2023

Leadership's Impact on Employee Work Motivation and Performance

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Abstract

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by

Tonia Joseph-Armstrong

BS Trinity University, 2016

MS Shaw Academy, 2018

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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February 2023

Abstract

Leadership is a major factor in terms of motivating employees, leading to enhanced performance. A study was conducted to examine the influence of supervisory leadership style on employee work motivation and job performance in organizations, specifically in a K-12 school setting. The main goal was to determine if there is a relationship between the type of leadership demonstrated by school administrators and its impact on the teaching staff's motivation and performance. Data for this quantitative study were gathered and analyzed from various public and private schools and included a sample of 100 participants. The predictor variable leadership was assessed using the Implementation Leadership Scale, and the criterion variables work motivation was assessed using the Work Preference Inventory. Employee performance was assessed using the job Performance Rating Scale. Data were analyzed using SPSS. Results indicated that there is a significant relationship between leadership and work motivation, as well as leadership and employee performance. Based on the findings, managers need to determine approaches to working with their employees to improve motivation and performance. Results showed that implementing good leadership styles assists workers with work motivation and employee performance in school institutions. Managers can use transformational leadership to improve workplace relations, morale, and ultimately performance.

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Dedication

I dedicate this dissertation to my husband Jerome Vaughn Armstrong for being

my rock and loving me every step of the way, my mother Judy Grant, my father Franklin

Joseph may he RIP but he knew I was going to complete my doctorate, and my children

for acknowledging and supporting that you are never too old to learn, and a few of my

friends Nicole Kelly, Monique, and Charles Lynch. Their persistence in giving me the

encouragement and support I needed to keep moving forward and push for perseverance

and ringing in my ears that I need to succeed. My husband never left my side or doubted

that I would make it, and my friends encouraged me to never give up. These people have

been my cheerleaders, my advocates, and my all-around defenders. I respect and love

them all.

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Chapter 1: Introduction to the Study

Leadership is one of the major matters of concern for stakeholders and administrators in organizations worldwide. This type of leadership style impacts organizational accomplishment and progress (Ejimabo, 2015). Li et al. (2019) suggested leadership changes' principal benefits and implications of motivation of employees can accomplish objectives that surpass expectations through positive motivation in the form of wage increases, credit, and work perks. Thus, I evaluated relationships between leadership style and employee work motivation, and employee performance, especially in Prince George's County Public Schools (PGCPS).

I attempted to find relationships between the leadership styles of teachers and their leaders, and whether these relationships were stronger for the principals or the vice principals who were the focus of this research. These principals/vice principals have used the transformative leadership style to challenge their workers to take responsibility for their actions, satisfying, motivating, and enhancing employee performance; Jiang et al., 2017). This leadership style is used more in Western organizational environments (Jiang et al., 2017).

Worker performance and leadership are vital for the school institution to achieve its goals effectively. El-Zayaty (2016) claimed the transformative leadership style exhibited in the workplace could influence teachers' views and actions. When leadership style varies in different departments, it confuses the goals of the company, and in turn impacts the company negatively (Warrick, 2017). Employees and their reasons for

maintaining longevity in an organization tend to increase positively when leaders introduce leadership practices, suggesting that leadership style can be successfully used to impact the positive opinions of workers and motivate them to achieve the goals of the organization (Amanchukwu et al., 2015). Thus, I examined leadership style's impact on employee work motivation and performance for this research.

This research addresses leadership strategies and motivation in the workplace, which leads to improved work motivation and employee performance. This study's fulfillment was intended to explore how types of leadership styles in jobs lead to improved fulfillment for experts in the teaching field. Recommendations of this study involved gaining insights that were significant for managers and workers in the teaching industry and how to manage and increase productivity in the teaching environment. These implications are not just significant for managers and workers in the teaching industry but can also prove to be significantly valuable for stakeholders globally.

Background

Human resource managers and employees are a significant part of any company, and achieving goals is the aim of all organizations (Kerr et al., 2018). Organizations plan various strategies to compete with their rival organizations and improve their performance to attain success (Armstrong & Taylor, 2017). Santana et al., (2017) also suggested that not all leaders or managers impact their followers. I addressed how leadership style affected employees or followers of any organization in the United States. Ejimabo (2015) said management or leadership is the principal determinant for the

success or failure of businesses. Few studies addressed determinants involving leadership that inspire workers to succeed in their work settings, which also involves the school setting.

Hoboubi et al. (2017) suggested disgruntled workers lead to inactivity and diminished organizational responsibility of workers. Thus, leadership training can contribute to the worker's demonstration of pleasure or displeasure with the leadership style adopted in their respective companies (Pillinger, 2017). Choi et al. (2016) suggested poor leadership may be the principal challenge facing employee job performance for many organizations worldwide. Mgeni, (2015) suggested an enhanced perception of leaders and their techniques influencing workers in organizations may help managers or leaders enhance their employee work environment. Existing literature on leadership has been focused primarily on gender, diversity, varying leadership styles, and perceptions of the employee. From an organizational perspective, in many businesses, leadership style plays a significant role in the operational productivity of the school system; thus, the leader is very influential. Chang (2017) said supervisory staff can positively influence worker responsibility, and good management enhances employee performance. This research involved focusing on links between leadership style, work motivation, and employee performance.

Blackburn's (2018) study said leadership has impacted leadership effectiveness and yielded positive results when an additional effort is exerted both effectively and efficiently by the teaching community. Leadership style strategy generates a notable

transformation in the practice of businesses based on how the leader performs in the teaching environment in this case. The leader magnifies motivation and confidence of employees; additionally, such leaders stimulate those nearby to take responsibility for their work and maximize their performance (Bass, 1985; Burns, 1978). This research recognizes social implications associated with teaching staff by addressing the transformative leadership style of their principals or vice principal and their improvement towards motivation and performance of their teachers.

Evolution of Leadership in Organizations

The evolution of leadership can be traced back to the emergence of humans as social beings since they required cooperation and protection as hunter-gatherers (Bogin et al., 2018). Leaders in most organizations have an assigned set of values and theories that characterize proper conduct to motivate their workers. The leadership approach adopted in an organization has a positive impact on work motivation and employee performance (Li, 2015). Ejimabo (2015) said in organizations, there is a distinct separation between management and their traits (planning, organizing, leading, and controlling) and subordinate staff, by giving preferential treatment based on rank or job title Meanwhile, the subordinate's culture and work performance are also often negatively impacted by this behavior in the school system.

Organizational Leadership and Work Motivation

Organizational leadership may determine employee performance in schools and organizations and orchestrate company objectives (Weerarathna et al., 2018). Goleman,

Boyatzis, and McKee (2021) said an influential force is a motivating factor in achieving positive objectives. Leadership and motivation are the energy that fuels the environment and achieving one's ideals. Leaders singularly motivate participants to maintain a cohesive environment in an organization, and in many of these settings, everyday activities are mainly motivation driven. The manager's achievement of team goals is driven by self-motivation; however, if there is an inability to encourage positive job fulfillment, then there is no work motivation. Each leader must recognize the importance of team member motivation and how to foster it.

Organizational Leadership

Any teaching institution that intends to succeed in a diverse environment must adopt a motivational style of leadership to compete with rival organizations. Thus, organizational motivation requires the implementation of new methods. Kerr et al. (2018) said increased production levels are also a characteristic of workers who experience enjoyment, administration can use this to evaluate the development of workers in companies. Satisfied workers tend to demonstrate increased pleasure, which increases productivity in organizations as described by Satuf et al., (2016) study.

<center>**Problem Statement**</center>

According to Garcia and Weiss (2019), teachers in high schools see a much higher decline than their peers in elementary to middle school positions; named at the time of this study .3 college students who graduate and become teachers were not in the profession 5 years later, compared with .14 of pharmacists, .16 of engineers, and .19 of

nurses and lawyers. Landsbergis et al. (2017) discovered workers leave their positions because of a lack of commitment, salary decreases, lack of employee perks, health benefits decrease, and emotional strain. Carver-Thomas and Darling-Hammond (2017) stated worker turnover in the teaching profession in the United States has been rising and is now at 8% yearly. Teaching industry administrators do not recognize factors such as leadership, gender, and education. Lee et al. (2017) said that at the time this study was done 51% of US workers were somewhat satisfied with their current position. However, Okeke and Mtyuda (2017) contradicted by saying teachers were more dissatisfied with their jobs if they thought they could not meet expectations and challenges in their work, low salaries, and failed to satisfy their psychological needs. This negatively affects the productivity and quality performance of teachers. Ouellette et al. (2018) said assisting with increasing teachers' motivation and performance can contribute significantly to communities and families. Clayton (2018) discovered businesses positively benefit when workers continue working with organizations that decrease the expense of worker turnover by developing a competitive edge and raising revenue. Social change transpires positively when the quality of lifestyle increases for the better in work situations for teaching professionals and staff in public and private organizations.

Purpose of the Study

This quantitative correlational study involved assessing the relationship between school personnel leadership style and work motivation and performance outcome variables of work motivation and job performance. My goal was to identify school

leaders to boost productivity and decrease the amount of school staff leaving and provide a competitive edge by increasing leadership motivation.

Research Questions and Hypotheses

In this study, I used the following research questions:

RQ1: Does leadership style predict employee work motivation?

$H_0 1$: Leadership style does not significantly predict employee work motivation.

$H_a 1$: Leadership style significantly predicts employee work motivation.

RQ2: Does leadership style predict employee performance?

$H_0 2$: Leadership style does not significantly predict employee performance.

$H_a 2$: Leadership style significantly predicts employee performance.

Theoretical Framework

The theoretical framework for this research was Burns' and Bass' leadership style of transactional and transformational leadership, which has four components individual influence, inspirational motivation, intellectual stimulation, and individualized consideration. Bass and Avolio (1997) said the leadership-styled motivated executive should demonstrate a prominent level of high self-esteem, morality, dignity, and authenticity to undertake this type of teaching role. The institution's ability to maintain innovation to compete with today's growing economy is the essential for company's growth; also, the leader of the organization encourages inclusivity in decision-making and responsibility of their subordinates, which demonstrates trust between management and staff (Asrar-ul-Haq & Kuchinke, 2016).

Herzberg et al. (1959) said the two factors that positively affect employees' quality of life are hygiene and motivation factors; hygiene problems that support salary and management reduce worker discontent in this environment, the teaching institution. Predominant motivators include acknowledgment and accomplishment, which ensure that employees maintain an elevated level of work motivation, innovation, effectiveness, and dedication. Damij et al. (2015) claimed hygiene factors include supervision, physical working conditions, job security, salary, interpersonal relations, benefits, and company policy, and motivation factors include achievement, responsibility, the work itself, recognition, and advancement.

The second theory theoretical framework of the study was performance theory. Jiang et al. (2017) explained that a significant part of employee performance is the relationship formed between the leader and their workers; this generates focus and sustainability toward project supervision. The employee sustainable performance theory emphasizes the worker's increased growth and sustainability, which contributed to a company's development and progress toward its objectives, by enhancing employee production.

Nature of the Study

This quantitative research involved determining if a predictive relationship existed between principals' leadership style and work motivation and the job performance of their teaching staff in the school institution in organizations. In this study, I used regression analysis. For this study, leadership was the predictor variable, and work

motivation and job performance were the criterion variables. This study allowed for the statistical interpretation of relationships and comparison of patterns that emerged to help address research questions.

Definitions

Quantitative Research: Understanding a particular class of individuals for studies; the participants are called the sample population. Using scientific experimentation quantitative research depends on information that is retrieved, measured, surveyed, or calculated to investigate questions about the sample population (Martínez-Mesa, et al., 2016).

Employee Performance: A measure of demonstrating necessary discipline involves employee positions (Pradhan & Jena, 2017).

Leadership: A socially controlled practice by which managers solicit optional support from employees to achieve objectives set for the company and inspire workers to operate and carry out designated tasks in the organization (Nanjundeswaraswamy & Swamy, 2015).

Work Motivation: Is characterized as a set of active forces that initiates both within and outside an employee's existence to promote work-based mannerisms and decide its shape, principle, assertiveness, and time (Ahmed Iqbal, et al., 2021).

Assumptions

One assumption of this research was that any organization that uses leadership styles was beneficial for teaching staff or employees and their shareholders. Examples

Small and large businesses display similar dynamics, I assumed I used current measurement instruments such as the Implementation Leadership Scale (ILS), the Work Extrinsic and Intrinsic Motivation Scale (WEIMS), and the Employee Performance Scale (EPS). Leadership changes principal benefits and implications of motivation by teaching employees to accomplish objectives that surpass their expectations through positive motivation via wage increases, credit at preferred schools, and work perks or points. Another assumption is that implementing the leadership style will accurately reflect that all leaders should try to follow the transformational leadership style to ensure success for their respective schools or organizations.

Scope and Delimitations of the Study

I reviewed articles with data from organizations mentioning leadership styles. These articles approached work motivation, and employee performance in the school system, with the inherent effectiveness of the various leadership approaches in an organizational environment. Gender analysis of teaching employees was not part of this research; differences between male and female workers were something to consider for future studies. However, I only focused on sending electronic questionnaires to PGCPS teaching personnel. I concentrated on the distinct variables, members, and specific positions, minimizing to one sample of study design.

Limitations of the Study

Some of the limitations of this research included emphasizing the vulnerability of the idea of research approaches chosen by me became restricted by my views of the study

and making assumptions. Conditions were based on participants' comfort level and did

not always portray actual situations. Responses to test questions given to the teaching

populations were not always accurate indications of their actions as in a nonexperimental

setting. There were two significant limitations:

Non-experimental quantitative method research (there was no random assignment of

subjects to different groups) is not always attainable to manage all unknown extraneous

variables such as well-being, attitude, and life situations affecting the teaching staff

opinions. I only accessed school employees and their information, which could have been

biased, I did not send my survey to personnel out to the public sector.

Significance of the Study

This research will help future researchers understand the benefits of using the

transformative leadership style to increase productivity and build worker trust in the

school institution. Leadership styles improve or diminish employee performance. In this

case, this research may assist leaders in terms of changing the ways they treat their

juniors and boosting motivation and production. The findings from this study would be

helpful to some researchers who would be interested in studying effective leadership

styles. Future researchers can use ideas from this study and carry out further research

involving how leadership style impacts employees' work motivation and performance.

Also, the outcomes of this research will assist in determining the relationships between

leadership style and employee motivation and performance. Data obtained from this

study may encourage other companies to use the transformational leadership style to implement, improve, and increase work motivation and employee performance.

Organizational transformations performed by such principals in a school institution are likely to make it possible to run a successful business due to the respect received from their workers (Holt et al., 2017). Additionally, researchers may benefit from this research if they desire to conduct a global study involving leadership. Results indicated that leaders caused higher production levels among employees by addressing workers' fulfillment while engaging in their work tasks. Bailey et al. (2015) explained the link between worker commitment, job tasks, production, and engagement level is similar to employees' intrinsic interest and responsibilities concerning my research, the value or is in relationship with the staff's motivation to their fulfillment.

Leadership has a primary role in the growth of organizations without a good leader (principal) the staff has nobody to motivate or follow to set and achieve the goals the company or school institution sets; the process of organizational change demands very efficient and highly competent leadership that can address the issue of organizational change (Society for Human Resource Management (SHRM), 2018). The leader of the organization provides development in an organization, which leads to innovative advancement as well as organizational and social change (Blanchard, 2018). By understanding the outcomes of this study, the objective was to recognize that leadership was a very crucial element in terms of employees' work motivation and levels of performance in the school institution.

I attempted to determine the relationship between leadership styles and the work motivation of the teachers. Leaders use various leadership styles to increase work motivation and performance, for their workers identified that transformational leadership style forms growth of employees in an organization (Asrar-ul-Haq & Kuchinke, 2016). Kljajić-Dervić and Dervić (2017) said successful leadership and work motivation lead to worker pride, which creates an environment for the implementation of new strategies. Promoting successful leadership is recognized among employees as an encouraging factor in terms of their motivation, which ultimately increases production (SHRM, 2017). These efforts may lead to positive social change for workers by ensuring long-term success and sustainability in the school system. By examining what motivates teaching requirements, principals can begin exploring ways to reduce outside influences by decreasing misinterpretations and increasing their employee motivation and performance. By examining the impact of the variables of work motivation and job performance results for this research, I expected to add to the growing body of leadership literature. Future researchers may use the results from this research to help determine where to address leadership development efforts.

Summary and Transition

Chapter 1 included an introduction and explanation of why research needs to be performed to determine which type of leadership style and the relationship between work motivation and employee performance in the school institution. This chapter included background information, the problem, reasons for research, research questions and

associated hypotheses, and the theoretical framework. Chapter 2 includes a literature

review involving the theoretical framework and the research for this study.

Chapter 2: Literature Review

A fundamental component of any business is the motivation of its employees and their responsibility to maintain work performance (Obiekwe, 2016). Leaders can drive their workers to gain the success that the organization thrives to achieve. Worker motivation can be positively affected by many influential intrinsic or extrinsic factors (intrinsic factors work from within a person; extrinsic factors wield their impact from the exterior) which are greatly beneficial for the company (El-Zayaty, 2018). Herzberg (2008) claimed workers who accept responsibility contribute more to organizations, accept responsibility for their actions, meet the goals of organizations, and are loyal to the company and their employers. Demonstrating adequate management strategies can elicit employee trust and respect, which encourages maximum work performance, which is positively connected to work motivation and employees' feelings of pride (Kuranchie-Mensah & Amponsah-Tawiah, 2016).

Leaders promote employee responsibility. Good leadership boosts employee performance in the organization mainly because the leader ensures that their followers attain maximum productivity, by instilling the notion that their workers are valuable and they can achieve success (Vatankhah et al., 2017). Research involving leadership in companies has frequently included relationships between employees, and types of leadership styles in both private and public sectors (Dalluay & Jalagat, 2016). The suggestion also made by Dalluay and Jalagat, (2016) is that there is a significant need to explore how leadership styles affect work motivation and employee performance.

This research involved establishing a framework for examining transformative leadership style in the school system and how it correlates with work motivation and employee performance. Igbaekemen and Odivwri (2015) identified leadership styles, whether positive or negative, can affect workers' opinion of their administrator significantly, which in turn affects overall performance. The focus of many studies has been on determining a leader's influence on employees, and how this impacts their well-being. This extensive review of literature includes four components of leadership, which were intellectual stimulation, inspirational motivation, idealized influence, and individual consideration. Additionally, I will explain the differences between these components' association between leadership style and work motivation, employee performance, and leadership. This review of literature includes information about leadership, organizational culture, research findings, a summary, and a transition to Chapter 3. I outlined the literature search procedures that were used to develop this section. This includes a list of databases and search engines that I used to support and substantiate this process. I then identify the conceptual framework used for this research, recognize major factors that are crucial for this framework, and define concepts that were used in prior investigations on leadership style.

Literature Search Strategy

For this literature review, my purpose was to address leadership style theories. In this study, I used the following databases: Google Scholar, ProQuest, Walden Scholar Works, ERIC, and SAGE Journals. I used advanced searches to input the author, title,

and keywords relating to the criteria. I focused on peer-reviewed articles that were published in 2015 as well as earlier seminal studies.

In this study, I used the following search terms: *leadership*, *management*, *leadership or management in organizations*, *quantitative research*, *work motivation leadership and employee performance*, *traditional leadership*, *theories of leadership*, *Herzberg*, *Maslow's hierarchy of needs*, and *Burns, Avolio, and Bass's theories*. I used direct research terms to increase the scope and ways to input terms and rephrased words where necessary. Search findings were sorted based on significance and the most recently published dates were first. This method also assisted with addressing studies that were published between 2019 and 2023.

Theoretical Framework

The analytical framework for this research was Burns and Bass' transformation leadership style. This theory positively supported the leadership style, and its four elements (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) were inherent characteristics of this type of transformational leadership, which motivated employees positively (Bass, 1985). Leaders establish an acceptable set of standards that employees use when they work; employees can either decide to positively endorse those standards or oppose them (Downe et al., 2016). I also used Herzberg's motivation to work theory. This theory implies that workers can be satisfied or dissatisfied with their jobs; this is the basis for hygiene factors such as pay and work environment (Herzberg et al., 1959).

Bass (1985) identified there is a link between leadership styles, work motivation, and employee performance. Bass (1985) explained that a good leader motivates workers to be secure in their job position. A leader should be self-motivated and retain a positive attitude. Indicating you have confidence in the staff you hired. This research confirmed work motivation and employee performance relationship links to leadership were significant when examining leadership in organizations. This research involved measured leadership, work motivation, and employee performance in the school system (see Figure 1). The theoretical framework for this research suggests a basis for the use of the transformational leadership style to promote work motivation and employee performance in the school system.

Figure 1

Model of Leadership
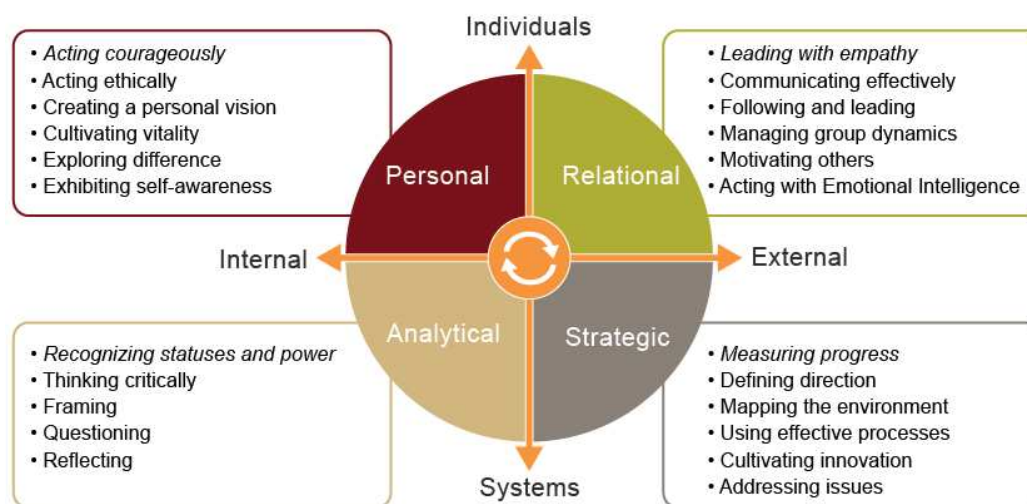
Note. Adapted from University of Minnesota Extension (2022). *Leadership model | UMN Extension.* https://extension.umn.edu/leadership-approach-and-models/leadership-model

Leadership Theories

The term leadership means a process whereby the managers guide, direct, and influence the behavior and performance of their juniors to accomplish some specific set goals and objectives (Igbaekemen & Odivwri, 2015). Steinman et al. (2018) determined that leadership is the manager's ability to manage and motivate his or her subordinates to achieve organizational goals. The supervisors are required to have a distinct image and encourage other members to work towards accomplishing the same vision. Many theories pertain to leadership. The notable hypotheses are the Characteristic, Behavioral, Contingency, Transactional, and Transformational Theories (Cote, 2017). Bass (1990) examined the characteristic theory and considered this the primary leadership theory. The characteristic theory recognized that each is different and has its method of leadership. This hypothesis ascertains that these are the mental and physical qualities of a great manager (Bhattacharyya & Jha, 2018). In the mid-nineteen hundred's, the characteristic theory was rejected, and productivity played a significant part in the manager's level of determinants, these are the situational and environmental theories (Sabbagha, 2016).

When World War II ended, the Behavioral trait surfaced as the principal theory in leadership education, which lasted for about 30 years (Amanchukwu et al., 2015). The Behavioral trait strategy tries to define what strong administrators accomplished, as far as their actions that separated the leaders from their workers (Downe et al., 2016). However, the first issue with this strategy was that leadership was not always an inherent

characteristic, solely because behaviors can be obtained through training to be more

efficient (Blanchard, 2018). Most of the leadership hypotheses evolved to the application

of the behavioral trait, which concluded that utilizing this characteristic was the best way

to manage and be implemented globally (Igbaekemen & Odivwri, 2015). Although in

many situations, researchers were not able to identify similarities of capable

administrators or general managerial styles in all conditions applied; instead, they

attempted to classify each influencing situation factor for efficiency by using a distinct

leadership technique (Amanchukwu et al., 2015; Igbaekemen & Odivwri, 2015).

Another significant strategy emerged. This was known as the contingency theories

theory; this hypothesis suggested that a suitable way to manage depends on the

circumstance that the leader has created within the organization (Amanchukwu et al.,

2015).

However, the significance of the contingency model is the path-goal theory,

which was formulated by House (1971), whose hypothesis affirms that the workers

would look at a distinct management style and gain the necessary fulfillment. The

contingency approach studies on leadership suggest that a significant area of research

emphasizes the individual traits of managers, which have an extensive influence on

associations or companies that points to the evolution of the transformational leadership

style theory (Burns, 1978). The transformational leadership style of management

provides a shared platform between themselves and their employees; thus, the leadership

generates the goals that the organization wishes to strive towards, and they present that

link that increases work motivation to achieve the vision for the company (Crevani &

Endrissat, 2016). The transformational leadership style was essential for identifying the

necessary changes within the organization (Choi et al., 2016).

Transformational Leadership

Transformational leadership is considered inspirational, challenging, charismatic,

and exciting this leader perpetually amplifies the skills of the workers, which motivates

the worker to reach their goals and maximize their full potential once encouraged by

transformational leaders (Freeman, 2019). Transformational leaders present themselves

as a motivating factor that will empower and satisfy their employees (Choi et al., 2016).

Burns (1978) first researched and recognized the transformational leadership

characteristic, and Bass in 1985 expanded the information to encompass, update, and

explain the style. Bass's (1985) theory indicates that there are four components of

transformational leadership. Choi et al. (2016) defined transformational leadership as a

leadership strategy that brings a change in social systems and individuals. This type of

leadership creates a positive change that makes the followers support their leaders in their

ideal form. Williams, (2012) identified that transformational leadership improves the

morale motivation, and performance of followers using several ways. This includes

connecting the followers' behavior with the organization's vision of inspiring the

supporters, being a role model, challenging the workers to attain high performance,

recognizing the weaknesses or strengths of individuals, and assigning duties based on

strengths.

Sayyadi, (2021) explained there are four components of transformational leadership: intellectual stimulation, inspirational motivation, and idealized influence explained. The following paragraphs systematically cover these four characteristics, which were looked at to implement what characteristics a leader should have in an organization. Steinman et al. (2018) identified the first component of transformational leaders encourage the growth of their worker's skills and education. This helps the leaders achieve their objectives through coaching and guidance. Steinmann et al. (2018) also argued that today's successful leaders involve their followers in management, which holds the employee accountable for their work, and motivates them to achieve the goals of the organization. This includes attending to the needs of each follower individually; hence, the leaders coach their workers and listen to their grievances and concerns, the administrators are empathetic, and provide support to their followers; they maintain open communication and sharing of opinions about the challenge. Buble et al. (2014) agreed that leaders encourage the growth of their worker's skills and education, which in turn helps them achieve their objectives through guidance, and this motivates them to work productively for the organization.

The second component of transformational leadership is intellectual stimulation. The leader fosters a practice to encourage workers to manifest intelligence, and analytical thinking, and establish independence (Antonakis & Day, 2017). Thus, current managers have learned that the strategy of threatening their employees is counterproductive; instead, they have learned that motivating and empowering their workers to perform

better is beneficial for the company (Clarke et al., 2019). The manager encourages the

followers to embrace an elevated level of intelligence and critical thinking individually,

the leaders practice this approach to promote and stimulate their followers' creativity.

Also, the workers who think wisely, and independently are encouraged to develop, and

learning is highly appreciated. Additionally, educational opportunities occur in

unexpected situations (Antonakis & Day, 2017). El Gendi (2017) explained that

followers are expected to seek clarifications, brainstorm, and come up with innovative

ideas for moving the organization to the next level this style of motivation and

empowerment, is key to exploring the workers' production level, and the potential for the

benefit of the organization.

   The third component of transformational leadership is Inspiration. Leaders have

elevated expectations and promote their workers to help realize the goals and objectives

established by the organization. The transformational leader utilizes effective techniques

of communication to help make sure that the workers understand the set tasks and

expected outcomes (Antonakis & Day, 2017). The advancement in technology has

contributed to the improvement of managerial communication in most organizations,

which has continued to encourage the scrutiny of managers' or supervisors' contributions

to the organizational performance and success of the company (Hill et al., 2017). The

leader articulates an inspiring and appealing vision to their followers. Inspiring leaders

challenge their followers with high performance, speak positively about future goals, and

appreciate their followers for the job well done. The workers need to have the desire to

advance to the next level for them to be motivated to perform better, e.g., having a

purpose gives the energy the group needs to move ahead (Steinmann et al., 2018).

Generally, inspirational leaders have high expectations and empower their workers to

achieve established goals and objectives. The transformational leader utilizes effective

techniques of communication to help make sure that the workers understand the set tasks

and expected outcomes (Hill et al., 2017).

　　　This is the fourth and final component of the transformational leader model, the

charismatic leader. Antonakis and Day, (2017) explained that the concept and purpose, of

this type of manager in the organization, is to convey to the employees, through

inspiration, which gains the respect and trust of the workers; thus, being in the best

interest of the organization. Generally, this leadership style of managers demonstrates

their ability to promote their followers, helps motivate the employees, and improves their

sense of responsibility, thus increasing organizational performance (Lee et al., 2018).

This component of transformational leadership, known as the idealized influenced leader,

provides a role model for gaining trust, respect, and high ethical behavior; this tool has

enabled transformational leadership to spread to almost all sectors, including

governmental organizations (Bass, 1997). Del Nagro (2019) suggested that this type of

bold leader feels dignified with the belief that their underlings support their choices and

have their passion, these leaders tend to possess more skills, firmness, and resolution

when faced with adversity. This leader's character has attributes that are associated with

control. This kind of characteristic involves the leader taking risks and holding firm to

their ideas concerning business deals; also, they are determined and maintain a high level of morale leader leaders' character has traits that are associated with control; for example, taking risks, holding firm to their ideas concerning business deals, self-determination, and maintaining a high sense of morals (El-Zayaty, 2018).

Key Study Variables and/or Concepts

Leadership

Leadership is an individual's ability to motivate and support other workers in an organization (Dunne et al., 2016). Obtaining the right individual is crucial since appropriate administration is beneficial for any company, knowing the elements of what good leadership consists of, and reviewing the current hypotheses of leadership has proven essential (Igbaekemen & Odivwri, 2015). Ejimabo (2015) explained that the leadership role is significant when gathering information for evaluation and gaining the worker's opinion. The worker takes responsibility for their actions and feels a sense of connection to the business. Ejimabo (2015) also recognized that having the appropriate leadership and experience is an instrumental approach, to linking the organization to collaborate successfully with their workers. Organizational employee performance is graded and assessed, then the goals set for the company are accomplished. This implies that the productivity level of the industry is high (SHRM, 2017). Thus, the general conclusion of worker understanding of leadership characteristics, and how they impact workplace accomplishment is necessary. Today's leadership has become more

competitive, secondary to, the environmental and technological changes that are happening globally (Igbaekemen & Odivwri, 2015).

Bolden (2016) identified that effective leadership could change the employee into a competent manager. The leadership style plays a significant role in the employee's relationship and their ability to obtain work motivation, and employee performance (Alghazo & Al-Anazi, 2016). Vatankhah et al., (2017) determined that managers utilizing a leadership style were influential on their employees, which was successful for organizations. A few of these unique characteristics include employees who could creatively resolve issues promptly, work individually and in groups, interact efficiently, adjust to any environment, and increase productivity and usefulness (Foreman et al., 2017). Igbaekemen and Odivwri (2015) explained that the type of leadership style is significant for all organizations, and the theoretical foundation showed this valuable relationship. However, Amanchukwu et al. (2015) explained that before suggesting a leadership style for companies, researchers should identify the most efficient approach and illustrate that a specific leadership style is beneficial for organizations. Researchers must complete research to determine an effective and statistically significant relationship between the type of leadership style and how to implement the goals of the organization to the employees (Amanchukwu et al., 2015).

Sisco (2019) described, that excellent leadership is crucial to professionalism, this can be expressed not only in their dispositions but their characteristics. He also explained that a leader is shown disrespect, when they come to work portraying a poor appearance,

presenting uncivil, or offensive conduct, and is unable to set an example in the organization; thus, the leader must gain the employee's trust and admiration. If a leader wants their workers to react to trust, approval must be a mutual transaction. If there is a lack of confidence displayed by the workers towards their leader's questions, it will consistently present certain phases of their assignment. \Additionally, they will not take any pride or responsibility for their work position (Li et al. 2019). The leader's attitude influences employees. Poor leadership leads to low productivity and inadequate service. The positivity displayed by the administrator is encouragement, and enthusiasm is the role this position requires. Additionally, engagement and job responsibility are welcomed in businesses. A leader who demonstrates signs of vulnerability, lack of interest, poor work ethics, and indifference, passes this to workers and endangers the organization to the point of failure (Harwell, 2018).

In a company, leaders are very noticeable, and maintaining a leading role encourages the employees that the administrators are providing job security and responsibility in the organization (Rainie & Anderson, 2017). Blanchard (2018) argues that understanding each person's requirements in the company generally ensures that they have the help they need to accomplish their job responsibilities efficiently to meet the organization's goals, which makes sure workers know they are respected and regarded. The employee should know what is taking place and gain recognition to improve their work performance and increase productivity in the organization. The advice leaders contribute to their followers in the company must be reliable and trustworthy towards the

workers. Keeping information from the employees can cause suspicion and distrust between the employee and the administrator. Many leaders are known to take risks. However, they should be wary at times when the company goals are not successfully met (Bradley, 2018). Today's leaders should recognize that there is no such thing as perfection. Also, mistakes occur often, and the leader should be allowed to identify and correct them. Once acknowledged the leader changes and proceeds to other objectives in the organization (Blanchard, 2018).

Blanchard (2018) stated that many individuals assume leaders are born, and they do not possess the ability to learn. The developing trend is leaders can learn crafts and practices that will assist them, to lead an institution efficiently. In the school-based setting, many teachers who practice well in their positions are classed differently and given opportunities to move to supervisory statuses. However, they do not get the administration education that would assist them to be successful in their specialized areas, such as School Psychologists, Individualized Education Programs (IEPs) *i*nstructors, and special education instructors. Yet these instructors are pushed into supervisory positions with no managerial education (Warren, 2021). Marshall (2019) researched those teachers who have experienced an injustice, which has prepared them for disappointment. Fortunately, there are programs to assist teachers in improving their education. This frequently identifiable phenomenon has programs that are innovative and proposed to address this demand. Serdyukov (2017) identified that there are colleges that have designed managerial programs to invite teaching staff, using a short-term

curriculum these educational programs strive to implement the necessary talents they need to be triumphant in their future positions. Also reported by Serdyukov (2017) is that some institutions have formed programs in doctoral psychology, teacher, and leadership or created online programs for convenience, and some private institutions have started in-house leadership education programs. This learning style has become a popular source of learning with today's fast-paced population and will continue to grow due to the aging society. Additionally, leaders should continue to be refreshed on the latest trends or changes to maintain that competitive edge with other organizations.

Leadership in an Organization

Leadership is structured into a managerial role, which presents the necessary likenesses required that make people believe they are similar and interchangeable. Managers require social skills just as leaders do (Azad, et al., 2017). Managers, and Leaders also work towards the goals of an organization in any situation or community. Leaders or management are the first role model the employee takes advice from or cues to perform the job position they are engaged to perform (Kasemsap, 2017). The employee will strive to demonstrate work responsibility. For example, good leadership focuses on overall influence for improving confidence and encouraging their employees to maintain and complete the organization's goals; however, management additionally includes prioritizing, strategizing, arranging, directing, and controlling matters required for the company to move forward (Sfantou, et al., 2017). Although, some leadership styles are practiced by management as named in the leadership theories mentioned previously.

The leadership and management show an image of tomorrow and convinces the employee to become motivated to succeed, which encourages pride and responsibility to make the organizational goals a reality. Leaders and managers must have subordinates. Also, leaders and managers are necessary in every institution because there requires control, and hierarchy in organizations (Steinmann et al., 2018). Organized management and leadership provide an organization with an advantage and both concepts are intertwined. Leadership and management show a vision of the future and persuade the worker to evolve and become motivated to thrive, enabling fulfillment and commitment to maintain the organizational goals (Chebon et al., 2019). Moreover, strategic management and leadership provide an organization with a competitive edge, and both concepts are interlinked. Besides, prudent management donates towards developing an endurable business that helps institutions to prevail even during financial difficulty (Golensky & Hager, 2020).

The effectiveness and decisions of a good leader or manager influence the organization at every level of organizational strategic management. Additionally, good management without good leadership makes it impossible to attain goals without effectual leadership. Good leaders keep an eye on management (Azad, et al., 2017). Expertise of management and organizational evolution consume a lot of time for exploring and understanding leadership because it is part of successful management. Management techniques in an organization provide guidelines for assuring productivity and success of an organization (Sonmez et al., 2020). As a result, the organizational

leader's attitude towards management and leadership determines the process of the

growth of the organization and the goals set forth. Notable characteristics are the

management-leadership correlation, which indicates that they are two indistinguishable

realities in an organization. Leaders cannot function without good judgments, restricts the

technique of organizational vision (Azad, et al., 2017). Errant to the views explained

above, many experts and researchers assume both the positions as the same, which is

Leaders set the direction for the people to follow them while; managers cultivate

followers and the fundamental objective.

Leadership and Work Motivation

Bass (1985) in his work, claimed that leaders motivate their subordinates using

rationalized thought processes. The motivation of employees was further emphasized by

Asrar-ul-Haq and Kuchinke (2016), who claimed that employees get motivated when

they are involved in the decision-making process, in their respective departments, which

enhances the attainment of their departmental goals. Leaders need to groom and

encourage a culture of sharing ideas and skills among the staff members. This was vital

for the attainment of organizational goals and objectives as researched by Abashian

(2017). The managers need to ensure fair and equitable allocation of tasks or duties

among the workers to build good relationships between the team members. Antonakis

and Day (2017) suggested that this strategy goes a long way in ensuring organizational

productivity. Previous studies on leadership have found that leadership has a definite

positive effect on employee motivation (Jiang et al., 2017).

Leadership and Employee Performance

The history of employee performance in the areas of marketing, management, and psychology was defined as; the contribution of the worker's skills and organizational influence in which he/she contributes and performs adequately towards the organizational goals. (Blanchard, 2018). Buil, et al. (2019) and Jiang et al., (2017) first connected employee performance to the relationship between leader performance; following this, research carried out resulted in the connection of multiple aspects of employee performance and the leader. The interpretation of Jiang et al., (2017) and Choi et al., (2016) analysis of employee performance and leadership performance demonstrated the effectiveness of actions that contributed to business performance. Employee performance and contextual projects add to organizational effectiveness by developing the communicative and educational settings that catalyze employee actions and characteristics. In the job market, there is a demand for skilled labor. The amount of productivity in an organization is estimated by the performance of the employees, which is better for the worker's job performance and generally determines the level of fulfillment. Kamau (2017) also identified that workers' production levels are at their highest during starting of their hiring phase, which concludes that the level of fulfillment and job motivation can eventually be affected if there is a change in leadership or poor leadership, due to, that change. Thus, the level of pleasure or displeasure an employee feels doing their position can negatively impact the goal of the company, which sequentially affects performance outcomes (Abubaha, 2019).

Heerwagen et al. (2017) explained that when employees feel responsible, they fulfill their duties, and they achieve and sustain growth. When employees commit to the sustainable growth of project companies that support organizational practices, these businesses ensure that their workers maintain commitment and responsibility. Steinmann et al., (2018) asserted that numerous studies prove that the correlation between the leader and employee performance is successful, and the studies show that the leader has a positive effect on employee work performance. Thus, the theory of leadership style is best suited for improved employee performance.

Many organizations should utilize the leadership type of management to motivate their workers Bass (1985), also maintained that leadership encourages believers to face ensuing difficulties and overcome any obstacles that arise. Each result that occurs in a company is different because of the various objectives and what is required to meet them; thus, the leader must encourage their employees to achieve these goals by any means possible. These objectives must be met by skilled workers that have to work independently and responsibly. Allen et al. (2016) discussed that leaders must instill and promote leadership qualities in their employees. leaders function as both teachers and mentors. An individualized relationship supports the engagement of team members regardless of the differences, each member of the team demonstrates. Initially, a leader is involved personally with each employee daily, even though the job skills are different. The leader provides instances for the employee to grow in his/her area of expertise. The SHRM (2018) additionally explained that the leader guides the project, and consciously

fosters the spirit of group unity; while encouraging the workers to cooperatively engage with each other to reach the company's objectives. This also contributes to the employees' work performance, promotes growth, and it allows the ability to become an expert in the chosen field. Meeting the goals of the organization is an essential part of the leader, it shows their influence, and the ability to increase employee performance.

Summary and Transition

This review of the literature set the basis for the comprehensive research while highlighting the hypotheses that existed, for the gaps in the literature concerning the determinants associated with the relationship of the leadership style to work motivation, and employee performance, expressly, examining factors such as extrinsic motivation factors. Additionally, the social role hypothesis suggested that management did have an impact on individuals, and similarly, leadership theories proposed that styles influenced workers' behaviors (Walker, 2015). Also, laying the groundwork for this review was the investigation of empirical studies relating to the work environment to either confirm or deny, leadership theories the proposed literature showed how individuals are motivated to perform.

There has been very little research conducted specifically on the influence of a leader's style that links to motivation, or performance of the employee (Igbaekemen & Odivwri, 2015). Perhaps, the most critical part of this literature review was its classification of the speculations of the leadership style, and the reality of how each highlighted determinant can magnify or lessen the worker's level of motivation, or

performance. On the matter of success, both the leader and their distinct leadership style could be, regarded as, more useful than the other, Jiang et al. (2017), Asrar-ul-Haq and Kuchinke (2016), and Xenikou (2017), and multiple other studies, infer that the use of the leadership style, can enhance different areas of a company's efficiency. To study the role of leadership style in public or private organizations, Li et al. (2019), inferred that the predominance of the leadership style notably surpassed the existence of other leadership styles.

I addressed the relationship between leadership and work motivation and employee performance. I described the transformational-leadership theory by Burns and Bass, which is that transformational leaders experience shared goals in organizations. I described the quantitative method this study is based on as well as the rationale for using the chosen methodology, design, and survey instruments. Chapter 3 includes an outline of the research methodology used for this study, starting with a summary of the research design and rationale, population and sample, research questions and hypotheses, data collection procedures, data analysis process, and validity and reliability issues for this research.

Chapter 3: Research Method

This quantitative correlational study involved assessing the relationship between transformational leadership style and outcome variables work motivation and employee performance. In this study, I examined transformational leadership and its influence on outcome variables. Studying how work motivation and employee performance correlate with transformational leadership can help impact organizational and individual outcomes in the workplace.

This chapter includes a review of the research methodology I used to examine this topic. I will describe measurement tools, reliability, and validity, and how information was gathered and studied. This chapter includes a summary of the research design, research questions, and rationale, data collection methods, methodology, and issues of validity and reliability, in addition to steps used to preserve privacy of participants.

Research Design and Rationale

To conduct the proposed research, I used a nonexperimental design; this research strategy was most appropriate to identify the relationship between transformational leadership style and employee work motivation and performance. Jackson (2017) explained idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation are essential for leaders to effectively execute and maintain desired results in the organizations they run.

In this study, I sought to answer the following two research questions:

RQ1: Does leadership style predict employee work motivation?

$H_0 1$: Leadership style does not significantly predict employee work motivation.

$H_a 1$: Leadership style significantly predicts employee work motivation.

RQ2: Does leadership style predict employee performance?

$H_0 2$: Leadership style does not significantly predict employee performance.

$H_a 2$: Leadership style significantly predicts employee performance.

Methodology

Population

This study's population consisted of teaching and office-based employees working in the education industry. Representation of the summarized components of teaching professionals is beneficial for this kind of research. Some of the schools are in the public sector, with some being private institutions.

Power Analysis

Power Analysis is finding a meaningful outcome (an effect) in a selection if such an outcome exists in the group of people being investigated (SHRM, 2022). The smallest power of this research is 80%. Sample size estimation is essential for planning a research protocol (Meyers et al., 2016). Also, Meyers et al. (2016) stated after research, a subsequent power analysis is beneficial, particularly when a statistically but not notable outcome is achieved.

I used G*Power 3.1.2 to compute minimum sample size. To determine the minimum sample size, I used a power analysis with assumed values for Type I errors, effect size, and power in addition to number of predictor variables; however, the effect

size should be small and power should be high for quantitative studies, and Type I error should be less than or equal to α (Perugini et al., 2018). G*Power is a free operating program used to assess statistical power, and the application provides the capability to determine power for a broad category of statistical tests, including *t* tests (a statistical test that is used to compare the means of two groups), *F* tests (is any statistical test in which the test statistic has an F-distribution under the null hypothesis), and chi-square tests (is a statistical hypothesis test used in the analysis of contingency tables when the sample sizes are large) (Goss-Sampson, 2019).

The anticipated effect size (f^2) was 0.15, statistical power levelwas 0.87, number of predictors was four, probability level was 0.05, and the overall minimum required sample size was 95. The desired sample size was 100 participants. 125 participants were contacted to ensure the appropriate sample size was obtained to conduct this research (see Figure 2).

Figure 1

X-Y Plot for a Range of Values
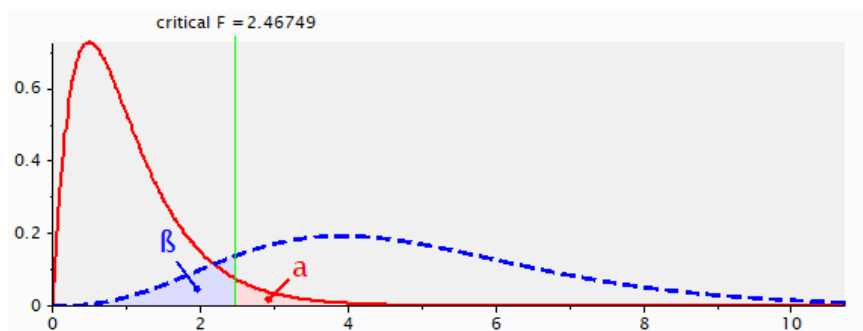
Sampling

Saleh and Bista (2017) stated although response rate to questionnaires is usually lower, with a range between 15% and 30%. This research involved employing a convenience sample of the teaching staff and their respective principals and/or vice principals in the school institutions and focusing on participants who were similar in terms of job position, education level, and skill performance. Research consisted of full-time teaching employees in both private and public organizations. Participants were emailed recruitment packets, which included invitation, consent, and participant letters.

Participants were generated via a personal email address database, which was the basis for the snowball sampling approach. I sent a survey to staff and participating managers and supervisors, which contained all the information and details about this research. I took several steps when carrying out this study. I selected participants, emailed the link for questionnaires, and interpreted information. Participants were individuals who were employed in various school settings and had working associations with prevailing administrators who were also selected to participate. Leaders, supervisors, and management were determined using convenience sampling from public and private schools via the snowball sampling method. Since I have worked in education, I have compiled a database of personal contact lists with email addresses of at least 125 educators to get the desired minimum of 100 responses. This was the foundation for the snowball sampling approach. Participants were asked to forward email addresses to other workers that meet the inclusion criteria, a current teacher in any institution. I explained

research confidentiality, voluntary participation standards, tools, and times and dates to take the survey. I used online questionnaires, and participants filled out their responses anonymously and did not include their names on the questionnaire.

The participants answered the questions they felt comfortable with, and they were advised on how their information would be handled and stored. The employees chosen for this research were currently working either in local government or public institutions. Undergoing phenomena for the delimitations for participant inclusion were required based on information gathered schemes applied for this research. Determinant criteria not included were the subject's gender, ethnicity, race, and years of duty. The inclusionary rule demanded by participants as part of the research was signing the informed consent forms.

Recruitment, Participation, and Data Collection

All subjects chosen were full-time from various organizations. Sekaran and Bougie, (2016) also mentioned that the researcher's approval from the organization's management to participate in the study by email, and in some cases, the researcher may be required to meet face-to-face with executive management and staff to present a study for approval (Sekaran & Bougie, 2016). The SurveyMonkey website as a choice provided for easy formatting of questionnaires. This site was chosen because of its accessibility and functionality to interpret data obtained either as text or numbers in a form that is available for deciphering. SurveyMonkey offered more suitable alternatives for creating surveys and gathering data than the conventional mailed survey. Questionnaires that are

created and managed via the Internet give more power over the order of the details, as well as the assigned quantity of items the participant can see at any given moment (SurveyMonkey, 1999). The participants Provided their perceptions and opinions on how they think the transformational leadership style impacted employee motivation, and performance in the organization. Data transcription and analysis were required to check for any errors; however, scheduling follow-up meetings ensured the accuracy of the translation of the initial forms sent by SurveyMonkey after receiving questionnaire completion were not necessary.

Instrumentation and Operationalization of Constructs

The Implementation Leadership Scale (ILS) was used to discover the distinct style that a leader maintains. It is a 35-item survey, which measured the entire spectrum of transformational leadership styles (Aarons et al., 2014). The information from the ILS on transformational leadership consisted of items assessed on a five-point Likert scale from 1=Strongly Disagree to 5=Strongly Agree. Muenjohn and Armstrong, (2008) implied that the nine-factor design seems to be the most desirable analytical construct that depicts the newest form of the ILS whether it examined a large sample in the Aarons e, al. (2014) research (n = 1,394) or a small sample of the current study (n = 100). Although some leadership factors are significantly correlated to each other; for example, among the five factors of transformational leadership, these determinants can measure their managerial constructs (Muenjohn & Armstrong, 2008).

According to Aarons et al. (2014), ILS was utilized to gauge the views of employees or subordinates to their leaders, and the principal determinant that forms a possible threat to the internal and external validity of these applications is the sampling methods applied in the numerous studies. However, the ILS' volunteer determinant of the employees from other research poses choice threats to the outcome, which cannot be overlooked; for example, the halo effect if the workers decided to make their superiors look like the perfect boss, they may be the ones, who may want to participate in the study (Haga, 2016). Additionally, the lack of instrumentation compatibility may diminish the overall validity; another possibility that may occur when using the ILS is when resulting variances of two or more constructs are included by one rater (Roth et al., 2016).

The Work Extrinsic and Intrinsic Motivation Scale (WEIMS) was used to measure work motivation (Akwuole, 2017).. This was an 18-item scale, that measures work motivation, this theoretical self-determination system, ranged on a seven-point Likert scale from, 'does not correspond at all, to corresponds exactly' (Deci & Ryan, 2000). The 18 items of the WEIMS are then divided into three subscales each consisting of six items, the purpose of the subscales ascertains if intrinsic, and extrinsic motivations included any significant proportions (Howard et al., 2017). The WEIMS subscales were generated from the study of literature concerning intrinsic, and extrinsic motivations, factor analysis, and retesting (Raufelder & Hoferichter, 2015). The objective of the present study is duplex, (a) firstly, the utilization and evaluation of the WEIMS in

various work conditions, and (b) secondly, the assessment of its factorial composition and psychometric properties (Pedroni-Pereira et al., 2018).

If properly implemented, work climate, organizational commitment, work strain, and turnover interactions, can be measured. However, the users may welcome the diminished response burden, which provides a broader range of professional growth and assistance; notably, correlations of the WEIMS can be high, reliable evidence of validity, and acknowledged when applying the original instrument (Abashian, 2017). The factorial composition of the WEIMS is analyzed by confirming the factor examination. The six motivational subscales evaluate the internal cohesion, and the construct validity of the WEIMS is measured by performing the correlation between an individual item, and the relationships between the subscales (Posch et al., 2019). For work motivation, the participants concluded the 18-item WEIMS, which was divided into three-item six subscales that respond to the six classes of motivation posited by the self-determination hypothesis (Posch, et al., 2019). For example, intrinsic motivation, integrated, identified, introjected and external regulations, and motivation.

The WEIMS is a theoretically grounded 18-item model hypothesis of work motivation self-determination (Posch, et al., 2019). By applying the WEIMS's three indexes; (work self-determination index, work self-determined, and non-self-determined motivation) sequentially, the effects of regression examinations are supportive of its capability to predict positive, and negative characteristics in the work environment. Subsequently, its quasi-simplex pattern and connections with psychology correlate with

the additional support of the self-determination continuum (Hawke, 2019). This can also

be applied to assess behavioral patterns of motivation, individual characteristics,

opinions, and habits which are also incorporated and used and comparable to the ILS

(Akwuole, 2017). The WEIM supports a good test-retest reliability, influential internal

compatibility, and durability, previous research has validated the criteria of the WEIM,

and the ILS's internal consistency reliability (Bolarinwa, 2015; Rosa, Galliani, &

Vianello, 2015).

For the employee performance variable, the Employee Performance Scale (EPS)

consists of a 15-item scale with indicators of task performance=5, adaptive

performance=5, and contextual performance=5. The EPS reliability research on

individuals, reported notable internal consistency on the entire measure (a = 0.80)

simultaneously including three subscales from (0.80 to 0.91). The chosen framework

proposes a comprehensive perception of the characteristics and innuendoes of employee

performance (Pradhan, & Jena, 2017). The program is offered on the internet once

purchased.

It is simple to apply a psychometric tool that encompasses the ability to be

utilized in organizational performance, administration services, examination, and

practice. The purpose of the EPS is to cross-validate various societies with many

customs, which incorporate opinions from managers, focused group studies with peered

personnel, and individual worker meetings (Pradhan & Jena, 2017). Additionally,

Pradhan and Jena (2017) explained that the designed framework allows a complete

opinion of the character and distinctions of employee performance and the reasons for improving employee performance.

The EPS research utilizes rigorous research techniques to give the primary information the necessary data to present a generalized conclusion towards the validity of the intended depth of the variables of employee performance; this tool was formulated to survey the level of employee performance and was verified in the Indian production and business setting (Pradhan & Jena, 2017). The below types of validity are explained for a deeper understanding of what the researcher may choose to use when verifying an instrument. A copy of the test is provided in the textbook provided by Ahamed (2014), which provides forms and templates for researchers.

Data Collection

Timeframe

The required IRB documents went to Walden University IRB for review on January 11, 2021. Walden University's IRB approved the materials on November 14, 2019 (IRB approval number 01-12-21-0666213 expiring on 01/11/22), and data collection began through snowball collection until September 2021. Data collection was initiated through the online data engine Survey Monkey. The distribution process of the research material was forwarded by email to other workers that met the inclusion criteria of a current teacher in any institution. The packets included a full explanation of the research confidentiality, voluntary participation, tools applied, and the time and date of the survey. The SurveyMonkey website was used to gather and analyze data for easy

formatting. This site was used because of its accessibility, and functionality to interpret data obtained either as text or numbers in a form that is available for deciphering.

SurveyMonkey offers more suitable alternatives for data collection. Data which could identify the participants was not required and was highlighted in the paperwork sent to the participants. The procedure used for this research was described as an employee email addresses database known as the foundation for the snowball sampling approach. Hence participants were asked to forward the email to other workers that met the inclusion criteria of a current teacher in any institution. The packets included a full explanation of the research confidentiality, voluntary participation, tools applied, and the time and date of the survey. The SurveyMonkey website was used to gather and analyze data for easy formatting. This site was made because of its accessibility and functionality to interpret data obtained either as text or numbers in a form that is available for deciphering. SurveyMonkey offers more suitable alternatives for data collection.

Recruitment and Response Rates

The contact email invitations were sent to 150 employees out of that 100 responded. The request packets contained the criteria for inclusion in the research and my contact information for questions. The email contained the link to the survey, and the information concerning the research, the intent, protocols, the operation, and permission allowing participation. I set up a one-time reminder to participants for taking the survey, in event of a possible low response rate. The 97 responses matched the acceptable participant size of $N = 97$ ($1 - \beta = .95$). Both whole and partially finished surveys were

kept. The group had a 15% of individuals between 25 and 34 years, 25% between 35 and 44 years, 32% between 45 and 54 years of age, 25% between 55 and 64 years, 2% between 65 and 74 years, and 4% above 75 years. Selection of the information and data analysis took roughly a range from less than six months to more. On November 30, 2021, I discontinued the survey link.

Data Analysis Plan

The characteristics of this research did not require the utilization of any experimental designs (e.g., pretests, intervention). All information was put into SPSS for Windows. Wagner (2016) suggested that descriptive statistics should be used to summarize the sample demographics and research when the variables for analyses in a study calculate the frequencies and percentages for nominal data, for example, the estimates for the means, and standard deviations for continuous data of the transformational leadership scores. For this study, the approach using the model of predictive questions model, with multiple regression was applied. The focal point was on work motivation and employee performance, with the specific managerial style being the transformational leader in the organization. The transformational leadership style was the predictor variable, and work motivation and employee performance were the criterion variables.

Utilizing a single predictor variable and a single criterion variable provided a simple linear regression interpretation; thus, a simple regression permitted the formulation of a linear equation that predicted the value of the criterion variable if there

was an actual value for the predictor variable (Hayes, 2017). Applying multiple regression for this study as a statistical method to examine the theories posed for this research was a statistically intended idea to classify the predictors of the criterion variables utilizing one or more predictor variables Mertler & Reinhart, 2016). This research distinguished whether, or not, the predictor variables of work motivation, and employee performance, were predictors of the criterion variable transformational leadership. This study was developed on the theory, utilized for each specific predictor variable; the analysis will not apply covariates of each criterion variable, which was equally stated in the research, as examined by the hypothesis of regression as the initial step in the examination process (Chatterjee & Hadi, 2015).

Validity and Reliability

Validity

This research utilized only volunteers, and these participants had distinct characteristics, these individuals were not the same in class, race, age, and/or position. All replies to the questions on the questionnaire from the participants who were unwilling to participate in the study Creswell and Creswell (2017) reported that internal validity is the degree to which the researcher can distinguish a chain reaction with a higher level of confidence. Additionally, extraneous variables are variables influencing the research outcomes, experimentation, instrumentation, archival recording, differential collection, statistical and regression, and death are factors as described by Creswell and Creswell (2017) and may be problematic for research. Also, Best and Kahn, (2016) reported that

answers from the participants may be biased because of world events that cannot be regulated by the researcher; however, it was necessary to report this occurrence. According to Rooney and Evans (2018),

- Study development should present no concerns because of the shortened space of time and the type of individuals (principals, and teachers) recruited for this research.

- Pretesting is not required, and testing should not be an issue.

- No measurements need to be redone for this research.

- The statistical regression to the mean will present no issues for this research.

- Differential preferences will not be an internal validity issue for all the employees who participate in the research will be invited to finish the questionnaire.

All the members of this research were adults over the age of 18; however, Goodwin and Goodwin, (2016) advised that a possible obstacle is that some of the participants may choose not to complete the study, or the percentage of answers might be below the acceptable average, or the subjects would not respond to all of the parts on the questionnaire or possibly miss some important areas.

Threats to Validity

The selection of the groups for this study may be diverse before proceeding. Chappell et al. (2016) the mortality of the variations between e.g., the O1 and O2 group may be because of the participation rate of the specific individuals of the experimental

group, which would create an imbalance. Finally, others, which were the interaction of

the diverse group mixing change of age and characteristics. The possible negative factors

that occur when having small population sizes were that the effect sizes were obtained

from investigations that have comparatively large population sizes (Szucs & Ioannidis,

2017). Also, linked with the weighting of population sizes when determining the common

effect volume reduces the means for individual research, which unjustifiably influences

the outcomes, the comprehensive number of samples in the integrated studies is extensive

(Carneiro et al., 2018).

Blaikie and Priest (2019) suggested when creating a study, sample size estimation

is essential for methodological and ethical purposes; also, for analysis of human and

economic sources. A suitable sample represents the study as more effective: the data

produced are sound, and resource expenditure is as restricted as possible while adhering

to ethical principles. Best and Khan (2016) stated the utilization of sample size estimation

immediately influences research outcomes and very minute samples weaken the internal

and external validity of the research. Andrade (2020) suggested that very large samples

tend to change small deviations into statistically meaningful variations, even when they

are clinically irrelevant. Consequently, both researchers and clinicians are deceived,

which may point to negligence in treatment determination. Thus, ideally, samples should

not be small and, contrary to what one may believe, should not be extreme. Hence, this

research will not have a small or large population the amount was 100 participants 97

responded.

Reliability

This study involved the use of Quantitative research reliability which Sutton and Austin (2015) suggested generates statistical data of relevance for participants included in experiments; for instance, a randomized controlled analysis of the effectiveness of a new clinical procedure and questionnaires that include employee satisfaction surveys. Researchers have generated distinct types of reliability connected with statistical examinations. Thus, the internal consistency of this research the instruments requires evaluation.

The reliability of this study had the balance of variability in an estimated score that was due to variability in the actual score. This was based on Cronbach's (1951) alpha coefficient, this was done by randomly dividing all the replies to a topic into two parts, equaling the amounts of the two sets, and working out the relationship linking the two sections. Fontenot (2017) further explained that the reliability of 0.9 means 90% of the variability in the perceived score, is true and 10% is owed to an error. Thus, the reliability of 80% to 90% was suggested for most study goals.

<center>**Ethical Procedures**</center>

The information collected from employees for this study was private, no names or recognizable factors were to be obtained or utilized before the participants could take part in the study. Wichman et al. (2019) explained that the reason for providing a consent form is to provide the participants with the intent, information, and purpose of the research with the emphasis on its voluntary nature and the individual is free to abort the

study process at any time. For this research the ultimate privacy and confidentiality of the

gathered information from the participants, and the anonymity concerning the identities

of the workers was protected by advising them not to write their names on the

questionnaires.

Creswell and Creswell (2017) stipulated that consent must be sought from the

participants, and a clear explanation of the objectives of the study must be provided to the

participants before withdrawing any information. The researcher must obtain permission

from relevant authorities before carrying out the study. In this case, permission was

obtained from the participants involved, the researcher wrote a formal letter to the

administration of the company, and the study will only be carried out in the participant's

free time Appendix A, B, and C depicts the examples of the written communication sent

to the individuals. Other procedures to take note of that are important as per the

guidelines provided by Walden:

(1) What will happen to the electronic data once data collection was complete?

If you apply for Password Protection, when participants click the

questionnaire link, they'll be indicated to put in a password to access the

survey. The researcher determined either to allow only a particular list of

IP addresses to take the survey or to block a specific list of IP addresses

from utilizing the study.

(2) To decrease any breach of confidentiality, the researcher will limit the

collecting of personal information, by retrieving only the least amount of

personal data required to fulfill the goal of the study. The questions will

not ask for any sensitive data.

(3) The participants and their employers will never be made aware of who

participates/does not participate, and the decision has no impact on the

subject's relationship with his or her employer.

(4) Participants were not given any inducements to participate in this study.

(5) Students are required to maintain all raw data interview tapes, spreadsheets,

questionnaire results, and so forth for no less than 5 years upon completion

of their dissertation. For safekeeping, store copies of data in two different

locations.

(6) For possible risks of minimal psychological discomfort, the "IRB's purpose

was to evaluate proposed data collection procedures to ensure that the risk

to subjects was minimized or eliminated and that the study complies with

commonly accepted ethical principles for human subject research"

(Walden, 2014, p. 17).

The subject of possible risks to the participants who engaged in the study was one

that proceeds to be asked by institutional review boards (IRBs) and the governors of

federally sponsored investigations in the United States (O'Brien et al., 2019). As the

research population has become more receptive to human subject protections, one

particular domain of interest has been the possible harm in urging people to communicate

about emotionally distressing issues, particularly in the circumstances of no interest for

participants (Weinbaum et al., 2019). Of interest are psychological risks including

distress, altered self-concept, heightened stress, reduced self-esteem in others, guilt,

embarrassment, despair, confusion, apathy, failure, receiving information about oneself

that is offensive, and nuisance (Cockerham, 2016).

Summary and Transition

The objective of this chapter was to present an explanation of the specific systems

that were used to answer the research questions in this research. Chapter 3 involved an

account of the study methods for this research on the influence of leadership styles on

work motivation and employee performance in an organization. For this research, a

quantitative survey-design method was applied; even though other research

methodologies were acknowledged they were declined, in support of a quantitative

survey-design method. The group and representative methodology restate the research

questions and assumptions, the planned information gathered, and the examination

methods, supported by a rational analysis of threats to the validity and reliability of the

questionnaires. The sample sizes given comprise utilizing employees and their leaders

from both the private and public sectors, and the methods for calculating the sample

sizes. Also, discussed are the statistical methods SPSS program, which will be applied to

interpret the correlation, patterns, and connections of leadership styles on work

motivation, and employee performance in an organization.

There are five ways to collect information from survey questionnaires via the

SurveyMonkey website; create an automatic web link, track responses, use response

validation, segment respondents, and set limits. The ILS, WEIMS, and EPS were used to

accumulate data from employees and their managers or administrators involving

questions posed for this research. Information was calculated and interpreted using SPSS.

Consent for this research was required from Walden University's IRB board and

informed prior approval was acquired from all participants before administering

questionnaires. In Chapter 4, conclusions and outcomes of this research are presented and

discussed. I also address particulars of the environment, stats, the conclusions of the

actual information gathered, interpretation, and outcomes of research.

Chapter 4: Results

This quantitative correlational study involved assessing the relationship between leadership and the outcome variables work motivation and employee performance. I addressed leadership in terms of predicting work motivation and performance in school institutions. Chapter 4 includes information about the data collection process, descriptive characteristics of the collected sample, and statistical tests that were used for this quantitative research study.

Sample Demographics

I invited 100 participants to reply to questions about work motivation and performance in their organization. All participants answered all questions. Questions pertained to current age and job tenure; gender was not considered in this research. Participant ages spanned from 25 to 77; the mean age was 47.0 (S.D. = 11.1). Job tenure ranged from l to 34 years. The mean was 7.8 years of service (S.D. = 5.8; see Table 1).

Table 1

Sample Demographic Characteristics (n = 100)

Characteristic	Ranges	N	%
Age Cohort	18 – 24	0	0
	25 – 34	15	15
	35 – 44	26	26
	45 – 54	32	32
	55 – 64	23	23
	65 – 74	3	3
	75+	1	1
Job Tenure	1 year or less	3	3
	1 to 2 years	9	9
	2 to 3 years	3	3

3 or more years	85	85	

Descriptive Statistics

Descriptive statistics were used to observe aggregate scores for the predictor variable leadership as assessed using the ILS, as well as work motivation as assessed using the WEIMS, and job performance as assessed using the EPS (see Table 2). The mean for leadership (ILS) was 54.74 (SD = 4.68), work motivation (WEIMS) was 81.46 (SD = 6.35), and job performance (EPS) was 26.32 (SD = 4.29).

Table 2

Study Variable Descriptive Statistics (n = 100)

Variable	Mean	S.D.	Max	Min
Leadership (ILS)	54.74	4.68	60	47
Work Motivation (WEIMS)	81.46	6.35	90	63
Job Performance (EPS)	26.32	4.29	36	18

Correlations were calculated involving the predictor variable and leadership as well as the two criterion variables work motivation and job performance (see Table 3). Pearson correlation between leadership, as assessed using the ILS and work motivation as assessed using the WEIMS was highly significant (r = .881; df= 92; p <.001.). Pearson correlation between predictor leadership as assessed using the ILS and job performance as assessed using the EPS was also highly significant (*r* = .771; *df* = 92; *p* < .001). The Person correlation between work motivation and job performance was *r* = .759 (df= 92; p < .001).

Table 3

Correlation Matrix of Study Predictor and Criterion Variables

Variable	Leadership	Work Motivation	Job Performance
Leadership	1.000	.881*	.771*
Work motivation	.881*	1.000	.759*
Job Performance	.771*	.759*	1.000

*p<.001

Tests of Assumptions

Assumptions of linearity, normality, and homoscedasticity were tested to ensure

that data were appropriate in order to use bivariate linear regression analysis.

Linearity

Assumption of linearity was tested using two scatterplots assessing the

relationship between leadership and work motivation (see Figure 3) as well as leadership

and job performance (see Figure 4). Both scatterplots depict strong positive associations.

Figure 3

Scatterplot Measuring Relationship Between Predictor Leadership and Work Motivation
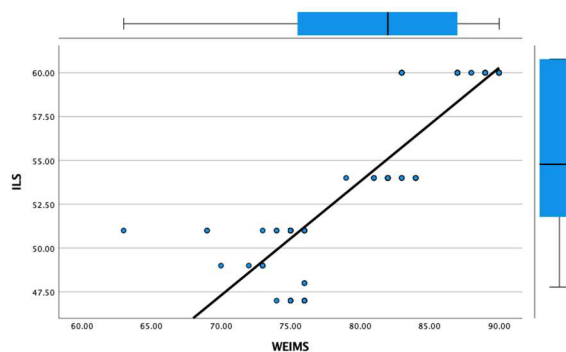
Figure 4

*Scatterplot Measuring Relationship Between Predictor Leadership and Job Performance*
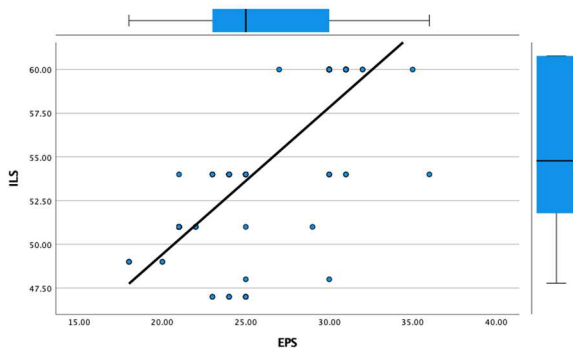
Normality

Normality was tested visually using normal P-P scatterplots. Data did not show deviations from the normality trend line (charting tool utilized to identify the prevailing direction), providing evidence of normal distribution (see Figures 5, 6, and 7).

Figure 5

Normal P-P Scatterplot for Leadership

60
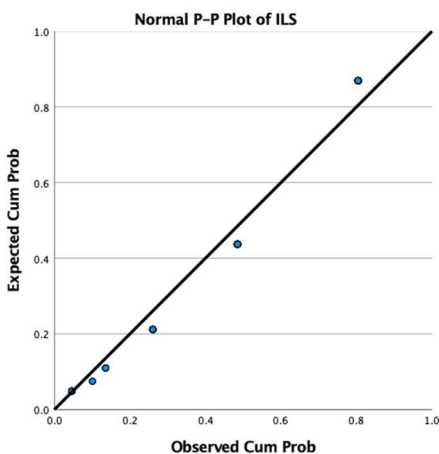
Figure 6

Normal P-P Scatterplot for Work Motivation

Normal P-P Plot of WEIMS
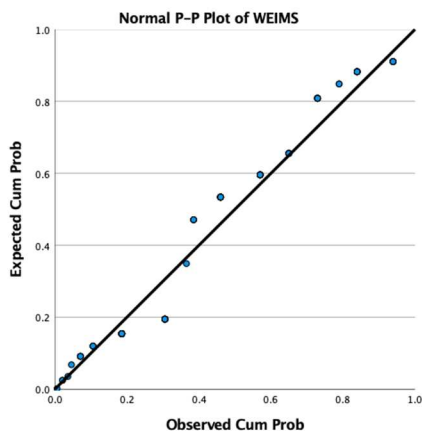
Figure 7

Normal P-P Scatterplot for EPS

Normal P-P Plot of EPS
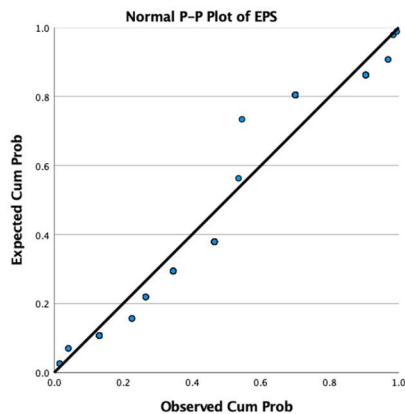
Homoscedasticity was tested with residuals scatterplots. The data in the residual scatterplot did not depict a recurring pattern, providing evidence that the assumption of homoscedasticity was supported (see Figure 6 and 7). In addition, the data in the scatterplots to test for linearity (see scatterplots) which demonstrated no funneling or

coning across the fit line. Therefore, there was sufficient evidence that the assumption of

homoscedasticity was supported.

Figure 8

Scatterplot Measuring Extrinsic and Intrinsic Motivation Scale
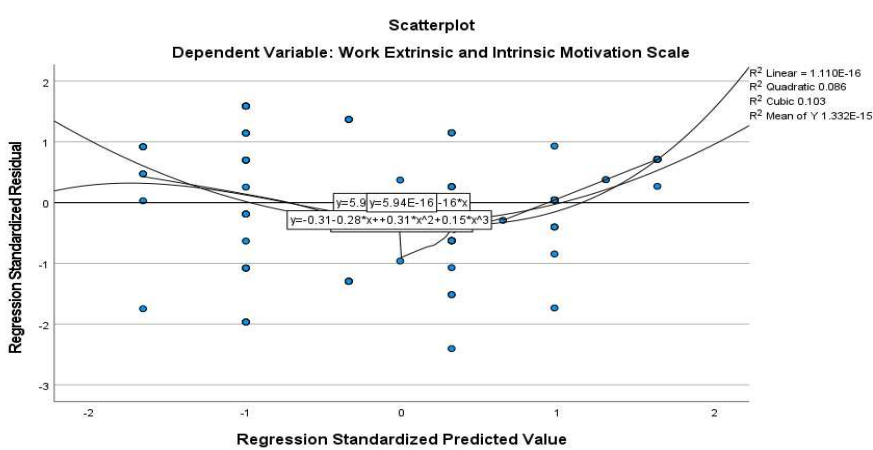
Figure 9

Scatterplot Measuring Dependent Variable Employee Performance Scale
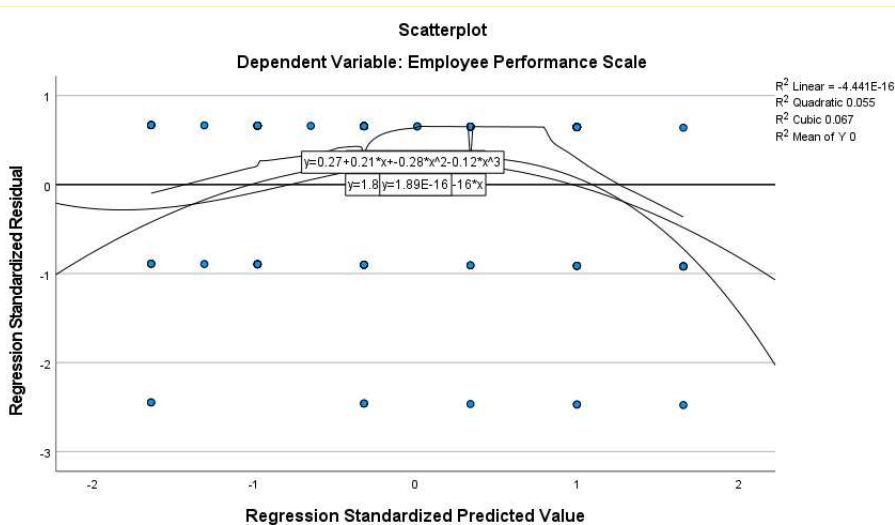
Homoscedasticity

Homoscedasticity was tested with residuals scatterplots. The data in the residual's

scatterplot did not depict a recurring pattern, providing evidence that the assumption of

homoscedasticity was supported (see Figure 10 and 11). In addition, the data in the

scatterplots to test for linearity (see scatterplots) which demonstrated no funneling or

coming across the fit line. Therefore, there was sufficient evidence that the assumption of

homoscedasticity was supported.

Figure 10

Residual Scatterplot for Regression with Standardized Residuals for Work Motivation
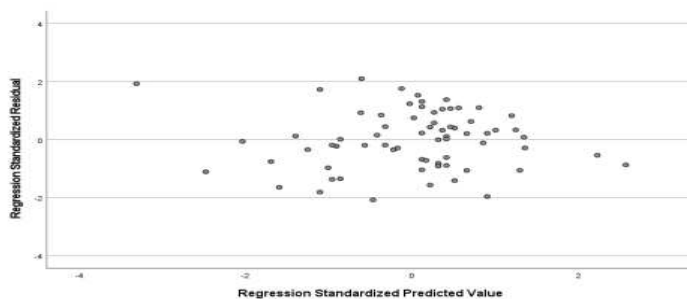
Figure 11

Residual Scatterplot for Regression with Standardized Residuals for Job Performance
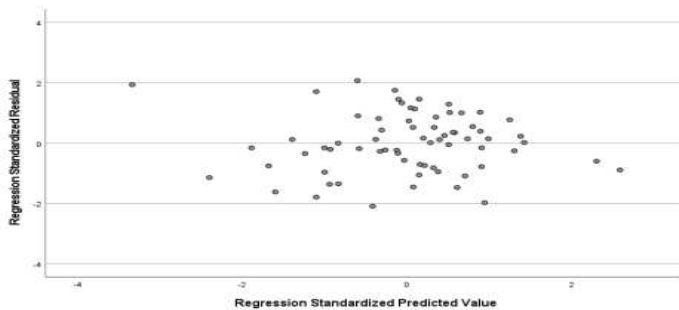
Statistical Analysis

Separate bivariate regression analyses were run by me to determine if the predictor variable leadership has a significant relationship with the two criterion variables work motivation and job performance to address the two research questions and associated hypotheses.

RQ1: Does leadership style predict employee work motivation?

$H_0 1$: Leadership style does not significantly predict employee work motivation.

$H_a 1$: Leadership style significantly predicts employee work motivation.

RQ2: Does leadership style predict employee performance?

$H_0 2$: Leadership style does not significantly predict employee performance.

$H_a 2$: Leadership style significantly predicts employee performance.

To address RQ1, linear regression was conducted to examine the predictive relationship between leadership and work motivation. The coefficient of determination, R^2 was .777, indicating that 77.7% of the variance in work motivation can be explained by leadership (see Table 4).

Table 4

Model Summary for Linear Regression with Leadership Predicting Work Motivation

Model	R	R^2	*Adjusted R^2*	*SE of Estimate*
Regression	.881	.777	.774	3.02

ANOVA statistics were examined to identify the significance of the collective regression model. The results of the linear regression model were significant, $F (1, 98) =$

340.98, $p < .001$, indicating that leadership has a significant predictive relationship with work motivation (see Table 5).

Table 5

ANOVA Table for Linear Regression with Leadership Predicting Work Motivation

Model	Sum of Squares	df	MS	F	p
Regression	3099.91	1	3099.91	340.98	<.001
Residual	890.93	98	9.091		
Total	3990.84	99			

The coefficients statistics examine the fluctuations in accountability behavior based on increases in ethical leadership. With every unit change on the ILS, WEIMS scores changed by approximately 16 units ($B = 15.99$, $t = 4.50$, $p < .001$). Therefore, the null hypothesis for research question one (H01) was rejected. The coefficients for the linear regression to address research question one is presented in Table 6.

Table 6

Coefficients for Linear Regression with Leadership Predicting Work Motivation

Variable	B	SE	β	t	p
Constant	15.99	3.56		4.50	< .001
Leadership (ILS)	1.20	.07	.88	18.47	<.001

To address RQ2, a linear regression was conducted to examine the predictive relationship between leadership and job performance. The coefficient of determination, R^2, was .594, indicating that 59.4% of the variance in work motivation can be explained by leadership (see Table 7).

Table 7

Model Summary for Linear Regression with Leadership Predicting Work Motivation

Model	R	R^2	Adjusted R^2	SE of Estimate
Regression	.771	.594	.590	2.75

The ANOVA statistics were examined to identify the significance of the collective regression model. The results of the linear regression model were significant, F (1, 98) = 143.34, $p < .001$, indicating that leadership has a significant predictive relationship with job performance (see Table 8).

Table 8

ANOVA Table for Linear Regression with Leadership Predicting Work Motivation

Model	Sum of Squares	df	MS	F	p
Regression	1081.99	1	1082.00	143.34	<.001
Residual	739.77	98	7.55		
Total	1821.76	99			

The coefficients statistics examine the fluctuations in accountability behavior based on the leadership score on the ILS. With every unit change on the ILS, EPS scores changed by twelve units ($B = 12.36$, $t = 3.81$, $p < .001$). Therefore, the null hypothesis for research question two (H02) was rejected. The coefficients for the linear regression to address research question two are presented in Table 9.

Table 9

Coefficients for Linear Regression with Leadership Predicting Work Motivation

Variable	B	SE	β	t	p

Constant	-12.36	3.24		-3.81	< .001
Leadership (ILS)	.707	.06	.77	11.97	<.001

Note. Dependent Variable Job Performance (EPS)

Summary and Transition

The four leadership styles have a significant positive impact on employee motivation and organizational performance. Idealized influence encourages employees to be committed to their duties and the organizations they work for. Intellectual stimulation promotes creativity, innovation, problem-solving, and critical thinking. Inspirational motivation allows employees to explore their maximum abilities and feel valued by leaders. These styles of leadership have a significant impact on work motivation, employee performance, and leadership consideration. In the following chapter, I address interpretations of findings, limitations of the study, recommendations for further research, and implications for social change.

Chapter 5: Discussion, Conclusions, and Recommendations

According to Vatankkhah et al. (2017), any leader promotes workers' ability to be fulfilled in their roles. Transformation leadership style directly boosts employee performance in the work organization mainly because the leader ensures that their followers attain maximum productivity. Aarons et al. (2014) identified a link between leadership styles, work motivation, and employee performance by providing further proof in their research of what stimulates the wellbeing of employees in organizations.

This research involved addressing primary outcomes of transformative leadership style on managers in terms of impacting their performance. This leadership style contributes to work motivation and performance levels in the school system. The study added to limited research on teacher labor statistics. I looked at factors that affected the teacher's work performance in terms of extrinsic and intrinsic motivation. My main aim was to find if there was a relationship between their principal in the role of leadership, staff employee performance, and work motivation. For this research, the predictor variable was leadership, and the dependent variables were employee performance and motivation.

The theoretical framework of the study was performance theory. Individuals can function in society by building groups successfully to increase knowledge, which enhances leadership skills (Koohang et al., 2017). The teachers can function by working together by participating in learning programs and taking advantage of the tools and the support provided to assist with becoming a productive member of the teaching

community the principal provides certification programs to increase knowledge and skills to accompany the teacher learning environment. Work motivation refers to the energy that leads to work-associated behaviors. Findings from Chapter 4 support that motivation of leaders drives employees. Well-maintained employees perform better compared to those who are stressed out at work.

Performance is positively correlated with motivation due to good leadership of the principals or vice principals. The higher the motivation of leadership, the better the performance an employee gives. In this study, an increase in teacher motivation leads to improved job performance.

RQ1

There is a positive relationship between leadership and motivation. There is no negative correlation between leadership and employee performance. Leadership predicts people's work motivation and performance. Since the significant value of motivation was less than 0.05, I rejected the null hypothesis that leadership style affected employees' motivation. The performance alpha value was more than 0.05, which indicated that I accepted the null hypothesis and concluded that the leadership style affected employees' performances. Companies, employers, and other institutions need to work on motivation and ways of boosting performance of their employees. This would lead to improved company outcomes because employees would deliver more because they are satisfied.

From the analysis, it is evident that the principals or vice principals need to determine the approaches to working with their teachers. There are multiple ways such as

using incentives and rewards to improve employees' morale. From analysis, I concluded that leadership style significantly predicts work motivation and employee performance in the school system. Motivating employees leads to maximum performance, which is reflected in results. Employees also look at ways to satisfy their employers. The more motivated employees are, the higher their performance and output. This is positively related to work performance and key in terms of contributing to the study.

RQ2

As results show, leadership style significantly predicts employee performance in an organization. Leadership styles positively influence how the teachers consider their roles in the teaching institution . Teachers were heavily considered by me for this study, and I recommended employers should work towards helping them to achieve individual responsibility. The research also aligned with previous studies and theoretical frameworks on transformational leadership. The performance theory is that people perform well at work when motivated, and when employees have effective leadership, they are motivated and end up performing better.

Limitations of the Study

My study also involved using the leadership and motivation-hygiene theory to explain the impact of leadership style on work motivation and performance levels in the school system. This theory positively supports transformation leadership style and the elements that are inherent characteristics of the type of leadership which motivates employees positively (Aarons et al., 2014). This research has shown primary outcomes of

leadership style on managers in terms of impacting their overall performance in the workplace. Leadership styles significantly contribute to workers' motivation and performance levels. Responses of the teachers were probably not always accurate indications of their actions as in a nonexperimental setting. However, there were two significant limitations. I only accessed staff from school employees from PGCPS and their information, which could have been biased . The study cannot be generalized to all employees globally. The survey was self-reported and independently verified, which allowed for exaggeration, fear of being identified, and selective memory.

Implications

The possible implications of my current research work for social change are the fact that it has contributed more knowledge and understanding of the underutilized concept of leadership styles in organizations. My research work will contribute knowledge of leadership style and how it contributes to work motivation and performance levels. This study has confirmed a strong positive link between leadership styles and their impact on motivation and performance. Critical implications for positive social change demonstrated that managers could advance personal relations with their workplace for higher performance. A genuine and personal relationship with employees contributes significantly to their motivation, are critical in increasing performance levels. Researchers may benefit from this study if they desire to conduct a global study linked to leadership. The results indicated that leaders may very well evoke greater employee production levels by building their workers' fulfillment while engaging in their work

tasks. Bailey et al. (2015), explained that the worker's commitment to job tasks is linked to production, which is connected to the employee's intrinsic interest in their responsibilities, as well as their level of engagement. This may be significant from a theoretical standpoint. The research shows that employee engagement and other similar constructs of organizational responsibility can be explored to determine the changing links between the levels of responsibility (SHRM, 2017).

Leadership has a primary role in the growth of an organization. The process of organizational change demands a very efficient and highly competent leadership that can address organizational change (SHRM, 2018). By understanding the outcomes of this study, the objective is to recognize that leadership is a crucial element in employees' levels of performance and work motivation levels in an organization. The study attempted to determine the relationship between the leadership style, the workers' daily fulfillment, and work motivation.

Kljajić-Dervić and Dervić (2017) identified that successful leadership and work motivation leads to worker which created an environment for the implementation of new strategies. Promoting this recognized initiative among employees is an encouraging factor in employee motivation and ultimately increases production (SHRM, 2017). These efforts may effectively promote positive social change for the workers by ensuring long-term success and sustainability in the organization. Thus, the research generated a theoretical framework for future investigation, formulating more practical and productive methods for comprehending conditions in any organization that utilizes transformational

leadership style management. By examining what motivates employees' requirements, managers can begin exploring ways to reduce outside influences, therefore, decreasing misinterpretations and increasing employee motivation (Khan et al., 2013).

Theoretical Implications

For this quantitative study, the theoretical framework utilized for this research is Burn's (1978), and Aarons et al., (2014) framework. This theory supported the leadership style and its elements, which were inherent characteristics of this type of leadership, which motivated their employees positively (Aarons et al., 2014). Because of that, the employee's role was more likely to be cooperative with the leadership style. This theory implied that workers can be satisfied or dissatisfied with their jobs; this was the basis for the hygiene factors; for department, pay and work environment. Also, relying on the type of leadership style, the leader influences the employee's work motivation, and performance in the organization.

Pedagogical Implications

Cockerham (2016) stated that outcomes present influential backing for the idea that no vulnerable participants can address distressing issues during survey discussions, experience adverse alterations in their feelings and heightened anxiety, yet continue unharmed by this activity; also, they recover very swiftly. In terms of risk to human subjects, this research was done with no vulnerable respondents, which posed little risk to participants. Bracken-Roche et al. (2017) expressed that the education gathered from the IRB members about study outcomes of this nature was beneficial to their prospective

evaluation of the risks modeled by surveys on delicate topics. Unquestionably for the study topic, the group and the protections in place were required to be considered to make proper risk measurements for the appropriate studies.

Social Change

Social change transpires when educators accept research outcomes to enhance the organizational culture and promote professionals. Assisting with increasing teachers' motivation and performance can contribute significantly to the community and their families. This research would be helpful toward social change. The organization's leaders play a significant role in an organization's development, leading to innovative advancement for an organization and its employees.

<div align="center">

Summary

</div>

The results of the analyses in Chapter 4 showed that there was a positive relationship of leadership, which had a significant positive impact on employee motivation and organizational performance. The study also showed that leadership style significantly predicted the people's consideration within the firm. The findings indicated that leaders may very well evoke greater production levels from their employees by building their workers' self-esteem while engaging in their work tasks. The results suggested individual types of leadership style, specifically predict people's work motivation and performance. The research showed that leaders who utilize leadership styles to increase performance, and work motivation for their workers, identified that this leadership style formed the growth of the employees in the organization.

Conclusion

This chapter's purpose was to explain the key findings of this study. The chapter

started with an introduction, highlighting the basic components of leadership as

contributing to work motivation and employee performance levels. The study's results

were interpreted and discussed according to the themes, scope, and limitations of the

study. The leaders of the organization play a significant role in the development of an

organization, which leads to innovative advancement for an organization and its

employees. Workers' motivation and employee performance levels are the pertinent

issues that organizations must sort out in the modern-day labor market to remain

competitive. This study's implications are enormous and offer an excellent ability for

organizations to impact a positive social change regardless of the organization's

stakeholders.

Recommendations

Employers of companies and institutions should take note to look for different

ways to seek the well-being of their employees. A motivated employee does work well.

This behavior is critical when it comes to great results in an organization. The same

applies to a satisfied employee. Employers need to work on motivating and handling

employees with care. A contented employee also means better results in terms of job

performance and meeting company goals. It is critical to understand that even though this

research has revealed significant results, it is highly recommended that further studies

must be undertaken to understand the concepts of intrinsic and extrinsic motivation in an

organization. It will be significant for future research to compare it with other

organizations with very large numbers of employees. Further studies must also leverage

the importance of introducing gender in leadership roles and how this impacts workers'

motivation and performance levels in an organization.

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Appendix A: Invitation to Participate

Tonia M. Joseph-Armstrong

tonia.joseph-armstrong@waldenu.edu

Online survey study seeks participants for The Research Study –

"*Leadership's Impact on Employee Work Motivation and Performance.*"

Year: 2022

This is a new study called *"Research Study – Leadership's Impact on Employee Work Motivation and Performance".* As a result, I will be conducting a voluntary participation research study related to this topic for my dissertation. The study will be recruiting members from various institutions. I will be administering surveys by email to both staff and leaders regarding transformational leadership and work motivation, and employee performance. To protect your privacy, no names will be collected, and the study can be done in your own free time.

All results of the study will remain confidential, including the staff's identities and responses. The results of the study will be used for academic purposes only and will be reported in an aggregate form without references to specific agencies. For this study, you are invited to describe your experiences. This survey is part of the doctoral study for Tonia Joseph-Armstrong, a Ph.D. student at Walden University. All participants have the option to participate or not this is again strictly voluntary. Complete privately, and on personal time.

About the study:

- One 30–60-minute online survey

Volunteers must meet these requirements:

- 18 years old or older.

- Employed with the school institution.

Sincerely,

Tonia M. Joseph-Armstrong, MSW, COTA/L

To confidentially volunteer, click the following link:
[insert survey link]

Appendix B: Participant Letter

Tonia M. Joseph-Armstrong

tonia.joseph-armstrong@waldenu.edu

RE: Research Study – Leadership's Impact on Employee Work Motivation and
Performance

Date: 2022

Dear Prospective Participant(s):

A research study has been approved to be conducted with your organization to determine whether leadership (i.e., executive directors, clinical directors, and executive board of directors) trust influences member motivation. The following scales will be used: (a) Implementation Leadership Scale (ILS)), which is utilized to discover the distinct style that a leader maintains, (b) the Work Preference Inventory (WPI), which is utilized to acquire workers' opinions of their bosses' influence on their work motivation, (c) the Employee Performance Scale (EPS), which consists of with indicators of task performance, adaptive performance, and contextual performance, it is a simple psychometric tool that encompasses the ability to measure organizational performance, administration services. If you agree to be in this study, volunteer members will be asked to respond to the surveys either via email or administered in person.

Leadership will be asked to be interviewed and follow-up focus groups with the same volunteer members will be also conducted. Individual interviews with leadership

will also occur separately. The study will is tentatively scheduled to begin on _____,

2021. Time commitment is required from the voluntary participants to complete the

scales and to participate in follow-up focus groups and interviews. The time commitment

for the study will be about 30 minutes total to complete the scales and an additional 15-30

minutes to participate in the focus groups. The researcher will make every attempt not to

interfere with normal business hours and responsibilities and will try to accommodate

schedules as much as possible. Therefore, the study will be conducted with volunteer

participants during staff meetings and/or lunch breaks if possible or in in-person free

time. Appointments will be made and/or advanced notice will be given to staff.

During data analysis, the researcher will return to the place of choice to meet with

a random sample of the volunteer participants to review the focus group transcripts to

ensure accuracy; additional time commitment for the review will be 30-60 minutes, if

possible, during a lunch break. Attached please find the Consent form(s) that must be

signed before participation in the study; participation is voluntary. All results of the study

will remain confidential including the staff's identities and responses. The results of the

study will be used for academic purposes and will be reported in an aggregate form

without references to specific agencies or specific members or leaders. Your participation

in this study is strictly voluntary and there will be no financial compensation.

Your decision on whether to participate will not affect your current or future

relations/employment with your employer. If you initially decide to participate, you are

still free to withdraw at any time later without affecting those relationships. Please refer

to the Consent form for further information regarding safeguards to confidentiality and other relevant information. Please return signed consent forms to your executive director by _____, 2021. If you have any questions regarding the study do not hesitate to contact me at (412) 805-0335. I look forward to working with you on this matter soon. Thanking you in advance for your participation in the study.

Sincerely,

Tonia M. Joseph-Armstrong, MSW, COTA/L