

The Relationship between Headmaster's Leadership Style and Teacher Motivation in Primary Schools in Alor Gajah District, Melaka

Hemalatha Visvanathan¹ and Bipinchandra Mavani²

¹MSc by Research Researcher in Education Management, Binary University of Management & Entrepreneurship, Malaysia, ²Associate Professor and Dean, Binary Business School, Binary University of Management & Entrepreneurship, Malaysia

Abstract

The goal of this research is to analyse the relationship between the leadership style of the headmasters and teacher motivation in primary schools in Alor Gajah district, Melaka. To realise this goal, this research has developed a detailed literature review of different types of leadership styles such as Democratic, Autocratic, Transformational and Laissez-faire leadership. In addition, it has outlined the advantages and disadvantages of different types of leadership styles in motivating teachers. The research also identified the motivation level of teachers in various leadership styles in primary schools. The methodology adopted for this research is primary quantitative. The research undertook a survey of 50 primary teachers in the Alor Gajah district and analysed the results using an SPSS analysis.

Keywords: Democratic Leadership, Autocratic Leadership, Transformational Leadership, Laissez-Faire Leadership, Teacher Motivation, Positivism, Deductive Approaches, Descriptive Design And Leadership in Primary School.

Introduction

Leadership style directs to the characteristic behaviour of leaders while motivating, managing, directing, and guiding groups of people. At the same time, teacher motivation directs to explanations originating from the inherent values of individuals to select to sustain teaching. The study focuses on the relationship between the headmaster's teacher motivation and leadership style in a primary school in the Alor Gajah district in Melaka. A successful classroom and superior learning outcomes depend on an engaged teacher. Motivation energises people, helps them focus, and helps them maintain good conduct over time. It works toward goal attainment and offers a platform for shaping a student's future (Abdullah *et al.*, 2018). For the duration of the COVID-19 epidemic, it has been essential to keep students enthusiastic despite the shift to online learning (Islam & Habib, 2021; Saleh *et al.*, 2022b). The importance of a student's intrinsic drive to study is widely acknowledged and confirmed by studies. The topic of inspiring educators, however, has been overlooked (Ahmed Iqbal *et al.* 2021). Sometimes, educators themselves fail to recognise the significance of motivation in their profession.

Teachers' levels of enthusiasm for their profession have a significant impact on their pupils' interest in learning. Teachers have the power to affect their pupils for better or worse, but if

they are inspired, they will have a more favourable effect on their students. Some of the potential causes of teacher burnout may seem familiar. There is a widespread belief that teachers experience high levels of stress and burnout due to their enormous workloads and the lack of social acknowledgement for their efforts (Asbari *et al.*, 2020). It is possible that COVID-19 exacerbated already-existing sources of demotivation, including as teachers' perceptions of a lack of administrative support and the stress that may come from having too much work on their plates (Saleh *et al.*, 2022). Some of the difficulties that educators have encountered as a result of the epidemic have previously been noted by researchers; they include a decrease in high-quality connection with pupils, a lack of support, and difficulties with technology. Many educators have taken advantage of training opportunities to better prepare themselves for the unique difficulties of online teaching as a result of the epidemic. If teachers were normally motivated, they would welcome the opportunity to improve their teaching practises via such courses (Bektas *et al.*, 2022). However, it is possible that educators weren't able to take pleasure in this experience due to the stress of the epidemic. It's possible some instructors found the chance to learn something new to be both stimulating and frustrating. This is why, the role of the headmaster in leading, motivating and guiding the teachers have been instrumental in the current context. It has been evidenced that there are various kinds of leadership styles that a leader can follow. Hence, this study determines how these styles impact the motivation level of the teachers.

Background

A person's leadership style may be defined as the prevailing pattern of conduct shown by that individual while attempting to influence the actions of others. If employees understand the company's mission since it was conveyed to them, then the leadership style is appropriate. Because a leader has such a significant impact on the organization's ability to achieve its goals, it is imperative that he or she use a suitable leadership style while managing subordinates. Individuals' intrinsic motivation is the force that activates, supplies power to, and guides their conduct toward productive outcomes in the workplace. Briker *et al* (2021) describes motivation as the process through which a person is driven to exert maximum effort toward a goal. Motivation may be defined as the process by which a person is prompted to act in response to an incentive or goal by use of physiological and psychological forces. Employees are more likely to be motivated when they feel their needs are being met, when their work is meaningful, when they have autonomy over their work, when their supervisors treat them fairly, when they receive positive feedback on their efforts, and when they feel their contributions are being recognised and rewarded. According to Brittain *et al* (2020), a positive work atmosphere may be created by praising workers for their successes. Teacher motivation may be greatly increased by public expressions of appreciation. In addition, teachers should be encouraged to talk about their roles in reaching the targets and the ways in which their colleagues helped them succeed.

When asked about the importance of creating a positive work environment, Devi and Subiyantoro (2021) said it was important to foster an environment that encouraged productivity, respect, a sense of belonging, and a positive attitude. Additionally, it was stated in that incentives increase motivation and productivity. Being an effective teacher takes dedication, perseverance, and psychological, physiological, and behavioural fortitude. The current primary educational system in Malaysia creates an intolerable amount of work for teachers. Because they have so many tasks to do and it keeps growing each year. Teachers have a number of administrative tasks outside of the classroom that must be completed in

addition to their regular duties. These include keeping and filing records and reports on students' academic and extracurricular performance, as well as maintaining student discipline through the use of merit and detention cards. In addition, educators must exert themselves to fulfil the requirements of the ministry of education, as well as those of the school administration, parents, and students. As a result, many teachers have expressed frustration and anxiety throughout the years due to their heavy workload. Due to a lack of motivation, many teachers struggle to meet the numerous requirements of their vocation. Because of this, they experience increased levels of stress, which, if left untreated, may eventually lead to teacher burnout. Moreover, teachers who are experiencing burnout may be negatively affecting their students' learning as well as their own well-being.

Literature Review

There are various styles of leadership which a head of an educational institution can adopt. Moreover, different leadership styles impact the motivation level of the teachers differently.

Different Leadership Styles

According to Habicher *et al* (2021), democratic leadership is defined as participative leadership and shared leadership for any organisation. This leadership style works in an organisation's group member's decision-making process. This leadership style is used in many organisations for group decision-making, such as private businesses, government, and schools. Nedelko and Potocan (2021) commented that in democratic leadership, people share their ideas and thoughts in the decision-making process. In addition, they can also encourage the decision-making process to share their ideas and thoughts. Through democratic leadership, people help to improve group decision-making quality, and it also helps to motivate others to follow their sharing ideas and thoughts.

As stated by Kilicoglu (2018), many regulations can be provided as control and guidelines in the group decision-making process. In the democratic leadership style, leaders help increase a group's productivity in the decision-making process. As a result, among all leadership styles, this leadership is considered the most effective type to make high productivity in an organisation. Devi & Subiyantoro (2021) commented that this leadership style contributes more to group members in the group decision-making process. It helps to increase the quality of the decision-making process. In addition, it also helps to increase group morale.

As Habicher *et al* (2021) commented, in the democratic leadership style, three characteristics can be found: collaboration, creativity and engagement. In collaboration, group members get the opportunity to share their opinion, thoughts and ideas, which impact the decision-making process. As stated by Nedelko and Potocan (2021), in engagement, group members feel more engaged in the decision-making process. In addition, to creativity, members are motivated to make creativity, and they get rewarded for their creativity. In the decision-making process of a group, their creativity helps to increase the quality of group discussion.

As opined by Devi & Subiyantoro (2021), for good democratic leadership, most leaders like to use specific traits to increase the morale of the group using team players, having a fair mind, possessing a willingness to adapt things and liking to engage in the decision-making process of a group. As Habicher *et al* (2021) commented, another benefit to using leadership in the group is that it helps to increase trust and respect among members in a group. As a result, it helps to increase the productivity of the group. So, most leaders make decisions based on values and morale. All employee's ideas are considered, and other employees can argue or

provide better ideas. In this way, the company selects the best and most innovative ideas. So, leaders follow actions and contribute to the decision-making process.

On the other hand, as per Dyczkowska & Dyczkowska (2018), in the Autocratic leadership style, a person can control the decision-making process with the help of little input from other members of the group in an organisation. In decision-making, process leaders make decisions based on their own beliefs, which play another significant in the decision-making process. As Briker *et al* (2021) commented, it has other advantages in the decision-making process, such as taking part in a quick decision-making process according to requirements. The Autocratic leadership style rarely chooses with the help of taking their ideas and thoughts, including accepting judgment and advice from their followers.

As Solihah *et al* (2021) suggest in this leadership, leaders can control a group by involving absolutely in the decision-making process. In addition, it has some characteristics, such as allowing members in a group to have little or no input decision-making process. Leaders take part in all decisions in a decision-making process. As commented by Opalo & Smith (2021), in this leadership, the leader can dictate the work process and method in the decision-making process. Leaders do not think about group feelings because they trust the decision or other tasks. Leaders in an organisation provide a rigid environment and create a highly structured decision-making process.

As stated by Solihah *et al* (2021), it has some benefits and weaknesses like other leaders in an organisation. So, the advantages are when an organisation makes a quick decision during a stress-filled situation. As a result, this leadership makes quick decisions and solves issues during stressful situations. As commented by Dyczkowska & Dyczkowska (2018), during the decision-making process, this leadership style helps to provide a clear chain based on command or oversight, which helps to make high quality and increases the morale of the decision-making process. Through this leadership style, leaders work strongly in the decision-making process.

As argued by Opalo & Smith (2021), the disadvantage of Autocratic leadership is a decrease in the level of group input in the decision-making process. It has reason over here, such as without consulting group members, most leaders make decisions. As a result, people normally dislike this because they cannot share their ideas or thoughts and participate in this decision-making process. As per Dyczkowska & Dyczkowska (2018), this leadership style hurts morale which is the other disadvantage of it. Sometimes, this leadership impairs the members' morale in a group. In the decision-making process, people are happy when they contribute to this process and perform well to give better performance.

Contrastingly, according to Asbari *et al* (2020), the transformational leadership style help to motivate positive changes for those who want to follow. In the leadership style, most leaders are enthusiastic, energetic and passionate. The most effective benefit of this leadership is that leaders are not only involved and concerned in this decision-making process but also try to help other group members. As Kotamena *et al* (2020) suggest, they help achieve success by reaching an organisation's target. The main aim of this leadership style is to increase growth and instil confidence and loyalty among members in a group in the decision-making process. As stated by Asbari *et al* (2020), this leadership help members of a group to achieve an extraordinary result by making a decision. Leaders in this leadership help to encourage participating in the decision-making process. In addition, motivate all members to achieve the organisation's goal. It always positively impacts a group in the decision-making process. As commented by Kotamena *et al* (2020), the group help to improve performance by helping individual and trying to satisfy members with the help of leadership style. Although in a group,

there is different type of leaders present but this leadership help to improve the quality of the decision-making process.

As suggested by Kotamena *et al* (2020), in a group, leaders identify employees for a high level of well-being. In addition, this leadership style belief that followers try to give the best performance helps to lead group members to feel empowered and inspire everyone. It also provides positive features that play a significant role in decision-making. As argued by Asbari *et al* (2020), leaders provide importance to each group member in the decision-making process in this leadership. Similarly, they motivate members using enthusiasm, focus on commitments, and try to work on this. Leaders give members intrinsic rewards, which help to motivate them.

However, as opined by Ahmed Iqbal *et al* (2021), the Laissez-faire leadership style deals with strong attitudes, reliance, and trust in employees in an organisation. In any section, this leadership style is not micromanaging, does not provide detailed guidance and instructions, and does not get involved. As suggested by Wong & Giessner (2018), this leadership style allows them to make their creativity in their working platforms. People can share their experiences and resources to reach organisational targets. Similarly, a Laissez-faire leadership style helps to build trust in the relationship between two people. This also helps to increase the confidence level of people in an organisation.

As stated by Nielsen *et al* (2019), as a result, their relationship makes it strong to get help from this leadership style. Through this leadership, most leaders provide guidance and want to take responsibility which helps to achieve the target. Sometimes, many leaders and employees in an organisation do not accept this leadership style because different leaders can choose leadership styles. Ahmed Iqbal *et al* (2021) argued that some characteristics are present in this leadership style, such as guiding leaders. It provides chances to employees to take decisions to their ability. Additionally, with the help of this leadership style, people like to solve their problems by themselves.

As cited by Wong & Giessner (2018), it also has the facility to use many resources and tools which help to increase the decision-making process. Members or employees earn constructive criticism from their leader in this leadership style. On the other hand, leaders can take charge if necessary. As opined by Iqbal *et al* (2021), in this leadership, leaders are responsible for all actions and taking decisions in the decision-making process. As a result, it has many advantages to using this leadership style, such as it relaxes organisational culture because people do not feel any kind of micromanaged or constantly manager not looking at employees shoulders which feel them relaxed.

Impact of Leadership Styles on Motivation of Employees

The above discussed leadership styles have different impacts on the motivation levels of employees, or teachers. According to Habicher *et al* (2021), in the organisation, most leaders use a democratic leadership style. Leaders worked with their members with the help of using this leadership style to decide work objectives. In addition, it helps to achieve the organisational goal through achieving organisation objectives. It also helped to encourage their subordinates by taking great initiative and high performance. According to Habicher *et al* (2021), leaders motivate them to engage with the organisation through this leadership style. As a result, it helped increase high productivity. This was considered the best way to increase productivity in the organisation to motivate other members of a group.

As suggested by Mokretsova *et al* (2021), in a primary school, some head teachers can be found who are concerned for other teachers. So, this leadership style helps to develop trust

among staff in a primary school. As cited by Mokretsova *et al* (2021), teachers are more motivated under a democratic head teacher as there is two-way communication and the teachers feel acknowledged. It can be found that many primary schools that a lack of democratic leadership style resulted in high turnover and many initiatives failed because teachers did not take part in a decision-making process. As suggested by Devi & Subiyantoro (2021), increasing motivation level helps to increase productivity and also helps in the decision-making process. A good decision-making process helps to make an effective plan.

On the other hand, certain leadership styles that are believed to have the opposite impacts on employee motivation; specifically, in certain professional categories like teachers, are autocratic and authoritative leadership styles. Shepherd-Jones (2018) states that autocratic leaders dominate their subordinates to meet an objective and have little confidence in their staff, and the leaders distrust them. This study also showed that the leader takes the maximised decisions and passes these decisions making some threats that were important to assure the orders of the leaders are obeyed. According to Peker *et al* (2018), this method of leadership usually results in passive resistance from the team members and needs optimal pressure.

However, as opined by Shepherd-Jones & Salisbury-Glennon (2018) autocratic leaders get placed by the office authority more than from their personal attribute. The leader seeks small team participation in decision-making as the leader makes almost every decision, and the followers must follow the given processes under strict discipline. Peker *et al* (2018) argue that this leadership style is irritable, self-centred, non-cooperative, and selfish. This type of leadership style has become a dictatorial leadership style. Autocratic leaders also decrease job satisfaction, lower the self-esteem of the employee and their efficiencies, and decline psychological well-being as well.

Shepherd-Jones & Salisbury-Glennon (2018) suggested that this type of leadership is transparent, and its principles encourage openness in sharing information. Sharing information characterised by authentic leadership may be required for decision-making and followers' participation. In that situation, the relationship of teachers with the school's management is an important factor in job dissatisfaction. This is another major teacher attrition cause.

Contrastingly, Normianti *et al* (2019) opined that transformational leadership would integrate authentic and visionary leadership to change the educational atmosphere for schools and working teachers. This type of leader or teacher motivates their staff to perform better than expected. As per Abdullah *et al* (2018), transformational school leadership refers to the effort of the principal to motivate other teachers to increase their power to assure the targets of the school are met. There are various dimensions of transformational leadership in the school model that includes certain effects of this leadership, the teacher and their practices. As suggested by Normianti *et al* (2019), it also includes the school's mission and vision of the schools; individual support, intellectual stimulation, symbol, professional value practice, involvement in decision-making, monitoring schools, and teaching support activities.

As Abdullah *et al* (2018) argued, transformational leadership has a positive relationship with teaching motivation. Many researchers also found the same findings. Overall, this leadership style has a better contribution to inspiration and has a better relationship with intrinsic motivation. It is because transformational leadership's concept encompasses the side of the internal focus, and it emphasises all procedures, not just outcomes. Norman *et al* (2019) mentioned that the support of individual forecasters recorded a low mean score compared to the seven mean scores of the leadership forecasters.

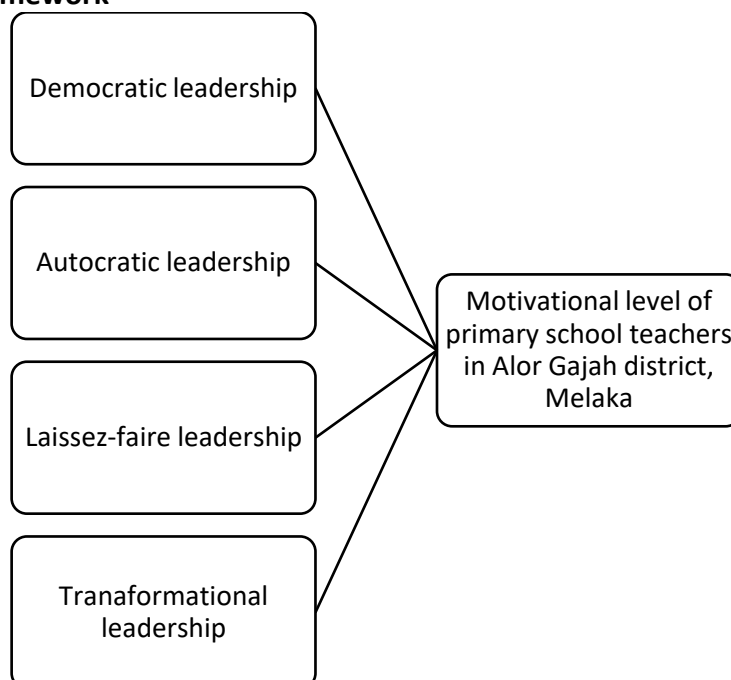
On the other hand, Abdullah *et al* (2018) argued that there is a difference in teacher motivation depending on gender. This means that female teachers' motivation level is higher than male school teachers. The job performance and teachers depending on gender indicates that women teachers' motivation to work is higher (Javed et al., 2020). However, as per Normianti *et al* (2019), this leadership style practised by the principals in schools is moderate, and the working satisfaction of primary school teachers is below the level of satisfaction with an important relationship between job satisfaction and transformational leadership style. The authors argued with another study where this leadership is at a high level.

According to Pinkas (2020), in laissez-faire leadership, the head teacher exercises no control. The leadership style is based on the school's circumstances, which will impact the motivational levels. Hence, employee motivation is based on leadership at this time. This leadership style assures that teachers in teamwork are good in their direction. In that case, the leader's conscious decision to pass the aim of ability to the teachers allows them action freedom to do whatever they want is well without any interference.

However, as per Htut & Khin (n.d.), the leader also intends to ignore much more power use and authority under this leadership. In contrast, it is hugely based on the team establishing targets and means of meeting progress and success. This leadership style is also known as participative leadership. These works rest on the idea that staff can be engaged in policy-making; this considers the teachers' requirements, rights, freedom and interests. The management of this leadership only motivates. However, the leader does not dominate the staff. As suggested by Pinkas (2020), in this leadership, the head teacher has various benefits to the teachers that also include giving higher morale among staff, creating freedom for exercising their every responsibility and facilitating flexibility in the school environment.

Htut & Khin (n.d.) stated that school leaders' actions, beliefs and behaviours may be characterised by stemming from the style of laissez-faire leadership. In that context, the leaders usually limit the efforts of collaboration with the teachers and create some unilateral decisions that directors communicate. This is also monitored in a micro-management-oriented manner for fidelity. Pinkas (2020) mentioned that it is hypothesised that certain teachers who recognised their leader as having a democratic style of leadership would report better psychological requirements satisfaction at work than teachers who recognised their leader as having a laissez-faire leadership style.

Conceptual Framework



Significance of the Study

This study is significant as it discusses various leadership styles which are instrumental in establishing a healthy workplace along with motivating employees. This study will be imminent in helping school authorities and headmasters in understanding which leadership styles they should adopt in order to provide the teachers with optimal level of motivation.

Problem Statement

Primary school teachers in Alor Gajah, Melaka are overburdened and facing demotivation due to recent changes in school administration. Thus, analysing the impact of different leadership styles adopted by the headmasters is of significant importance.

Research Objectives

- To analyse different leadership styles adopted by headmasters in primary schools of Alor Gajah, Melaka
- To evaluate the impact of different leadership styles adopted by headmasters in primary schools of Alor Gajah, Melaka on the motivation of teachers

Research Questions

- What are the different leadership styles adopted by headmasters in primary schools of Alor Gajah, Melaka?
- What are the impacts of different leadership styles adopted by headmasters in primary schools of Alor Gajah, Melaka on the motivation of teachers?

Methodology

Research philosophy is considered to be how relevant data about the phenomenon is used, gathered, and analysed. The term philosophy, as resisted to the hymn, contains different types of philosophies of the research approach. There are four types of research philosophies, interpretivism research approach, realistic research approach, positivist research approach,

and pragmatist research approach (Abu-Alhaija, 2019). In this research work, the researcher used a positivist research philosophy. Positivist research philosophy states that the social world is understood objectively. Here, the researcher was an objective analyst. He worked independently, away from personal values.

He used this research approach because the main goal of a positivist query is to develop casual connections or descriptive connections that eventually will lead to predicting and controlling the sensations in the study (Abu-Alhaija, 2019). In this research, the researcher was stuck to the idea that factual knowledge of the leadership styles that were used to motivate teachers could be gained only through observation involving measurement. In the research work, positivity played the part of the researcher with limited data interpretation and collection objectively (Abu-Alhaija, 2019). This approach also helped the researcher to easily demonstrate the beliefs they had been working on in this research.

Research Approach

In a deductive research methodology, the research approaches are the procedures and the plans used for research that traverse the steps to detailed methods from the board hypothesis of data interpretation, collection, and analysis. There are two research approaches inductive and deductive. With the help of either of these, the researcher can anticipate the required data to respond to the researched question (Sileyew, 2019). The researcher in this research work used a deductive research approach. A deductive research approach is one that people generally link with systematic investigation. Here, the researcher studied what the other researchers have done in their research work for teacher motivation in primary schools and later read those existing theories regardless of what they have been studying (Sileyew, 2019). After doing all this, the researcher then tests theories that arise from those existing theories. The researcher has previously studied the existing leadership styles and teacher motivation theories. After going through those works, they have decided to do a deductive research approach in a much more enhancing manner (Sileyew, 2019). With this approach, the researcher explained the usual relationship between the variables (such as independent variables like democratic leadership, automatic leadership, transformational leadership, and laissez-faire leadership; dependent variables like teacher motivation in primary schools in the Alor Gajah district in Melaka) and concepts connected to the last theories they had gone through (Sileyew, 2019). The researcher measured the concepts quantitatively by generalising the research finding to a particular extent.

Research Design

The research design directs to the prevalent strategy that the researcher chooses to combine the various study elements logically and coherently. Thus, assuring the researcher will discourse on the research issues. It forms the blueprint for data analysis, collection, and measurement. There are four research designs, correlational, experimental, descriptive, and quasi-experimental or casual-comparative, intending to develop cause-effective relationships between the variables (Patel & Patel, 2019). All these designs are similar except for a few key differences. In this research work, the researcher used a descriptive research design. It enabled the researcher to first study and then described the allocation of more than one variable regardless of any usual or different theories (Patel & Patel, 2019). The type of research used here can be important for psychological researchers to develop and analysed the actual information of a specific phenomenon. Further, the descriptive research design was based on three methods: survey, observation, and case studies. The researcher used the

survey approach because not much information was shared about the leadership styles and teacher motivations in primary schools in the Alor Gajah district in Melaka (Patel & Patel, 2019). Thus, the researcher did research based on the different leadership styles and then input them into teacher motivation used in primary schools.

Data Collection Method

Data collection is the scientific process of collecting details on a particular subject. The researcher must ensure the data is collected completely, ethically, and legally. If the data is not collected completely, ethically, and legally then it will not be real and can face deep effects (Yu *et al.*, 2021). There are five ways of collecting data interviewing, questionnaires and surveys, observation, records and documents, focus on groups, and oral histories. There are two types of data collection methods primary and secondary data collection methods. Based on that, the methodology research on data collection method can be qualitative, quantitative, and mixed (Yu *et al.*, 2021). Here, the researcher was seen to have used the primary qualitative data collection method. The researcher used this method to use quantitative behaviour, attitudes, and opinions and specified variables of the teachers in primary schools. He also generalised the results from a big selection population. The researcher interviewed a selected number of participants (Yu *et al.*, 2021). This helped the researcher analyse what kind of leadership style the head teachers followed and what issues the teachers were facing when applied.

Sampling and Population

In this research, the researcher used the random sampling method. The total population was represented in an unbiased manner. The researcher used a sample size of 200 teachers of the primary schools in the Alor Gajah district in Melaka.

Data Analysis Method

Data analysis is the process that generally includes numerous activities like collecting, tending, and arranging the data. These methodologies usually involve data analysis softwares that are required to design the data for business purposes. In this research, the researcher has used the SPSS type of research method (Jeong *et al.*, 2020). SPSS is a short form of Statistical Package for Social Science. It was used by the researcher for different kinds of research work, usually for complicated statistical data analysis. It is a software package developed for the statistical analysis and management of social science data (Jeong *et al.*, 2020).

Here, with the help of this method, the researcher used any kind of data or file for their research on leadership styles and teacher motivation in primary schools in the Alor Gajah district in Melaka. With this, they generated tabulated plots, reports, and charts for conducting complicated statistical analysis, trends and distributions, and descriptive analysis (Jeong *et al.*, 2020). It became easier for them to learn about the different leadership styles from the previous research for teacher motivation in primary schools and use it in their recent research. This included all levels of data management systems and other editing tools.

Ethical Considerations

Ethical primary research in research methodology is a collection of principles that direct the researcher through their research practices and designs. These principles involve informed consent, confidentiality, voluntary participation, potential from harm, anonymity, and, ultimately, results in communication. Numerous reasons state the essentiality of sticking to

ethical norms in research work (Brittain *et al.*, 2020). The researcher needed to promote the norms, which was the primary aim of the research, like avoidance, knowledge, and truth for mistakes. For instance, disengaging against misrepresentation, fabrication, and falsification of researched data minimise mistakes and encourages the truth. Thus, the researcher needs to ignore anything that causes emotional or physical harm to the research work (Brittain *et al.*, 2020).

Research Limitations

In this research work, the researcher had to deal with the people in the given location. They had to conduct a survey to ask random people random questions to collect data. Doing this was not easy because most of the people were not cooperating. The major issue was that they had to set specific questions. The people they had chosen for the survey were the teachers in primary schools in the Alor Gajah district in Melaka. The major issue was that they did not have enough time to do so. There had been situations where the researcher was not allowed to enter the school campuses, and the individuals refused to give general answers. In this methodology, the researcher has used a positivist research philosophy, deductive research approach, descriptive research design, primary quantitative data collection method, SPSS data analysis method, primary ethical consideration, and a Gantt chart. Through all these methods and approaches, it could be signified that the research conducted interviews focusing on a group of people which contained the headmasters and teachers of primary schools in the Alor Gajah district in Melaka. Here the researcher had to run their research through the previously researched hypothesis to understand the basis of the present research and could apply a few of the concepts from the other work to theirs in a more enhanced way.

Conclusion

The study was based on the leadership and teacher motivation styles used by the headmasters of primary schools in the Alor Gajah district in Melaka. Firstly, an introductory section was provided, which stated what the study contained. Then four types of leadership styles were chosen, that is, democratic, automatic, transformational, and laissez-faire. The four leadership styles were explained with suitable examples and pictures. Later, another section explained how those leadership styles could be used for teacher motivation. After this, a section for methodology was provided, which stated the different types of methods used while writing this study.

References

- Abdullah, A. G. K., Ling, Y. L., & Sufi, S. B. (2018). Principal transformational leadership and teachers' motivation. *Asian Education Studies*, 3(1), 36. <http://journal.julypress.com/index.php/aes/article/download/316/246>
- Abu-Alhaja, A. S. (2019). From epistemology to Structural Equation Modeling: An essential guide in understanding the principles of research philosophy in Selecting the Appropriate Methodology. *Australian Journal of Basic and Applied Sciences*, 13(9), 122-128.
- Iqbal, A. Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M. A., & Hassan, Q. (2021). Impact of authoritative and Laissez-Faire leadership on thriving at work: the moderating role of conscientiousness. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 667-685. <https://www.mdpi.com/2254-9625/11/3/48/pdf>

- Asbari, M., Santoso, P. B., & Prasetya, A. B. (2020). Elitist And Antidemocratic Transformational Leadership Critics: Is It Still Relevant? (A Literature Study). *INTERNATIONAL JOURNAL OF SOCIAL, POLICY AND LAW*, 1(1), 12-16.
<https://ijospl.org/index.php/ijospl/article/download/10/3>
- Bektas, F., Kilinc, A. C., & Gumus, S. (2022). The effects of distributed leadership on teacher professional learning: mediating roles of teacher trust in principal and teacher motivation. *Educational studies*, 48(5), 602-624.
- Briker, R., Walter, F., & Cole, M. S. (2021). Hurry up! The role of supervisors' time urgency and self-perceived status for autocratic leadership and subordinates' well-being. *Personnel Psychology*, 74(1), 55-76. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/peps.12400>
- Brittain, S., Ibbett, H., de Lange, E., Dorward, L., Hoyte, S., Marino, A., Milner-Gulland, E. J., Newth, J., Rakotonarivo, S., Verissimo, D., & Lewis, J. (2020). Ethical considerations when conservation research involves people. *Conservation Biology*, 34(4), 925-933.
- Devi, A. D., & Subiyantoro, S. (2021). Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving the Quality. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 14-26.
- Dyczkowska, J., & Dyczkowski, T. (2018). Democratic or autocratic leadership style? Participative management and its links to rewarding strategies and job satisfaction in SMEs. *Athens Journal of Business & Economics*, 4(2), 193-218.
<https://doc.presentica.com/11583738/5ebadfb4d2858.pdf>
- Engin, G. (2020). An Examination of Primary School Students' Academic Achievements and Motivation in Terms of Parents' Attitudes, Teacher Motivation, Teacher Self-Efficacy and Leadership Approach. *International journal of progressive education*, 16(1), 257-276.
- Habicher, D., Erschbamer, G., Pechlaner, H., Ghirardello, L. & Walder, M. (2021). Transformation and Design Thinking: perspectives on sustainable change, company resilience and democratic leadership in SMEs. *Leadership, Education, Personality: An Interdisciplinary Journal*, 3(2), 145-156.
<https://link.springer.com/article/10.1365/s42681-022-00028-x>
- Htut, S. S. W. & Khin, P. E. (2018). *Relationship between Principals' Leadership and Teachers' Motivation* (Doctoral dissertation, MERAL Portal). Universities Research Journal. 11 (6).
<https://meral.edu.mm/record/5471/files/11.%20Daw%20Saw%20Sandar%20Win%20Htut-URJ.pdf>
- Islam, M. T., & Habib, T. I. (2021). Barriers of Adopting Online Learning Among the University Students in Bangladesh During Covid-19. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 4(1), 71-90.
- Javed, M., Hock, O. Y., & Asif, M. K., Hossain, M. I. (2020). Assessing the Impact of Emotional Intelligence on Job Satisfaction among Private School Teachers of Hyderabad, India. *International Journal of Psychosocial Rehabilitation*. 24(4). 5035-5045
- Jeong, J. H., Woo, J. H., & Park, J. (2020). Machine learning methodology for management of shipbuilding master data. *International Journal of Naval Architecture and Ocean Engineering*, 12, 428-439.
<https://www.sciencedirect.com/science/article/pii/S2092678220300078>
- Kilicoglu, D. (2018). Understanding Democratic and Distributed Leadership: How Democratic Leadership of School Principals Related to Distributed Leadership in Schools? *Educational policy analysis and strategic research*, 13(3), 6-23.
<https://files.eric.ed.gov/fulltext/EJ1192627.pdf>

- Kotamena, F., Senjaya, P. & Prasetya, A.B. (2020). A Literature Review: Is Transformational Leadership Elitist and Antidemocratic? *International Journal of Social, Policy And Law*, 1(1), 36-43. <https://ijospl.org/index.php/ijospl/article/download/15/7>
- Mokretsova, L. A., Sychev, O. A., Bespalov, A. M., Vlasov, M. S., & Prudnikova, M. M. (2021). Teachers' autonomous motivation and work engagement: The role of the principal's democratic leadership style and psychological climate. *The Education and science journal*, 23(9), 115-141. https://www.edscience.ru/jour/article/view/2461?locale=en_US
- Nedelko, Z., & Potocan, V. (2021). Sustainability of Organisations: The Contribution of Personal Values to Democratic Leadership Behavior Focused on the Sustainability of Organisations. *Sustainability*, 13(8), 4207. <https://www.mdpi.com/2071-1050/13/8/4207/pdf>
- Nielsen, M. B., Skogstad, A., Gjerstad, J., & Einarsen, S. V. (2019). Are transformational and laissez-faire leadership related to state anxiety among subordinates? A two-wave prospective study of forward and reverse associations. *Work & Stress*, 33(2), 137-155. <https://www.tandfonline.com/doi/pdf/10.1080/02678373.2018.1528307>
- Normianti, H., Aslamiah, A., & Suhaimi, S. (2019). Relationship of transformational leaders of principal, teacher motivation, teacher organisation commitments with a performance of primary school teachers in Labuan Amas Selatan, Indonesia. *European Journal of Education Studies*. <https://oapub.org/edu/index.php/ejes/article/viewFile/2308/4947>
- Opalo, K. O., & Smith, L. (2021). Ideology and succession politics in Ethiopia: autocratic leadership turnover and political instability. *Democratisation*, 28(8), 1463-1482.
- Patel, M., & Patel, N. (2019). Exploring Research Methodology. *International Journal of Research and Review*, 6(3), 48-55. [https://www.academia.edu/download/63543152/IJRR0011\(2020\)0605-115829-bxlrli.pdf](https://www.academia.edu/download/63543152/IJRR0011(2020)0605-115829-bxlrli.pdf)
- Peker, S., Inandi, Y., & Gilic, F. (2018). The Relationship between Leadership Styles (Autocratic and Democratic) of School Administrators and the Mobbing Teachers Suffer. *European Journal of Contemporary Education*, 7(1), 150-164. <https://files.eric.ed.gov/fulltext/EJ1172917.pdf>
- Pinkas, G. (2020). Principal leadership styles as perceived by elementary school teachers in relation to their work motivation. *Društvene i humanističke studije*, 5(4 (13)), 321-344. <http://dhs.ff.untz.ba/index.php/home/article/download/457/362>
- Saleh, R. A., Islam, M., & Nor, R. N. H. (2022). Factors Influencing University Students' E-Learning Adoption in Bangladesh During COVID-19: An Empirical Study with Machine Learning. In *Machine Intelligence and Data Science Applications* (pp. 695-706). Springer, Singapore.
- Saleh, R. A., Nor, R. N. H., Islam, M. T., Jusoh, Y. Y., & Abdullah, S. (2022b). Understanding Students' Online Learning Performance During Covid-19 Pandemic in Bangladesh. In *2022 Applied Informatics International Conference (AIIC)* (pp. 28-33). IEEE.
- Shepherd-Jones, A. R., & Salisbury-Glennon, J. D. (2018). Perceptions matter: the correlation between teacher motivation and principal leadership styles. *Journal of Research in Education*, 28(2), 93-131. <https://files.eric.ed.gov/fulltext/EJ1201598.pdf>
- Sileyew, K. J. (2019). *Research design and methodology*. Rijeka: IntechOpen. <https://www.intechopen.com/chapters/68505>

- Solihah, S. M., Budiawan, A., & Nugraha, N. M. (2021). The Influence of Autocratic Leadership and Work Discipline on Employee Performance of the "ABC" City Culture and Tourism Office. *The Asia Pacific Journal Of Management Studies*, 8(1).
<https://ejournal.latansamashiro.ac.id/index.php/APJMS/article/download/451/438>
- Wong, S. I., & Giessner, S. R. (2018). The thin line between empowering and laissez-faire leadership: An expectancy-match perspective. *Journal of Management*, 44(2), 757-783.
- Yu, H., Lee, L., & Madera, J. M. (2021). Collecting repeated data over time: Applying experience sampling methodology to the hospitality management context. *Cornell Hospitality Quarterly*, 62(1), 62-75.
<https://journals.sagepub.com/doi/pdf/10.1177/1938965520961061>