

Motivation and Leadership Skills

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ABSTRACT

Motivation is the process that directs an individual to indulge in goal directed behavior and show persistent efforts. A leader is the one holding a dominant position in a group of individuals realizing a common goal, strategies and directing actions towards the goal coherently. The purpose of this study is to realize the correlation between intrinsic motivation and leadership skills, and to recognize if it is responsible for attaining one's goals, tasks and challenge as a leader. The hypothesis seeks for a positive correlation between intrinsic motivation and leadership skills in an individual. The sample comprises 60 students from a university setting within the age group of 18-25 years. The tools used for the study are- (1) Self- Motivation Inventory developed by Milana Leshinsky and Larina Kase, and (2) Leadership Assessment Scale by John C. Maxwell.

Keywords: *Motivation, Leadership Skills*

The basis of all actions or behaviors of an individual is motivation. When thirsty, we are motivated to go and get ourselves a glass of water, on our first day to a new place we are driven by our social requirements to make a few acquaintances, we strive towards communicating with our close ones in times of emotional crisis, etc. Hence, every task we perform has a motive of fulfillment of either our needs- physical, social, psychological. The nature of how an individual is motivated in their life also affects the performance of their daily life tasks and responsibilities. Similarly, how a leader envisions his goals, strategies and develop behaviors also rely on his sense of motivation.

Motivation :

Motivation refer to the internal process that initiates, directs, and drives an individual to act and maintain behaviors towards their goal. It serves as the purpose or psychologically causes an individual to be aroused towards certain action. (Schacter D.L; Gilbert D.L. and Wegner D.M., 2011).

Motivation might not be observable directly but can be inferred through behaviors of individuals. It is basically the inner feelings- instincts, emotions, needs or dormant feelings

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Received: October 21, 2018; Revision Received: November 14, 2018; Accepted: November 20, 2018

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that arouses and drives the individual to channelize his energies towards certain actions thereby achieving and maintaining the state of equilibrium. There are three identified components of motivation: Activation- the initiating action or decision towards a goal, Persistence- the continuous efforts shown towards the goal in spite of shortcomings and Intensity- the level or degree of attention and efforts shown towards the desired goal.

Motivation can be Positive, where an individual might put in much effort towards some task in expectation of recognition, affiliation, positive reinforcements or rewards (for example, a student might study regularly in order to attain high marks, placements, performance awards, etc), or Negative, where an individual direct his efforts to the avoidance of unwanted circumstances or by force or out of fear (for example, a student studying to avoid the shame of poor grades within his peer group, scolding of parents, etc). While the former helps in maintain a feeling of high self-esteem and happiness, the latter might create resentment and frustration.

Motivation is primarily categorized into two types- EXTRINSIC motivation and INTRINSIC motivation. Extrinsic Motivation refers to the external factors that drives an individual towards goal directed action, like rewards, appreciation, recognition, enhanced perception of them by others, etc. While, Intrinsic Motivation refers to when the individual enjoys the task he is performing thereby eliciting an internal sense of satisfaction and accomplishment. It helps the individuals strive towards the spurred sense of self-esteem and self-image with the achievement of the desired goal and also with the developed internal rewards or positive feedbacks.

Leadership :

Leadership refers to the practical ability of an individual direct and guide a team of other individuals towards the common or shared goal and put forth unanimous efforts towards its accomplishment. The leader functions to creatively develop a vision and strategies towards it, delegate responsibilities and provide encouragement, share knowledge and information with his group and also maintain and balance the conflict of interests, opinions, etc. or in any time of crisis within the group.

Leadership can be practiced numerous forms. A few of them are listed below :

- Authentic Leadership (genuine leader who focuses maintain interrelations positively and not work in a manipulative way),
- Autocratic Leadership (leader with the ultimate power to make decisions without the opinion of other members),
- Democratic Leadership (leader considerate of the opinion of his team while decision making)
- Laissez-Faire Leadership (team is free from the direct control of their leader and functions without supervision or feedback),
- Strategic Leadership (leader influencing the long term success of an organization through motivation and development of its members),
- Transformational Leadership (leader working with the team towards the identification and execution of required change for development),
- Transactional Leadership (leader focusing on supervising performance towards the maintenance of the present state of organisation),
- Team Leadership (leader working towards envisioning of goal, strategies and directing the group),
- Cross-Cultural Leadership (effectiveness of a leader to adjust and work with diversity),

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- Facilitative Leadership (leader working as per the group dynamics, its efficacy and functioning),
- Coaching Leadership (leader involved in supervising and teaching the team towards skill enhancement),
- Charismatic Leadership (leader bringing revolutionary change or altering beliefs of followers through personal charm),
- Visionary Leadership (leader working with great imagination towards long term success),
- Directive Leadership (leader focusing on providing guidelines towards work structure),
- Supportive Leadership (leader working with a friendly approach),
- Achievement-Oriented Leadership (Leader focusing only on task accomplishment and meeting goals),
- Flexible Leadership (leader with openness towards change in strategy, processes ,etc.)
- Spiritual Leadership (Leader influencing and inspiring group rather than direct instructions); etc.

Several characteristics of a leader contribute to his effectiveness. A leader should be a good communicator and also a good listener who maintains clarity in the objectives and also pays equal respect to the group members. He should be innovative and approach with creativity. He should be able to delegate tasks as per the skills of his members and also appropriately allocate the resources. A leader should know to collaborate with the team and walk ahead coherently. A leader should be honest, passionate and committed towards the goal and accountable for his responsibilities. He should be capable of efficient decision-making. He should also maintain positivity and sense of humor to focus on the brighter and lighter aspect of life. A leader also acts as the key motivating factor to empower and encourage the group towards their goal.

The tasks undertaken by a leader and the behavioral quality portrayed by him is often influenced by the motivational factors for him, for example, he might listen to the opinion of each one in the group either because he wants acceptance from his group or because he feels satisfied about paying everyone respect. Thus, motivation is an important aspect for the leadership abilities in an individual.

REVIEW OF LITERATURE

The present chapter deals with the researches conducted previously on the variables of the present study. Motivation and Leadership have been studied for their effects, types, importance, etc. in the context of organization, responsibility, work satisfaction, academic, classroom setting, etc. respectively.

Christian Starnov Roßnagel (2016) put forth his study on how both leaders and employees can create motivation for each other and help in enabling a better work environment.

The study of Douglas Derryberry and Tucker (2015) associates the neurological mechanisms of individuals to their motivation and explains how different environments may restrain differentiation of the motivational systems in a child.

Rego, Souza, Marques and Cunha (2012) studied authentic leadership to be a factor contributing to the creativity in employees and also the psychological capital of an organization.

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The key influential factor for workgroup performance was considered transformational leadership while for workgroup climate it was transactional leadership by McMurray et. al. (2012)

Katz, Kaplan and Buzukashvily (2011) studied the importance of parental involvement and support in motivating children towards their academic related responsibility. In an organizational setting, the productiveness and effectiveness of a team was studied to be dependent on several factors like- information technology, rewards, training, wage size, goals and motivation. (Hamid Tohidi, 2011)

Patall, Cooper, Robinson and Civey (2008) in their study related to a classroom setting pointed out that intrinsic motivation, efforts, competence and task performance shows enhanced outcome on providing the students with choices.

Francis Amagoh (2009) explained the necessity of practical and systematic approach towards recruitment and development of leaders capable of managing challenges in organization. Choice of reward and reward proximity was studied to enhance task persistence in students, by Marinak and Gambrell (2008).

Jang (2008) highlighted how providing external rationale elicits better engagement and learning and supporting motivation to students during uninteresting activities of classroom. Studies found are mostly based on motivation as an individual factor or related to types of leadership towards task performance. No recent researches were found on the present topic to the best of the researchers' knowledge, hence, adding to the importance of the present study.

RATIONALE OF THE STUDY

A leader is entitled to motivate his fellow team members towards the envisioned goal. However, motivating factor for the leader is the subject matter in this study. A leader considerate of the team might seek motivation through acceptance and affiliation of its member, while an autocratic leader might be motivated through task accomplishment. But, maybe it is not always the extrinsic factors like the team or awarding situation of goal achievement that motivates a leader towards his efficiency. He might be driven by his personality, sense of fulfillment, esteem or thrill of performance. It has been hypothesized in the present study for intrinsic motivation to contribute to a leader's enhanced skills.

The present study focuses on university students. An university is the first step towards an individual's professional life. While some are externally motivated towards their field, like, suggestions of elders, role models, job opportunities, wage scale, etc, some other prefers personal satisfaction of learning and happiness in performing in one's chosen field of study. This varying factor from individual to individual might stand a reason for dynamic performances.

A university serves towards developing leaders, encouraging emerging leader and preparing students for a confident and responsible professional life ahead. Hence, understanding what makes a student to lead efficiently and outshine in their field is important.

The study is undertaken to realize the underlying factors behind an individual's intrinsic motivation and how it impacts one's leadership abilities. Moreover, the paucity of researches on the present topic marks it valuable towards a new understanding of the relationship between motivation and leadership.

METHODOLOGY

Purpose

- To find the correlation between intrinsic motivation and leadership skills.

Hypotheses of the study

- A positive correlation will be seen in intrinsic motivation and leadership skills.

Participants

- The sample comprises 60 students (30 males, 30 females) from a university setting within the age group of 18-25 years.

Tools

- Self- Motivation Inventory developed by Milana Leshinsky and Larina Kase, intends to find out whether an individual is naturally self-motivated and disciplined, comprising 30-items.
- Leadership Assessment Scale adapted from John C. Maxwell (1995), *Developing the Leaders Around You*, is a 25- item scale to measure the quality of a leader.

Administration

The consent of the subjects was sought and their demographic details were collected. The questionnaires were distributed with the instruction that each question should be read carefully and attended to with the response rating most appropriate for the subject. An introspection report was taken. The subjects were debriefed about the study and thanked for their cooperation.

Scoring

The manuals of Self-Motivation Inventory and Leadership Assessment Scale were referred to for the scoring.

The Self-Motivation Inventory consists of 30 items requiring response on the basis of ratings of 1 to 5 ranging from Less True to More True. The rating responses provided by the subject is summated for the interpretation of the scores. A score within 113-150 represents very high intrinsic motivation, 75-112 representing high intrinsic motivation along with the value of positive feedback from others, 37-74 indicates mostly extrinsic motivation and at times intrinsically motivated and a score of 0-37 refers to high extrinsic motivation.

In the Leadership Assessment Scale each response is assigned with respective score- 0 for Never, 1 for Seldom, 2 for Sometimes, 3 for usually and 4 for Always. The score for all the items was summated for final interpretation, where, a raw score within 90-100 represents an individual with great leadership ability, 80-89 for a good leader who have chances to grow, 70-79 for an emerging leader, 60-69 for an individual who might have potential but need training and development, and a score of below 60 indicating an individual with low leadership skill and may not be mentored as a leader.

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RESULT AND INTERPRETATION

Sl.No.	X	Y	X-Mx	Y-My	(X-Mx) ²	(Y-My) ²	(X-Mx).(Y-My)
1	121	93	14.133	21.450	199.751	460.103	303.160
2	111	73	4.133	1.450	17.084	2.103	5.993
3	110	92	3.133	20.450	9.818	418.203	64.077
4	70	64	-36.867	-7.550	1359.151	57.002	278.343
5	92	86	-14.867	14.450	221.018	208.803	-214.823
6	74	76	-32.867	4.450	1080.218	19.803	-146.257
7	100	75	-6.867	3.450	47.151	11.903	-23.690
8	91	75	-15.867	3.450	251.751	11.903	-54.740
9	89	62	-17.867	-9.550	319.218	91.202	170.627
10	132	73	25.133	1.450	631.684	2.103	36.443
11	106	62	-0.867	-9.550	0.751	91.202	8.277
12	95	66	-11.867	-5.550	140.818	30.802	65.860
13	95	50	-11.867	-21.550	140.818	464.402	255.727
14	93	67	-13.867	-4.550	192.284	20.702	63.093
15	108	62	1.133	-9.550	1.284	91.202	-10.823
16	105	84	-1.867	12.450	3.484	155.003	-23.240
17	101	69	-5.867	-2.550	34.418	6.502	14.960
18	73	54	-33.867	-17.550	1146.951	308.002	594.360
19	91	71	-15.867	-0.550	251.751	0.302	8.727
20	90	81	-16.867	9.450	284.484	89.303	-159.390
21	92	62	-14.867	-9.550	221.018	91.202	141.977
22	115	77	8.133	5.450	66.151	29.703	44.327
23	123	80	16.133	8.450	260.284	71.403	136.327
24	101	72	-5.867	0.450	34.418	0.203	-2.640
25	137	92	30.133	20.450	908.018	418.203	616.227
26	127	70	20.133	-1.550	405.351	2.402	-31.207
27	100	70	-6.867	-1.550	47.151	2.402	10.643
28	135	94	28.133	22.450	791.484	504.003	631.593
29	85	65	-21.867	-6.550	478.151	42.902	143.227
30	92	66	-14.867	-5.550	221.018	30.802	82.510
31	113	72	6.133	0.450	37.618	0.203	2.760
32	111	79	4.133	7.450	17.084	55.503	30.793
33	114	89	7.133	17.450	50.884	304.503	124.477
34	112	79	5.133	7.450	26.351	55.503	38.243
35	99	72	-7.867	0.450	61.884	0.203	-3.540
36	125	58	18.133	-13.550	328.818	183.602	-245.707
37	113	74	6.133	2.450	37.618	6.003	15.027
38	150	71	43.133	-0.550	1860.484	0.302	-23.723
39	100	59	-6.867	-12.550	47.151	157.502	86.177
40	96	48	-10.867	-23.550	118.084	554.602	255.910
41	104	72	-2.867	0.450	8.218	0.203	-1.290
42	105	81	-1.867	9.450	3.484	89.303	-17.640
43	131	98	24.133	26.450	582.418	699.603	638.327
44	107	72	0.133	0.450	0.018	0.203	0.060
45	124	60	17.133	-11.550	293.551	133.402	-197.890
46	82	51	-24.867	-20.550	618.351	422.302	511.010
47	110	63	3.133	-8.550	9.818	73.102	-26.790
48	101	67	-5.867	-4.550	34.418	20.702	26.693
49	116	72	9.133	0.450	83.418	0.203	4.110
50	130	83	23.133	11.450	535.151	131.103	264.877
51	112	66	5.133	-5.550	26.351	30.802	-28.490
52	115	75	8.133	3.450	66.151	11.903	28.060
53	130	87	23.133	15.450	535.151	238.703	357.410
54	108	60	1.133	-11.550	1.284	133.402	-13.090
55	95	55	-11.867	-16.550	140.818	273.902	196.393
56	125	75	18.133	3.450	328.818	11.903	62.560

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Sl.No.	X	Y	X-Mx	Y-My	(X-Mx) ²	(Y-My) ²	(X-Mx).(Y-My)
57	114	53	7.133	-18.550	50.884	344.102	-132.323
58	100	77	-6.867	5.450	47.151	29.703	-37.423
59	105	69	-1.867	-2.550	3.484	6.502	4.760
60	111	73	4.133	1.450	17.084	2.103	5.993
			Mx: 106.867	My: 71.550	Sum: 15738.933	Sum: 7704.850	Sum: 4935.400

KEY :

X : The score obtained in Self-Motivation Inventory, measuring intrinsic motivation;

Y : The score obtained in Leadership Assessment Scale, measuring leadership skills

Mx : Mean of X values

My : Mean of Y values

(X-Mx) and (Y-My) : Deviation Scores

(X-Mx)² and (Y-My)² : Deviation Squared

(X-Mx)(Y-My) : Product of Deviation Score

Calculations :

X-Values :

$$\Sigma = 6412$$

$$\text{Mean} = 106.867$$

$$4935.4$$

$$\Sigma(X-Mx)^2 = 15738.933$$

Y-Values :

$$\Sigma = 4293$$

$$\text{Mean} = 71.55$$

$$\Sigma(Y-My)^2 = 7704.85$$

X and Y combined:

$$N = 60$$

$$\Sigma(X-Mx)(Y-My) =$$

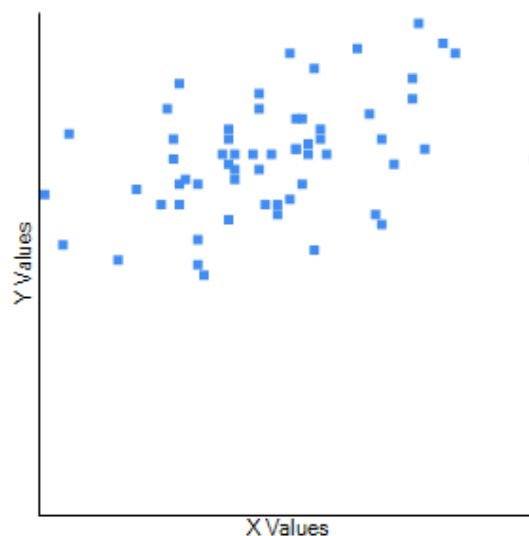
Calculation of 'r'

$$r = \frac{\Sigma(X-Mx)(Y-My)}{\sqrt{[\Sigma(X-Mx)^2 \cdot \Sigma(Y-My)^2]}}$$

$$r = 0.4482$$

The coefficient of correlation between the variables i.e. intrinsic motivation and leadership skills, using Pearson's formula of correlation, resulted to be 0.4482, showing a weak positive correlation.

The relationship between the intrinsic motivation and leadership skills in is POSITIVE, thereby accords the hypothesis framed initially. The following scatter graph represents the relationship between the two variables i.e, intrinsic motivation and leadership skills.



DISCUSSION

A leader is entitled to take initiative and facilitate efficiency and responsibility in task accomplishment. The majority sample considered for the study mentioned that it is the self-satisfaction that comes with responsibility and accountability towards their task. A leader may find comfort in the group's acceptance of his exercised strategies. A sense of independence and flexibility of choices might elicit motivation for leadership in individuals, as explained by Patall, Cooper, Robinson and Civey (2008) where choices enhance task performance and competence.

The present study shows intrinsic motivation to enhance leadership skills. The external motivation provided to individuals with high leadership abilities through appreciation, reward or support may actually bolster their internal aspect of motivation through increased worth of self, better self-image and self confidence. However, certain external rationale and a relationship of mutual support between leaders and the group cannot be excluded from the mandatory factors for a leader to perform well. (Roßnagel,2016; Jang 2008). A weak positive correlation between the variables might infer that being intrinsically motivated serves as an important factor for leaders along with task accomplishment and external factors like- group dynamics and work environment.

LIMITATIONS AND SUGGESTIONS

The limitations of present study are :

- Sample size was limited.
- Sample was considered within same university setting.
- Difference in leadership ability between males and females has not been studied.
- Leadership style of sample was not determined.
- The sample did not comprise only leaders.

The suggestions for future references in this study :

- Larger sample size might be considered.
- Sample should possess diversity in its setting- inter-schools, universities or organizational setting.
- Leadership style of the sample might be determined.
- Study might focus only on leaders and determine the motivational factor of respective styles.

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Acknowledgments

The author(s) profoundly appreciate all the people who have successfully contributed to ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

There is no conflict of interest.

How to cite this article: Hazra. S, Mishra. A, Gulati. I, Sapra. T & Firdaus. R (2018). Motivation and Leadership Skills. *International Journal of Indian Psychology*, 6(4), 210-215. DIP:18.01.059/20180604, DOI:10.25215/0604.059