THE IMPACT OF VALUE-BASED LEADERSHIP ON FACULTY'S INTRINSIC WORK MOTIVATION IN CHINA: THE MEDIATION OF TEACHER EFFICACY

Zhao Xiangge[1], Wong Chee Hoo[2]

[1]School of Foreign Languages for International Business, Hebei Finance University,

Baoding, Hebei, China

[2]Faculty of Business, Communication, and Law, INTI International University,

Nilai, Negeri Sembilan, Malaysia

Email: zhaoxiangge@qq.com; cheehoo.wong@newinti.edu.my

Abstract

This study tested the impact of value-based leadership on Chinese faculty's intrinsic work motivation and examined the mediating effect of teacher efficacy in the relationship. Data was collected from a sample of 84 faculty members from different universities in China and *SmartPLS* was used in the data analysis. The findings indicated that value-based leadership had significantly positive impact on faculty's intrinsic work motivation, and teacher efficacy partially mediated the relationship between value-based leadership and intrinsic work motivation. The findings can facilitate the understanding of how to increase faculty's intrinsic work motivation at the universities in China.

Keywords

Intrinsic Work Motivation, Value-based Leadership, Teacher Efficacy, Faculty, China

Introduction

Teachers undergo more stress and lower level of motivation than other occupations due to the intensive brainwork and the repetitiveness in their work (Absar & Jameel, 2017). In China, there were 2,738 National General Colleges and Universities in China involving over 1.83 million faculty members in total in 2020 according to the data published by Ministry of Education of the People's Republic of China. Motivated faculty members are more likely to commit themselves to the growth of the university and to realize the vision of the university (Pham et al., 2021). Particularly compared with extrinsic motivators, a growing body of research indicates that intrinsic motivators are actually far more important than their extrinsic counterparts in boosting employee performance and satisfaction (Kuvaas et al., 2017).

Some researchers believed leadership is a key factor in motivating teachers (Evans, 2014; Astuti et al., 2020), but there was no consensus on what is the most appropriate type of leadership for teacher motivation. Value-based leadership is proposed as a solution to trigger faculty's intrinsic work motivation in this study. Values are considered the best way to approach motivation since people are motivated to obtain and achieve what they value (Hogan & Hogan 1997) and values are deeply rooted in the education profession more than in other professions (Niekerk & Botha, 2017). Informed by Bandura (1982, 1997), self-efficacy has positive influence on individuals' motivation, because people with high self-efficacy are reported to be more optimistic with lower level of perceived stress, anxiety as well as depression. Value-based leadership probably has a positive impact on teacher efficacy through example building and leaders' trust as well as positive feedback to faculty (Lin & Osman, 2017). Therefore, teacher efficacy could be a mediator in the relationship of value-based leadership and intrinsic work motivation.

Literature Review

Intrinsic Work Motivation (IWM)

Luthans (1998) described motivation as the process that arouses, directs, and sustains behavior and performance. Work motivation is categorized into extrinsic work motivation and intrinsic work motivation. Historically, extrinsic motivators have been favored by employers. The classic 'carrot and stick' approach, taking the form of rewards and punishments, is frequently used as extrinsic motivators in workplace (Kuvaas et al., 2017). Increasingly, however, employers are beginning to understand the limitations of extrinsic motivators, while at the same time recognizing the value of intrinsic motivators: the internal needs and values that drive people. Although more difficult to identify and define, a growing body of research indicates that intrinsic motivators are actually far more important than their extrinsic counterparts in boosting employee performance and satisfaction (Kuvaas et al., 2017).

The differentiation of intrinsic and extrinsic motivation is further developed by Self-determination Theory (SDT; Deci & Ryan, 1985) that categorizes three types of motivation: amotivation, extrinsic motivation, and intrinsic motivation). Amotivation means there's no action due to lack of motivation (Gagné & Deci, 2005). Extrinsic motivation is subdivided into controlled motivation (acting under a pressure with a sense of having to engage) and autonomous motivation (acting under free choice with a sense of autonomy) (Deci & Ryan, 2008). According to SDT, people can be developed from controlled to more autonomous by internalization, a process involving introjection, identification, and integration, in which individuals transform social requests into personally accepted values or self-regulation (Gagné & Deci, 2005; Haivas, Hofmans & Pepermans, 2014).

Value-based Leadership (VBL)

Leadership is a process in which the leader guides the members to make their efforts in order to achieve the organizational goals (Gabriela & Dorinela, 2017; Zahoor & Khan, 2018). Value-based leadership is defined by Busch and Murdock (2014) as a "goal-setting, problem-solving, language creating, and value-developing interaction, which is anchored in the organization's values and high ethical standards". VBL is rooted in ethical and moral

foundations, and focuses on shared values (Copeland, 2014; Shatalebi & Yarmohammadian, 2011). Shared values contribute to motivating faculty members because they may realize the work meaningfulness when there is a fit between individuals' and organization's values (Pratt & Ashforth, 2003).

Teacher Efficacy (TE)

Teacher efficacy is perceived as a teacher's belief in his or her ability to succeed in teaching-related tasks (Ashton, 1984; Tschannen-Moran et al., 1998). Some studies suggested a positive relationship between self-efficacy and intrinsic motivation, because Social Cognitive Theory (SCT) asserts that people's thoughts, feelings, and beliefs enable people to be positive, to develop more favorable environments for themselves, to regulate their actions, and to obtain their life outcomes (Bandura, 1986; Cetin & Askun, 2018). Moreover, self-efficacy is one of the most important work resources in Job Demands-Resources (JD-R) Theory (Demerouti et al., 2001), motivating employees to be more engaged in their work. Bandura (1997) mentioned that vicarious experiences and social persuasions are two of the main sources of self-efficacy. Therefore, value-based leadership could affect teacher efficacy as faculty leaders are able to provide vicarious experiences and social persuasions for faculty members. The causal sequence of VBL to TE and TE to IWM lead to a hypothesis that TE can be a mediation between VBL and IWM.

Hypothesis

Based on the research model (see Figure 1), four hypotheses are developed as follows:

H1: There is a positive relationship between value-based leadership and faculty's intrinsic work motivation.

H2: There is a positive relationship between teacher efficacy and faculty's intrinsic work motivation.

H3: There is a positive relationship between value-based leadership and teacher efficacy.

H4: Teacher efficacy mediates the relationship between value-based leadership and faculty's intrinsic work motivation.
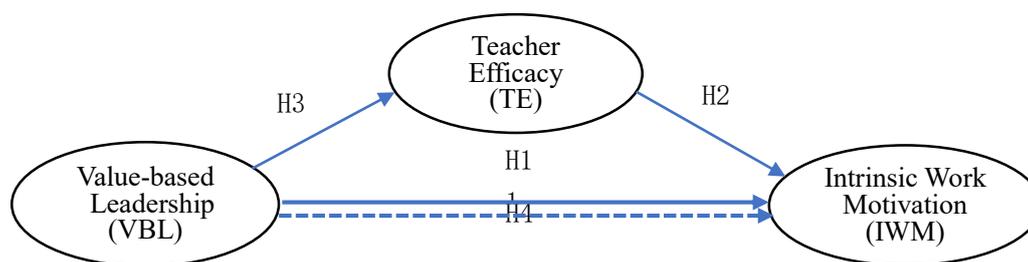

Figure 1 Research model of this study

Method

Sampling

This study employed convenience sampling to conduct the questionnaire survey through *wjx.cn*, which is a free online survey platform with the most popularity in China. 455 respondents responded to the questionnaire and 394 cases were retained after data cleaning.

Measures

Intrinsic work motivation was measured by a scale adapted from the Multidimensional Work Motivation Scale (MWMS) developed by Gagné et al. (2014) based on Self-determination Theory. Three items were selected in this study from the MWMS that focuses on intrinsic work motivation. Value-based leadership was measured by an adapted scale originally developed by Garg and Krishnan (2003). Teacher efficacy was measured by an adapted scale originally developed by Schwarzer, Schmitz and Daytner (1999) based on Bandura's Social Cognitive Theory. All the above mentioned scales utilized 7-point Likert scale in this study.

Results

Measurement model

In this study, the measurement models are all reflective, so the assessment of measurement model involves internal consistency reliability, indicator reliability, convergent validity, and discriminant validity, proceeded by SmartPLS. Cronbach's alpha values are all above 0.8, ranging from 0.915 to 0.984, and composite reliability is all above 0.9, suggesting a good internal consistency reliability. All items demonstrated loadings exceeding 0.7, ranging from a lower bound of 0.715 to an upper bound of 0.948. All items are significant at 0.01 level (p=0.000<0.01). Therefore, all items used for this study exhibit satisfactory indicator reliability. Each construct's AVE (Average Variance Extracted) is above 0.5, ranging from 0.627 to 0.873, suggesting good convergent validity. Discriminant validity is assessed by cross loadings and the Fornell-Larcker criterion. The results show a good discriminant validity in terms of both cross loadings and Fornell-Larcker criterion.

Structural model

The key criteria for assessing the structural model in PLS-SEM are the significance of the path coefficients, the coefficients of determination (R^2), the effect size (f^2), and the predictive relevance (Q^2). Significance testing results of the structural model path coefficients indicate that all relationships in the structural model are significant at 0.01 level. The Coefficient of determination (R^2) is the most commonly used measure to examine the structural model's predictive accuracy. According to Chin (2010), values of approximately 0.67 are considered substantial, values around 0.33 moderate, and values around 0.19 weak. In this study, the R^2 value of IWM and TE is 0.299 and 0.377 respectively. f^2 effect size examines how much a predictor construct contributes to the R^2 value of a target construct in the structural model. Cohen (1988) recommended that f^2 values of 0.02, 0.15, and 0.35, respectively represent small, medium, and large effects of the exogenous latent variable. The f2 values in this study are 0.029 (VBL →IWM), 0.112 (VBL →TE) and 0.107 (TE →IWM) respectively. Q^2 value is an indicator of the model's predictive relevance and in this study Q^2 values of IWM and TE are 0.251 and 0.229, both suggesting the predictive relevance.

Mediation

VAF (variance accounted for) is used to determine the strength of the mediation (Hair et al., 2014) and VAF in this study is 0.386, suggesting teacher efficacy partial mediates the relationship between value-based leadership and intrinsic work motivation. in relation to the

total effect (i.e., direct effect + indirect effect).

Discussions

This study proposed four hypotheses and they are all accepted by the data analysis results. The positive relationship from VBL to IWM is significant implies the important role of values played in the internalization, a process that people transform social requests into personally accepted values (Deci & Ryan, 1985). The most obvious function of VBL is to build faculty members' value, promoting the process of internalization and get more intrinsic work motivation. VBL in universities enables leaders to drive visible results by invisible values, because values are the hidden force that have an impact on the manner of action, decision-making, relations with others, and behavioral selection (Morris, 2001; Niekerk & Botha, 2017).

The positive relationship from TE to IWM implies higher TE is able to increase one's IWM. As the JD-R theory (Job Demands-Resources Theory, Demerouti et al., 2001) explained, all types of job resources, including physical, psychological, social, or organizational, have their potential in decreasing work burnout and increasing employee well-being by offsetting the negative effects of job demands. TE, as an important personal resource, makes employees feel they have much control over their job thus become more motivated into their job. It implies the JD-R theory can be applied in explaining work motivation, not just work burnout and work engagement.

The positive relationship from VBL to TE confirms the statement of SCT (Social Cognitive Theory, Bandura, 1986) that believes individuals' self-efficacy depends on four primary resources: mastery experiences, vicarious experiences, social persuasions, and their own physiological or emotional states. On one hand, VBL plays an important role in forming leader's modeling effect, by which employee's vicarious experience could be enhanced. On the other hand, leader's positive feedback, as a type of social persuasions, can also be functional in increasing TE. This study implies SCT can be taken as a theoretical ground to explain why VBL predicts employee's TE.

The mediating test of TE has justified the causal chain of VBL to TE and TE to IWM, providing an evidence to explain how VBL influences IWM. Particularly, it proves that organizational factor (VBL) affects motivation through personal factor (TE), suggesting an interconnected logic between the multiple theories involved in this study. The research model of this study that combines organizational factor and personal factor provides other researchers a direction to study motivation in a comprehensive approach in future research.

Conclusions

The findings from this study will contribute to the body of knowledge, allowing us to know more about the mechanism of value-based leadership intervening faculty's intrinsic work motivation by identifying the mediating effect of teacher efficacy. This study is a complement to previous research, because it focuses on faculty members' work motivation in China's universities to see what is going on in China. The findings of this study will be practical to practitioners, including managers in Chinese universities and governors in education sectors, allowing them to develop more effective policies or generate strategies to improve faculty members' work motivation.

References

Absar, S. & Jameel, S.S. (2017). Teachers motivation in higher education: A comparative study across displine and designation. *Indian Journal of Positive Psychology,* 8(2), 221-225.

Ashton, P. (1984). Teacher Efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35(5), 28-32.

Astuti, S. D., Shodikin, A., & Ud-Din, M. (2020). Islamic Leadership, Islamic Work Culture, and Employee Performance: The Mediating Role of Work Motivation and Job Satisfaction. *Journal of Asian Finance, Economics and Business*, 7(11), 1059– 1068.

Bandura, A., Reese, L. & Adams, N. E. (1982). Microanalysis of action and fear arousal as a function of differential levels of perceived self-efficacy. *Journal of Personality and Social Psychology*, 43(1), 5-21.

Bandura, A.(1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York, NY: Freeman.

Busch, T. & Murdock, A. (2014). *Value-Based Leadership in Public Professions*. NY: Palgrave Macmillan.

Cetin, F. & Askun, D. (2018). The effect of occupational self-efficacy on work performance through intrinsic work motivation. *Management Research Review*, 41(2), 186-201.

Chin, W.W. (2010). How to write up and report PLS analyses. In V. Esposito Vinzi, W.W. Chin, J. Henseler, & H. Wang (Eds.), Handbook of partial least squares: Concepts, methods and applications in marketing and related fields (pp. 655-690). Berlin: Springer.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Mahwah, NJ: Lawrence Erlbaum.

Copeland, M. (2014). The emerging significance of values based leadership: a literature review. *International Journal of Leadership Studies*, 8(2),105-135.

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior.* New York: Plenum.

Deci, E.L., & Ryan, R.M. (2008). Self-determination theory: a macrotheory of human motivation, development, and health.*Canadian Psychology*, 49(3),183-185

Demerouti, E., Bakker, A.B., Nachreiner, F. & Schaufeli, W.B. (2001), The job demands-resources model of burnout, *Journal of Applied Psychology*, 86, 499-512.

Evans, L. (2014). Leadership for professional development and learning: enhancing our understanding of how teachers develop. Cambridge Journal of Education 44 (2), 179-198

Gabriela, H.M. & Dorinela, N. (2017). The leadership's role in motivating employees, *'Ovidius' University Annals*, Economic Sciences Series, XVII (1), 296-301.

Gagné, M. & Deci, E.L.(2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.

Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., den Broeck, A., Aspeli, A.K., Bellerose, J., Benabou, C., Chemolli, E., Güntert, S.T., Halvari, H., Indiyastuti, D.L., Johnson, P.A., Molstad, M.H., Naudin, M., Ndao, A., Olafsen, A.H., Roussel, P., Wang, Z. & Westbye, C. (2014). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries, *European Journal of Work and Organizational Psychology*, viewed 19 November 2019 <http://dx.doi.org/10.1080/1359432X.2013.877892>

Garg, G. & Krishnan, V.R. (2003). Transformational leadership: Value-based management for Indian organizations, in S Bhargava (eds), *Response Books*, Sage Publications, New Delhi, 82-100.

Hair, J.F., Hult, G.T.M., Ringle, C.M. & Sarstedt, M. (2014). *A Primer on Partial Least Squres Structural Equation Modeling (PLS-SEM)*, Sage Publications

Hogan, J. & Hogan, R. (1997). Motives, values, preferences inventory manual. Tulsa, OK: Hogan Assessment Systems.

Haivas, S., Hofmans, J. & Pepermans, R. (2014). What motivates you doesn't motivate me: individual differences in the needs satisfaction–motivation relationship of Romanian volunteers. *Applied Psychology: An International Review*, 63 (2), 326-343.

Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. L. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology*, 61, 244-258.

Lin, L. & Osman, Z. (2017). The Mediating Effect of Self-efficacy on Leadership style and Job Performance in Malaysian Higher Education Institutions. International Journal of Business Marketing and Management, 2(8), 1-7.

Luthans, F. (1998). *Organisational Behaviour*. 8th ed. Boston: Irwin McGraw-Hill.

Morris, R.W. (2001). The mythic horizon of the university: Problems and possibilities for value-based leadership. Canadian Journal of Administrative Science, 18(4), 277-290.

Niekerk, M. V. & Botha, J. (2017). Value-based leadership approach: A way for principals to revive the value of values in schools. *Educational Research and Reviews*, 12(3), 133-142.

Pham, C., Hoang, T. & Nguyen, Y. (2021). Impact of work motivation on satisfaction and turnover of public universities lecturers. *Journal of Asian Finance, Economics and Business*, 8(2), 1135-1146.

Pratt, M.G., & Ashforth, B.E. (2003). *Fostering meaningfulness in working and at work*. San Francisco, CA: Berrett-Koehler Publishers.

Shatalebia, B. & Yarmohammadian, M.H. (2011). Value based leadership paradigm. *Procedia Social and Behavioral Sciences*, 15, 3703-3707.

Tschannen-Moran, M., Woolfolk, A., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Educational Research Review*, 68(2), 202-248.

Zahoor, Z. & Khan, S.J. (2018). Leadership style and organizational outcome. *Journal of Management and Human Resource,* 1, 114-137.