized for Web surveys at the present time. Because the SAQ is completed without continual feedback from a trained interviewer, great care must be given in the wording of the questions as well as the arrangement of the questionnaire in order to avoid measurement error (Sharma, 2022). A Likert scale is used to transform the responses of individuals (subjects) to the indicators (questions) into observed data



for statistical data analysis. It is a bipolar scale that assesses whether a person has a positive or negative reaction or opinion to a statement (Likert, 1932). The Likert scale encompasses five categories 1–5 (strongly disagree; disagree; neutral; agree; strongly agree). This scale is frequently used in many topics (e.g., business, management, social, information technology), and it is approved to be an accurate technique to measure and evaluate human behavior and a wide range of phenomena (Robinson, 2018). Normally, the degree of agreement or disagreement with the statement is quantifiable and can then be analyzed.

The first step in developing the questionnaire is searching for pre-tested indicators for the variables from the literature. In other words, the researcher adopts questions or statements that have been used in previous studies to measure the constructs (i.e., variables) of this study. To enhance the reliability of the questionnaire, the majority of items and questions have been adopted from previous studies to ensure the use of indicators that have been empirically measured and tested. Despite that, some questions have been modified by the researcher in order to get particular answers related to the subject of this study.

The research will ensure that no leading questions are included in the design of the questionnaire because these kinds of questions may lead a respondent to answer in a biased or particular way. Leading questions are a vital issue of survey and question design, which are avoided in this study. Moreover, a double-barreled question was avoided. These kinds of questions are committed when a question touches upon more than one issue yet allows only for one answer. This makes the respondents confused by asking about two different things. Other kinds of questions were included in the





questionnaire, such as informant factual questions that inquire about personal details such as age, income, and occupation. Also, there are no open questions or closed questions.

The next step is sending the draft questionnaire to 2-4 experts in this field for the purpose of review and validation. After getting the comments and suggestions from the experts, a small-scale survey that includes 30–50 respondents in a pilot study was conducted to measure the reliability of the questionnaire. In the pilot study, the test should reveal the consistency of the phrases and statements in the questionnaires to ensure the legitimacy of the responses (Junyong, 2017). Following the completion of the pilot study, certain modifications was made to the original statements in each item. The items that scored weak reliability would be deleted from the final version of the questionnaire. Thereby, the researcher reduces the number of items and focuses on the most consistent items, but without neglecting the comments of experts.

The final version of the questionnaire is divided into two sections. The first section includes background information from respondents, such as gender, job experience, and educational level. Respondents were asked to rate each statement from 1 to 5 using a five-point Likert scale. The way the question is asked does not directly reveal to the respondent the names of variables or their related dimensions in order to receive implicit answers from them. This will ensure non-biased answers at the end of the survey, as well as a high degree of honesty in the answers. Moreover, the number of questions per dimension design does not exceed five. It is recommended that each construct be measured by five or more indicators to ensure an adequate level of reliability and validity in each dimension (Liengard et al., 2021).



As mentioned earlier, the majority of the items (i.e., indicators) in the questionnaire are adopted from previous studies that discuss the same variables and topic, whereas those indicators have been later adapted so that can precisely measure servant leadership, teacher motivation, student performance. Those indicators have been empirically validated and tested in previous studies, while some of them were modified by experts in this topic (validators) to make them more convenient, easy to understand, and identical with the objectives of this research. In addition, some items are revised by the researcher in order to get specific answers from the respondents. In other words, the answers would be associated with the issues and problems mentioned in previous chapters. Table 3.2 implies the original statements of indicators, the last version or modified one, and the sources.

*The sources of indicators of the questionnaire*

<b>Servant Leadership</b>			
#	Original indicator	Modified indicator	Authors
<b>A Empowerment</b>			
1	My manager gives me the information I need to do my work well	The principal of school gives me the information I need to do my work well	Dirk & Inge, 2011
2	My manager encourages me to use my talents	The principal of school encourages me to use my talents	
3	My manager helps me to further develop myself	The principal of school helps me to further develop myself	
4	My manager encourages his/her staff to come up with new ideas	The principal of school encourages the teachers to come up with new ideas	




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5	My manager gives me the authority to take decisions which make work easier for me	The principal of school gives me the authority to take decisions which make work easier for me
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### **B Accountability and Courage**

6	My manager holds me responsible for the work I carry out	The principal of school holds me responsible for the work I carry out
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7	I am held accountable for my performance by my manager	I am held accountable for my performance by the principal of school
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8	My manager holds me and my colleagues responsible for the way we handle a job	The principal of school holds me and my colleagues responsible for the way we handle teaching tasks
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9	My manager takes risks even when he/she is not certain of the support from his/her own manager	The principal of school takes risks even when he/she is not certain of the support from teachers
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10	My manager takes risks and does what needs to be done in his/her view	The principal of school takes risks and does what needs to be done in his/her view
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### **C Authenticity**

11	My manager is open about his/her limitations and weaknesses	The principal of school is open about his/her limitations and weaknesses
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12	My manager is often touched by the things he/she sees happening around him/her	The principal of school is often touched by the things he/she sees happening around him/her
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13	My manager is prepared to express his/her feelings even if this might have undesirable consequences	The principal of school is prepared to express his/her feelings even if this might have undesirable consequences
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14	My manager shows his/her true feelings to his/her staff	The principal of school shows his/her true feelings to the teachers
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15	Refuses to use manipulation to achieve personal goals	The principal of school refuses to use manipulation to achieve personal goals	Aziz et al., 2017
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#### **D Interpersonal acceptance (Humility)**

16	My manager learns from criticism	School's principal listen to suggestions to correct previous mistakes	Dirk & Inge, 2011
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17	My manager tries to learn from the criticism he/she gets from his/her superior	School's principal learns from the criticism he/she gets from the teachers	
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18	My manager admits his/her mistakes to his/her superior	School's principal admits his/her mistakes to the teachers	
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19	Humble to consult others in any situation	School's principal is humble to consult others in any situation	Aziz et al., 2017
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20	Does not center attention on his or her own accomplishments	School's principal does not center attention on his or her own accomplishments	
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#### **E Stewardship**

21	My manager emphasizes the importance of focusing on the good of the whole	The principal of school emphasizes the importance of focusing on the good of the whole	Dirk & Inge, 2011
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22	My manager has a long-term vision	The principal of school has a long-term vision	
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23	My manager emphasizes the societal responsibility of our work	The principal of school emphasizes the societal responsibility of our work	
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24	Encourages members to have a community spirit in the cooperative	The principal of school encourages teachers to have a community spirit	Aziz et al., 2017
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25	Invites constructive criticism during discussion	The principal of school allows constructive criticism during discussion	
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#### **Teacher motivation**

#	Original indicator	Modified indicator	Authors
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**A Extrinsic motivation**

1	I am satisfied with the salary I receive.	I am satisfied with the salary I receive.	Sana, 2021
2	My principal helps me solve my professional problems	The principal of school helps me solve my professional problems	
3	My principal provides appropriate opportunities for the professional development	The principal of school provides appropriate opportunities for the professional development	
4	I get the right boost when I do a good job by my manager	I get the right boost when I do a good job by my manager	
5	my principal provides the appropriate financial resources to work	The principal of school provides the appropriate financial resources to work	

**B Intrinsic motivation**

6	I have a constant enthusiasm to develop my performance	I have a constant enthusiasm to develop my performance	
7	I feel proud to get the job done on time	I feel proud to get the job done on time	
8	I participate with a desire for school activities	I participate with a desire for school activities	
9	I am constantly keen to set specific goals to achieve them	I am constantly keen to set specific goals to achieve them	
10	I am proud of my profession in front of others	I am proud of my profession in front of others	

**Student Performance**

#	Original indicator	Modified indicator	Authors
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**A Cognitive performance**

1	Your students follow all lessons well	My students follow all lessons well	Ryan et al., 2020
2	Students can learn individually or in groups	My students can learn individually or in groups	



3	Students show active attitude in class	My students show active attitude in class	
4	I usually make use of other sources of data than the textbook	My students usually make use of other sources of data than the textbook	Myunghee et al., 2010
5	If I cannot understand the content, I try to fully make sense of it by asking other people	If my students cannot understand the content, they ask me for answers	
<b>B Affective performance</b>			
6	Students are confident in their ability to solve difficult problems	My students are confident in their ability to solve difficult problems	Ryan et al., 2020
7	Students are confident in their competency	My students are confident in their competency	
8	Students can solve problems based on their understanding of the material	My students can solve problems based on their understanding of the material	
9	If I get lower grades than I expected, I try to find out why	If my students get lower grades than I expected, I try to find out why	Myunghee et al., 2010
10	I am usually reliable in a group learning situation	My students usually reliable in a group learning situation	

### 3.9 Validity of Questionnaire

There are various types of validity approaches used by academics at the present time, such as content validity, criterion-related validity, construct validity, and face validity. Every approach has certain advantages and disadvantages. Construct validity tells how the items of the questionnaire measure the variables (headmasters'/ servant leadership, teacher motivation, student performance). Content Validity



The first phase of questionnaire validation is obtaining content validity, which refers to the extent to which the items in a questionnaire are representative of the entire theoretical construct the questionnaire is designed to assess. In other words, content validity is the degree to which a test or assessment instrument evaluates all aspects of the topic or construct. Thus, the content of a test, survey, or measurement method must cover all relevant parts of the subject. The minimum acceptable expert number is two; however, most recommendations propose a minimum of six experts. For this purpose, a draft of the questionnaire was sent along with research objectives to the experts in leadership in the educational context for review and receiving their comments, deciding how well the questionnaire fits the objectives and theories of this study.

In sum, content validity was applied before conducting the survey in order to improve the questionnaire by ensuring that the questions and items included were relevant and representative of the construct being measured. This helped the researcher minimize bias and enhance the accuracy and meaningfulness of the data collected. Thus, by establishing content validity, the researchers enhanced the confidence in the questionnaire and ensured it was effectively capturing the intended information and providing a comprehensive assessment of the headmaster's servant leadership, teacher motivation, and student performance.

### 3.9.1 Face Validity

The second phase in questionnaire validation is face validation which is based on individual's perspective, and this method is used to know how the content of the





questionnaire and its items appear to be suitable for the teachers. For this purpose, ten interviews have been conducted with the teachers to check the clarity of phrases and statement in the questionnaire, and verify whether the teachers can understand the wording and the meaning of questions or statements. This validation is similar to content validity, but it is more subjective and informal assessment.

In the case of measuring the headmaster's servant leadership, face validity enhanced the whole questionnaire by ensuring that questions could be directly asked about the headmaster's actions and behaviors that exemplify servant leadership, such as their willingness to listen to and support their staff. Similarly, for measuring teacher motivation, face validity contributes to the questions related to this variable by verifying that the questions address without bias factors known to influence motivation, such as job satisfaction and the feeling of being valued in the school. Lastly, when measuring student performance, the researcher evaluated the extent to which the questions reflected cognitive performance, such as academic achievement, and affective performance, such as behavior and attendance.

### 3.9.2 Pilot Study

A small group of respondents were included in small-scale survey to validate the questionnaire before conducting the actual survey. This is pre-study examination to verify that the questionnaire is suitable for the large-scale study and all questions are easy to answers, and phrases are consistent and understandable, also to check whether proceeding with the initial questionnaire or do necessary revisions based on the primary





result of the small-scale survey. In other words, pilot testing enables preliminary assessment of survey questions and improves the research hypothesis (Saunders et al. (2009). The sample size for the pilot study = 152 teacher, four teacher have been selected from each private school in Al-Sharjah. Accordingly, the procedure in pilot study comprises three main steps, first a small-scale survey; making required modifications and revisions, and finally, reliability testing of the questions as explained in the following section.

Reliability of questionnaire is tested in the pilot study to identify the degree to which the developed questionnaire measures a variable and produces consistent results (Saunders et al., 2009). Reliability measures the extent to which an instrument is free from error, consistent and stable across various items of the scale. The reliability of the survey questionnaire was measured. Issues concerning content of questions and question phrasing are covered in the reliability measurement (Emory & Cooper, 1991).

A reliability coefficient such as Cronbach's alpha can be used to estimate the internal consistency of the questions (1951). The coefficient is computed as a scale according to a set of questions or any subset of questions. Thus, it is possible to recognize the subset with the highest reliability coefficient. The reliability coefficient alpha ranges from 0.00 to 1.00; the higher the value, the more reliable the test score. The result of the pilot test is indicated in Table 3.3. A Cronbach's alpha value greater than 0.7 is generally considered acceptable and indicates a high level of reliability. Therefore, the distribution to the whole sample was conducted after ensuring that the Cronbach's alpha coefficient for the questionnaire was greater than 0.7. This ensured that the questionnaire was reliable and would provide consistent results. By assessing



the internal consistency and confidence in the accuracy of the data collected through the questionnaire, the researcher can draw meaningful conclusions from the study.

It is found that the overall reliability of primary data collected from the survey associated with all items is “excellent” (Cronbach's alpha = 0.914). While the reliability of each variable is greater than the cut-off point (0.7), A reliability of 0.70 or higher, with 0.60 as the lowest acceptable cut-off point (obtained from a substantial sample), is required before they will use a data collection instrument (Cronbach, 1951; Hair, 2005; Eisinga et al., 2013; Sekaran & Bougie, 2013; Cho, 2016). Based on this result, an acceptable consistency of primary data for all items in the questionnaire has been obtained. Therefore, data analysis could be conducted with reliable results.

*Reliability Cronbach's Alpha Coefficients*

<b>Variable name</b>	<b>#items</b>	<b>Alpha Coefficient</b>	<b>Reliability level</b>
<b>Servant leadership</b>	<b>25</b>	<b>0.878</b>	<b>Very Good</b>
Empowerment	5	0.844	Very Good
Accountability and Courage	5	0.929	Excellent
Authenticity	5	0.853	Very Good
Interpersonal acceptance	5	0.805	Very Good
Stewardship	5	0.881	Very Good
<b>Teacher motivation</b>	<b>10</b>	<b>0.844</b>	<b>Very Good</b>
Intrinsic motivation	5	0.721	Good
Extrinsic motivation	5	0.865	Very Good

Variable name	#items	Alpha Coefficient	Reliability level
<b>Student performance</b>	<b>10</b>	<b>0.743</b>	<b>Good</b>
Cognitive performance	5	0.725	Good
Affective performance	5	0.730	Good

### 3.10 Data Analysis

This study will apply the standard quantitative methods for data analysis. The aim of quantitative data analysis is to answer research questions, achieve the objectives of this study, validate the hypotheses. The Statistical Package for the Social Sciences (IBM-SPSS) version 21.0, as well as IBM-AMOS software version 20.0 has been be utilized in the analysis stage. The following statistical approaches has been used in chapter four for conducting the analysis and reaching the findings. Table 3.4 indicates the main statistical analysis used in reaching the findings and conclusions. As shown in this table, the descriptive statistics were used to identify the perspective of teachers, while independent sample t-test and regression analyses were applied to test the hypotheses.

**Table 3.4**

#### *Data Analysis Methods*

Research Objectives	Hypotheses statement	Analysis methods
1. To identify the level of headmaster's servant leadership, teacher motivation and student performance in UAE primary schools.	N/A	Descriptive analysis



Research Objectives	Hypotheses statement	Analysis methods
2. To examine the difference in teacher motivation based on their gender	H1: There is a difference in teacher motivation based on their gender in UAE primary schools	Independent sample t-test analysis
3. To examine the significant effect of headmaster's servant leadership on student performance in UAE primary schools	H3: There is a significant effect of headmaster's servant leadership on student performance in UAE primary schools	<u>Inferential statistics</u> -Standardized regression analysis
4. To examine the significant effect of teacher motivation on student performance in UAE primary schools.	H4: There is a significant effect of teacher motivation on student performance in UAE primary schools	-Unstandardized regression analysis

Moreover, the results of the data analysis have been discussed based on certain criteria. Basically, hypothesis testing is the goal of checking the significance level (Sig.  $\leq 0.05$ ). The hypothesis is a direct or indirect relationship between two or more variables. Hence, in the empirical part of this study, each hypothesis is examined using various statistical approaches. Deciding on testing a hypothesis is either to reject the null hypothesis or accept the alternative hypothesis. The decision rule is to reject the null hypothesis and to accept or "fail to reject" the alternative hypothesis otherwise. The following subsections provide a description of each statistical approach that were used in the analysis in the next chapter.

### 3.10.1 Descriptive Analysis

The descriptive statistics in this research are deployed to address the first research question, specifically to identify the level of headmaster's servant leadership, teacher





motivation, and student performance in UAE primary schools. Descriptive statistics are used in this study in order to identify the significance of the constructs (items) of each factor. After data has been entered using IBM-SPSS software, the data was analyzed using descriptive statistics. The main reason for using descriptive analysis is that this type of analysis is commonly used for summarizing data frequency or measures of central tendency (arithmetic mean). Frequencies. A frequency distribution table is an arrangement of the values that one or more variables take in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample (Charles, 2011). Arithmetic Mean. The mean, median, and mode are all estimates of where the "middle" of a set of data is. These values are useful when creating groups or bins to organize larger sets of data. In probability and statistics, mean and expected value are used synonymously to refer to one measure of the central tendency, either of a probability distribution or of the random variable characterized by that distribution (Kassu, 2019).

### 3.10.2 T-Test

To answer the second research question, an independent sample t-test is deployed. The independent sample t-test is a statistical analysis used to compare the means of two different groups or samples, which is the difference in teachers' motivation based on their gender in Al-Sharjah primary schools. The t-test is commonly used in research studies to determine if there is a significant difference between the means of these two groups. This analysis helps researchers draw conclusions about the effect of a particular





variable on the outcome of interest and whether the observed difference is statistically significant. By calculating the t-value and comparing it to the critical value, researchers can determine if the difference between the means is due to chance or if it is a real effect.

### 3.10.3 Regression Analysis

The regression analysis is deployed in this research to answer the third and fourth research questions, specifically the significance of the effect of headmaster's servant leadership and teacher motivation on student performance. Regression analysis in scientific research is one of the statistical tools that can be used to test the validity of relationships between multiple variables (Asenahabi, 2019). To that end, regression analysis compares the relationship between a dependent variable and another independent variable in order to validate a statistical equation that can explain the relationship between a pair of variables, and this equation can also be used to know the type of relationship as well, such as the direction and significance of an effect (Hayes, 2013). There are two types of regression analysis: simple linear regression, which is formed when there is one dependent variable and another independent variable (Shrestha, 2020). The second type of regression is called multiple linear regression, in which a number of independent variables have an effect on one dependent variable (Cohen et al., 2003). In this study, both single and multiple linear regression was applied to identify the relationships between the variables.





In sum, a linear regression model is a simplified model that represents the relationship between two or more than two constructs. The regression model should be assessed and tested using regression analysis. It is worth noting that after reaching the regression equation, the researcher should clarify whether that equation is valid and can be accepted from a statistical point of view or not, taking into account the significance of regression coefficients.

#### 3.10.4 Multicollinearity

To conduct regression analysis, the multicollinearity test is essential to ensure that the headmaster's servant leadership and teacher motivation are uncorrelated. In some analyses, the identification of multicollinearity is interesting before conducting regression analysis. No multicollinearity between variables means that there is no strong linear relationship or correlation between any two or more independent variables in a regression analysis. In other words, it implies that the independent variables (servant leadership and teacher motivation) are not highly correlated with each other, allowing for an accurate and reliable estimation of their individual effects on the dependent variable.

In this study, the multicollinearity test is conducted between a pair of independent and dependent variables. In the case of this study, it would be between servant leadership and student performance and between teacher motivation and student performance. The analysis of multicollinearity was done through regression analysis. The coefficient Table 3.5 indicates two essential values to determine multicollinearity:



the tolerance coefficient and the VIF. The cut-off score for tolerance coefficient is greater than 0.1, and a magnitude less than 0.1 will be an indication of multicollinearity (Henseler et al., 2015). The second principle is that VIF should be less than 3.0 (the cut-off point). If VIF is greater than 3.00, then multicollinearity is probable, and if it is greater than 5.00, then highly probable multicollinearity, but if it is greater than 10.00, then definitely multicollinearity does exist between a pair of variables. In this case, one of the variables must be eliminated from the analysis.

Reading the collinearity statistics in Table 3.5 reveals that  $VIF = 1.21 \leq 3.0$ , as well as tolerance  $\geq 0.1$  (Hair et al., 2003; Franke & Sarstedt, 2018). Therefore, there is no multicollinearity between servant leadership and teacher motivation. Ensuring no multicollinearity is an important assumption in regression analysis to obtain valid and meaningful results. In other words, there will be no issues such as inflated standard errors, unstable coefficient estimates, or difficulty in interpreting the significance of individual variables.

**Table 3.5**

*Multicollinearity coefficient table*

Regression Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.449	0.160		2.809	0.00		
servant leadership	0.438	0.045	0.409	9.820	0.00	0.812	1.231

teacher motivation	0.356	0.038	0.396	9.487	0.00	0.812	1.231
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### 3.10.5 The Outliers

Outliers are the data points that differ significantly from other observations. An outlier is a number not consistent with the remaining numbers in the dataset; it may be due to variability in the measurement or it may indicate experimental error; the latter are sometimes excluded from the data set. Thus, an outlier can cause serious problems in statistical analyses if not detected and evaluated properly before the analysis (Moore & McCabe, 1999). In the case of some outliers in the data set, SPSS identifies them by a circle, which means they are not affecting the analysis. But in the case of extreme outliers, SPSS marks the outlier with a star to identify an issue in the data set that might affect the analysis. Moreover, if the outlier gap difference is greater than 3, then it would be an extreme outlier (Hoaglin & Lglewicz, 1987). As shown in Table 3.6, there are no extreme gaps between outliers and normal values with respect to servant leadership, teacher motivation, or student performance. Measuring the gaps in each graph indicates a few non-extreme outliers marked with circles. This small difference in magnitude with the outliers is not an indicator of the weak quality of the dataset. Therefore, the dataset for the variables is acceptable and free from errors.

**Table 3.6**

*Outliers of variables*

			Case Number	Values
Servant leadership	Highest	1	341	4.84

		Case Number	Values
		2	336
		3	43
		4	232
		5	233
		1	179
		2	178
	Lowest	3	129
		4	98
		5	373
		1	63
		2	65
	Highest	3	338
		4	161
		5	39
Teacher motivation		1	170
		2	179
	Lowest	3	244
		4	175
		5	279
		1	341
		2	65
Student performance	Highest	3	72
		4	63
		5	9



		Case Number	Values
		1	380
		2	152
	Lowest	3	105
		4	121
		5	95

### 3.11 Ethical Assurance

The study is conducted mainly for academic purposes. The respondents to the questionnaires used in this study was appropriately notified about the objectives of this research and their choice to participate or not. Proper considerations should be taken into account when collecting the data accurately and objectively. The teachers were informed that the information gathered is strictly confidential and that the results will only be used for research purposes. To ensure ethical research conduct, this research adopts several measures, including voluntary participation, anonymity, and confidentiality in the actual data collection. Participation is voluntary, and be assured that any information provided in this questionnaire were strictly confidential, will not be linked to any individual, and will only be used for research purposes. After giving consent, the cover letter of the questionnaire once again briefed on the research objectives as well as the ethical conduct principles of voluntary participation, anonymity, and confidentiality, so the respondents can rest assured of their participation. The respondents have the freedom to withdraw from the survey at any time without any unfavorable consequences, and they are not harmed as a result of their





participation or non-participation in the survey. Furthermore, all participants will receive information at the introduction of the survey that clarifies their right to not participate and their right to withdraw before their responses to the study can be recorded.

### 3.12 Chapter Summary

In this chapter the researcher explained the main methodologies that were used to conduct the quantitative analysis. Starting with the research design that have been applied for collecting and analyzing data from respondents in the survey stage. The design of a study starts through research questions and objectives, evaluating of variables, set hypotheses, defines data collection methods, and deciding the statistical analysis. The study used SPSS software to analyze the collected data from respondents. To answer research questions, this study depends on both primary and secondary data. While the primary data that has been collected from the survey using predefined questionnaire, the secondary data were based on other sources like reports and published journals, books, magazines, internet resources, and newspapers. Moreover, the researcher described the sampling techniques and why using random sampling for selecting the individuals who participated in the survey and filling the questionnaires. Last, this chapter demonstrated the main statistical methods that have been used for analyzing the primary data and testing the reliability of the questionnaire.





## CHAPTER 4

### RESULTS & FINDINGS



This chapter presents the quantitative analysis of data collected from the participants in the survey which was conducted at Al-Sharjah primary schools. The respondents represent the teachers in primary schools. The permission to collect the data from these schools has been obtained by the headmasters of schools and official authorities in Al-Sharjah associated with education. The results from the statistical methods is used to answering research questions, examining the relationships between the independent variables of the study (servant leadership and teacher motivation) with the dependent variable (student performance). After the survey process accomplished, the researcher filled the data in SPSS file before starting the data analysis.



## 4.2 Demographic Profiles

Demographic profiles refer to the statistical data that provides information about the characteristics of a specific population or group (Siegal, 2002). By analyzing demographic profiles, the researcher can gain valuable insights into the demographic characteristics of teachers. The complete demographic analysis of this study is indicated in Table 4.1.

**Table 4.1**

*The demographic analysis of teachers in Al-Sharjah schools*

	Frequency	Percent
<b>Gender</b>		
Female	281	73.56
Male	101	26.44
<b>Age</b>		
Below 30	111	29.06
31-40	165	43.19
41-50	71	18.59
Above 50	35	9.16
<b>Academic Qualification</b>		
Bachelor	222	58.12
Master	86	22.51
PHD	39	10.21



	Frequency	Percent
<b>Work Experience</b>		
Less than 5	21	5.50
6-10	80	20.94
11-15	87	22.77
16-20	105	27.49
Above 20	89	23.30
<b>Rate your motivation in your job</b>		
Poor	49	12.83
Fair	61	15.97
Moderate	93	24.35
Good	89	23.30
Very good	55	14.40
Excellent	35	9.16
<b>Rate student performance in your class</b>		
Poor	66	17.28
Fair	60	15.71
Moderate	135	35.34
Good	49	12.83
Very good	33	8.64
Excellent	39	10.21

The first demographic data is associated with gender distribution. It is evident that the percentage of females = 73.56% which is greater than the percentage of males (26.44%). This result shows that number teachers in Al-Sharjah primary schools is around double number of females. With respect to age, it is evident the majority of





teachers are middle age (31-40 years). The demographic data related to academic qualifications reveals that the majority of teachers holding bachelor degree (58.12%). With regard to working experiences, the group of teachers who relatively with long experience (16-20 years) are the highest percentage (27.49%).

The survey also reveals important facts about the degree of motivation among the teachers, whereas half of teachers declared their motivation either moderate, fair, and poor. This result is an evidence of concern on the level of teacher motivation in Al-Sharjah primary schools. Without enthusiasm and passion, teachers may struggle to effectively engage and inspire their students. This lack of motivation can lead to decreased student participation, diminished academic achievements, and an overall negative classroom environment. Additionally, when teachers are demotivated, students may also lose their own motivation to learn and excel, further hindering their academic progress. And if we compare the perspectives of teacher regarding student performance in their class, whereas the majority of teachers (68.33%) revealed that the performance of students in their class either moderate, fair, or poor. This result is not encouraging and fit with the above assumption, which in turn linking teacher motivation with student performance. Based on the perspectives of teachers, this study suggests that linking teacher motivation with student performance is crucial for creating a positive and effective learning environment. When teachers are motivated, they are more likely to engage in instructional practices that enhance student learning and achievement. The reports from the literature is consistent with these findings and indicate that teacher motivation is directly related to student outcomes (Bardach & Klassen, 2021), with motivated teachers being more likely to inspire and motivate their students to succeed. Moreover, motivated teachers tend to have higher levels of job satisfaction, which can





further contribute to their effectiveness in the classroom and boost student performance (Oko, 2014; Engin, 2020; Soim et al., 2022; Larsari et al., 2023).

### 4.3 Correlation Analysis

In correlation analysis, this study estimates a sample correlation coefficient ( $r$ ), more specifically the Pearson Product Moment correlation coefficient. Correlation matrix is important because it is used to test the degree of association between the variables before proceeding in further analysis. The Correlations analysis is used in this study for the following two reasons, the first to investigate naturally occurring variables that maybe unethical or impractical to test experimentally. The second reason is to clearly and easily see if there is a relationship between variables regardless of the direction of the cause and effect of this relationship. The correlation coefficient varies between -1 and +1. The correlation between two variables can be positive or negative. There are three direct relationships examined in Pearson correlation. The output of the correlation matrix table as shown in Table 4.2 shows that all magnitudes of correlation coefficients within the standard cut-off point (Pearson, 1895; Davey et al., 2013), and all correlations are statistically significant and positive ( $\rho < 0.05$ ,  $\rho = 0.000$ ).

The highest level of correlation is found between servant leadership and student performance. A correlation coefficient ( $r$ ) = 0.581 suggests a high positive correlation between these two variables and show the strong influence of servant leadership towards the academic performance of students, while between teacher motivation, student performance ( $r$ ) = 0.573. The lowest level of correlation is found between



servant leadership and teacher motivation ( $r$ ) = 0.433. However, these magnitudes of the correlation values are considered moderate and showing a satisfactory degree of association between them.

**Table 4.2**

*Pearson Correlation Matrix between servant leadership, teacher motivation, student performance*

		<b>Headmaster's Servant Leadership</b>	<b>Teacher Motivation</b>	<b>Student Performance</b>
Headmaster's Servant Leadership	Pearson Correlation	1	0.433	0.581
	Sig. (2-tailed)		0	0
	N	382	382	382
Teacher Motivation	Pearson Correlation	.433	1	0.573
	Sig. (2-tailed)	0		0
	N	382	382	382
Student Performance	Pearson Correlation	0.581	0.573	1
	Sig. (2-tailed)	0	0	
	N	382	382	382

The findings from correlation analysis reveals that servant leadership, teacher motivation, and student performance are all interconnected and have a significant impact on the overall educational environment. When teachers adopt a servant leadership approach, they prioritize the needs of their students above their own, fostering a supportive and nurturing environment. This leadership style not only



enhances teacher motivation but also positively influences student performance. When teachers feel supported and valued by their leaders, they are more likely to be motivated and engaged in their work. This motivation translates into higher quality instruction and a greater commitment to student success. As a result, students feel inspired and empowered in their learning, leading to improved academic performance and overall achievement. Therefore, the combination of servant leadership, teacher motivation, and student performance creates a positive feedback loop that contributes to a thriving educational community.

#### 4.4 Discussions of Results



##### 4.4.1 RQ1. What is the Level of Headmasters' Servant Leadership, Teachers' Motivation and Student Performance in UAE Primary Schools?

This section should answer the first research question to identify the level of headmasters' servant leadership, teachers' motivation and student performance in UAE primary schools. By calculating the central tendency of dataset (i.e., arithmetic mean, standard deviation, skewness, and kurtosis) so that to know the perspective of teachers in primary schools based on the agreement or disagreement on the statements indicated in the items of the questionnaire. The criteria for classifying the responses as follow: a mean value (1.0 - 2.0) is considered low agreement, (2.1 – 3.0) is considered moderate, (3.1 – 4.0) is considered satisfactory, and (4.1 – 5.0) is considered excellent. In other words, a mean value greater than 3.0 reveal that the respondents agree to the statements mentioned in the items of the questionnaire. Otherwise, they reject the statements. The



answers will provide an insight on the perspective of teachers on the variables, specifically servant leadership, teacher motivation, student performance. Table 4.3 indicates the aforementioned descriptive data of servant leadership, teacher motivation, student performance.

**Table 4.3**

*Descriptive Statistics of constructs*

	Variables	N	Min.	Max	Mean	Standard Deviation
<b>1</b>	<b>Headmaster's Servant Leadership</b>	382	1.56	4.84	3.60	0.54
	Empowerment	382	1.00	5.00	3.50	0.79
	Accountability and Courage	382	1.00	5.00	3.62	1.01
	Authenticity	382	1.20	5.00	3.58	0.88
	Interpersonal acceptance	382	1.00	5.00	3.84	0.76
	Stewardship	382	1.20	5.00	3.48	0.90
<b>2</b>	<b>Teacher Motivation</b>	382	1.20	4.90	3.56	0.64
	Intrinsic motivation	382	1.20	4.80	3.58	0.63
	Extrinsic motivation	382	1.20	5.00	3.53	0.85
<b>3</b>	<b>Student Performance</b>	382	1.60	4.70	3.29	0.58
	Cognitive performance	382	1.00	4.80	3.04	0.73
	Affective performance	382	1.40	5.00	3.54	0.69

Reading the output data in Table 4.3 reveals that the magnitudes of arithmetic mean of servant leadership = 3.60, teacher motivation = 3.56, and student performance = 3.29. These values report a moderate agreement among the respondents on the statements mentioned in the questionnaire. As the teacher in this survey scored a



moderate mean value above 3.00 on a Likert scale (1-5), it indicates that they generally have a positive perception towards the subject being measured. If the majority of respondents agree to the statements of the questionnaire, whereas the mean value exceed 3.00, it can be concluded that the teachers generally agree with the statements presented for them. This result reveals a general acceptance among the teachers towards these concepts. However, further analysis and interpretation of the data should be conducted to understand the reasons behind their agreement and to identify any potential areas of improvement or clarification.

#### **4.4.2 RQ2. Is there any Difference in Teachers' Motivation Based on their Gender?**



The first hypothesis is tested using the t-test for the independent samples. The extension of the t-test for the independent samples is used to compare the variance in teacher motivation among them based on gender. The t-test is a statistical method used to compare the means of two groups (male and female) and determine if they are significantly different from each other with respect to teacher motivation. The t-test for the independent samples will examine which of the following hypotheses are true.

- i) The null-hypothesis (H01): There is no difference in teacher motivation based on their gender in UAE primary schools
- ii) The alternative hypothesis (H1): There is a difference in teacher motivation based on their gender in UAE primary schools



The t-test as shown in Table 4.4 is specifically designed to measure the variance between the means of two independent gender samples, making it a valuable tool in hypothesis testing and data analysis. By calculating the t-value and comparing it to a critical value, the researcher can determine if the difference in gender between male and female teachers is statistically significant in terms of motivation, or if it could have occurred by chance.

**Table 4.4**

*The output of independent sample t-test*

Independent/ Male/Female	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig.(2- tailed)	Mean Difference	Std. Error Difference
Dependent/ Teacher Motivation							
Equal variances assumed	0.515	0.473	1.228	380	0.220	0.09160	.07458
Equal variances not assumed			1.209	171.58	0.228	0.09160	.07578

Reading the output data in Table 4.4 shows that the variance in teacher motivation based on gender is not significant, the t-test for equality of means indicates that the p-value = 0.220  $\geq$  0.05 with a minor mean difference, which means that accepting the null-hypothesis and rejecting the alternative hypothesis. To that end, this finding reveals that is no difference in teacher motivation based on their gender in Al-Sharjah primary schools. In addition, the t-test for the independent samples (male/female) shows that the mean difference is very small or minor = 0.091, which

lead to a conclusion that both male and female teachers are equally dedicated and committed to delivering quality education to their students. Gender does not play a role in determining the level of enthusiasm, passion, or professionalism exhibited by teachers in these schools. This equal motivation across genders ensures that students receive an equal and inclusive educational experience.

#### 4.4.3 RQ3: Is there any Significant Effect of Headmasters' Servant Leadership on Student Performance in UAE Primary Schools?

Answering the third research questions is done by testing the second hypothesis (H2) using a simple linear regression to provide evidence of a significant relationships between headmaster's servant leadership and student performance. The evaluation of relationships is made through R-square, ANOVA, and regression coefficients tables.

The model summary provides the initial information related to the regression strength between two variables. To support the statements of hypotheses, the significance of relationship is based on the p-value which should be less than 0.05 to accept the hypothesis. The findings from analysis are explained in the following Table 4.5. The full regression tables in Appendix III.

**Table 4.5**

*Model summary of simple linear regression output.*

Hypotheses	ANOVA	R <sup>2</sup>	Regression coefficient	p-value	Result
H2: Servant leadership has a significant effect on student performance	193.467	0.337	0.621	0.00	Supported



Answering third research question is done by examining the strength of regression relationship (headmaster's servant leadership → student performance), as well as the significance of this relationship by checking the p-value. Reading the output in Table 4.5 reveals that servant leadership has a significant effect on student performance (Sig. = 0.00 ≤ 0.05), and the interpretation of the variance in student performance because of the influence of servant leaders in primary schools = 33.70%. In addition, the regression model is significant (ANOVA F value = 193.467).

Based on this finding, this study suggests that putting the needs of students first, servant leaders create a sense of trust and belonging among students, which has been shown to enhance their motivation and engagement in the classroom. Additionally, the personal characteristics of servant leaders is critical in helping student to outperform, such as encourage open communication and collaboration, allowing students to feel valued and empowered in their educational journey. This, in turn, leads to increased student participation, active involvement in discussions, and a higher level of critical thinking. Moreover, this result shows that headmasters who exhibit servant leadership have a profound impact on student performance. By prioritizing the needs and growth of their students, these headmasters create a supportive and empowering environment that fosters academic success. Their emphasis on collaboration, empathy, and mentorship inspires students to excel, boosts their confidence, and encourages them to take ownership of their education. Furthermore, the servant leadership style encourages a sense of belonging and community, which enhances student engagement and overall academic achievement. This leadership style also fosters a positive school culture where students feel valued and respected. By creating a sense of belonging, students are more likely to feel motivated and connected to their school, leading to improved



attendance rates and decreased dropout rates. Additionally, the servant leadership approach promotes open communication between students, teachers, and administrators, allowing for effective problem-solving and a more inclusive decision-making process. Overall, the servant leadership style is instrumental in creating an environment inside Al-Sharjah schools that not only promotes student success but also prepares them for future leadership roles in their communities.

#### 4.4.4 RQ4: Is there any Significant Effect of Teacher Motivation on Student Performance in UAE Primary Schools?

Answering the fourth research questions is done by testing the third hypothesis (H3) using a simple linear regression to provide evidence of a significant relationships between teacher motivation and student performance. The evaluation of relationships is made through R-square, ANOVA, and regression coefficients tables. The model summary provides the initial information related to the regression strength between two variables. To support the statements of hypotheses, the significance of relationship is based on the p-value which should be less than 0.05 to accept the hypothesis. The findings from analysis are explained in the following Table 4.6.

**Table 4.6**

*Model summary of simple linear regression output.*

Hypotheses	ANOVA	R <sup>2</sup>	Regression coefficient	p-value	Result
H3: Teacher motivation has a significant effect on student performance	185.723	0.328	0.516	0.00	Supported



Reading the output in Table 4.6 reveals that teacher motivation has a significant effect on student performance (Sig. =  $0.00 \leq 0.05$ ), and the interpretation of the variance in student performance because of the influence of teacher motivation in primary schools = 32.80%. In addition, the regression model is significant (ANOVA F value = 185.723). When teachers are excited about what they are teaching, it creates a positive learning environment that encourages students to actively participate and excel in their studies. Numerous studies have shown similar results in other countries (Oko, 2014; Engin, 2020; Bardach & Klassen, 2021; Soim et al., 2022; Larsari et al., 2023). Likewise, this study report the potential of teacher motivation and it impact on student performance in Al-Sharjah primary schools. When teachers are motivated, they are more likely to go the extra mile to ensure their students succeed. This motivation can manifest in various ways, such as creating engaging lesson plans, providing constructive feedback, and fostering a positive learning environment. Ultimately, when teachers are motivated, students are more likely to be engaged, motivated, and achieve higher academic outcomes. To that end, motivated teachers are more likely to be passionate about their subject matter and convey that enthusiasm to their students. This can ignite a more interest for learning in the students and inspire them to explore the subject further. Overall, motivated teachers are more likely to stay up to date with the latest teaching techniques and resources, ensuring that their students receive a high-quality education.





#### 4.5 The Perspective of Teachers

This section interprete the collected data from the questionnaire, e.g., calculates the central tendency of dataset (i.e., arithmetic mean, standard deviation, skewness, and kurtosis) so that to know how the teachers agree or disagree about the statements indicated in the items of the questionnaire. The criteria for classifying the responses as follow: a mean value (1.0 - 2.0) is considered low agreement (Batterton & Hale, 2017; Harpe, 2015), (2.1 – 3.0) is considered moderate, (3.1 – 4.0) is considered satisfactory, and (4.1 – 5.0) is considered excellent. In other words, a mean value greater than 3.0 reveals that the teachers agree to the statements mentioned in the items of the questionnaire. Otherwise, they reject the statements. However, it is important to explore deeper into the data to gain a comprehensive understanding of the respondents' attitudes and opinions. The answers will provide an insight on the perspective of teachers on the level of headmaster's servant leadership, teacher motivation and student performance.

Skewness measured the symmetry of the dataset. A distribution, or data set, is symmetric if it looks the same to the left and right of the center point. A symmetrical distribution will have a skewness of 0. If the skewness is between -0.5 and 0.5, the data are fairly symmetrical (Blanca et al., 2013). If the skewness is between -1 and -0.5, the data is negatively skewed, or between 0.5 and 1, the data is positively skewed (Ho et al., 2021). Finally, kurtosis is used to verify whether the primary data are heavy-tailed or light-tailed relative to a normal distribution of responses. The values of kurtosis that range between -2 and +2 are considered acceptable and show a normal univariate distribution (George & Mallery, 2010), as shown in Table 4.7.



**Table 4.7***Symmetry of dataset*

Variable	N	Min.	Max	Mean	St. Deviation	Skewness	Kurtosis
1 Servant Leadership	382	1.56	4.84	3.60	0.54	-0.67	0.61
2 Teacher Motivation	382	1.20	4.90	3.56	0.64	-0.64	0.36
3 Student Performance	382	1.60	4.70	3.29	0.58	-0.38	-0.06

Reading the output data in Table 3.6 reveals that the skewness of servant leadership data is negatively skewed (skewness = -0.67), the same with teacher motivation data, which is negatively skewed (skewness = -0.64), and student performance data is fairly symmetrical (skewness = -0.35). If the distribution of scores is skewed slightly towards one end of the scale (positive or negative), it could indicate a minor polarized response from the teachers. Negative skewness, also known as left-skewness, indicates that the data is concentrated towards higher values, with a longer tail towards lower values. On the other hand, positive skewness, or right-skewness, suggests that the data is concentrated towards lower values, with a longer tail towards higher values. In general, the identified skewness results in this study shows that the teachers prefer agreement on the statements of the questionnaire.



## 4.6 Chapter Summary

The findings from data analysis in this chapter reveal that headmasters' servant leadership boosts student performance. The results suggest that school headmasters who possess servant leadership style emphasizes the well-being and growth of the teachers and students within the school community. This approach creates a positive and nurturing environment where students feel supported and motivated to excel academically. Additionally, headmasters who practice servant leadership prioritize collaboration and teamwork, fostering a sense of unity among students and teachers alike. This sense of unity encourages students to work together, share ideas, and support one another's learning, ultimately leading to improved academic performance. By focusing on building strong relationships and providing mentorship, they create a supportive and inclusive culture within the school. This not only enhances staff morale but also leads to increased job satisfaction and a higher level of commitment from teachers. Consequently, this positive work environment translates into better instruction and increased student engagement, resulting in improved academic performance across the board. In addition, the findings in this chapter indicates that teacher motivation plays a crucial role in enhancing student performance. When teachers are motivated, they are more likely to be engaged and enthusiastic in their teaching, which in turn creates a positive learning environment for students. Motivated teachers are also more likely to go the extra mile to ensure that their students understand the material and are able to apply it effectively. Overall, teacher motivation can inspire students to become more motivated and engaged in their own learning journey. When students see their teachers passionate and motivated about their subject, they are more likely to develop a genuine interest and curiosity in the topic. This can ignite a desire within students to explore the





subject further, ask questions, and actively participate in class discussions. Ultimately, the findings suggest that teacher motivation not only impacts student performance in the short term but also has a long-term influence on their overall academic success and personal growth.





## CHAPTER 5

### CONCLUSIONS & RECOMMENDATIONS



This chapter briefly summarizes the research findings and discusses the conclusions that have been established after obtaining the results in the previous chapter. Moreover, this chapter briefs the outcome of using servant leadership theory to enhance the performance of students, as well as associating the results with the findings from similar studies and previous academic works. As outlined in the first chapter, this study discusses three concepts (i.e. headmaster's servant leadership, teacher motivation, and student performance), and generating new thoughts, and highlights the main theoretical gaps in the context of these disciplines. In addition, this chapter highlights the limitation of the empirical results, the contribution, and implications of this study. Finally, the conclusions will summarize the findings, and the recommendations will indicate the





necessary steps and suggestions that should be done by school headmasters in Al-Sharjah hospitals to improve the performance of their students.

## 5.2 Research Findings

To answer the research questions, this study elaborated on a set of hypotheses based on a review of literature and academic reports on this topic. In addition to that, each variable was identified to construct a second-order dimensional measurement model. Whereas headmaster's servant leadership is measured through five dimensions, namely: empowerment, accountability, authenticity, interpersonal acceptance, and stewardship, and teacher motivation is measured through two dimensions, namely: intrinsic motivation and extrinsic motivation. Finally, student performance is measured by two dimensions, namely, cognitive performance and affective performance. The summary of findings related to the relationships between the variables (direct path) is explained in the following arguments:

### 5.2.1 RO1: To Identify the Level of Headmaster's Servant Leadership, Teacher Motivation and Student Performance in UAE Primary Schools

The first objective in this study is designed to know the level of practicing servant leadership by school headmasters in Al-Sharjah primary schools, as well as the extent of teacher motivation and student performance. The result of data analysis revealed school headmasters demonstrated the characteristics of servant leadership style but not to a large extent. They prioritized the needs and well-being of their students and





teaching staff, and were approachable and empathetic. However, due to the hierarchical nature of the education system in UAE in general and in Al-Sharjah in particular, they also had to adhere to certain administrative and managerial responsibilities, which limited their ability to fully embrace and implement servant leadership principles. Nonetheless, their efforts to create a nurturing and supportive environment within the school showcased their commitment to serving others.

With respect to teacher motivation, the descriptive result shows that the level of motivation is not high. The result also showed that half of teachers (53.50%) reported that the level of their motivation was either moderate, fair, or low. This finding indicates a concern about the way the teachers in Al-Sharjah primary school have been motivated. Lack of motivation among the teachers can lower student involvement and academic performance and influence the classroom atmosphere as well. Demotivated teachers may also demotivate students, impeding their academic progress. Overall, this result is evidence of some issues with teacher motivation in Al-Sharjah primary school that need further investigation in future studies. The school administration should consider looking into the turnover rate of teachers, as a high rate could indicate underlying issues with motivation. Furthermore, analyzing the attendance and punctuality records of teachers can provide insights into their dedication and enthusiasm towards their work.

With respect to student performance, the situation is not better, whereas the majority of teachers (68.33%) said their students performed moderately, fairly, or poorly. This unsatisfactory outcome supports the premise that teacher motivation affects student cognitive and affective performance, similar results are found in the past as studies (Amtu et al., 2020; Madigan & Kim, 2021; Affuso et al., 2023). According





to teachers, integrating teacher motivation with student success is essential for a happy and effective learning environment. Motivated teachers use instructional approaches that improve student learning and accomplishment. Likewise, the literature reports that enthusiastic teachers are highly motivated and more likely to inspire and boost the readiness of students to outperform in their class (Bardach & Klassen, 2021), whereas the impact of teacher-student interaction on student motivation and achievement has been approved (Akhtar et al., 2019). Ultimately, motivated teachers who have higher job satisfaction can improve the performance of students in the classroom (Engin, 2020; Soim et al., 2022; Larsari, 2023).

### **5.2.2 RO2: To Examine the Difference in Teacher Motivation Based on their Gender**



The findings from data analysis indicates no differences found between male and female teachers in terms of motivation. These results challenge the widely held belief that male teachers are more motivated than their female counterparts. The lack of gender differences in motivation among teachers in Al-Sharjah primary schools suggests that factors other than gender many affect the degree of motivation, such as individual personality traits, salaries, monetary incentives, may play a more significant role in determining motivation levels among the teaching staff. Further research is needed to explore these factors and better understand what influences teacher motivation across genders.





### **5.2.3 RO3: To Examine the Significant Effect of Headmaster's Servant Leadership on Student Performance in UAE Primary Schools**

The third objective is developed to examine the effect of headmaster's servant leadership on student performance. The result revealed this effect is significant ( $p\text{-value} = 0.00 \leq 0.05$ ), whereas the strength of this relationship is relatively high ( $\text{Beta} = 0.581$ ). This finding is evidence that headmaster's servant leadership style influences students to demonstrate better academic performance. As this leadership style promotes a sense of trust and collaboration among students and teachers, the ultimate outcome is better academic performance. In general, servant leadership in educational institutions like schools fosters a positive atmosphere for learning, encouraging students to actively engage in their studies and seek assistance when needed. Likewise, previous studies also reported the significance of this relationship (Crabtree, 2014; Pratomo & Arifin, 2020). These findings suggest that when educators prioritize serving their students and creating a supportive environment, students are more likely to thrive academically and personally. By embodying servant leadership qualities such as empathy, humility, and a focus on the needs of others, educators can help students develop the skills and confidence needed to succeed in their academic pursuits. Ultimately, servant leadership in educational institutions plays a crucial role in shaping the overall learning experience and preparing students for future success. While Murphy (2020) found a significant relationship between servant leadership, teacher retention, and student achievement. The findings of this study are consistent with the majority of research in the past and add new knowledge to this topic, specifically a proof for the substantial association between servant leadership in primary schools and student performance. This further emphasizes the importance of nurturing a servant leadership culture within educational institutions to ensure positive outcomes for both teachers and students. By promoting a





supportive and empowering environment, students are more likely to thrive academically and develop the necessary skills for future success. Overall, the impact of servant leadership in schools extends far beyond just academic achievement, shaping students into well-rounded individuals who are equipped to excel in all areas of their lives.

Overall, the headmaster's servant leadership style encourages open communication and feedback, allowing students to voice their concerns and ideas, leading to a more personalized and effective learning experience. All these factors help students outperform in their studies. This servant leadership approach fosters a sense of trust, respect, and collaboration among students, encouraging them to excel academically. Ultimately, those leaders embody the principles of humility, empathy, and selflessness to help students improve their performance and learn new things with high readiness. In other words, the headmaster who demonstrates a servant leadership style sets a positive example for the entire school community by using their personal traits to achieve this goal, such as empowerment, accountability, authenticity, interpersonal acceptance, and stewardship.

#### **5.2.4 RO4: To Examine the Significant Effect of Teacher Motivation on Student Performance in UAE Primary Schools?**

The fourth objective is developed to examine the effect of teacher motivation on student performance. The result revealed this effect is significant ( $p\text{-value} = 0.00 \leq 0.05$ ), while the strength of relationship is relatively high ( $\text{Beta} = 0.573$ ). This finding is evidence that teacher motivation influences students to afford better academic performance.





Based on this finding, this study concludes that when teachers are motivated, enthusiastic, and passionate about their educational role, it creates an infectious energy that can inspire and engage students in the learning process. In recent years, there has been a surge in interest in the study of teacher motivation. Although there are well-documented relationships between teacher motivation and teacher well-being, commitment to the profession, and other teacher-related outcomes, prior research on associations between teacher motivation and student results has been less consistent (Bardach & Klassen, 2021). Hence, the outcome of this study is new evidence of the strong connection between teacher motivation and the performance of students, especially in the primary school domain. Likewise, other studies reach similar results, e.g., Nyakundi et al. (2019) reported the influence of teacher motivation on the academic performance of pupils in primary schools. Similarly, Hsieh et al. (2022) explored the impact of teachers' intrinsic and extrinsic work motivation in primary schools. Others found that teacher motivation is a factor that boosts the performance of students in language teaching and learning in primary schools (Christopher, 2012). It is evident that the findings of this study are consistent with previous academic work in this domain of research.

Overall, this study showed why motivated teachers are a necessary factor in raising the performance of students in Al-Sharjah so that they can raise their academic achievement. As a result of assigning the teaching job to highly motivated teachers, students feel valued and supported, which boosts their confidence and encourages them to strive for excellence. Such teachers serve as role models for their students, demonstrating the importance of hard work, dedication, and a love for learning. They create a positive classroom environment where students feel comfortable taking risks,





making mistakes, and learning from them. Ultimately, the impact of motivated teachers extends far beyond the classroom, shaping students' attitudes towards education and setting them up for success in their future lives.

### 5.3 Research Contributions

This study adds to the existing knowledge on leadership and motivation in an educational context and extends this knowledge to include the connections between these concepts and the performance of learners. In addition, the dimensionality of headmaster's servant leadership, teacher motivation, and student performance have been validated in the primary school domain. In practice, this study contributes to school superintendents and provides evidence for policymakers in the field of education to set the standard for servant leadership related to school supervision. The findings support the notion of cognitive learning theory, which provides valuable insights into understanding the crucial role that a headmaster's servant leadership and teacher motivation play in enhancing student performance. In theory, this study contributes to the concept of learning by concluding that learning is not just a passive process of acquiring knowledge but an active and dynamic engagement of the learner's cognitive and affective processes. In this regard, a servant leadership style, which is characterized by empowerment, accountability, authenticity, interpersonal acceptance, and stewardship, is not only effective in the business world and industrial organizations; it can also help primary schools' graduate students who demonstrate outstanding performance.





## 5.4 Implications of Study

This research has several implications for future studies in the field of leadership and motivation in education. Firstly, the findings highlight the need for further investigation into the underlying mechanisms that contribute to the observed results. Understanding these mechanisms can provide valuable insights into potential interventional leadership approaches in schools. Additionally, the research suggests the importance of considering motivational factors when examining the impact of teaching on students. Future studies should aim to replicate these findings in diverse populations to ensure their generalizability. In addition, the following are the main implications achieved in this study:



### 5.4.1 Theoretical Implication

The main significance of this study is addressing the gap in the literature regarding the role of servant leadership in schools, as well as the impact of headmaster's servant leadership and teacher motivation on student performance, especially in primary school domain. In addition, provide evidence that gender is not a factor that make a difference on motivating teachers.





### 5.4.2 Methodological Implication

This implication encompasses various aspects, such as the choice of research design, data collection techniques, sample size, and data analysis methods. This research validates the dimensions of headmaster's servant leadership, teacher motivation, and student performance through exploratory factor analysis in a primary school context. By validating the dimensions of these concepts, researchers in the future can ensure that these measurements are valid and meaningful, thus increasing the overall quality of future studies with similar backgrounds. The validated measurements of headmaster's servant leadership and teacher motivation could be aligned with other variables in the future to extend our knowledge of the factors that influence student performance.



### 5.4.3 Practical Implications

The result of this study will help the principals in Al-Sharjah School as well as the policymakers in the Ministry of Education in the UAE to understand why headmaster's servant leadership and teacher motivation are so important to foster the performance of students. In another sense, understanding the impact of servant leadership on the headmaster can provide insights into effective leadership practices within educational institutions. By examining how a headmaster's servant leadership style influences the overall school climate, it becomes possible to identify strategies that promote positive relationships and collaboration among teachers, which in turn could be reflected in students' performance. By understanding how teacher motivation influences student performance, schools can implement targeted interventions to support and enhance





teacher motivation, which in turn can positively impact student outcomes. All these results provide an insight for the policymakers in the educational system of the UAE to develop guidelines for schools to create a more supportive and conducive learning environment for all students.

In addition, this study has significant implications for various stakeholders involved in the education system in the UAE. Firstly, headmasters can use the findings to enhance their servant leadership practices and create a more positive and supportive school environment. This, in turn, can lead to increased teacher motivation, ultimately improving student performance. Additionally, policymakers and educational leaders can use the results to inform decision-making processes and implement strategies that prioritize servant leadership and its impact on overall school success. Overall, this study highlights the importance of servant leadership in educational settings and its potential to drive positive outcomes for all stakeholders involved.

## 5.5 Future Studies and Limitations

This study focused on certain factors that help primary schools boost the academic performance of their students; however, repeating the same research design and objectives in other states in the UAE is another opportunity for future research. In addition, the same concepts could be restudied in other countries so as to enhance the body of knowledge on the role of servant leadership in educational institutions and generalize the validated relationships in this study in another context. Additional work is needed in the future to study the relationships of more variables with the ones





examined in this research, such as teacher competency, school environment, and student readiness.

## 5.6 Conclusions

Through an in-depth literature review, this study found empirical evidence to support the hypotheses that have been developed from the literature review. These relationships have been evaluated and analyzed based on the results of quantitative research conducted in the past. The summary of the literature review reveals that headmaster's servant leadership and teacher motivation have a significant effect on student performance in Al-Sharjah primary schools. In conclusion, when headmasters exhibit servant leadership qualities such as empowerment, accountability, authenticity, interpersonal acceptance, and stewardship, teachers are more motivated and engaged in their work. This, in turn, positively impacts student performance, as motivated teachers are more likely to create a positive learning environment, provide effective instruction, and foster strong relationships with their students.

In this research, research, the significant relationship between teacher motivation (both intrinsic and extrinsic) and student performance highlights the pivotal role of the school headmaster in fostering an environment that encourages and sustains teacher motivation. Whereas, intrinsic motivation, which includes factors like a sense of purpose, professional growth, and job satisfaction, is crucial for teachers. When teachers are intrinsically motivated, they are more likely to engage in creative teaching methods, go beyond the basic curriculum, and invest time in student development. The





headmaster plays a critical role by creating a school culture that values continuous professional development, recognizes teacher achievements, and provides opportunities for teachers to take on leadership roles or innovative projects. In the same context, extrinsic motivation among teachers such as salary, benefits, job security, and recognition is critical for fostering student performance as the result shows. Although intrinsic motivation is often seen as more sustainable, extrinsic rewards can significantly impact teacher performance which in turn is reflected on student performance, especially when tied to clear performance metrics and rewards. The headmaster's role here involves ensuring that the extrinsic rewards align with teachers' needs and expectations, offering competitive compensation, and providing public recognition or awards for outstanding performance.



In conclusion, when teachers are motivated—both intrinsically and

extrinsically—they are more likely to put in the extra effort needed to help students succeed. A motivated teacher is more engaged, patient, and innovative, which translates into better teaching practices and, consequently, improved student performance. The headmaster's support in maintaining high motivation levels is thus directly linked to student outcomes. As the headmaster acts as a bridge between the school's vision and the teachers' motivation. By understanding the individual needs and motivations of teachers, the headmaster can tailor strategies to inspire and sustain motivation. This might include providing mentorship, creating a collaborative school environment, offering professional development opportunities, and ensuring that the school's policies and practices are aligned with the well-being and satisfaction of the teachers. In summary, the headmaster's role in motivating teachers is critical because it not only enhances teacher performance but also directly influences student outcomes. By





effectively managing both intrinsic and extrinsic motivational factors, the headmaster ensures that teachers remain committed and engaged, which is essential for fostering a positive learning environment that supports student success. To that end, a headmaster's servant leadership style has a cascading effect on teacher motivation and, ultimately, student performance. When teachers observe their headmaster demonstrating servant leadership qualities, they are inspired to emulate these qualities in their own classrooms. This creates a culture of servant leadership throughout the school, where teachers prioritize the needs of their students above their own. As a result, students feel supported, valued, and motivated to succeed, leading to improved academic outcomes and personal growth. Thus, the impact of a headmaster's servant leadership style extends far beyond the individual teacher, positively influencing the entire school community and eventually boosting student performance.



## 5.7 Recommendations

Based on the findings and results of the study, the researcher suggested essential recommendations for teachers and the headmaster's servant leadership to boost student performance. First, the administration of schools should establish a supportive and empowering environment for both teachers and students. This can be achieved by fostering open communication, encouraging collaboration, and recognizing and appreciating the efforts of teachers. Second, providing professional development opportunities for teachers to enhance their skills and knowledge can help increase their motivation, which in turn will positively impact student performance. Third, by prioritizing servant leadership and teacher motivation, schools can create a conducive





learning environment. This can be achieved by fostering open lines of communication between administrators and teachers, allowing for feedback and input from both parties. It is highly recommended to encourage collaboration among teachers; doing so can lead to the sharing of best practices and innovative teaching strategies, ultimately benefiting both teachers and students. Lastly, recognizing and appreciating the efforts of teachers can boost morale and create a positive work atmosphere, contributing to increased motivation and job satisfaction among educators.





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## APPENDICES

### QUESTIONNAIRE

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THE INFLUENCE OF HEADMASTER'S SERVANT LEADERSHIP AND  
TEACHER MOTIVATION ON STUDENT PERFORMANCE IN SHARJA  
PRIMARY SCHOOLS IN UAE

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Dear Participant...

I am a Master student in Universiti Pendidikan Sultan Idris. My study is mainly intended to examine the relationships between headmaster's servant leadership, teacher motivation, student performance. I would be very grateful if you could spare a few minutes of your valuable time to complete this questionnaire. The result of this study is largely dependent on the accuracy of answers to the questions associated with the variables of this study.

Please be assured that any information provided in this questionnaire will be strictly confidential and used for research purposes only.

Thank you very much for your precious time and cooperation...

---

Name: Yousef Hanan I H

Faculty: Management and Economics

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## PART A

### DEMOGRAPHIC BACKGROUND

\* Please select only one choice

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**Q1: What is your gender?**

- Male
- Female

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**Q2: What is your age?**

- Below 30
- 31-40
- 41-50
- Above 50

---

**Q3: What is your current study level?**

- Bachelor
- Master
- Ph.D.

---

**Q4: What is your experience in work?**

- Less than 5
- 6-10
- 11-15
- 16-20
- Above 20

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**Q5: Rate your motivation in your job**

- Poor
- Fair
- Moderate
- Good
- Very good
- Excellent

---

**Q6: Rate student performance in your class**

- Poor
- Fair
- Moderate
- Good
- Very good
- Excellent



## PART 2

### RESEARCH VARIABLES

This section is concerned with your degree of agreement to the statements associated with the following concepts:

- Servant Leadership (Section A)
- Teacher Motivation (Section B)
- Student Performance (Section C)

In this section will, please carefully review the statements in each table and specify your extent of agreement to each statement by selecting only one of the following selections. If you are unsure about some answers, please give your best estimate:

- 1) Strongly Disagree
- 2) Disagree
- 3) Undecided
- 4) Agree
- 5) Strongly Agree



	<b>SERVANT LEADERSHIP</b>	(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree				
<b>A</b>	<b>Empowerment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The principal of school gives me the information I need to do my work well					
2	The principal of school encourages me to use my talents					
3	The principal of school helps me to further develop myself					
4	The principal of school encourages the teachers to come up with new ideas					
5	The principal of school gives me the authority to take decisions which make work easier for me					
<b>B</b>	<b>Accountability and Courage</b>					
6	The principal of school holds me responsible for the work I carry out					
7	I am held accountable for my performance by the principal of school					
8	The principal of school holds me and my colleagues responsible for the way we handle teaching tasks					
9	The principal of school takes risks even when he/she is not certain of the support from teachers					
10	The principal of school takes risks and does what needs to be done in his/her view					
<b>C</b>	<b>Authenticity</b>					
11	The principal of school is open about his/her limitations and weaknesses					
12	The principal of school is often touched by the things he/she sees happening around him/her					
13	The principal of school is prepared to express his/her feelings even if this might have undesirable consequences					
14	The principal of school shows his/her true feelings to the teachers					
15	The principal of school refuses to use manipulation to achieve personal goals					
<b>D</b>	<b>Interpersonal acceptance (Humility)</b>					
16	School's principal listen to suggestions to correct previous mistakes					





	<b>SERVANT LEADERSHIP</b>	(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree				
17	School's principal learns from the criticism he/she gets from the teachers					
18	School's principal admits his/her mistakes to the teachers					
19	School's principal is humble to consult others in any situation					
20	School's principal does not center attention on his or her own accomplishments					
<b>E</b>	<b>Stewardship</b>					
21	The principal of school emphasizes the importance of focusing on the good of the whole					
22	The principal of school has a long-term vision					
23	The principal of school emphasizes the societal responsibility of our work					
24	The principal of school encourages teachers to have a community spirit					
25	The principal of school allows constructive criticism during discussion					



TEACHER MOTIVATION		(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree				
A	Extrinsic motivation	1	2	3	4	5
1	I am satisfied with the salary I receive.					
2	The principal of school helps me solve my professional problems					
3	The principal of school provides appropriate opportunities for the professional development					
4	I get the right boost when I do a good job by my manager					
5	The principal of school provides the appropriate financial resources to work					
B	Intrinsic motivation					
6	I have a constant enthusiasm to develop my performance					
7	I feel proud to get the job done on time					
8	I participate with a desire for school activities					
9	I am constantly keen to set specific goals to achieve them					
10	I am proud of my profession in front of others					
STUDENT PERFORMANCE		(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree				
A	Cognitive performance	1	2	3	4	5
1	My students follow all lessons well					
2	My students can learn individually or in groups					
3	My students show active attitude in class					
4	My students usually make use of other sources of data than the textbook					
5	If my students cannot understand the content, they ask me for answers					
B	Affective performance					
6	My students are confident in their ability to solve difficult problems					
7	My students are confident in their competency					
8	My students can solve problems based on their understanding of the material					
9	If my students get lower grades than I expected, I try to find out why					
10	My students usually reliable in a group learning situation					



## LIST OF VALIDATION EXPERTS

1. Dr. Mohamed Fath Albab Abd Alhafeez Emam

Designation: PhD (A. I.). School Principal

Specialization: Academic Consultant & Educational Expert.

Institution: HPS Department of Education and Knowledge.

2. Dr. Ahmed Abdelsalam Gaballa

Designation: PhD (A. I.). Senior Lecturer

Specialization: Education Management.

Institution: Alkhawarizmi college



## REGRESSION TABLES

## Servant leadership and student performance

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581 <sup>a</sup>	.337	.336	.47213

a. Predictors: (Constant), SL2

b. Dependent Variable: SP2

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.125	1	43.125	193.467	.000 <sup>b</sup>
	Residual	84.703	380	.223		
	Total	127.828	381			

a. Dependent Variable: SP2

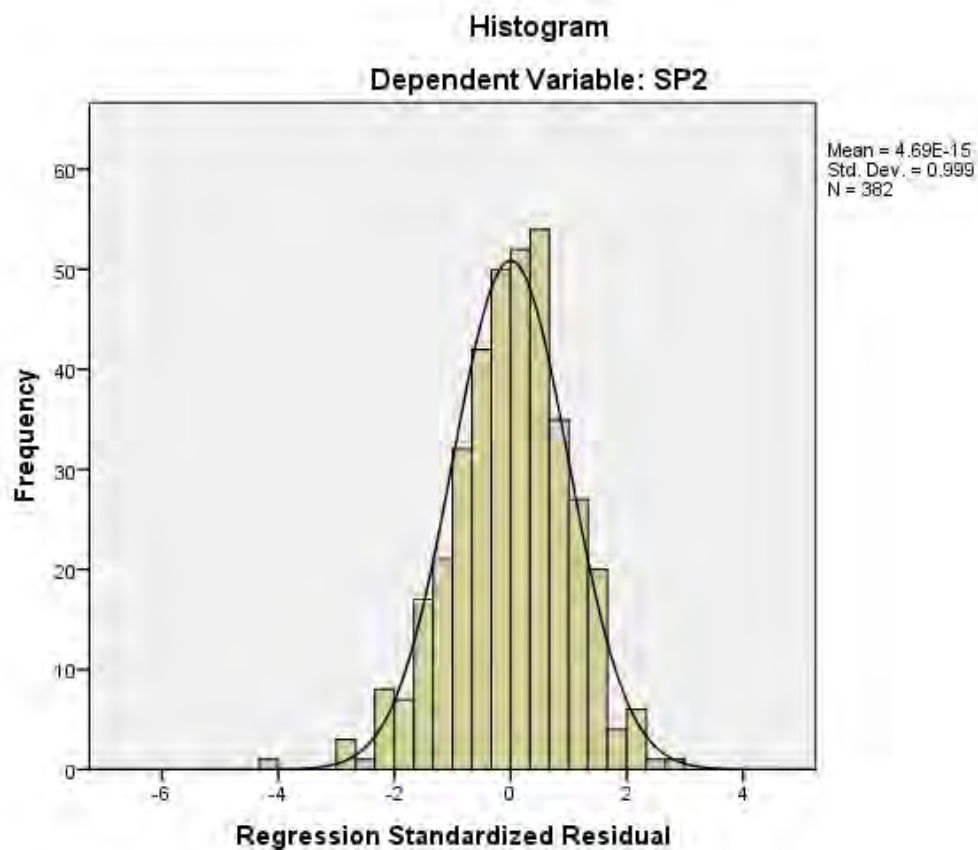
b. Predictors: (Constant), SL2

Coefficients<sup>a</sup>

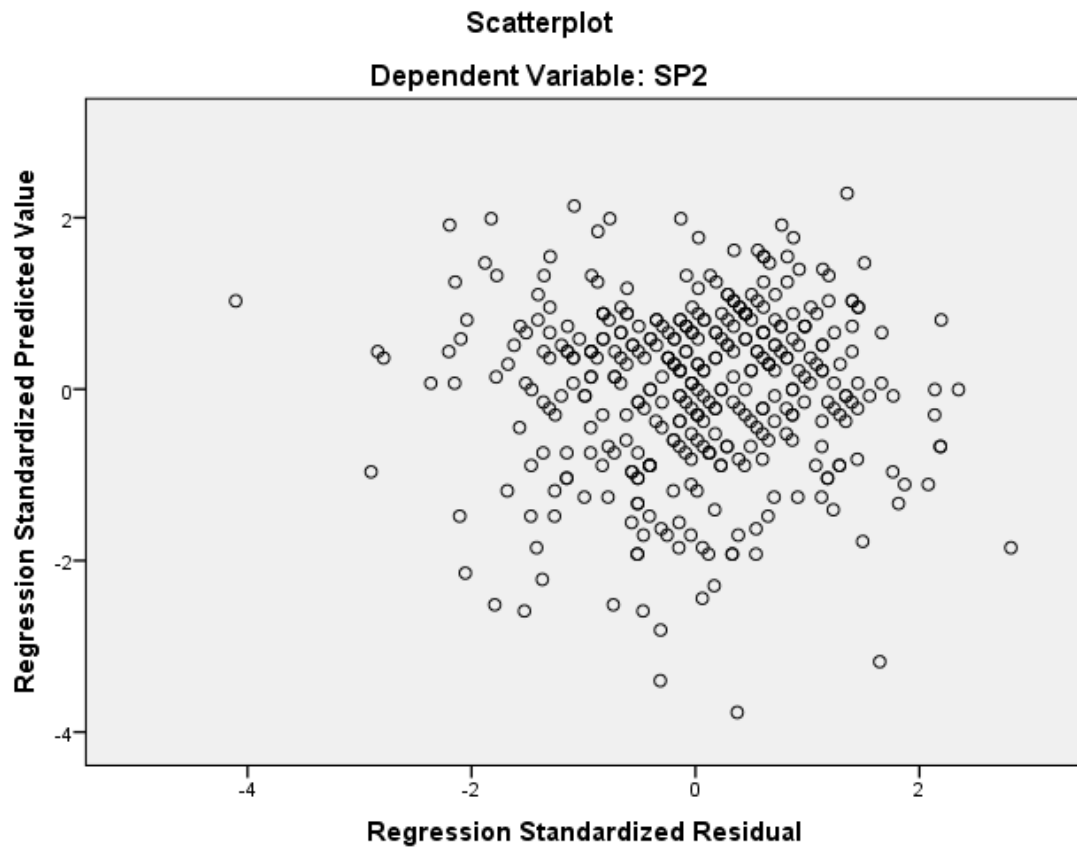
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.056	.163		6.491	.000
SL2	.621	.045	.581	13.909	.000

a. Dependent Variable: SP2

## Charts



ptbupsi



## Teacher Motivation and Student Performance

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573 <sup>a</sup>	.328	.327	.47535

a. Predictors: (Constant), TM2

b. Dependent Variable: SP2

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	41.965	1	41.965	185.723	.000 <sup>b</sup>
Residual	85.863	380	.226		
Total	127.828	381			

a. Dependent Variable: SP2

b. Predictors: (Constant), TM2

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.458	.137		10.660	.000
TM2	.516	.038	.573	13.628	.000

a. Dependent Variable: SP2





### Charts

