



Teachers' Insights on Instructional Leaders: Understanding the Impact of Directors' Practices on Motivation

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ABSTRACT

Purpose of the study: This study consists of two main research objectives. The first objective is to assess the insights of teachers toward their school directors' ILP and how these practices affect TEM. The second objective is to compare the insights of teachers toward their school directors' ILP based on teachers' demographic information.

Methodology: The researcher uses quantitative research with a survey approach using descriptive statistics, independent sample t-test, and one-way ANOVA to address the research objectives. 295 state junior high school teachers who were pursuing higher education at a private university participated in this survey.

Main Findings: The results indicated that teachers have high insights toward their school directors' ILP ($M = 3.94$), and school directors' ILP has a high influence on TEM ($M = 4.22$). Furthermore, the researcher discovered that gender and age did have significant effects on TEI toward school directors' ILP, and levels of current study also significantly influences TEM ($p < 0.05$). In contrast, gender and TEM, age and TEM, levels of current study and ILP, teaching experience and ILP and TEM, do not have any significant effects ($p < 0.05$).

Novelty/Originality of this study: These findings may provide significant keys to fostering TEM through effective ILP. In addition, these leadership practices enhance TEM within the Cambodian state junior high school context. Hence, school directors, academic staff and teachers can apply these findings in their duties in enhancing institutional's success. Future research should incorporate diverse educational contexts and additional moderating variables to provide a more comprehensive understanding of the relationship between leadership behavior and TEM in other areas.

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1. INTRODUCTION

Teachers' motivation (TEM) was an essential factor in enhancing educational quality, which sustains teachers' engagement and enthusiasm in their work [1], [2]. They were also able to carry out their responsibilities to a high degree [3]. In addition, an effective educational system had higher level of TEM as its primary characteristic since it positively impacted all organizational objectives. Because teachers could do their jobs effectively when they were motivated, they were also eager to take responsibility and felt personally accountable for the results [4], [5]. Motivation allows teachers to carry out their pedagogical responsibilities effectively. Therefore, teachers who felt knowledgeable about themselves and were highly motivated, were more eager to fulfill their duties effectively [6]. They also collaborated with their coworkers and other stakeholders,

opened up to communication, and contributed to the school's smooth operation [7]. TEM can be fostered by inside or outside factors such as leadership from the leaders [8].

The leadership from the instructional leaders is a fundamental influential factor in education institutions that enhance TEM [9], [10]. Experimental research on TEM suggested that the instructional leader was essential in energizing, sustaining, and supporting the specialized instructors to advance high-quality education [11]-[14]. Additionally, instructional leaders' successful leadership was witnessed by teachers who exhibited high motivation [15]. Besides, the authority to increase trust in the progress of educational organizations was shared by the instructional leader [16], [17]. Furthermore, the instructional leader exemplifies effective practices for teachers, motivating them to do their duties proficiently [18]. Importantly, the fate of the entire institute rested with the instructional leader [19], [20]. Furthermore, the instructional leaders are crucial role models in promoting the ethics of every educational accomplishment [21], [22]. Similarly, several papers claimed that the instructional leader might be the proactive agent in transforming the educational establishment through the use of the ability, power, communication, and inspiration of instructional leaders, educators, and other non-teaching staff [23]-[25].

Previous studies highlighted the influence of PIL on TSE. For example, a study by Al Hosani found a positive relationship between the school principals and teachers teaching practices. Al Hosani added that instructional leaders can enhance TEM by providing incentives, protecting instructional time, and giving teachers full authority in their teaching tasks. The focus of the future studies should center on discovering the effect of ILP on teachers' teaching practices in other areas [26]. Furthermore, in Demirdag's research, there was a significant relationship between instructional leadership and TEM. The study recommended future studies to be conducted on similar topics by changing variables such as leadership style, teachers' satisfaction, school climate, school efficiency, and teachers' preservation [27]. In Cambodian context, Ath discovered that the principal's leadership could improve the instructional program and had a positive correlation with learners' outcomes ($r = 0.052$, $p < 0.05$). The findings also found that leadership significantly affected teachers' teaching practices by providing some incentives as motivation to teachers. Ath recommended future study to focus on ILP since it is significant in improving teachers' effectiveness and students' learning outcome [28].

As noted above, instructional leadership is an important factor in developing TEM. These previous studies did not discover teachers' insights (TEI) toward the ILP based on different demographic information. There was a study by Ath in Cambodian context, but he did not cover the effects of school directors on TEM in detail. Although prior studies indicated that effective instructional leadership is critical for school directors in promoting TEM, these findings have not yet been implemented broadly in Cambodian context. Therefore, the objectives of the study are: (1) to assess the degree of TEI of their school directors' instructional leadership practices (ILP) on TEM in Cambodia, and (2) to compare TEI toward their school directors' ILP, and TEM in terms of demographic characteristics.

2. REVIEW OF RELATED LITERATURE

2.1. The Charismatic Leadership Theory (CLT) Connected to School Directors' ILP

CLT focuses on the bravery, convictions, and enthusiasm to confront followers who hold contrasting opinions about the institution or society [29]. Also, CLT refers to the ability to unite people via identification and subordination to the leader's authority [30]. Among the several theories of leadership, CLT concentrated on the principles, feelings, drives, and self-worth of leaders. Robert House discussed how Max Weber's 1947 idea of charismatic leadership came to be an essential characteristic of leadership [31]. Charismatic leaders must possess the following qualities: Power and Ability (POA): The terms "power" and "ability" related to a leader's choices, authority, or regulations that direct and oversee the subordinates' efficient completion of their jobs, while the term "ability" emphasized the leader's capacity to perform the tasks necessary to accomplish goals; Motivation and Communication (MOC): Motivation was the leaders' means of encouraging their followers to do the duties at hand, while communication was their means of efficiently exchanging instructions or updates with one another; and Behavior and Self-confidence (BES): Behavior is the leader's standards or means of operation in a given circumstance, while self-confidence concentrates on the leader's convictions in carrying out actions to achieve the objectives [31]-[33].

CLT is a popular theory which fits best in education context. In the following research, the researchers applied CLT for school directors leadership practices. There was a study of the CLT practices connected to instructional leadership with the insights of 249 administrative executives and staff members in public K-12 educational organizations in Louisiana [34]. The data was analyzed using Chi-Square tests and cross-tabulations. Martinez pointed out that the field and the reformation of the CLT had been enhanced by views of how a leader interacts with followers through actions. The study offered proof that school directors could interact with teachers by their actions, and that these actions had an impact on teachers' attitudes and performance. The results demonstrated a strong association between articulation behaviors and followers who trusted the leader ($p < 0.000$). Similarly, Mahmud and Abdullah researched the director's charismatic leadership relationship with TEM

in Terengganu. The results displayed that the director's charismatic leadership had a substantial optimistic result on TEM ($r = 0.216$, $p = 0.05$). Also, the study suggested that the instructional leaders who implemented CLT could motivate teachers to fulfill their teaching tasks essentially. This finding suggested that charismatic leadership of instructional leaders could motivate teachers to perform better in their teaching professions [35]. Furthermore, a research about the effects of the instructional leaders and teachers' self-efficacy in Cambodian context also implied CLT as the theory used by school directors. The researchers discovered that the characteristics of school directors can positively influence teachers to fulfil their tasks efficiently [25].

2.2. The Self-Determination Theory (SDT) Practices connected to TEM

SDT on motivation is an effective factor for motivating subordinates to work well. The motivation that stems directly from an action rather than a reward is intrinsic motivation (INM) [36], [37]. This aspect originates inside individuals; it acts for pleasure or the fulfillment of human interests, and it focuses on the inherent tendency to please self-interest in the duty. The behavior that is ambitious by rewards such as cash, recognition, grades, and admiration or outcome, and it focuses on the presentation of action in attaining a product separate from the effort is called extrinsic motivation (EXM) [38], [39]. In education setting, teachers receive motivation through working in a supportive environment, getting values, rewards, and stipends, promoting positions, offering recommendation letters, giving chances for professional development, and making school decisions from the instructional leaders [1]. Therefore, SDT has become a popular framework to study teachers' and students' motivation and engagement in school context [40], [41]. Also, SDT on motivation is a theory of teachers' drive to work in the organization. It expressed that leaders' motivation leads to teachers' competence to work better than ever before [42]. These evidences support that SDT is an effective theory to apply with TEM.

2.3. The School Directors' ILP to TEM

There was a study about the school principals' ILP and the association with teachers' instructional practices in Sharjah Schools. The study used a quantitative research design which contained 380 teachers (269 females and 111 males). The study employed the Principal Instructional Management Rating Scale (PIMRS) as a research instrument which was utilized by more than 125 studies from doctoral students around the world. The research discovered a constructive correlation between principals' ILP and TEM which relatively influence teaching practices. The results revealed that there was a positive relationship between the school principals and teachers teaching practices such as monitoring students' progress ($r = 0.567$, $p = 0.01$), protecting the instructional time ($r = 0.528$, $p = 0.01$), and providing incentives for teacher ($r = 0.511$, $p = 0.01$). The study suggested principals to attend certain leadership practices since it can motivate teachers to pay close attention to their teaching tasks. Also, instructional leaders can promote TEM by providing incentives, protecting instructional time, and giving teachers authority [26].

Related to motivation, there was a case study on school principals' instructional leadership as an interpreter of TEM using the quantitative research design. The researcher applied two instruments as tools to measure the data: the instructional leadership scale to measure school principals' instructional leadership which was designed from the PIMRS. Also, the researcher applied a TEM scale to measure TEM which was established by Yıldız and Taşkın. The samples were 306 elementary school teachers in the western Black Sea region of Turkey. The study applied the correlational analysis to investigate the link between principals' instructional leadership and TEM, and the multiple regression analysis was used to detect the role of instructional leadership's effects on TEM. The result showed that there was a significant relationship between instructional leadership and TEM ($r = 0.54$, $p < 0.01$). Additionally, the findings found that instructional leadership played a significant role in promoting TEM. The study recommended future studies to research similar topics by changing variables such as leadership style, teachers' satisfaction, school climate, school efficiency, and teachers' preservation. The mixed-method design should be explored in future studies [27].

While working towards his PhD dissertation, Ath explored the case study with primary schools in Phnom Penh, Cambodia, by finding out the influence of school principals' leadership on teachers' quality and learners' outcomes. There were fifty-four sixth-grade teachers and 38 principals were chosen (from 12 districts in Phnom Penh) as the sample in the study. The research was a mixed-method research design that implemented the survey questionnaire of the principal instructional management as the research instrument. The finding showed the leadership of school principals ($M = 3.39$, $SD = 0.58$) related positively to TEM and teaching performance ($M = 3.45$, $SD = 0.56$). Additionally, the principal's leadership could improve the instructional program and had a positive correlation with learners' outcomes ($r = 0.052$, $p < 0.05$). The findings also further found that school leadership significantly affected teachers' teaching practices by providing some incentives as motivation to teachers ($\beta_3 = 0.594$; $p \leq 0.001$) [28].

Furthermore, there was a research related to the influence of principals' instructional leadership and work motivation in Barito Kuala Regency, Indonesia. There were 145 state high school teachers who participated in this study. The regression coefficient was used to analyze the data in this quantitative research. The results showed that the principals' instructional leadership influenced TEM positively and indirectly, which also significantly influenced teacher professionalism to a high level ($r = 0.871$). The researcher also suggested

that highly motivated teachers tend to have high professionalism in their task completion. These evidences supported that school directors' instructional leadership is a significant factor promoting TEM [43].

3. RESEARCH METHOD

3.1. Research Design

Simple random sampling was chosen due to its ease of use and practicality, making it a suitable technique for quantitative research. This approach supports a systematic examination of the relationship between job satisfaction and lecturers' performance using quantifiable data. It also allows for the objective testing of hypotheses, enhancing the reliability of the results. Quantitative research methods enable the collection of extensive data through standardized tools, such as surveys [44]. Additionally, this approach supports statistical analysis, which provides valuable insights into the strength and direction of relationships between variables. By reducing researcher bias, this design ensures that conclusions are grounded in data rather than subjective judgment [45]. Overall, it is an effective method for identifying trends, patterns, and causal connections, aligning well with the study's objectives.

3.2. Research Population and Samples

The total population is 501 who are state junior high school teachers pursuing their studies at the two campuses of the top non-public higher educational institute in Phnom Penh, the capital city of Cambodia. Hence, there are 295 sample sizes based on the calculation of [46] sampling technique. The number of population and the sample size selected for the study is described in the table below.

No	Campus	Population	Sample Size (n)
1	Campus – SMC	201	126
2	Campus – TK	300	169
Total		501	295

3.3. Research Instruments and Reliability

Part I of the questionnaire is teachers' Demographic Characteristics: 4 items; part II, Teachers' Insights on ILP: 10 items, and part III, School Directors' ILP effect on TEM: 10 items. The questionnaire items are adapted from the PIMRS by Hallinger in 1982. The questionnaire instrument was subjected to an initial pilot test to assess the reliability of its content [47]. Cronbach's Alpha was utilized to measure the dependability of the questionnaire. The researcher conducted the pilot test with a sample of 50 respondents to evaluate the instrument's reliability. A reliability coefficient of 0.70 or above was deemed acceptable [48]. Following the pilot test, the finalized questionnaire was prepared for distribution to the target group of lecturers. The reliability coefficient obtained from the pilot test is presented in the table below.

Variables	Cronbach Alpha (α)	Interpretation
IV (School Directors' ILP)	0.81	Good
DV (TEM)	0.88	Good

As stated in the table above, all instruments' α value is higher than 0.7. This result shows the high internal consistency reliability of research instruments.

3.4. Data Collection and Analysis

The researcher ensured the questionnaires were distributed to the respondents who were the state junior high school teachers with clear instructions and closely supervised the process. Afterward, the completed questionnaires were collected, and the data was entered into SPSS (version 26) for analysis. Additionally, descriptive statistics (Mean and Standard Deviation) are used to define the level of TEI of the ILP, and one-way ANOVA is used to compare TEI toward their school directors' ILP on TEM in terms of demographic characteristics.

3.5. Research Procedure

To ensure that the data collection process went smoothly, the researcher followed five main stages. In Stage A, the researcher began by explaining the research objectives and addressing ethical considerations to ensure informed consent and transparency with the respondents. Stage B involved distributing the questionnaire to the selected participants. During Stage C, the researcher actively monitored the process to ensure that the questionnaires were being completed properly and in a timely manner. Stage D focused on the careful collection of the completed questionnaires from the respondents to ensure data integrity. Finally, in Stage E, the collected

data was entered into SPSS version 26 for analysis to generate the research findings. This structured process ensured the accuracy and reliability of the data collection and analysis.

4. RESULTS AND DISCUSSION

4.1. Demographic Characteristics

The demographic results presented in the table below provide a detailed overview of the participants' background characteristics. Specifically, the analysis focuses on four key aspects: gender, age, current level of study, and years of teaching experience. Each of these demographic variables is broken down into relevant categories, the corresponding frequency and percentage for each sort are clearly displayed.

Table 3. Demographic Data (n = 295)

Characteristic	Category	Frequency	Percentage
Gender	Male	198	67.1
	Female	97	32.9
	Total	295	100
Age	Under 30-Year-Old	64	21.7
	Between 30–45-Year-Old	152	51.5
	Over 45-Year-Old	79	26.8
	Total	295	100
Current Study's Levels	Associate	92	31.2
	Bachelor	145	49.1
	Master	58	19.7
	Total	295	100
Teaching Experience (Year)	Below 10 years	82	27.8
	From 10-20 years	115	39.0
	More than 20 years	98	33.2
	Total	295	100

Based on table 3, there were 198 male and 97 female teachers. Among them, there were 64 teachers aged under 30 years old, 152 teachers aged between 30 and 45 years old, and 79 teachers aged over 45 years old. Furthermore, there were 92 respondents studying associate degree, 145 teachers studying Bachelor's degree, and 58 respondents studying master degree. In addition, there were 82 teachers had less than 10 years of teaching experience, 115 teachers had 10 to 20 years of teaching experience, and 98 teachers had more than 20 years of teaching experience.

4.2. What is the level of TEI toward their school directors' ILP on TEM in Cambodia?

The below table represents the TEI of their school directors' ILP. The CLT is utilized to measure school directors' ILP, which was divided into three subcategories: (1) POA, (2) MOC and (3) BES.

Table 4. TEI of their school directors' ILP

TEI on School Directors' ILP Statement		M	S.D.	Meaning	Rank
POA					
1.	The director has the right to decide both administrative and teaching tasks.	4.29	0.61	High	2
4.	The director punishes both teaching and non-teaching staff who don't obey the school's regulations, and fines sellers who sell the foods which are prohibited in school.	3.73	0.85	High	7
7.	The director can perform his or her tasks effectively.	3.72	0.75	High	8
Total		3.91	0.50	High	2
MOC					
2.	The director encourages teachers to use instructional materials freely, and use both teacher-centered and student-centered approaches.	4.01	0.75	High	5
5.	The director gives values to all teachers to motivate them to perform their tasks well.	3.63	0.91	High	9
8.	The director uses verbal and written communication for feedback on teachers' tasks and behavior.	3.58	0.86	High	10
10.	The director meets teachers individually to discuss the progress and academic achievements of students and reports about curriculum implementation.	3.92	0.70	High	6

	Total	3.78	0.54	High	3
BES					
3. The director always shows his or her ethical behavior (dignity, morality, and virtue) in performing his or her tasks.	4.31	0.75	High	1	
6. The director confidently does risky activities for the benefit of the school.	4.13	0.74	High	3	
9. The director provides strategies and goals in confidence for improving the school.	4.11	0.70	High	4	
Total	4.18	0.58	High	1	
Overall	3.94	0.47	High	2	

In table 4, teachers rated their school directors' ILP in a high category since each item's mean ranged from a high value of 4.31 to a low value of 3.58 with an overall mean score of 3.94. This result explains that school directors understand, practice, and perform their roles and duties very well. The most frequently reported insights of leadership practice was item number 3 "The director always shows his or her ethical behavior (dignity, morality, and virtue) in performing his or her tasks." (M = 4.31, S.D. = 0.95). This result reveals that school directors are always well-behaved, and they fulfil their directing role ethically. The second high rated item is number 2 "The director has the right to decide both administrative and teaching tasks." (M = 4.29, S.D. = 0.61). This item indicated that teachers agree that their school directors have the right and authority to make decision related to teaching and non-teaching tasks which benefit the organization. The practice with the lowest mean score was item number 8 "The director uses verbal and written communication for feedback on teachers' tasks and behavior." (M = 3.58, S.D. = 0.86). This mean score is in a high category which shows positive insights of teachers toward their school directors' ILP. Hence, verbal and written feedback from school directors are significant factors in improving teachers' tasks performance when they encounter problems.

Specifically, the researcher also found the mean score of the three dimensions of CLT. Teachers reported that they perceived BES the most (M = 4.18, S.D. = 0.70), POA the second most (M = 3.91, S.D. = 0.50), and MOC the least (M = 3.78, S.D. = 0.54). It is suggested that, Cambodian school directors must complete their principal preparation programs to be qualified to carry out the instructional leadership role. Especially, school directors should have good behavior and strong confident in their directing role since the majority of teachers rated this point positively.

This finding indicates that in the current era of accountability, Cambodian school directors' primary responsibility is to practice instructional leadership. Today's school directors oversee curriculum development and monitoring, financial management, legislative compliance, reform implementation, and, above all, instructional leadership-a wide range of responsibilities that affect TEM and student's academic success.

The below table represents the TEI of their school directors' ILP influencing their motivation. The SDT is utilized to measure TEM, which was divided into two subcategories: (1) INM; and (2) EXM.

Table 5. Item of SDT (N=295)

School Directors' ILP on TEM Statement		M	S.D.	Meaning	Rank
INM					
1. My satisfying job is as a teacher since I have not been a teacher yet.	4.22	0.84	High	7	
3. Although I have the opportunity to start over in a new career, I strongly will not accept that, and I still perform my position as a teacher.	3.75	0.79	High	10	
5. I spend more time in my job as a teacher than in other performances.	4.45	0.65	High	2	
7. I enjoy attending teachers' professional training to improve me to become a good teacher.	4.46	0.66	High	1	
9. I would like to learn more about how to help teachers who tend to be late for classes, are lazy in teaching, and have no methods of motivating students to learn.	4.40	0.66	High	3	
Total	4.25	0.52	High	1	
EXM					
2. The director acknowledges the high performance of teachers by providing stipends or requesting promoting positions and ranks.	4.27	0.77	High	5	
4. The director always provides certificates of appreciation to teachers who have done their tasks well and continues encouraging teachers who have not yet done their tasks well to try improving.	4.23	0.74	High	6	
6. The director always gives chances to teachers to join training courses for professional development.	3.98	0.80	High	9	
8. The director authorizes teachers to make decisions in professional ethics for the school's tasks.	4.17	0.74	High	8	

10. The director always motivates teachers by creating a good working environment and explains how to solve the task problems of teachers.	4.29	0.71	High	4
Total	4.19	0.62	High	2
Overall	4.22	0.50	High	1

Table 5 showed the overall mean of 4.22, the mean score of the individual items ranged from 4.46 to 3.75, indicating that each item's mean and the overall mean were both high. This suggests that school directors are highly proficient in understanding, practicing, and carrying out their roles and duties to motivate their staff. The statement "I enjoy attending teachers' professional training to improve me to become a good teacher." ($M = 4.46$, $S.D. = 0.66$) from item number 7 was the most commonly stated motivation of ILP. This item shows that teachers are pleased to join any training to improve their teaching profession. Item number 5 — "I spend more time in my job as a teacher than in other performances." — followed this motivation with a high mean ($M = 4.45$, $S.D. = 0.55$). Item number 3: "Although I have the opportunity to start over in a new career, I strongly will not accept that, and I still perform my position as a teacher." ($M = 3.75$, $S.D. = 0.79$) was the practice with the lowest mean. This result shows that some teachers might change their career if they receive an opportunity to transfer to another career besides being a teacher.

Especially, the researcher also found the mean score of the two dimensions of SDT that most teachers are already intrinsically motivated ($M = 4.25$, $S.D. = 0.52$), and they are waiting for the external motivation from relevant stakeholders, specifically and directly from their school directors ($M = 4.19$, $S.D. = 0.62$). Hence, school directors should enhance teachers' EXM by providing rewards, certificates of appreciation, good working environment, as well as chances to develop professional career. This finding suggested that school directors' good ILP can foster TEM by facilitating teacher reflection, assisting teachers in their professional development, and interacting with them verbally and formally by using ethical behavior.

4.3. To what extent do TEI of their school directors' ILP on TEM differ, based on their demographic characteristics?

To address the research objectives, the researcher employed the Independent Samples t-test and One-way ANOVA. Additionally, the genders were examined using an Independent Samples t-test; whereas age, study levels, and teaching experience (year), were interpreted using one-way ANOVA.

Table 6. Differences in Reported TEI of Gender in the Subcategory of CLT

CLT Subcategory	Gender (N=295)				F	p-value
	Male		Female			
	M	S.D.	M	S.D.		
1. POA	3.87	0.53	3.98	0.42	9.75**	0.002
2. MOC	3.76	0.57	3.84	0.45	2.87	0.096
3. BES	4.15	0.60	4.24	0.54	1.22	0.270
Total	3.91	0.50	4.00	0.98	9.05**	0.003

Table 6 illustrated that the TEI of their school directors' ILP, as a whole, was significant ($p < 0.01$). When considering each subcategory, it was found that the POA was statistically significant difference at the 0.01 level; whereas, the MOC and BES were not significant ($p > 0.05$). Hence, different genders, male or female, does have diverse effects on CLT. In addition, among the three sub-dimension of CLT, gender influences only on POA. This shows that different genders of teachers also affect their insights toward CLT and POA differently.

Table 7. Differences in Reported TEI of Gender in the Subcategory of SDT

SDT Subcategory	Gender (N=295)				F	p-value
	Male		Female			
	M	S.D.	M	S.D.		
1. INM	4.22	0.47	4.32	0.59	4.37*	0.037
2. EXM	4.15	0.64	4.25	0.57	1.39	0.239
Total	4.19	0.50	4.29	0.50	0.11	0.742

Table 7 demonstrated no significant difference between gender and EXM and gender and SDT ($p > 0.05$). In contrast, there is a statistically significant result between gender and INM ($p < 0.05$). So, different gender will affect the level of TEI toward teachers' INM. In addition, the result shows that teachers, male or female, do not have different insights toward their motivation and extrinsic motivation.

The below tables contain one-way ANOVA analysis of the demographic data based on age, current study levels, and years of teaching experience.

Table 8. Differences in Reported TEI of Age in the Subcategory of CLT

Age	Df	SS	MS	F	p-value
1. POA					
Between Groups	2	0.350	0.175	0.691	0.502
Within Groups	292	73.979	0.253		
Total	294	74.329			
2. MOC					
Between Groups	2	2.520	1.260	4.389	0.013
Within Groups	292	83.820	0.287		
Total	294	86.340			
3. BES					
Between Groups	2	3.088	1.544	4.607	0.011
Within Groups	292	97.872	0.335		
Total	294	100.961			
CLT Overall					
Between Groups	2	1.660	0.830	3.815	0.023
Within Groups	292	63.518	0.218		
Total	294	65.178			

Using ANOVA, Table 8 demonstrated that the TEI of their school directors' ILP, based on age, was significant, overall and across all dimensions, except for POA, where the p-value was greater than 0.05. This indicated that age does not significantly influence TEI toward POA. However, respondents' insights of their school directors' MOC and BES did vary significantly with age. This result suggests that these insights of ILP are influenced differently by the respondents' age. For example, elder respondents might rate their ILP differently comparing to younger respondents.

Table 9. Differences in Reported TEI of Age in the Subcategory of SDT

Age	df	SS	MS	F	p-value
1. INM					
Between Groups	2	0.153	0.076	0.280	0.756
Within Groups	292	79.501	0.272		
Total	294	79.653			
2. EXM					
Between Groups	2	2.094	1.047	2.703	0.069
Within Groups	292	113.000	0.387		
Total	294	115.093			
SDT Overall					
Between Groups	2	0.864	0.432	1.702	0.181
Within Groups	292	73.326	0.251		
Total	294	74.189			

In Table 9, there was not a significant difference ($p > 0.05$) in the way teachers perceived the overall and specific ways that their school directors' ILP affected their motivation based on age. People with different age groups have the same insights toward their ILP and TEM. Therefore, respondents with different age group have the same insights toward the ILP effects on motivation, intrinsically and extrinsically.

Table 10. Differences in Reported TEI of Levels of Current Study and CLT's Subcategory

Levels of Current Study	df	SS	MS	F	p-value
1. POA					
Between Groups	2	1.132	0.566	2.259	0.106
Within Groups	292	73.197	0.251		
Total	294	74.329			
2. MOC					
Between Groups	2	0.953	0.476	1.629	0.198
Within Groups	292	85.387	0.292		
Total	294	86.340			
3. BES					
Between Groups	2	0.414	0.207	0.601	0.549
Within Groups	292	100.547	0.344		
Total	294	100.961			

CLT Overall					
Between Groups	2	0.763	0.381	1.729	0.179
Within Groups	292	64.415	0.221		
Total	294	65.178			

Table 10 shows that the levels of the current study among respondents were not significantly associated with insights of CLT across its three subcategories, as the p-values were greater than 0.05. This result suggests that respondents' current study levels do not influence TEI toward the CLT of their school directors or principals. Hence, the current study levels of respondents does not affect their insights toward school directors' ILP. For example, teachers who are pursuing BA degree have the similar insights toward their school directors' ILP, comparing with teachers who are pursuing MA degree.

Table 11. Differences in Reported TEI Levels of Current Study and SDT's Subcategory						
Levels of Current Study		Df	SS	MS	F	p-value
1. INM						
Between Groups		2	2.778	1.389	5.276	0.006
Within Groups		292	76.875	0.263		
Total		294	79.653			
2. EXM						
Between Groups		2	3.045	1.522	3.967	0.20
Within Groups		292	112.049	0.384		
Total		294	115.093			
SDT Overall						
Between Groups		2	2.723	1.362	5.564	0.004
Within Groups		292	71.466	0.245		
Total		294	74.189			

Table 11 presents the TEI of their school directors' ILP influencing TEM upon levels of the current study in the subcategory of the SDT, were significant ($p < 0.05$), except EXM ($p > 0.05$). This result showed that different levels of the current study affected TEI in terms of INM and the overall SDT differently. Hence, teacher with BA degree might have different insights about the effect of ILP on TEM comparing to teachers with MA degree. In contrast, EXM did not relate to levels of study at all.

Table 12. Differences in Reported TEI Teaching Experience and CLT's Subcategory

Teaching Experience (Year)	df	SS	MS	F	p-value
1. POA					
Between Groups	2	0.057	0.028	0.111	0.895
Within Groups	292	74.272	0.254		
Total	294	74.329			
2. MOC					
Between Groups	2	0.098	0.049	0.166	0.847
Within Groups	292	86.242	0.295		
Total	294	86.340			
3. BES					
Between Groups	2	0.035	0.017	0.050	0.951
Within Groups	292	100.926	0.346		
Total	294	100.961			
CLT Overall					
Between Groups	2	0.058	0.029	0.129	0.879
Within Groups	292	65.120	0.223		
Total	294	65.178			

Table 12 displays that there was not a significant difference ($p > 0.05$) in the way teachers felt about their directors' ILP in any of the CLT subcategories, either overall or by aspect based on their experiences. This inferred that the teaching experience of each respondent does not influence TEI toward school directors' ILP. Hence, teachers with long-term or short-term teaching experience rated their school directors' ILP similarly.

Table 13. Differences in Reported TEI of Teaching Experience and SDT's Subcategory

Teaching Experience (Year)	df	SS	MS	F	p-value
1. INM					
Between Groups	2	0.298	0.149	0.549	0.578
Within Groups	292	79.355	0.272		
Total	294	79.653			
2. EXM					
Between Groups	2	0.169	0.085	0.215	0.806
Within Groups	292	114.924	0.394		
Total	294	115.093			
SDT Overall					
Between Groups	2	0.206	0.103	0.407	0.666
Within Groups	292	73.983	0.253		
Total	294	74.189			

Based on years of teaching experience in the SDT subcategory, either overall or per aspect, Table 13 shows that there was not a significant variation ($p > 0.05$) of TEI about how their school directors' ILP positively affected their motivation. This concluded that the teaching experience of each respondent would not influence their insights toward their school directors' ILP effect on TEM. Therefore, teachers with long-term or short-term teaching experience do not have different perspectives toward their school directors' ILP effects on TEM.

There was other previous research that supported this study's findings. Based on TEI, the researcher discovered that among the three dimensions of the CLT, the behavior and self-confidence of school directors are significant factors influencing TEM positively [32], [33], [49]. Furthermore, teachers will be impacted by the instructional leadership behavior, and this behavior will shape organizational commitment, which refers to fidelity and dedication toward the organization's success. Similarly, previous studies also stated that school directors who apply charismatic leadership tend to influence teachers positively, and they can also promote TEM to a higher level [34], [35]. This underscores the importance of leaders' ability to inspire, guide, and instill confidence in their team, which can foster a productive and motivated work environment. Therefore, effective leadership behavior not only enhances individual performance but also contributes to the overall success and sustainability of educational institutions.

Furthermore, based on the empirical studies, this research's finding from TEI showed similar ideas that effective instructional leadership from school directors optimistically fosters TEM to a higher level, which also helps teachers to perform their tasks efficiently [26], [27], [28], [43]. According to these findings, teachers think that their school directors are doing a good job of showing how to improve the deliverables of ILP or how to translate a common vision into a motivational obligation dimension. Similarly, the current research's finding also found that the instructional leadership of school directors is an effective figure in enhancing TEM directly. Therefore, the school directors of public junior high schools should think about developing TEM by leading teachers with power, ability, good communication skills, and especially good behavior.

In addition, the current study found a detailed result which was not mentioned in previous studies. Previous researchers only mentioned about the overall results between ILP and TEM; however, they did not cover the different perspective of teachers based on demographic information. The findings of TEI of their school directors' ILP and TEM differ based on their demographic characteristics, classified by gender in terms of CLT. The TEI (in terms of gender) toward their school directors' ILP, overall, was statistically significantly different since the p-value is substantially lower than 0.05. However, the results showed that TEI (in terms of gender) toward the ILP effects on TEM ($p = 0.74$) was not significant since the p-value is higher than 0.05. Moreover, the result showed that TEI in terms of the demographic data and age, did have a substantial effect on ILP ($p = 0.02$). Furthermore, the finding found that TEI (in terms of levels of the current study) toward their school directors' ILP ($p = 0.179$) did not have any significant effect. In contrast, the respondents' levels of the current study did influence TEM differently and significantly ($P = 0.004$). Finally, the result signified that TEI (in terms of teaching experience) toward their school directors' ILP ($p = 0.47$) and TEM ($p = 0.64$) did not have any substantial influence. Therefore, the years of teaching experience of respondents did not impact ILP, or TEM. These insignificant results might caused by different school contexts since teachers come from various schools, and they have different school directors. For example, teachers who are teaching in rural area might rate their school directors' ILP poorly. Another possible reason might arise from respondents' fearness to provide the real answer about their school directors' ILP. Although the researcher tried to explain the ethical consideration to respondents clearly, a minority of respondents still feel pressure criticizing their school directors.

In terms of gender, the researcher found a statistically significant result with TEI toward the school directors' ILP [50]. However, the results were not confirmed by previous scholars like [51], [52], who found no evidence of a noteworthy connection between TEI and the leadership behaviors of school directors and "teachers' gender". Hence, the instructional leadership is a crucial factor in fostering TEM positively.

This research provides valuable insights into the influence of ILP on TEM, reinforcing the importance of school directors' self-confidence and leadership behavior in fostering a productive educational environment. However, despite its contributions, the study has certain limitations. First, the findings are context-specific, focusing on a particular educational setting, which may limit generalizability to other institutions with different cultural or organizational dynamics. Additionally, while demographic factors such as gender and age exhibited varying levels of significance, other potential influences, such as institutional policies, workload, and external socio-economic factors, were not extensively explored.

5. CONCLUSION

This research highlights the critical role of instructional leadership behavior in influencing TEM in their organizations. The findings are consistent with previous studies, which emphasize that the behavior and self-confidence of school directors significantly impact TEM positively. While demographic characteristics such as gender and age showed varying levels of significance in their influence on ILP and TEM, factors like teaching experience and levels of study demonstrated minimal impact. These results reaffirm the importance of effective leadership in shaping teacher engagement and performance, emphasizing the need for school directors to exhibit strong communication skills, motivational behavior, and the ability to align organizational vision with actionable strategies. By fostering these leadership qualities, educational institutions can create an environment conducive to high motivation, positive performance, and long-term success. Based on these evidences, the researcher recommends school directors to apply CLT which includes good instructional behavior, active communication with teachers and academic staff, and self-confident in their leadership practices. Furthermore, teachers should have self-awareness in completing their teaching tasks although they do not receive good instructional practices from their school directors. To generalize the result more effectively, the researcher would like to request future studies to focus on CLT effects on TEM in different area by increasing the sample size. Moreover, other studies should also center on the dimension of CLT effect on TEM. In addition, future research could incorporate diverse educational contexts and additional moderating variables to provide a more comprehensive understanding of the relationship between leadership behavior and TEM in other areas.

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