

TEACHER LEADERSHIP STYLE AND CLASSROOM MOTIVATION AS PERCEIVED BY UNDERGRADUATE STUDENTS AT ASSUMPTION UNIVERSITY

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ABSTRACT

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The purpose of the study was to examine the different leadership styles teachers use in the classroom setting as perceived by the students as well as to describe the level of classroom motivation of the students. Also, the study was aimed at determining the relationship between perceived teacher leadership style and student motivation in the classroom.

A total of 400 BBA students were used for this study. The research instrument consisted of a set of three questionnaires, namely, Personal Data questionnaire, Leader Behavior Description Questionnaire (LBDQ), and Classroom Motivation Scale (CMS). The data was analyzed by using the *t*-test, one-way ANOVA with Post Hoc Multiple Comparison, and Pearson Product-Moment Correlation Coefficient.

The major findings were as follows:

1. The consideration factor obtained a higher perceived teacher leadership style than initiating structure. The results showed that there were significant differences in teacher leadership style as a function of gender, age, nationality, religion, academic year, and parental income.

2. The majority of the respondents experienced a high degree of motivation. It was also found that there were significant differences in classroom motivation as a function of gender, age, nationality, religion, academic year, and parental income.
3. There is a high positive relationship between teacher leadership style and classroom motivation.

