# Leader Motivating Language Affecting Faculty Members' Work Performance from a Private Academic Institution in the Philippines

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**Abstract** – *The study aimed to evaluate the extent of leader motivating language affecting work performance of faculty members in terms of direction-giving language, empathetic language; and meaning-making language. Descriptive type of research was utilized in the study. The result of this study confirms the Motivating Language Theory that faculty members can be encouraged to perform their work assignments better through articulating the necessary information directly from the Deans or Directors of the academic institution to further integrate learning and utilize the knowledge derived from the experiences of the employees towards the attainment of the University's vision and mission.*

**Keywords:** *motivating language, leadership, work performance,*

## INTRODUCTION

A business enterprise is a part of a larger economic system where effective communication is one of the central components for success. It strives to promote the social, economic and cultural welfare of the community. Survival of business depends on the community it serves as well as the community cannot stand alone without business. Thus, business and community are always interdependent to each other wherein success depends on leadership and support of the workforce. Sharbrough [1] noted that leadership is a process enacted as a Higher education administrator/leader attempts to influence the behavior of direct reports and other staff members toward some objective in which this influence is accomplished through giving proper communication. Motivating Language Theory provides a useful tool in understanding the use of language by leaders.

Universities are human engineering organizations since they shape young minds into future individuals equipped with better knowledge, accommodativeness, skills and competencies essential for survival in the world market. Together with the administrators, faculty members play key roles in this endeavour. They must keep motivated all the time to better perform their duties and responsibilities. Nadiri and Tanova [2] emphasized that central role played by employees in services sector like Higher Education Institutions (HEIs) should be taken into account seriously wherein the service quality depends on employee work performance.

The study of behaviors within organizational setting has highlighted critical variables that are supportive or detrimental to the performance of workforce [3]. From the perspective of a business organization, work performance is the measure of employees' capacity to demonstrate skills and execute job assignments within the boundary of their duties and responsibilities. Griffin, Neal and Parker [4] emphasized that this is being evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in his or her job description. Several factors were being considered that might influence the employees' work performance and one of this is the leaders motivating language. Results of the Mayfield and Mayfield [5] indicate that leader-level motivating language significantly and positively effects follower performance. Language has a great part on the movement of information in the organization through giving direct instructions with warmth and gentleness.

The motivating language approach can develop strong commitment of the employees leading towards a good work performance. The way leaders

communicate and manage the responsibilities of the people plays a vital part on how instructions can be carried out effectively. The results of the study of Sharbrough, Simmons and Cantrill [6] show that motivating language is a communication strategy that can be used by leaders to build commitment to an organization. The increased use of motivating language should have a positive impact on organizational effectiveness, resulting in reduced costs related to employees' performance, turnover, and absenteeism. Mayfield and Mayfield [6] have noted that motivating language may well offer such an opportunity by nurturing employee attendance incentives through leader communication. The study of Gray and Laidlaw [8] highlights that store managers need to enact strategies to improve communication which could lead to positive work outcomes such as increased effort and improved performance.

Leaders use direction-giving language to provide workers with specifics on expected workplace performance activities and outcomes. These specifics can include quantity and quality performance components. The language should also detail any time frame performance requirements. Such language is expected to improve worker performance through means similar to goal setting theory [7]. Mayfield and Mayfield [9] investigated the relationship between strategic leader language as embodied in Motivating Language Theory and employee absenteeism. Results suggest that leader language does in fact have a positive significant relationship with work attendance through the mediation effect of worker attendance attitude.

Meanwhile, the main goal of the study of Wang, Hsieh, Fan and Menefee [10] is to explore the impact of leaders' motivating language in terms of empathetic, direction-giving, and mixed usage on team members' creative performance. Key findings indicate that there are slightly significant differences between three kinds of motivating language approaches. The study shows that leaders who give virtual team members feedback via written communication that is both directional and empathetic are perceived as more effective and lead to better performance.

Mayfield and Mayfield [11] pointed out that the motivating language leader communication framework is multifaceted and interactive. It concurrently offers a basis for diagnosis and evaluation to guide leaders in enhancing worker decision making. Nadiri and Tanova [2] noted that

managers have to become aware of the extent their decisions and their methods of making the decisions influence the performance of their staff, and how this in turn impacts customer satisfaction. These interventions can be a cost effective way to improve worker decision making. Since leaders have many subordinates, an improvement to a leader's motivating language use can create tremendous gains in positive organizational performance [11].

The available resources and established policies and procedures through frameworks in the organization help in facilitating the communication between the Deans and the faculty members to attain specific objectives and performance of the department. The paper of Garg and Rastogi [12] finds that a dynamic managerial learning framework is required in order to enhance employees' performance to meet global challenges. On the other hand, job resources either play an intrinsic motivational role because they foster employees' growth, learning and development, or they play an extrinsic motivational role because they are instrumental in achieving work goals [13] and the institution's mission and vision.

The HEI under study in the Philippines believed that the institution can gain the full support of the employees if there is an atmosphere of camaraderie, unity and cooperation in the workplace which can be sustained through the use of motivating language. With the great competition among schools on how to maintain good reputation and image to the students and parents is somewhat challenging to order improve more the performance of the employees towards the achievement of the wider goals of the University.

In the study conducted by Holmes [14], it was emphasized that one of the participants demonstrated a high level of empathy, consideration, and connection to her teachers, within Empathetic Language. The use of strengths-based leadership, implementation of Empathetic Language across all organizational groups, and the strategic application of EL factors used to improve motivation and performance. Within the Meaning-Making Language construct, the participant emphasized a family like school culture connected transparently to data not afraid to deal with struggling teachers or failure.

Having a good relationship between a leader and faculty member is very important in any institution. Communication is one of the factors which make this relationship a very successful one. With these views, the researchers want to know more intensely the extent of leader motivating language on faculty

members' work performance in Lyceum of the Philippines University- Batangas. Such results will serve as baseline information for further enhancement on the capabilities of the academic heads to handle their faculty members effectively.

## OBJECTIVES OF THE STUDY

The study determined the extent of leader motivating language on work performance as perceived by the faculty members of Lyceum of the Philippines University, Batangas City, Philippines. It specifically aimed to determine the profile of the respondents in terms of age, sex, highest educational attainment, marital status, employment status, and years of service; evaluate the extent of leader motivating language affecting work performance of faculty members in terms of direction-giving language, empathetic language; and meaning-making language; determine the significant difference of the responses on the extent of leader motivating language on work performance when grouped according to their profile.

## METHODS
### Research Design

The researcher used descriptive method in gathering information about the research being studied. According to Ader et al. [15], it is a type of research used to describe the data and characteristics about what is being studied and involved the collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study.

Furthermore, the researcher believed that this type of research design is the most appropriate one in view of the fact that it could best address and explain the information and attributes needed in finding out the effect of leader motivating language on work performance.

### Participants

Only full-time faculty members (regular or contractual) were considered in the study as respondents with sample population of 61. Part-timers were not included in view of the fact that they might hadvery little employee-employer/department head relationship compared to that of full-time faculty members. Most of the respondents belong to Education, Arts and Sciences (17 or 30.40%) and Business Administration (14 or 25%) followed by Tourism and Hospitality Management (9 or 16.10) and Nursing (5 or 8.90%), Computer Studies (5 or 8.90%) and Maritime Education (5 or 8.90%) while the least groups belong to Dentistry (2 or 3.60%), Criminology (3 or 5.40%) and Engineering (1 or 1.80%).

### Instrument

The survey questionnaire is the primary data gathering instrument used to elicit responses from the respondents of the study. The instrument consists of two parts. The first part is the respondents' profile while the second part consists of statements regarding the types of leader speech acts such as direction-giving, empathetic and meaning-making language affecting faculty members' work performance which was adapted from Mayfield, Mayfield and Kopf [16]. It was answered by checking the suitable column that matches to their perceptions such as 5- very great extent, 4- great extent, 3- moderate extent, 2- least extent and 1- no effect.

### Procedure

The researchers first set criteria to identify the respondents and the departments to be involved in the study. Once it has been identified, a formal letter of request was made to seek permission from the Deans of each department prior to the conduct of study. Upon confirmation of approval, the adopted survey questionnaire was personally distributed to each department. The respondents were informed regarding the purpose of the study and ensure that the data provided will be treated with utmost confidentiality. Only faculty members who are willing to participate in the study were included as respondents.

### Data Analysis

The gathered data were interpreted and analyzed through frequency count and percentage to interpret the profile of the respondents while weighted mean was used to analyze the result of the data from the survey of the leader motivating language towards work performance and One-way Analysis of Variance (ANOVA) and independent sample t-test were used to test the differences of responses on leader motivating language when grouped according to profile variable.

The given scale was used to interpret the result of the data gathered: 4.50 – 5.00: To a Very Great Extent (VGE); 3.50 – 4.49: To a Great extent (GE); 2.50 – 3.49: To a Moderate Extent (ME); 1.50 – 2.49: To a Least Extent (LE); 1.00 – 1.49: No Effect (NE).

**RESULTS AND DISCUSSION**

**Table 1. Percentage Distribution of the Respondents' Profile**

| Profile Variables | f | % |
|---|---|---|
| **Age** | | |
| 21-25 years old | 5 | 8.90 |
| 26-30 years old | 6 | 10.70 |
| 31-35 years old | 10 | 17.90 |
| 36-40 years old | 9 | 16.10 |
| 41-45 years old | 13 | 23.20 |
| above 45 years old | 13 | 23.20 |
| **Gender** | | |
| Male | 9 | 16.10 |
| Female | 47 | 83.90 |
| **Marital Status** | | |
| Single | 17 | 30.40 |
| Married | 35 | 62.50 |
| Separated | 3 | 5.40 |
| Widow/widower | 1 | 1.80 |
| **Highest Educational Attainment** | | |
| Bachelor's Degree | 9 | 16.10 |
| Master's Degree | 29 | 51.80 |
| Doctoral Degree | 18 | 32.10 |
| **Employment Status** | | |
| Regular | 24 | 42.90 |
| Contractual | 32 | 57.10 |
| **Length of Service** | | |
| less than 1 year | 3 | 5.40 |
| 1-5 years | 10 | 17.90 |
| 6-10 years | 13 | 23.20 |
| 11-15 years | 20 | 35.70 |
| 16-20 years | 6 | 10.70 |
| above 20 years | 4 | 7.10 |

There are 13 or 23.20 percent of the respondents belong to 41-45 age bracket and another group with the same percentage belongs to above 45 years old while 9 or 16.10 percent of the group belongs to 36 to 40 years old. Result shows that more than 60 percent of the respondents are in middle adulthood and less than 40 percent belong to young adulthood. Hannay and Fretwell [17] stressed that there are challenges associated with effectively managing the multi-generational workforce that now populates most organizations. While according to Lieber [18], generational diversity brings a variety of experiences and perspectives to the workplace, the differing needs, values and approaches of each generation must be addressed in order to build a high-performing organization.

From the set of respondents, there are more female faculty members (47 or 83.90%) than males (9 or 16.10%). Most of them are married (35 or 62.50%) followed by the group of unmarried respondents (17 or 30.40%) while the least group belongs to Separated and widow/widower (4 or 7.20%).

In terms of educational attainment, almost half of them are Master's degree holders (29 or 51.80%) followed by Doctoral degree holders (18 or 32.10%) while the least group belongs to bachelor's degree (9 or 16.10%). Most of them are contractual with 32 or 57.10 percent against faculty members with regular status (24 or 42.90%). Result showed that most the of respondents belong to a group with 11-15 years (20 or 35.70%) length of service to the institution followed by 6-10 years (13 or 23.20%) and 1-5 years (10 or 17.90%). Meanwhile, the least groups belong to 16-20 years (6 or 10.70%), above 20 years (4 or 7.10%) and less than 1 year (3 or 5.40%). This signifies that the faculty members have an average of 10 to 11 years length of service to the institution.

Hannay and Fretwell [17] emphasized that once tenure is earned and awarded, the majority of professors will not leave the institution just to start the process over again at another institution. GenX and Y both acknowledge that they prefer rewards to be based on competence and contributions, not on tenure with the organization. While the awarding of tenure and promotion generally requires a minimum length of service before consideration, achieving these milestones is based solely on one's performance as a faculty member; length of service is not considered beyond determining eligibility for consideration.

Table 2 shows the extent of leader motivating language affecting work performance of employees in terms of direction-giving language. The composite mean score of 4.24 implies that there is a great extent of leader motivating language affecting work performance of employees in terms of direction-giving language.

The respondents believed that there is a great extent on the sharing of news about the organization's achievements, financial status and rewards, benefits and incentives to motivate them to perform better (4.43) followed by offering helpful directions(4.32) and advice (4.32) on how to do their job to improve their performance. This implies that in general, College Deans use the faculty meeting which is usually being held monthly to disseminate information regarding the status and accomplishments of the department as well as the updates about the institution where they share common time to help each other's journey in giving advices on how to solve issues and concerns of the students and faculty members in a proper venue.

**Table 2. Extent of Leader Motivating Language Affecting Work Performance of Employees in terms of Direction-Giving Language**

| Indicators | WM | VI | Rank |
|---|---|---|---|
| 1. Giving explanation about things that should be done to increase my job performance | 4.30 | GE | 4 |
| 2. Offering helpful directions on how to do my job to improve my performance | 4.32 | GE | 2.5 |
| 3. Giving information about my daily duties to enable me to perform my job effectively | 4.20 | GE | 5.5 |
| 4. Offering helpful advice on how to improve my work to develop my overall performance | 4.32 | GE | 2.5 |
| 5. Giving good explanation on how I could receive rewards which allows me to perform better | 4.16 | GE | 8 |
| 6. Giving clear instructions on how to solve job-related problems which brings about an increase in my performance as an employee | 4.16 | GE | 8 |
| 7. Offering specific information on how I will be evaluated which helps improve my performance | 4.14 | GE | 10 |
| 8. Providing helpful information about approaching changes affecting my work which helps to prepare myself and adjust my performance | 4.16 | GE | 8 |
| 9. Providing helpful information about past changes affecting my work which helps prepare myself and adjust my performance | 4.20 | GE | 5.5 |
| 10. Sharing news about the organization's achievements, financial status and rewards, benefits and incentives to motivate me to perform better | 4.43 | GE | 1 |
| **Composite Mean** | **4.24** | **GE** | |

Posting of the memos and other announcements in the bulletin boards is also a very useful strategy to keep the faculty members informed of the latest activities. Pearsall et al. [19] noted that motivating teams adds a level of complexity to the choice of managerial interventions, as team members often have diverse goals and different levels of commitment to the team and the shared task. Malik et al [3] suggested that policy makers and academic administrators should take necessary measures for the optimal provision of intrinsic and extrinsic job rewards to make their core workforce highly satisfied and committed to reap the benefits of improved motivation, performance and organizational citizenship behaviors.

Likewise, there is also a great extent on giving explanation about things that should be done to increase their job performance (4.30); giving information about their daily duties to enable them to perform their job effectively (4.20) and providing helpful information about past changes (4.20) and approaching changes (4.16) affecting their work which helps prepare themselves and adjust their performance. An open communication between faculty members and deans is also a common practice in the university on sharing useful information needed by everyone to improve their respective daily activities. Changes on certain plans are immediately conveyed in order to prepare the people on how to manage their time and resources on the specific needs of the new set up. Faculty members in the University are exposed to various circumstances where they need to adapt new policies and guidelines based on the national or international requirements of program accreditations and certifications. College Deans as well as the top management are very optimistic on giving support to the faculty members on how to handle certain adjustments. Guiding the faculty members is very important aspect on the learning process on how to monitor changes on performance. Grant [20] as cited in Lin [21] emphasized that knowledge sharing can be considered an important process in organizations, because it is fundamental to generating new ideas and developing new business opportunities through socialization and the learning process of knowledge workers.

Furthermore, there is a great extent on giving good explanation on how they could receive rewards which allows them to perform better (4.16); and giving clear instructions on how to solve job-related problems which brings about an increase in their performance as employees (4.16).However, offering specific information on how they will be evaluated which helps improve their performance (4.14) obtained the least score with great extent verbal interpretation. Some leaders could not able to provide the detailed information of the duties and responsibilities that the faculty members might consider worth doing for the benefit of the college and their professional growth. Initiative is also being expected by the Deans from the Department Chairmen and Faculty members to accomplish tasks and

unforeseen activities that might be neglected due to busy schedule of the leaders.

**Table 3. Extent of Leader Motivating Language Affecting Work Performance of Employees in terms of Empathetic Language**

| | Empathetic Language | WM | VI | Rank |
|---|---|---|---|---|
| 1. | Giving praises to increase accomplishments in my job | 4.30 | GE | 5 |
| 2. | Giving encouragement to allow me to exert more effort and perform well | 4.32 | GE | 3 |
| 3. | Expressing support for my professional development to increase my work performance | 4.32 | GE | 3 |
| 4. | Asking about my professional well-being helps me become more committed in achieving the organization's goals and objectives | 4.23 | GE | 6 |
| 5. | Telling that he trusts me to make me feel motivated and eager to perform well | 4.39 | GE | 1 |
| 6. | Expressing concern about my working conditions and making sure that there are no disturbances in the workplace to allow me to perform better | 4.16 | GE | 10 |
| 7. | Showing concern about my emotional well-being to allow me to concentrate more on my work and perform better | 4.20 | GE | 8.5 |
| 8. | Letting me know that he is concerned about my physical well-being to allow me to be more productive and able to perform well | 4.32 | GE | 3 |
| 9. | Telling my strengths while performing organizational tasks that results to an increase in my work performance | 4.21 | GE | 7 |
| 10. | Telling about my weaknesses while performing organizational tasks that results to an increase in my work performance | 4.20 | GE | 8.5 |
| | **Composite Mean** | **4.27** | **GE** | |

Table 3 shows the extent of leader motivating language affecting work performance of employees in terms of emphatic language. The composite mean score of 4.27 implies that there is a great extent of leader motivating language affecting work performance of employees in terms of empathetic language.

The respondents believed that there is a great extent on telling that the immediate heads trust them to make them feel motivated and eager to perform well (4.39). Meanwhile, there is also a great extent on giving encouragement to allow them to exert more effort and perform well (4.32); expressing support for their professional development to increase their work performance (4.32) and letting them know that immediate heads are concerned about their physical well-being to allow them to be more productive and able to perform well (4.32).

The Deans of various colleges believed on the capacity of the faculty members to handle higher responsibilities in the department where they are given duties in the working committees to play significant role in the attainment of the college and the institutional vision. They were given motivation and encouragement through the support of the department in honing their professional and personal skills in dealing with conflicts and issues related to their function and expertise.

Moreover, they believed that there is a great extent on giving praises to increase accomplishments in their job (4.30); asking about their professional well-being which helps them become more committed in achieving the organization's goals and objectives (4.23) and telling their strengths while performing organizational tasks that results to an increase in their work performance (4.21).

This signifies that the empathetic language is being used by the College Deans to promote good relationship among faculty members in strengthening the professional and physical well being. The use of kind-hearted words of encouragement could enhance the way of carrying out and producing output in instruction, research and community extension of the institution. The accomplishments of faculty members are being acknowledged during awards convocation and college dedication days where their awards served as the token for doing a job well done. These recognitions remind them of their contribution to the attainment of the vision and mission of the University.

On the other hand, showing concern about their emotional well-being to allow them to concentrate more on their work and perform better (4.20); telling about their weaknesses while performing organizational tasks that results to an increase in their work performance (4.20) and expressing concern about their working conditions and making sure that there are no disturbances in the workplace to allow them to perform better (4.16) obtained the least weighted mean scores which fall within a great extent

verbal interpretation. This signifies that the College Deans put greater emphasis on telling the strengths of the faculty members rather than pointing out the weaknesses. From this point of view, Deans could be able to generate support from the faculty members in maintaining valuable student activities that could also demonstrate the potential of teachers in leading, managing and producing student outcomes which can also be equated to their work performance.

**Table 4. Extent of Leader Motivating Language Affecting Work Performance of Employees in terms of Meaning-Making Language**

| Meaning-Making Language | WM | VI | Rank |
|---|---|---|---|
| 1. Telling about key events in the organization's past to motivate me to perform better | 4.23 | GE | 5.5 |
| 2. Explaining apparently the organization's values to guide me to a better performance | 4.29 | GE | 1 |
| 3. Encouraging me to put into practice the organization's values to perform better | 4.18 | GE | 7 |
| 4. Explaining clearly the mission of the organization to enlighten me to perform well | 4.27 | GE | 3 |
| 5. Letting me know stories about people who have worked hard in the organization to enthuse me to do the same | 4.13 | GE | 9.5 |
| 6. Clarifying undoubtedly the organization's rules and regulations to encourage me to improve my work performance | 4.27 | GE | 3 |
| 7. Telling stories about people who have been rewarded by the organization to motivate me to do better | 4.14 | GE | 8 |
| 8. Telling stories about people who are admired in my organization to inspire me to work well | 4.13 | GE | 9.5 |
| 9. Updating with the current changes in the organization during regular meetings to cope up to increase my performance | 4.27 | GE | 3 |
| 10. Giving useful information that I couldn't get through official channels to help me to perform better | 4.23 | GE | 5.5 |
| **Composite Mean** | **4.21** | **GE** | |

Table 4 shows the extent of leader motivating language affecting work performance of employees in terms of meaning-making language. The respondents believed that there is a great extent on explaining apparently the organization's values to guide them in achieving better performance (4.29) followed by explaining clearly the mission of the organization to enlighten them to perform well (4.27); clarifying undoubtedly the organization's rules and regulations to encourage them to improve their work performance (4.27) and updating with the current changes in the organization during regular meetings to cope up to increase their performance (4.27).

It is indeed necessary to discuss the significance of organization's core values in relation to the accomplishment of certain task. The result signifies that the University is giving emphasis on the right values to poster teamwork and unity in achieving higher performance towards the attainment of greater mission. Deans of various colleges demonstrate appropriate values and behaviour that adhere to the goals of the institution through facilitating meeting with participatory approach in soliciting views and opinions from the faculty members to arrive in a sound decision.

The consensus of the body would always prevail as common good for the majority. The use of meaning-making language is evident to a great extent as faculty members learn to appreciate the significance of standards and ideologies that sustain a dynamic and progressive environment. The University is emphasizing the significance of spirituality in the workplace as meaning-making language which is being considered as important aspect of God-centeredness. Petchsawang and Duchon's [22] research makes an important contribution to the study of spirituality at work because it provides empirical evidence of a significant positive relationship between spirituality and actual work outcomes.

Moreover, there is a great extent on telling about key events in the organization's past to motivate them to perform better (4.23); giving useful information that they couldn't get through official channels to help them perform better (4.23) and encouraging them to put into practice the organization's values to perform better (4.18). This signifies that the trends on the results of key performance indicators provide substantial information for the academic colleges to strive harder to meet specific targets set by the department. It gives ideas to the faculty members on how to address the identified gaps through exploring for appropriate strategies with the help of meaning-making language of the Deans.

**Table 5. Difference of Responses on the Extent of Leader Motivating Language Affecting Work Performance of Employees When Grouped According to Profile**

| Profile Variables | Direction-Driven Language | | | Empathetic Language | | | Making-Meaning Language | | |
|---|---|---|---|---|---|---|---|---|---|
| | F-value | p-value | I | F-value | p-value | I | F-value | p-value | I |
| Age | 0.347 | 0.882 | NS | 0.285 | 0.919 | NS | 0.570 | 0.723 | NS |
| Gender | 0.557 | 0.580 | NS | 0.296 | 0.768 | NS | 0.728 | 0.470 | NS |
| Marital Status | 1.861 | 0.148 | NS | 1.129 | 0.346 | NS | 1.034 | 0.385 | NS |
| Highest Educational Attainment | 0.812 | 0.449 | NS | 0.422 | 0.658 | NS | 1.796 | 0.176 | NS |
| Employment Status | 0.367 | 0.715 | NS | 0.267 | 0.790 | NS | 0.292 | 0.771 | NS |
| Length of Service | 5.414 | 0.000 | HS | 2.558 | 0.039 | S | 2.525 | 0.041 | S |

*Legend: Significant at p-value < 0.05*

However, there is a great extent on telling stories about people who have been rewarded by the organization to motivate them to do better (4.14); letting them know stories about people who have worked hard in the organization to enthuse them to do the same (4.13) and telling stories about people who are admired in their organization to inspire them to work well (4.13) which obtained the least weighted mean scores on this particular area. This signifies that giving real life success stories of people is not being given greater emphasis by the Dean as compared to the other indicators in meaning-making language to give examples and motivate the faculty members to do the same. Everyone has his own success stories that could be considered as pattern of victory but there are still different ways on how to make things possible.

The composite mean score of 4.21 implies that there is a great extent of leader motivating language affecting work performance of employees in terms of meaning-making language. Giving deeper meaning to the application of values and significance of behaviour towards the success of every endeavour would provide greater knowledge and wisdom. Petchsawang and Duchon [22] also reported that work performance is related to meaningful work, compassion, mindfulness, and transcendence and that attending to these issues can create a more productive work environment.

Table 5 reveals that there is a significant difference observed on length of service and department under direction-driven language, empathetic language and making-meaning language since the obtained p-values were less than 0.05 alpha level. This means that the respondents' perception varies. The group of faculty members with 1 to 5 years length of service has significantly higher response on leader motivating language affecting work performance compared to the groups with 6 to 10 years and above 20 years. This implies that faculty members with shorter length of service have higher level of appreciation as they observed the motivating language as evident to their respective leaders because they are more receptive to these words of encouragement as they go along with the challenges of teaching profession while others with longer experience in teaching might not be very sensitive to the way their Deans and top management provide attention to the their needs to improve the performance.

**CONCLUSION AND RECOMMENDATION**

Most of the respondents are married female in middle adulthood and faculty members of Education, Arts, Sciences and Business Administration. There is a great extent on the emphatic, direction-giving, and meaning making leader language motivation on work performance of faculty members. The respondents believed that they were motivated to perform better through sharing of news about the organization's achievements, financial status and rewards, benefits and incentives which can be obtained in terms of direction-giving language while telling verbally that the management trusted them to give higher responsibilities make them feel motivated and eager to perform well though emphatic language. They also consider explaining apparently the organization's values which guides them to a better performance through meaning-making language. The group of faculty members with shorter length of service has significantly higher level of perception regarding on the extent of leader motivating language affecting work performance of employees compared to the group with 20 and above years of service. This study confirms the Motivating Language Theory that faculty members can be encouraged to perform their work assignments better through articulating the necessary information directly from the Deans or Directors of the academic institution to further integrate learning and utilize the knowledge derive from the experiences of the employees towards the attainment of the University's vision and mission.

It is recommended that the Human Resource department may provide detailed result of performance evaluation to the faculty members where specific item which needs improvement could be properly addressed. Empower the faculty members by giving them a good training and development that will prepare them to have a professional career that will make them more confident in holding higher responsibilities. Give the faculty members the chance to learn from others through allowing them to become active members or officers of various organizations and working committees. Provide and discuss clear policies and guidelines for awards and recognition to the faculty members through regular meetings or orientation to new employees so that they would know how the university will appreciate and acknowledge their contribution. Seminar on spirituality at the work place may also be facilitated to remind the leaders and managers the importance of God-Centeredness as one of the core values of the institution. The result of this study is limited only to the teaching personnel while non-teaching personnel may be included as respondents on the next study to compare the respondents of the two groups with additional variables like investigating the relationship with work engagement and organizational citizenship behavior.

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