

THE RELATIONSHIP BETWEEN TEACHER TRANSFORMATIONAL LEADERSHIP AND STUDENT MOTIVATION AT EDUCATION COLLEGES IN SAGAING REGION

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Abstract

The main purpose of this study was to explore the relationship between teacher transformational leadership and student motivation at Education Colleges in Sagaing Region. In this paper, qualitative and quantitative research designs were used. Some students from Sagaing Education College and Monwya Education College participated in this study. They were selected by using simple random sampling technique. Two research instruments were employed to collect the required data. They are Multifactor Leadership Questionnaire (MLQ-5x Short) by Bass and Avolio (1995) to measure teacher transformational leadership and Academic Intrinsic and Extrinsic Motivation Questionnaire (AIEMQ) by Regina (2008) to measure student motivation. There are five dimensions for transformational leadership: idealized influence (attributed), idealized influence (behaviour), intellectual stimulation, inspirational motivation and individualized consideration, and two dimensions for motivation: intrinsic and extrinsic motivation. The findings of the study indicated that the second year college students from Education Colleges in Sagaing Region asserted that the teachers often practiced all dimensions of transformational leadership to lead their students and the student motivation fell into the range of high level. In this study, correlational analysis showed that it was a positive significant relationship between teacher transformational leadership and student motivation ($r=.670, p<.01$). Through the research results, teachers will be able to gain some valuable ideas about the transformation all eadership that can help to promote the student motivation in everyday classroom practices.

Keywords: transformation, leadership, transformational leadership, motivation

Introduction

Education is crucial to building a superior nation and determining its citizens' ability to compete globally. It is a major contributor to social capital development and the economy of the country. As such, education sector requires continuous monitoring to identify areas for improvement.

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In order to improve students' academic performance, teachers need to motivate their students to become to learn more effectively. To raise the standards of school system, the leader and his/her leadership style are essential. The classroom is an organization which aims for learning and sharing interdependent relationship, thus the teacher's role as the leader is clear. Therefore, the teacher role is also one major part in improving education because teachers help others to acquire knowledge, skill, attitude, competences or values.

Teacher leadership is neglected in both the instructional and the leadership communicational fields; however, its utility seems to be hinted at in a few studies. The concept of the teacher as classroom leader is logical and apparent. Moreover, the transformational leadership model can be applied to the instructional context. Transformational leadership may also be considered a key factor in directing all organizational components towards effective accomplishment of organizational goals (Burns, 1978, cited in Noland, 2005) and it needs to provide interaction between all members of the organization. A classroom organization cannot be successful without skilful leadership, without initiation of students' activity and without encouraging students' high motivation and engagement. Teachers can strengthen the motivation of students to do well.

Motivation is an important element in improving work productivity, every education administrator and leader need to have a firm understanding of how it related to job satisfaction and reward systems. Understanding motivation can be key element to improving educational productivity. Since there is a strong relationship between teacher transformational leadership and student motivation, it is important for teachers and students to realize the transformational leadership of teachers in the classroom and student motivation increases and students satisfy teaching with their teachers and then lead to become successful school system.

Purpose of the Study

The main purpose of this study is to investigate the relationship between teacher transformational leadership and student motivation perceived by second year students at Education Colleges in Sagaing Region. Specific objectives of this study are as follows:

1. To examine teacher transformational leadership according to the perceptions of students.
2. To find out student motivation in a classroom setting.
3. To explore the relationship between teacher transformational leadership and student motivation perceived by students at Education Colleges in Sagaing Region.

Research Questions

- What are the students' perceptions of their teachers transformational leadership at Education Colleges in Sagaing Region?
- What are the students' perceptions of their motivation in a classroom setting at Education Colleges in Sagaing Region?
- Is there any relationship between teachers transformational leadership and student motivation at Education Colleges in Sagaing Region?

Related Literature

Bass and Avolio (1994) developed the Full Range Leadership Theory (FRLT) integrating nine leadership factors taken from the transformational and transactional style, to enhance the effectiveness of leaders (cited in Thomson, 2007). Dr. Bruce Avolio is one of the foremost authors on the subject of transformational leadership. Avolio conveys the true essence of transformational leadership by discussing the interrelationship of transformational leadership within transactional leadership. Dr. Avolio identifies three major components of Full Range Leadership: Transformational Leadership, Transactional Leadership, and Non-Transactional (Laissez-faire) Leadership (Shinseki, 1999, cited in Thomson, 2007). Transformational leadership consists of four components:

(1) Idealized Influence: Bass (1999) claims that charisma, or what he termed idealized influence, was the first factor of transformational leaders. Essentially, transformational leaders act as role models. Their personal lives exhibit desirable qualities. Furthermore, their high standards of moral and ethical conduct make them attractive to the public (cited in Hurd, 2012). According to this dimension people feel that their leaders is an ideal person

for them so they want to obey, follow and accept his directions to perform and achieve their targets. This dimension makes leaders a hero in the eyes of their workers/followers. Their followers tend to admire, respect and trust them. These leaders inculcate in their followers energy, sense of responsibility and a sense of fulfillment. They achieve these targets through developing a sense of devotion in their followers for their organization (Bukhari & Malik, 2014). Idealized influence or charisma has been divided into two subtypes. They are idealized influence (attributed) and idealized influence (behaviours).

- **Idealized Influence (Attributed):** Idealized influence (attributed), which refers to the socialized charisma of the managers, whereby the employees feel trust, admiration, loyalty, and respect for the managers (Bass, 1998, cited in Al-Araimi, 2012).
- **Idealized Influence (Behaviours):** Idealized influence (behaviours), which refers to charismatic actions of the managers that are centred on values, beliefs, and a sense of mission (Bass, 1998, cited in Al-Araimi, 2012).

(2) Inspirational Motivation: Inspirational motivation, which refers to the ways managers energize, motivate, and inspire employees by articulating an appealing vision, providing meaning for focusing employees' effort, modeling appropriate behaviours, and communication to employees that the vision is achievable (Bass, 1998, cited in Al-Araimi, 2012). According to Hurd (2012), transformational leaders set high goals, evidenced through using symbols and emotional appeals to assist in garnering support from followers. The leadership heightens the motivation of the followers/employee. Nothouse (2007) provided an example of a sales manager who motivates his or her sales force to excel in their work through encouraging works (cited in Hurd, 2012).

According to Bass (1999), the leader provides meaning and challenge that motivates and inspires the followers' work. In this case, the leader promotes team spirit, enthusiasm, and optimism in their followers. The leader involves them in a positive vision of the future and communicated high expectations that followers want to achieve. The leader thought this dimension increased followers' awareness and encourages them for achieving constructive expectations (cited in Bukhari & Malik, 2015).

(3) Intellectual Stimulation: Intellectual stimulation essentially involves the leader stimulating the followers to think through issues and problems for themselves and thus to develop their own abilities (Kirkbirde, 2006). Intellectual stimulation, which refers to the ways in which managers question the status quo, appeal to employees' intellect, stimulate them to question their assumptions, and innovative and creative solutions to problems (Bass, 1998, cited in Al-Araimi, 2012).

Although intellectual stimulation is inspiring to subordinates, and is often associated with charismatic leadership, there are some important distinctions between the two. Intellectual stimulation contributes to the independence of followers as opposed to the unquestioning trust frequently directed from followers towards charismatic leaders (Graham, 1987, cited in Levine, 2000). Moreover, through intellectual stimulation, transformational leaders help followers view problems in new ways. They encourage followers to question their own beliefs, assumptions, and values, and, when appropriate, those of the leader, which may be outdated or inappropriate for solving current problems (Bass and Avolio, 1999, as cited in Thomson, 2007).

(4) Individualized Consideration: According to Bass & Riggio (2006), individualized consideration shows leaders' concerns for their followers and the need for them to feel important. Leaders "pay special attention to each follower's needs for achievement and growth by acting a coach or mentor" (cited in Hurd, 2012, p.39). According to Yukl (1999), the individualized consideration dimension is composed of supporting and developing behaviours. "Supporting behaviours" refer to such interpersonal acts as "being friendly, helpful, considerate, and appreciative of individual subordinates", while "developing behaviours" refers to actions of a more pedagogical, such as coaching and mentoring (cited in St-Hilarie, 2008).

According to Bass and Avolio (1997), the construct of individualized consideration explains the leaders' behaviour in focusing on the growth and development of each follower, providing them with new opportunities to learn, and giving them personalized attention (cited in Antonakis, 2001). Further, individualized consideration, which refers to managers' behaviours that contribute to employees' satisfaction by advising, supporting, encouraging, coaching, and paying attention to individual needs and wants,

and thus allowing them to develop their self-actualization (Bass, 1998, cited in Al-Araimi, 2012).

In this study, the above components of transformational leadership: idealized influence (attributed), idealized influence (behaviours), inspirational motivation, intellectual stimulation and individualized consideration will be emphasized.

Two Types of Motivation

In this study, the researcher uses only two types of motivation, namely intrinsic motivation and extrinsic motivation.

Intrinsic motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun of challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward. According to Ryan and LaGuardia, in humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so (cited in Ryan & Deci, 2000).

Shia (2008) defines intrinsic motivation as;

- Participation in an activity purely out of curiosity or a need to know
- The desire to engage in an activity purely for the sake of participating and completing a task; and
- The desire to contribute

Intrinsic motivation usually refers to the affective aspects of motivation-liking for or enjoyment of an activity. Intrinsic motivation, even

for academic activities, does not necessarily imply motivation to learn (Brophy, 1987). Intrinsic motivation requires much persistence and effort put forth by an individual student. Students with intrinsic motivation would develop goals such as, the goal to learn and the goal to achieve. A mastery goal, the desire to gain understanding of a topic, has been found to correlate with effective learning strategies, positive attitudes toward school, the choice of difficult tasks opposed to a simple task, perceived ability, effort, concern of future consequences, self-regulation, the use of deep cognitive processes, persistence, achievement, choice and initiative (Archer, 1994; Miller, Greene, Montalvo, Ravindran, & Nichols, 1996; Garcia & Pintrich, 1996, cited in Shia, 2008).

Extrinsic Motivation

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Manipulation of extrinsic motivation is effected by the provision of rewards, which can be either tangible (e.g., money, grades, privileges, etc) or intangible (e.g., praise). However, extrinsic motivation can come about by other means. Extrinsic motivation is something to do with external factors associated with the task such as assessment. External factors can also be related to instructional strategies, learning conditions, educational technologies and other elements in activity systems (Lai, 2011).

Shia (2008) notes researchers have studied factors such as family expectations, teacher expectations, money, and peer acceptance, which are extrinsic factors that interact with motivation, all of which “involve proving one’s competence to another”. Moreover, Shia (2008) also stated that extrinsic motivation refers to motives that are outside of and separate from the behaviour they cause; the motive for the behaviour is not inherent in or essential to the behaviour itself. If a student studies hard to do well on a test because a good grade will result in a brand new car, then the motive behind studying is not what it is intended to obtain knowledge. Studying information is a prerequisite to learning; however, it is often manipulated to lead toward other things such as money, acceptance, or power.

Method and Procedure

The purpose of this descriptive study was to explore the relationship between teacher transformational leadership and student motivation on at Education Colleges in Sagaing Region. There are two Education Colleges in Sagaing Region. All second year students at Education Colleges in Sagaing Region were chosen as participants in the study. The sample population consisted of 622 second year college students. The questionnaire survey method was used in this study to achieve the research objectives, which involved using questionnaires to gather data within a representative sample of a population.

“The Multifactor Leadership Questionnaire” is the most frequently used survey when researching transformational leadership. There were 20 items (five dimensions) utilized in this current study. In this instrument, 5-point Likert scale; 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree was used. Moreover, Shia (2008) developed academic intrinsic and extrinsic motivation factors to measure the motivation of college students. To conduct the major study, it needed to have the permission from the responsible persons. After receiving the permission from the responsible persons, the agreement of school principals of the sample schools was taken and distributed the questionnaire.

Using the Statistical Package for Social Sciences (SPSS) software version 20, the collected data were entered into it and analyzed through using descriptive statistics such as means, and standard deviations to test research question one and two. To explore research question three, the relationship between teacher transformational leadership and student motivation, Pearson’s product-moment correlation was used. Responses from open-ended questions were categorized into similar views that are adopted to sort out them.

Findings

In order to find out the transformational leadership of teachers and the student motivation perceived by students at two Education Colleges in Sagaing Region, all second year college students were examined by using questionnaires. The data collected were analyzed in terms of mean scores,

standard deviations, Independent Sample *t*-test, and Pearson product-moment correlation.

In this study, it consists of two parts. First, means and standard deviations for teacher transformational leadership and student motivation of two Education Colleges were explored. Moreover, means and standard deviations for gender and specialized subject were calculated by Independent Sample *t*-test. Second, the relationship between teacher transformational leadership and student motivation was examined by using Pearson’s product-moment correlation coefficient.

Table 1: Mean Scores and Standard Deviation of Teacher Transformational Leadership at two Education Colleges in Sagaing Region (N=622)

Dimensions of Transformational Leadership	Colleges	N	Mean	SD	Total Mean (A & B)	Remark
Idealized Influence (Attributed)	A	267	3.88	0.525	3.93	Often
	B	355	3.96	0.483		Often
Idealized Influence (Behaviours)	A	267	4.13	0.45	4.15	Often
	B	355	4.17	0.459		Often
Inspirational Motivation	A	267	4	0.476	4.05	Often
	B	355	4.09	0.466		Often
Intellectual Stimulation	A	267	3.94	0.579	3.98	Often
	B	355	4.01	0.567		Often
Individualized Consideration	A	267	3.82	0.601	3.89	Often
	B	355	3.93	0.567		Often
Transformational Leadership	A	622	3.96	0.424	4	Often
	B		4.03	0.400		

1.00 to 1.49 = Never, 1.50 to 2.49 = Seldom, 2.50 to 3.49 = Sometimes, 3.50 to 4.49 = Often, 4.50 to 5.00 = Always

Table 1 indicates that the teacher transformational leadership domains for the two Education Colleges based on the perceptions of students from those schools. It was found that the domains of teacher transformational leadership: “Idealized Influence (Behaviours)” (\bar{X} = 4.15) had the highest mean, followed, in descending order, by “Inspirational Motivation” (\bar{X} = 4.05),

“Intellectual Stimulation” (\bar{X} = 3.98), “Idealized Influence (Attributed)” (\bar{X} = 3.93) and “Individualized Consideration” (\bar{X} = 3.89).

The total mean value for students’ perceptions on their teachers’ transformational leadership was 4. Therefore, according to the results of the Table 1, it can be concluded that teachers from the two Education Colleges of Sagaing Region often exercised all dimensions of transformational leadership.

Table 2: Independent Sample *t*-Test Results for Teacher Transformational Leadership at Two Education Colleges in Sagaing Region by Gender (N=622)

Transformational Leadership	Gender	No. of Students	Mean	SD	<i>t</i>	<i>df</i>	<i>P</i>
	Male	323	3.91	0.425	-5.895	720	.000***
	Female	299	4.10	0.374	-5.895	720	.000***

Note: *** $p < .001$

According to the results of Table 2, the result of *t*-test shows significance different in gender of participants: male and female. The total mean value of male students is (\bar{X} = 3.91). Again, the total mean value of female students is (\bar{X} = 4.10). Then, the mean score of female students was higher than the male students. Therefore, it can be concluded that the female students better perceived their teachers use transformational leadership than male students did.

Table 3: Independent Sample *t*-Test Results for Teacher Transformational Leadership at Two Education Colleges in Sagaing Region by Subject (N=622)

Transformational Leadership	Specialized Subject	No. of Students	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
	Science	413	4.00	0.412	-0.49	614	.624 (ns)
	Art	209	4.01	0.414	-0.49	614	.624 (ns)

Note: ns=no significant

According to the results of the Table 3, the result of *t*-test shows there was no significant difference between the perceptions of Science students and Art student on their teachers’ transformational leadership. Therefore, it can be interpreted that Science students and Art students similarly perceived their teachers' transformational leadership style in the classroom.

Again, the instrument, Academic Intrinsic and Extrinsic Motivation developed by Regina M. Shia (2008), was used to find out the students’ perceptions on their motivation in a classroom setting at two Education Colleges in Sagaing Region. The mean scores were calculated under two factors of student motivation scale: “Intrinsic Motivation” and “Extrinsic Motivation”.

Table 4: Mean Scores and Standard Deviations of Two Clusters of Student Motivation at Education Colleges (N=622)

Dimensions of Student Motivation	Colleges	N	Mean	SD	Total Mean (A & B)	Remark
Intrinsic Motivation	A	267	3.95	0.504	4.04	High
	B	353	4.04	0.452		High
Extrinsic Motivation	A	267	3.89	0.414	4.00	High
	B	353	3.93	0.424		High
Student Motivation	A	267	3.92	0.426	3.96	High
	B	353	3.99	0.406		

1.00 to 1.49 = very low level, 1.50 to 2.49 = low level, 2.50 to 3.49 = moderate level, 3.50 to 4.49 = high level, 4.50 to 5.00= very high level

Table 4 depicts that the dimensions of student motivation perceived by teachers for the two Education Colleges in Sagaing Region. It was found that “Intrinsic Motivation” (\bar{X} =4.04) had the highest mean, followed in descending order, by “Extrinsic Motivation” (\bar{X} =4.00). The total mean value for student motivation at the two Education Colleges in Sagaing Region was high. Therefore, it implied that student motivation at the two Education Colleges in Sagaing Region was high.

Table 5: Independent Sample *t*-Test Results for Two Clusters of Student Motivation at Two Education Colleges in Sagaing Region by Gender (N=622)

Student Motivation	Gender	No. of Students	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Intrinsic Motivation	Male	323	3.89	.506	-6.501	6189	.000***
	Female	299	4.13	.409			
Extrinsic Motivation	Male	323	3.82	.451	-5.643	619	.000***
	Female	299	4.01	.360			

Note: ****p*<.001

According to Table 5, the result of *t*-test shows significant difference in gender of participants: male and female. Therefore, it can be concluded that female students had better intrinsic motivation and extrinsic motivation than male students.

Table 6: Independent Sample *t*-Test Results for Two Clusters of Student Motivation at Two Education Colleges in Sagaing Region by Subject (N=622)

Dimensions of Student Motivation	Specialized Subject	No. of Students	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Intrinsic Motivation	Science	413	3.99	.476	-.679	618	.498(ns)
	Art	209	4.02	.481			
Extrinsic Motivation	Science	413	3.9	.401	-1.244	618	.214(ns)
	Art	209	3.94	.451			

Note: ns=no significant

According to the results of the Table 5, the result of *t*-test shows no significant difference in intrinsic motivation and extrinsic motivation by specialized subject. Thus, it can be concluded that Art students and Science students expressed same motivation.

Table 7: Correlation between Teacher Transformational Leadership and Student Motivation at Two Education Colleges in Sagaing Region

Dimensions		IIA	IIB	IM	IS	IC	TL
Intrinsic Motivation	Pearson Correlation	.522**	.493**	.524**	.553**	.541**	.666**
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000
Extrinsic Motivation	Pearson Correlation	.473**	.383**	.479**	.496**	.456**	.571**
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000
Student Motivation	Pearson Correlation	.539**	.477**	.540**	.568**	.541**	.670**
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000

Note: ** Correlation is significant at the 0.01 level (2-tailed).

TL =Transformational Leadership IM = Inspirational Motivation
 IIA = Idealized Influence (Attributed) IS = Intellectual Stimulation
 IIB = Idealized Influence (Behaviours) IC= Individualized Consideration

The overall measure of teacher transformational leadership and student motivation perceived by students were positively correlated with a Pearson $r=.670$ at .01 level. Then the effect size was computed for a full interpretation of correlation according to Cohen (1998, cited in Morgan et al., 2004). The effect size of $r=.670$ was considered large effect size. The two clusters of student motivation correlated significantly with the transformational leadership (TL) scores. The two clusters were intrinsic motivation ($r=.666$, large effect size) and extrinsic motivation ($r=.571$, large effect size).

Besides, quantitative items, the researcher asked two open-ended questions. The first open-ended question asked the students to describe the transformational leadership which should be practiced by the teachers for the success of their students’ learning and the success of students. Most of the participants responded that transformational leadership should be practiced by the teachers in order to perform school activities and student learning activities successfully and also they requested to the teacher as follows. The teacher should

- give the students great advices, suggestions and guidance.
- point out the strengths and weaknesses of students and training the students to behave good practices.

- have high morale and professional ethics.
- collaborate and cooperate with students in all school activities.
- have caring, warming and helping the individual student.

The second questions asked the students to describe how teachers motivate their students. Most of the participants responded that motivation should be perceived by the students in order to perform the school activities and student learning activities and also they answered as follows. The teacher motivated the students by

- feeling happy to do classroom activities.
- setting high expectations.
- gaining good opportunities for the development of the life.
- sharing and collaborating the classroom activities with the classroom students.
- trying hard to pass the BEd entrance.

According to the results of the open-ended questions, the teachers using the transformational leadership can increase and promote the student motivation.

Discussion

Nowadays, everything is changing and people want to change to grasp the success. No one can deny that every organisation needs leader who change their organization. So, leadership is necessary for the success of the organization. In the changing world, transformational leadership is needed. Student motivation: “Intrinsic Motivation” and “Extrinsic Motivation” can increase with teacher transformational leadership. According to the transformative theory, it included that the leader (teacher) motivates their followers (students) by using transformational leadership. Transformational leaders (teachers) uplift the motivation of their followers (students). Teachers provide different ways for students to reach their goals and to meet their expectations. Good leaders can motivate their followers’ motivation and followers want to try to reach and meet their goals. Students’ beliefs can affect their motivation. The goal of every school is to transform its students by providing knowledge and skills and by building character and instilling virtue (Serogiovanni, 1991, cited in Brennen, n.d.). Student motivation is heavily

influenced by their thinking about what they perceive as important and what they believe they can accomplish (McMillan & Forsyth, 1991). One of the teachers' responsibilities is to create the conditions that will enhance students' motivation to pursue academic goals actively over a long period of time. Thus, students get both "Intrinsic Motivation" and "Extrinsic Motivation" by their teachers' transformational leadership. They try the best to get good grades and also interested in the classroom activities. They share the lessons with other students and are happy to participate in group activities. They also try to go to University of Education and to learn to become good teachers in the future. So, by better understanding this relationship, we can concentrate on improving and increasing student motivation with teacher transformational leadership.

Therefore, according to the findings of this study, teachers who use and practice all dimensions of transformational leadership: "Idealized Influence (Attributed)", "Idealized Influence (Behaviours)", "Inspirational Motivation", "Intellectual Stimulation" and "Individualized Consideration" help students to increase student motivation to learn. So, by better understanding this relationship, we can concentrate on improving student motivation by using transformational leadership.

Conclusion

Transformational leadership and instructional communication are two major and convergent ideas. The instructional field is always searching for novel ways to transmit information, engage students, empower learners, increase motivation, and improve learning. A transformational approach to teacher leadership can provide the necessary tools to achieve these broad goals. The transformational leadership model is an appropriate and effective model for classroom instruction. And therefore, transformational leadership can also increase student motivation.

This study sought to examine the relationship between teacher transformational leadership and student motivation at Education Colleges in Sagaing Region. When studying the perceptions of students about teacher transformational leadership, it was found that the teachers of two Education Colleges (College A and College B) in Sagaing Region often practiced all dimensions of transformational leadership. This means that teachers in these schools have the ability to stimulate students to try better, to inspire a different

outlook on the school activities, to meet the needs of students, to elicit alignment between leader-follower (teacher-student) values, beliefs and sense of mission and to take time both before and after class to interact with the students. We cited in Thomson, 2007n studying student motivation, all clusters of student motivation: “Intrinsic Motivation” and “Extrinsic Motivation” of students at two Education Colleges in Sagaing Region (College A and College B) were in the range of high level.

This means that students in these colleges have the ability to gain valuable knowledge from College, do the best on every assignment, try to learn from the mistakes, get learning experiences, feel like challenging assignments, have high expectations for themselves, gain valuable knowledge from the other sources (e.g., internet), set high goals for themselves, be happy about various subjects and poems, work hard in a group activities, like a difficult project, believe themselves as they can do, become well-informed in academic areas, want to learn everything, like to spend reading themselves, complete assignments regularly, try to live up the way that the teacher expects, demonstrate the abilities in the classroom, get suggestions from the teachers, get the opportunities to face the future, prefer difficult tasks, feel ashamed when fail, try the best to achieve good grade. And as students learn more they become more motivated. Motivating students is transformational (Richmond, 1990, cited in Noland, 2005).

Besides, the relationship between students’ perception of teacher transformational leadership and student motivation at Education Colleges in Sagaing Region was examined. According to the findings, transformational leadership of teachers was significantly related to student motivation. The overall measure of teacher transformational leadership and student motivation as perceived by students were positively correlated with a Pearson $r=.670$ at .01 level. These findings were in congruence with the submissions of Noland (2005), Noland and Richards (2014) found that teacher transformational leadership is positively correlated with student motivation. Therefore, it can be concluded that the more the teachers use and practice transformational leadership, the more the students increase motivation.

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