

# THE EFFECTS OF LEADERS' USE OF MOTIVATING LANGUAGE ON TEACHERS' PERFORMANCE AND JOB SATISFACTION AT QF'S ACADEMIC BRIDGE PROGRAM

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Motivating Language, Job Satisfaction, Teachers' Performance, Leadership, Bridge Program</p> <hr/> <p><b>Article History:</b> Received: 10 Jan 2021 Revised: 21 Feb 2021 Accepted: 12 Mar 2021 Available Online: 15 Apr 2021</p>	<p>The present study was conducted at the Academic Bridge Program of Qatar Foundation and aimed to examine how leaders' use of motivating language enhances teachers' performance and job satisfaction. Leaders in this study include department supervisors, the Assistant Director, and the Director of the program, whereas the main respondents were the instructors at the Academic Bridge Program. Multilingualism is one of the main features of Qatar in particular and of Middle Eastern states of the Persian Gulf. Students and teachers with diverse backgrounds face in the states in the Middle Eastern Gulf countries face many common challenges that arise with the use of language and the medium of instruction. The present study aims to show that leaders' use of motivating language significantly correlates with teachers' performance and job satisfaction. The authors of this paper tested Sullivan's hypothesis that leaders' use of direction-giving, meaning-making, and empathetic language improves workers' productivity and process results involving job satisfaction and performance using LISREL analysis and endorse that Sullivan's claim was true.</p>

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## 1. INTRODUCTION

The motivational approaches used by the leaders in any educational organization is believed to be one of the most trusted strategies to enhance their teachers' performance and job satisfaction. Students' success at any education level exclusively hinge on the many factors, such as, student-teacher relationship, leaders-teachers association and collaboration, teachers' performance to the best of their abilities, school's overall support system and parents' reinforcement. Teachers in any educational organization are the leading force to determine academic standards for school and its students' long-lasting success. However, the available literature has little empirical evidence to support this claim (GUILLOTEAUX & DÖRNYEI, 2008). Motivation is a significant notion, especially in the field of psychology. Many studies have explained various human behaviors and the way they think and do things. The concept of motivation is of great importance in the field of education as well as it explicitly explains what causes success or failure in the field of teaching and learning (Heystek & Raymond, 2020). Language is an important tool for communication and a leader's clear-cut, comprehensible and compassionate communication with their followers results in high-level school performance (O'Quinn, 2020).

For many centuries, the Middle Eastern countries especially, the states in the Persian Gulf of Middle East have been progressive socially, economically, and technologically. It is due to its people's appreciation for knowledge creation and reaching out to the community (Kamel, 2014). One of the examples of such progress and growth is an independent Gulf state, the State of Qatar. According to the labor force survey, as of June 2020, Qatar's total population is 2.79 million of which 14.12% of population is less than 15-year-old (Planning and Statistics Authority, 2020). This miniature state has a huge education profile. The education sector of Qatar is split into five sectors, which include Kindergarten, Primary Education, Preparatory Education, Secondary Education and University education. As stated by the State's Ministry of Development, Planning and Statistic's 2017-18 reports, "The State of Qatar has achieved a noticeable increase in number of students in all

educational levels. According to Planning and Statistics Authority of Qatar (PSA, 2020), out of 1112 total schools in Qatar, only 338 are the private schools where medium of instruction is not “ONLY Arabic”.

The mediocre performance of Qatari students in international evaluations indicates the inadequacy of the steps that have been taken by the schools in improving the level of their students’ achievement. The available literature suggests that there could be various agents that hold the school leaders, the policy makers, and other stakeholders, such as school owners and the parents back from achieving coveted outcomes from the students (Fadlelmula & Koc, 2016). Some of these factors are the lack of establishing a constructive and sustaining school environment, lack of support for the teachers from their leaders, dearth of enthusiasm of students and their families, absence of or a weak relationship between the school leaders and the community (McCary & Beachum, F.D., 2014) or the insufficient independence for the school leaders to make everyday decisions to attain the best from their teachers and students. Due to the variety of languages spoken by the leaders and expatriate employees (Mustafawi & Shaaban, 2019), in most of the middle eastern countries and Qatar in particular, multilingualism is one of the most prominent feature in the educational sector. School leaders’ poor communication skills unsurprisingly lead to confusions among teachers and show a scarcity of real leadership. In order to get the best performance from their teachers to meet any organization’s standards, it is important for the leaders to build a positive rapport with their followers. Transparent, straight-forward and compassionate communication always assists leaders in better understanding their teachers and building a relationship that is based on trust and respect (Flavin, 2015). There are various studies conducted in different parts of the world at different levels of educational organizations that explicitly focused on the impact of leaders’ communication styles. It is widely believed that leaders’ good communication skills can result in motivating their teachers that sooner or later leads to schools’ higher performance (Mayfield & Mayfield, 2018).

Not only the teachers, but students in Qatar’s independent schools who aim to attend one of the English language international universities also suffer from different languages being used as mediums of instruction. As a part of Qatar’s education reforms, the independent schools of Qatar were told to change the medium of instruction to English for both Math and Science. However, due to the pressure from the community and the fear of losing the culture, the medium of instruction of these two subjects was changed back to Arabic in September 2012 (Paschyn, 2013). These decisions caused great confusions both for the students and the teachers. The leaders in the field of education expressed anxiety on reducing the chances for the students of getting admissions into international universities, not only in Qatar’s Education City but other international universities around the world. They showed their concern that the use of different languages in teaching may also create inequality between students who attend English-speaking international schools and get education from native speaker teachers and the students who go to independent schools (Paschyn, 2013). In August, 1995, the State of Qatar opened its doors to the renowned universities from around the world to bring world-class education to its young population and to the students from the other parts of the world, especially Middle Eastern students to take advantage from modern and the state-of-the-art Education City. The country’s main aim was to experience up-scaled and particularized educational reforms in alignment with the emerging demands (Abu-Tineh & M., 2018).

In these circumstances, the biggest challenge for Qatar Foundation was to prepare Qatari students for English speaking international universities residing in Qatar Foundation’s Education City and abroad. This challenge intensified with the decision of changing the medium of instruction for both Mathematics and Science back to Arabic at the secondary school level. To address this issue, in 2001, Qatar Foundation established a special one-year bridge program, called the Academic Bridge Program. The mission statement of this program states that

*The mission of the Academic Bridge Program is to provide high school graduates in Qatar with the academic and personal skills for success in reputable English language universities around the world, with special emphasis on preparing students for the universities in Qatar Foundation’s Education City (ABP, 2021).*

Academic Bridge Program is an English language, one-year long program that offers Mathematics, Computer Skills, Science and English as a Foreign Language (EFL) programs to high school graduates, both from independent and private secondary schools. This program was first accredited by The Commission on English Language Program Accreditation (CEA) for the first time in 2015. All the instructors at the ABP are from 21 different countries and hold at least one master’s degree and a basic TESOL training certificate. All the instructors at the ABP are considered as the English language instructors who teach different subjects in the English language in order to prepare Qatari students for the international English-speaking universities. The main objective of this program is to teach the same concepts to their students both in Science and Math that they learnt in Arabic in their high schools.

The Academic Bridge Program helped many Qatari and non-Qatari students who suffered from the change of medium of instruction at their high schools and their teachers’ incompetency of handling both English and Arabic languages. Noor Khalifa Al-Tamimi, a student at Northwestern University in the Education City Qatar, expressed that at her high school, the students were supposed to learn most of the subjects in English, but the teachers weren’t capable of teaching in English, so they used Arabic in the classroom and outside the classroom more often. These circumstances forced her to join Qatar Foundation’s pre-university program called the Academic Bridge Program (ABP) for getting accepted into Northwestern (Paschyn, 2013).

Most of the previous studies have focused mainly on leaders' leadership styles and skills to lead (Yusof & Halim, 2014), whereas, recent research work has emphasized on the need to focus more on leaders' communication patterns with their teachers rather than their leadership techniques and organization alone (Scott-Parker, 2017). Communication is an essential part of an effective leader-follower relationship and it involves direct interactions of the participants to guarantee a healthy and effective working environment (Amzat, 2017). The language used by the leaders at work helps them to communicate expectations, objectives, to discuss policies, praise their students for motivation, explain curriculum and taking any necessary disciplinary action (Susilo et al., 2021). The present study, for the first time in Qatar, through empirical observation, aims to examine how the direction-giving, meaning-making and empathetic language used by the instructor at the bridge programs in Qatar help the students with smooth transition from Arabic medium to the English medium instructional mode in order to be prepared for international English-Speaking universities in the Education City of Qatar and abroad.

### **1.1 Problem Statement**

In Qatar, Multilingualism is a major feature in the education sector and this becomes even a bigger issue for the teachers to prepare the Qatari students, who study all the major subjects in Arabic in their high secondary schools and aim to study at one of the international universities in Qatar's education city or abroad. For that reason, even after graduating from secondary school, many students have to spend at least a year in bridge programs in order to be able to enter these universities. While dealing with the students who come to the ABP with an educational background that does not support them fully for their future goals, and preparing them in a limited period of time for a huge transition from high school's Arabic Education to the degree level programs at internationally renowned English-speaking universities comes in as a great challenge for the instructors at the ABP that brings stress and work-life disbalance due to the intensity of the work and also the pressure to maintain or increase the number of students being admitted to the universities within a period of 1 year. Such stress varies from one individual to another. The nature of ABP's instructors' everyday work routines demand to prepare everyday lessons' preparation, and to support them through various means and methods, such as, using technology in the classroom efficiently and effectively. Two of the four departments at the ABP fully use online resources and a combination of multiple software and hardware for teaching in the classrooms. The other two departments also use technology, but not as much as the Mathematics and Computer Skills departments of the ABP. This puts another extra pressure on the instructors at the ABP to be well-prepared and well-equipped with skills to use modern gadgets and new software in order to teach and perform everyday educational tasks, such as taking attendance and submitting grades for the students. To keep them focused and to not to compromise on their performance, the instructors at the ABP find various ways to inspire and feel the motivation to perform up to the organization's expectations. This may include broadening methods for periodic evaluations, preparing and organizing weekly assessments and final exams, marking of assignments, and the ongoing revision and evaluation of the resources, textbooks and syllabi to recognize strengths and weaknesses in them.

## **2. LITERATURE REVIEW**

Teachers in any educational organization are the leading agents to develop and sustain academic standards for enduring success for the school, its students and for all the key stakeholders. The schools have always been overwhelmed by continuing developments in their curriculum and facilities, and their teaching staff to best cater the needs of their students. This brings about humongous changes in the teachers' classroom management approaches, and their teaching styles and standards. Anderson (2004) suggests that "Teachers Performance", in broader perspective, signifies skills and techniques of the teachers that they use to establish sustainable learning environment for learners and to implement their knowledge for effective teaching and learning (Affandi et al., 2018). Although teachers' grip on the subject and teaching skills are important for teaching, still these attributes do not guarantee successful learning (NAoE, 2009). The school teachers are considered as the key factor in changing to any school's learning philosophy entirely and positively (Sunday et al., 2020) and teachers' performance is believed to be a versatile, comprehensive, yet reasonable phenomenon to appraise any school's performance.. It is widely accepted that in order to assess teachers' performance, besides their qualifications or skills (Ozen & Yıldırım, 2018), their effectiveness, efficiency and responsiveness should also be added to the performance appraisal (Khan, 2019).

The role of language in teaching and learning has been discussed for many years. In 1962, Austin suggested in his Speech Act Theory (SAT) that more focus should be on the use of language. John Langshaw Austen (1962) proposed the Speech Act Theory and classified communication into three groups. These groups were named as perlocutionary acts, illocutionary acts and locutionary acts. Based on Austin's Speech Act Theory, in 1988, Dr. Jeremiah Sullivan established his "Motivational Language Theory" (MLT), which was later named as "Motivating Language Theory. In his Motivational Language Theory (MLT), Sullivan re-explained "Locutionary", "Perlocutionary" and "Illocutionary" acts as "Meaning-Making", "Direction-Giving" and "Empathetic" language respectively. Locutionary acts or Meaning-Making language encourages its users to combine cultural norms with their everyday work lives both intellectually and behaviorally (Sarros et al., 2016). Locutionary acts emphasize on the genuine meanings of the words spoken by the orator. Perlocutionary acts describe the objectives that the speakers want to achieve through their talk by giving clear directions and eradicating misunderstandings in achieving these goals (Holmes & Scull, 2019). Illocutionary acts or empathetic language depict speakers' actions while they are talking and implies communication for creating and fostering a social relationship with the audiences by appreciating their enthusiasm (Suna et al., 2018).

In order to measure the users' level of motivating language, Jacqueline Mayfield, Milton Mayfield and Jerry Kopf (1995) developed a scale to examine their concentration on the use of all three speech acts. The "factor analysis", "reliability tests" and "tests for convergent and/or divergent validity" were used as scale authentication phases in this process and the authenticity of the scale was validated through "confirmatory factor analysis and item deletion", "reliability analysis" and testing for "convergent/divergent validity". For the scale development purpose, the data was gathered in two phases. The internal legitimacy of Motivating Language Scale (MLS) was fundamentally focused during the preliminary data collection phase. To achieve this, the results of Motivating Language Questionnaire (MLQ) given to the students of management information class were used. In the second phase of the data collection procedure, the results from the questionnaire related to administering given to a selected sample of administrators and their subordinates in the nursing department, were used. In order to test the external legitimacy, the "communicator competence scale" and "communication satisfaction with immediate superior" scale were used. This scale development procedure suggested that the effects of users' use of language are far stronger than their other characteristics (Mayfield et al., 1995).

### 2.1 Research Hypotheses

The classroom teaching is perceived both by the students and their parents as a necessity to succeed. There is a significant impact of classroom teaching on students' performance, enthusiasm, and the willingness to learn (Sukriti Sen, 2019). At the same time, the use of appropriate, comprehensible and empathetic language is also an effective and efficient tool to improve teachers' intrinsic motivation and performance (Sun, Pan, & Ho, 2016). The main objective of this study is to examine the effects of leaders' use of motivating language on their followers', that is, teachers' performance at the Academic Bridge Program. Therefore, the research hypothesis set for the present study are:

H01: Leaders' use of motivating language significantly impacts teachers' performance at the bridge program of Qatar Foundation (QF).

H02: Leaders' use of motivating language significantly improves teachers' satisfaction at the bridge program of Qatar Foundation (QF).

### 3. METHODOLOGY AND RESEARCH DESIGN

We made use of quantitative research paradigm and correlational model for the present research. The focus was to investigate the relationship between ML and TP and ML and TS. It was believed that cause and effect relationship among the variables existed and for that reason, variables were measured, and the relationships were examined between them (Fraenkel & Wallen, 2003; Johnson & Christensen, 2004).

#### 3.1 Population and Sampling

Since the objective of the present study is to examine the effects of leaders' use of motivating language on teachers' performance and satisfaction at a bridge program, therefore the population of the study is the students of Academic Bridge Program of Qatar Foundation. As of 2020-21, there are a total of 20 full-time teacher, 4 teachers cum supervisors, 1 teacher cum LRC coordinator 2 assistant directors and 1 director. The hierarchy of the Academic Bridge Program is as follows.

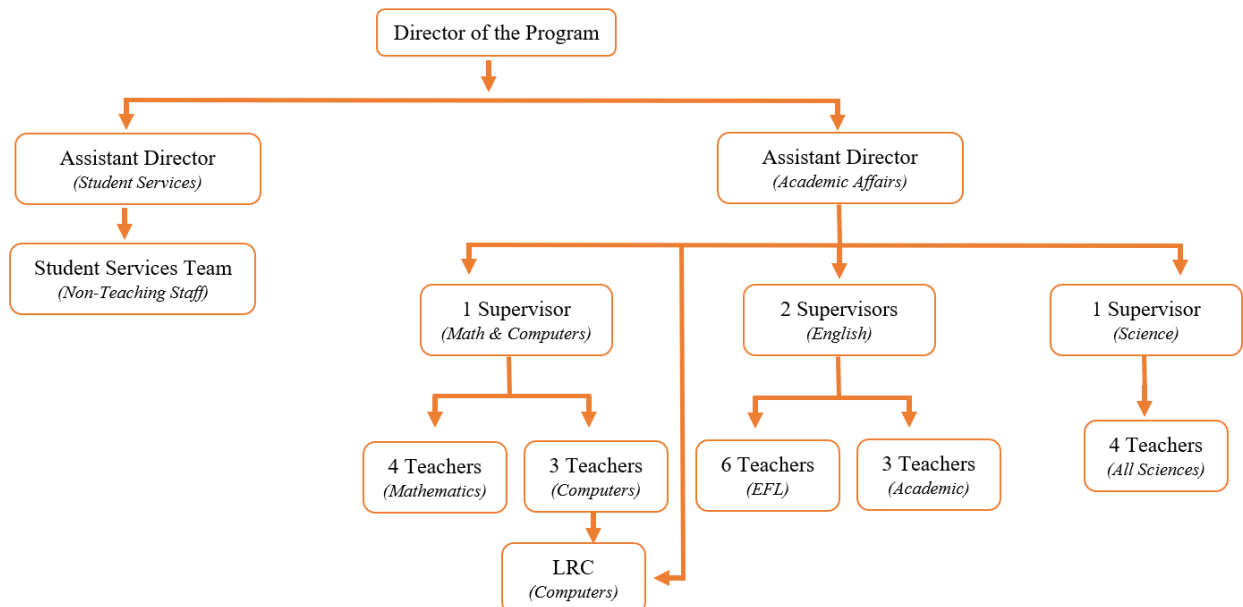


Figure 1: Hierarchy at Academic Bridge Program

The supervisors of the four academic departments are also teachers and are called “Lead Teachers”. All the full-time teachers report to their respective supervisors, whereas, the supervisors report to the assistant director of academics. The LRC coordinator is also a part-time computer teacher whose academic supervisor is the supervisor of the computers department. Only the director of the program and the two assistant directors do not teach in the classrooms. For the present study, all the teachers, full-time, part-time and supervisors will be considered as teachers who will evaluate their respective leaders’ use of motivating language.

### 3.2 Data Collection Tool

The data for the present study was gathered using ML questionnaire adapted from Jacqueline and Milton Mayfield (1994). The questionnaire was designed as a 5-point Likert scale from strongly agree, to strongly disagree and agree, neutral, disagree as median ratings. The questionnaire was distributed into the three factors of motivating language. Perlocutionary act is associated with direction-giving and ambiguity reducing language. When a classroom teacher gives a feedback about a student’s tasks, assignments, his/her learning motivation, and enthusiasm is likely to enhance. The second part of the questionnaire is about illocutionary acts or empathetic language. It happens when a teacher sympathetic, shows encouragement, and gives incentives through verbal communication. The third part of the questionnaire is related to is locutionary act, which is also called as explanatory or meaning-making language. By using the locutionary or meaning-making language, a classroom teacher is likely to increase students’ awareness of the subject, classroom environment, and values (Sullivan, 1988; Mayfield, Mayfield, & Kopf, 1995; Mayfield, Mayfield, & Kopf, 1998; Mayfield & Mayfield, 2008; Mayfield & Mayfield, 2009) We used the questionnaire called Motivational Language Scale for School Principals by Jacqueline and Milton Mayfield (2009).

To check the reliability and validity of the scale, the researchers employed some techniques to the mentioned scale. These procedures include the outcomes of an independent sampling t-test relating the upper 25% and the lower 25%. However, this test displayed no significant dissimilarities. The Kaiser Meyer Olkin (KMO) value found to be 0.946. The coefficients of item-total correlation were between .56 and .83. It was also discovered that The Bartlet Sphericity test was significant ( $X^2=4859.252, p<.01$ ). Exploratory factor analysis (EFA) was also used that showed that three factors were present. These were larger than the Eigen value 1, elucidating 69% of the total variance. The Pearson Moment Correlation Coefficients between these factors were found to be between 0.67 to .78. The factor loads of the measure were between 0.54 and 0.84. Cronbach’s Alpha values for factors amongst 0.88 and 0.94. These outcomes translated that the Motivational Language (ML) Scale is valid and reliable.

### 3.3 Model

The hypotheses were tested by means of structural equation model (Hair, Anderson, & Tatham, 1987). The model conditions were founded on the priorly set hypotheses and motivating language theory (MLT), as prescribed by Sullivan (1988), and on the scale developed by Jacqueline and Milton Mayfield (1993) and J. Mayfield, M. Mayfield, and Kopf (1994; 1995). Sullivan hypothesized the leaders’ individualized use of motivating language. Sullivan further hypothesized that the underlying motivating language factor could be solely examined through direction-giving, meaning-making and the empathetic language. The body of knowledge related to motivating language distinctly maintains that leaders’ use of motivating language affects their followers’ performance and satisfaction. Hence, if these inferences are authentic, the motivating language should be positively related with the degree of students’ performance and satisfaction.

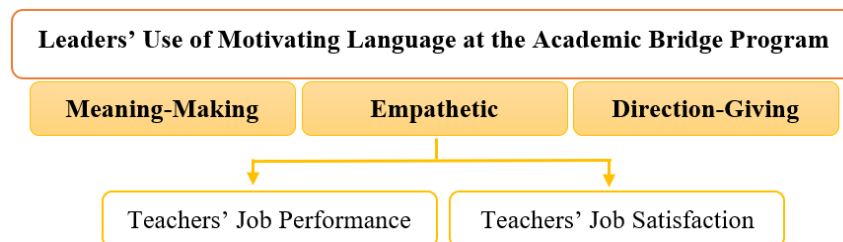


Figure 2: Conceptual Model

### 3.4 Measures

According to Churchill (1979), all the dimensions of motivating language exhibited extreme levels of reliability. The “Direction-Giving”, “Empathetic, and “Meaning-Making” languages had reliabilities of 0.95, 0.97 and 0.93 respectively. To measure teachers’ performance, the Employee Rating Scale (Cashman et al., 1976) was used for the present study. The Hoppock scale (HOPPOCK & SPIEGLER, 1938) was employed to determine teachers’ job satisfaction. Many studies have adopted these scales to examine teachers’ performance and job satisfaction in leader-follower research studies (Cashman et al., 1976). The reliabilities teachers’ performance and their job satisfaction were measured to be .96 and .71, respectively.

4. RESULTS

The proposed model of the present study was tested using covariance analysis techniques or structural equation modeling techniques. This technique evaluates both the suitability of the model with the data and the intensity of the relationship between variables. PC LISREL 7.16 software was used to perform and analyze the actual analysis. The PC LISREL 7.16 software package is designed to provide three broadly accepted tests of a model’s overall fit. The software measures estimate of the relationships between the variables under study. The “root mean residual” analysis, a general “goodness of fit” index that ranges between a low of zero and a high of one, and a chi-square analysis were used to test our model’s overall fit. According to Joreskog and Sorbom (1989), an index above 0.90 indicates a good fit.

**Table 1.** Descriptive Measures

Descriptive Measures and Correlations of Analysis Scale					
	Satisfaction	Performance	Direction-Giving Language	Empathetic Language	Meaning-Making Language
Meaning-Making Language	0.339	0.128	0.637	0.619	0.928
Empathetic Language	0.439	0.217	0.846	0.969	
Direction-Giving Language	0.429	0.158	0.949		
Job Performance	0.128	0.955			
Job Satisfaction	0.707				

Generally, there are two ways of interpreting the chi-square analysis in LISREL analysis. According to Wheaton, when the ratio of the chi-square to its degree of freedom is from 5 or less, it shows a good model-to-data fit (Wheaton, Muthen, Alwin, & Summers, 1977). Similarly, in order to indicate a good fit between the model and the data, the “root mean residual” should be less than .05 (Fulk, 1993; Hughes, Price, & Marrs, 1986; Joreskog & Sorbom, 1989). The outcomes show a good fit between the hypothesized model and the data and that an overall adjusted goodness-of-fit index is 0.975, whereas, and an unadjusted goodness-of-fit index is .993.

The performed chi-square test did not show significant divergence in the predicted model and the model obtained from the data. The chi-square test result was 2.549 with 4 degrees of freedom for a p-value of .629. The chi-square value to degrees of freedom ratio falls within the desired range as well. Lastly, the “root mean square” residual of .012 indicated a good fit of data to the model. The hypothesis about model specific parameters were also tested using LISREL. The t-tests of the links between the model’s parameters were employed and tested the standardized path coefficients of the relationships. We applied the t-tests in order to test for the significant relationships between the latent and observable measures. Investigative the path coefficients aided us to establish the relative impact of each variable.

Our analysis supported the hypothesis regarding the associations between the individual variables and the prognostic power of the motivating language theory (MLT). “t-tests” showed meaningful relationships between the latent Motivating Language factor and teachers’ performance and satisfaction. The results of the study support expectations that the leaders’ use of motivating language improves teachers’ performance significantly and enhance the level of their satisfaction at the school. Moreover, insights stem from examining the standardized path coefficients. The teachers’ level of satisfaction at the Academic Bridge Program, with a path coefficient of .669, appeared to be strongly influenced by their leaders’ use of motivating language. On the contrary, with a path coefficient of .219 it weakly though significantly influenced teachers’ performance. Practically termed, for a 10% rise in leaders’ use of motivating language, approximately 7% rise in teachers’ satisfaction and a 2% increase in their performance can be expected.

**Table 2.** Lisrel Analysis – Lisrel Estimate of Path Coefficient and t-Test

Lisrel Analysis – Lisrel Estimate of Path Coefficient and t-Test			
	Exogenic Variable	Path Coefficient to Latent Variable	t-Test
<b>Independent</b>	Direction-Giving Language	0.926	14.159
	Empathetic Language	0.92	14.048
	Meaning-Making Language	0.677	9.246
<b>Dependent</b>	Job Performance	0.218	2.49
	Job Satisfaction	0.669	5.919

*All t-tests are significant at the 0.05 level*

However, it is advised to see the relationship between Motivating language and teachers’ satisfaction with caution as it may be rather overstated due to common methods variance. Even though such inflation is not expected to be great, we must wait for further studies to fix the exact relationship. With a path coefficient of 0.929 and 0.92, the motivating language itself seems to be strongly influenced by leaders’ use of direction-giving and empathetic language, respectively. However, with a path coefficient of .679, motivating language is less strongly signified by leaders’ use of meaning-making language. A likely constraint in these outcomes is that the use of meaning-making language may be most predominant throughout the early stage of the leaders-teachers relationship. In this case, it is possible that we may not be completely portraying full strength of meaning-making language. Therefore, it is advised that the future studies should explore this relationship through longitudinal methods.

## 5. DISCUSSION AND CONCLUSIONS

This study discovered that the use of motivating language as prescribed by (Sullivan, 1988) seems to have positive and significant impact on teachers' performance and job satisfaction. The outcomes of the study rise vital management and theoretical suggestions. This section of the present study will examine these implications and finish off with some suggestions for the future researchers. Suggestions for human resource managers will also be made in the following discussion. Motivating language is appeared to be a potential diagnostic and educative training tool. The need for the leaders' training for effective communications skills is widely discussed throughout the available management literature. Graen and Scandura (1986; 1987) suggested that leader's conversational training intrusions significantly enhanced their subordinates' productivity, overall job performance and satisfaction, devotion to the organization and their immediate supervisors, and lessened their stress levels (Carnevale et al., 2017). The Similar conclusions were made again by Graen, Scandura, and Graen (1986). Further studies on Leader-follower communication also unveiled that different forms of leader communication patterns, such as informational communication, has positive impact on their subordinates' work satisfaction and performance (Musah et al., 2017).

In order to enhance managers' skills to lead their followers to attain organizational goals, coaching in these specific forms of language is imperative. Motivating language develops its contribution in this process by adding a third dimension, that is, cultural sense-making to earlier models for leader's uncertainty reducing language and people-oriented language (Sullivan, 1988). Moreover, the training for motivating language may also be amplified with forthcoming research studies on Motivating Language Theory applications. The research on Motivating Language is still believed to be in its initial stages and up-to-date multidimensional models may help in testing the model's influence over time and its efficiency as a employees' training tool. A longitudinal design may generate momentum for the research on Motivating Language and its association to strategic variables. For this purpose, the effects of Motivating Language can be examined among contrast groups. These contrast groups can be taken either from the managers that are well trained in all three areas of motivating language, or from the control groups of managers that are either trained in only one or two area, or those who received no trainings in motivating language at all.

Sullivan (1988) suggested that this type of research is vital for the scale modification and for recognizing the intensity of motivating language. Moreover, these outcomes can be used to compare the findings from various studies that are based on twin factors, such as, the relational elements in Pincus (1986), to decide if motivating language is unique in the three-dimensional setting. Moreover, the present research can define motivating language in a better way by refining the models on the basis of underlying factor. The earlier studies on effective usages of motivating language can lead to the path to investigative and problem-solving use of the MLT. This study can be beneficial in pinpointing any prominent features of an organization that are likely to gain advantages from the use of motivating language and its training and practice.

Future researchers can improve the motivating language scale and endorse its effectiveness to pinpoint shortages in communication in organizations as a feedback for management development. This study can be particularly helpful for the organizations that in the violent struggle of cultural change and transformation. In various settings, by using meaning-making language extensively, leaders will be able to see noticeable improvements in both their followers' performance and job satisfaction. Furthermore, Motivating Language Theory (MLT) shows potential training and feedback relevance in other evolving fields, such as, telecommuting and network-based communications. Especially, nowadays when most of the organizations in many countries are in distance learning mode, Reinsch (1997) suggested that the quality of leader-follower relationship inclines towards deterioration over time with telecommuting engagements. The leaders in these scenarios should rely more on the written communication with their followers. Similarly, telecommuting does not have as many behavioral cues for employees to build trust in their supervisors. In such scenarios, if applied effectively, Motivating Language has the ability to mediate.

In summary, all suggestions made in this section for the future researchers must be altered as needed with the situational factors in which Motivating Language is used. Motivating Language can be valuable when it is advantageously combined with compatible set of leaders' behaviors, organizational goals and objectives and its culture.

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