STRUCTURAL EQUATION MODELING ANALYSIS OF THE IMPACTS OF LEADERSHIP STYLES ON EMPLOYEES MOTIVATION AND ORGANIZATIONAL PERFORMANCE: A CASE OF BELIZE'S NATIONAL UNIVERSITY

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Abstract

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Organizations cannot thrive without effective leadership. The national university in Belize have been impacted over the years due to employee morale and employee turnover issues which could be attributed to its leadership. The literature depicts that leadership has been understudied in the region of the world where Belize is situated. Therefore, the relationship between transformational, transactional and laissez faire leadership styles and employees' motivation and organizational performance was studied. Data was collected via online questionnaires, from 111 non managerial employees, who were selected using a stratified random sampling technique. A Structural Equation Model (SEM) analysis was done using SPSS Amos software program version 26. Results show that leadership styles accounts for over 50% of employees' motivation and organizational performance. Hypotheses testing via the SEM revealed that transformational leadership style and laissez-faire leadership had a positive correlation with motivation and organizational performance, while transactional leadership had a negative correlation. None of the relationships were found to be significant. The study concludes that the UB should pay attention to its leaders' leadership styles and suggests that its leaders employ the transformational leadership style in order to boost highest motivation and organizational performance.

Keywords: leadership; motivation; organizational performance; higher education; Belize

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

Copyright Page

Dedication

For nothing will be impossible with God!!! Luke 1:37

This dissertation is dedicated to my godfather, Mr. Jaime Zetina, who believed in me and without any hesitation supported me when I shared my goal of pursuing a Doctoral degree with him. I am so happy that he is still alive to share in this exciting milestone in my life.

I also dedicate this dissertation to my mother, Mrs. Bernadine Avila, who is my rock; because of her, I am a God fearing young woman, with faith and trust in the Lord. She always encouraged me not to give up and to trust in God, no matter what!

Lastly, I dedicate this dissertation to my twin sons, Xzavien and Xzavion Pascual, whom I continue to set an example for every day. I hope that they are inspired by their mother's accomplishment and I pray that they will also be blessed with the opportunity to pursue and complete their Doctoral studies too.

You all are special to me and I love you all!

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List of Abbreviations

CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMIN/DF	Minimum Discrepancy Function by Degrees of Freedom
EFA	Exploratory Factor Analysis
GOB	Government of Belize
IBM	International Business Machines
IFI	Incremental Fit Index
KMO	Kaiser Meyer Olkin
MLQ	Multi Factor Leadership Questionnaire
MOE	Ministry of Education
NFI	Normed Fit Index
QWL	Quality of Work Life
REAF	Research Ethics Application Form
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Model
SPSS	Statistical Package for the Social Sciences
TLI	Tucker Lewis Index
UB	University of Belize
UBFSU	University of Belize Faculty & Staff Union
UREC	Unicaf Research Ethics Committee

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CHAPTER ONE: INTRODUCTION

Introduction

All organizations, whether private or public, for profit or not for profit, require effective leadership in order to materialize its goals, be competitive and succeed (Nindie, 2022; Biaka, 2020; Al Kajeh, 2018; Pihie et al., 2011). The economic development of a country depends on good leaders (Amanchukwu et al., 2015). Effective leaders are necessary to bring the vision of the organization to reality, through the functions of planning, organizing, leading and controlling. All these functions involve decision making and coordinating. However, in organizations within the education sector/industry such as schools and universities, where a huge part of their asset base includes human resources rather than fixed assets such as land and buildings, it becomes even more imperative for effective leadership to reign over management (Adeleye, 2015). This is because the human factor is mostly involved in production, and people must be mobilized and supported in order for efficiency to be achieved and maintained. The capability to acquire and employ valuable knowledge and skills from individuals, would require the employment of appropriate leaderships styles given the varying situations in which leadership occurs (Belonio, 2012).

In organizations, leaders employ different leadership styles to impact subordinates and to get tasks accomplished in order to meet the goals. As stated by Meng and Berger (2019), when leaders are effective, they are able to increase motivation which in turns increase workplace efficiency and productivity. Therefore, organizations should not assume what effective leadership looks like for their employees; rather, it must be known because as echoed by Yanti and Dahlan

(2017), it is only when the organization's culture blends with employees' preference in leadership styles, then can motivation and performance reach desired levels.

Many researchers have come up with varying leadership styles, with the attempt of explaining how it connects with employees' motivation and how it impacts the end result, which is the performance of the organization. For this study, three leadership styles were used: transactional, transformational and laissez faire. Transactional leadership is considered a leadership using a carrot and stick approach. With this style, leaders do not take their subordinates intrinsic needs into consideration; rather, they focus on extrinsic rewards in motivating their subordinates. Basically, once the subordinates meet the required goals, they are extrinsically rewarded, while if they do not meet expected goals, they are punished (Masood et al., 2020). This style of leadership seems to be effective for employees who are extrinsically motivated. In this case, once the leader provides clarity on tasks to be accomplished and standards to be met, and employees adhere or do not adhere to such, they receive favorable or unfavorable consequences, respectively. Employees could be motivated by this approach if they value extrinsic rewards, which this approach focuses on (Teoman & Ulengin, 2018). As a result, employees would work harder for the benefit of the organization. This style of leadership has been criticized to not lead to change but rather to basically maintain the status quo, maintaining established procedures rather than focusing on innovation. In this case, subordinates do not have much room for growth. Additionally, this style of leadership seems to follow a one size fits all approach, of which the situation of which the leadership takes place is not considered.

Transformational leadership has been described to be the leadership approach that creates change. This approach to leadership takes into consideration subordinates' needs and gears towards intrinsically motivating subordinates to be the best that they can be, thereyby embracing change for the advancement of the organization through a shared vision (Campbell, 2017; Jensen & Bro, 2018). It encourages subordinates to look beyond their self interests, but rather to focus on the organization in its entirety by aligining their personal goals with those of the organization (Campbell, 2017; Jensen & Bro, 2018). This style of leadership requires for moral and ethical individuals to be leaders, those who would not misue their power and who can communicate effectively, all of which may be difficult to obtain. Nevertheless, because this approach caters to the needs of subordinates, they feel respected, valued and appreciated and ultimately it motivates them to work harder for their organization's success.

Laissez faire leadership has been considered as the "lazy man" approach because such a leader do not partake in their subordinates' progress or decision making (Masood et al., 2020). Subordiantes are left to figure out how their tasks will be done, thereby working with lack of clarity of their roles and responsibilities, without much guidance and assistance from their leader. While this approach can be effective in certain cases, the situation such as the tasks' and employees' characteristics must definitely be considered before adopting this approach, because it can also lead to a detriment to the organization. As an example, subordinates who lack the knowledge, experience, and/or skills necessary to complete a task may not be best led using this approach because it could very well create inferior work, and reduced satisfaction and motivation on the job. Masood et. al. (2020) study revealed that employees are likely to leave their job if their leaders employ laissez-faire leadership style. This is because the subordinates are left alone to make decisions, figure out their jobs, etc which creates burnout, ultimately leading to employee turnover.

Leadership is an important factor to consider in higher education (Indrasi, 2017 as cited in Jamali et al., 2022), with Thrash (2009) stating that different types of leadership skills are requisites in academic institutions in order for leaders to be effective (Jamali et al., 2022). Especially in academic institutions such as universities, where the outputs are students who are expected to become future leaders and move the country forward, faculty members must have effective leaders who can lead them to produce solid students for the ultimate wellbeing of the country and its economic growth (Jamali et al., 2022). In developing countries, higher education is considered a primary way for creating and improving human assets in the form of students and for the existence of these individuals whom are entrusted to them (Jamali et al., 2022). However, Obiwuru et al. (2011) states that many organizations' major problem is poor leadership because they seem to be unable to lead effectively without utilizing an authoritarian approach, which ultimately stifles creativity and productivity within the human factor because in professional and academic organizations such as universities, where most employees are highly educated and possess expertise in different areas, they expect to be given the freedom, space and respect that they desire in order to do their work how best they see fit. Davies et al. (2001) stated that the government, students, local communities and other stakeholders were driving forces behind the astounding change that higher education organizations were experiencing. At such time, traditional universities were administrated with a focus on creating knowledge in students and through doing research related work, which had encouraged a very narrow-minded environment, focusing on mainly rewarding employees who performed well in their specific fields (Davies et al., 2001). Approximately couple decades after, Mews (2019) shared the same view that the environment in which higher education institutions currently exist in, has increasingly changed and has become very complex. Education is considered a top priority in many nations, of which many are trying to compete to be in the top tiers (Abubakar & Ahmed, 2017). As a result, universities are now conducting themselves with a business approach, thereby requiring a concerted effort by all employees in order to reap success. Therefore, a huge part of an organization's success includes its human resources, in synch with Cordeiro (2010, as cited in Bateh & Heyliger, 2014), who claims that "the success of organizations is largely dependent on the hiring and retaining of its employees" (p. 34). This has spurred the need for higher education institutions to attract and employ individuals who are capable to create meaningful change among their faculty, staff and even students (Gigliotti & Ruben, 2017; Wang & Sedivy-Benton, 2016). Every organization has goals; and, the employees play a critical role in the accomplishing of these goals, with the direction of their leaders. However, in order for employees to perform at their optimum capabilities, they must be motivated.

A successful leader is one who has the ability to inspire and motivate their subordinates into action. Motivation is considered as the amount of effort the one puts forward in order to accomplish goals (Nader, 2019). Motivation is considered as one leadership function; as a result, leadership becomes an important factor in goal attainment (Tojari et al., 2011); but, not all employees are motivated the same way (Dobre, 2013; Al Doghan & Albar, 2015). Literature has asserted to the fact that leaders can improve their employees' satisfaction and performance through motivation, by comprehending and catering to the subordinates needs, which has for so long been neglected and understudied (Alonderiene et al., 2016; Lussier & Achua, 2012; Northouse, 2013). I was also of the view that employees' performance is paramount to any organization's success, and motivation, satisfaction, inspiration, and support directly impact employee's performance, resulting in positive performance of the organization; a sentiment that is also shared by Advani and Abbas (2015, as cited in Jamali et al., 2021). Therefore, while focusing on leadership, it is imperative to realize and to not lose sight of the fact that different employees could be motivated using different styles (Al Khajeh, 2018; Kalsoom et al., 2018; Chiles, 2015). This is where most organizations have failed because of adopting the "one approach suits all mentality," which demoralizes employees and negatively affect organizational performance. The challenge therefore, is to recognize appropriate leadership approaches that would positively impact on employees' motivation, thereby serving as a medium through which university employees would perform at their utmost capacity. Ultimately, higher education leaders have to observe how best they can lead their organizations by discovering approaches which fit best in the Higher Education context, which would encompass employing the most effective leadership approach (Black, 2015). However, this is not clear cut and easy since there is a lack of a distinct understanding on the definition of leadership (Black, 2015) as also is shown in the literature.

Many leadership studies have been conducted to determine the relation between leadership and motivation, leadership and organizational commitment, leadership and culture, among other factors; but, few studies have focused on leadership in the context of higher education institutions (Alonderiene & Majauskaite, 2016). As a result, Alonderiene & Majauskaite (2016) claims that "the interest in the studying of leadership in higher education institutions has been increasing over the last decade" (p.140). The interest of most researchers lies in the discovery of which leadership styles yields greatest positive change and organizational performance (Tojari et al., 2011). Given that universities no longer exist only physically, the competition for students is by far increasing.

Organizational Profile

The University of Belize (UB) is an English-speaking multi-locational institute for higher education, and the national university of Belize, located in Belize, which is a country in the Central American and Caribbean region of the world. The UB was formed on the first of August 2000 through the amalgamation of five existing tertiary level institutions, namely the Belize Technical College, the Belize Teachers' Training College, the Bliss School of Nursing, the Belize College of Agriculture, and the University College of Belize. Its current multi locations include campuses in Belize City, Central Farm, Punta Gorda Town, and the main campus in the City of Belmopan. The intention behind its development through the amalgamation was to create a national and autonomous institution that could cater to most of Belize's needs for tertiary level education and training, with the hope of achieving increased efficiency and effectiveness.

The University has seen its student population grown to over 5,000 (University of Belize, 2019); the university now has a student enrollment of 4000+ (R. Pineda, personal communication, 17th October, 2022). This decline is largely attributed to the Covid pandemic of which people lost jobs, cost of living increased and monies for education may have had to be budgeted otherwise to subsidize the high cost of living. The total faculty and staff reduced from 400+ (University of Belize, 2019) to currently 273 (A. Hamilton, personal communication, 26th October, 2022). This decline is a result of the Covid pandemic of which some employees' jobs became redundant while others took voluntary separation packages due to the "claimed" financial exigency that the University was said to be experiencing. Of the current 273 employees, 154 are staff whilst 119 are faculty members.

The mission of the UB reads, "the University of Belize is a national, autonomous and multi-location institution committed to excellence in higher education, research and service for national development. As a catalyst of change, it provides relevant, affordable and accessible educational and training programs that address national needs based on principles of academic freedom, equity, transparency, merit and accountability" (University of Belize, 2019). Its vision is that "in the next five years, the University of Belize is dedicated to fostering Belize's development by producing graduates who are socially and ecologically responsible, analytical, self-confident, disciplined, ethical, entrepreneurial, and skilled communicators and who are committed to using these skills and values for Belize's enrichment" (UB, 2019). As stated by Watler (2012), based on the UB Act (2000), the University is governed by a Board of Trustees. The Board of Trustees is responsible for the development of the overall policy direction of the institution, which is closely aligned with its mission and vision. Specifically, the Act stipulated that the Board of Trustees has responsibility for the management, maintenance, and development of the University. During its inaugural meeting, individuals for the positions of chairperson and deputy chairperson are nominated from among the membership of the Board of Trustees. The members then vote and elect one individual for the position of chairperson and one individual for the position of deputy chairperson. Over the twenty-two years' history of the University, the position of chairperson had always been filled by someone with some ties or affiliation to the ruling political party. The University's administration consisted of a relatively top-heavy structure. At the helm of the institution is the President and Vice-President of Administration and Finance positions. The next administrative tier included the Provost and Assistant Provost positions, which has been abolished since the past several years. Following this level, the University was broken down into administrative units and faculties. Each unit, such as Human Resources, Physical Plant, Records and Accounts, was headed by a director while each faculty, including the Department of Student Affairs, was administered by a Dean. The University is comprised of four faculties, namely Education and Arts, Management and Social Sciences, Health Sciences, and Science and Technology. The day- to-day activities of each department within the faculties were administered by department chairs. The researcher has been a full-time lecturer of Accounting, Management, Finance and Internship Coordinator at the University since 2011. She has also served as Faculty Chair for three consecutive years. In this capacity, the researcher had been a witness to and an affected member of faculty of various factors/practices that has contributed to low employee morale and motivation at the University over the years. These factors include poor governance at the board level, a high degree of political interference and appointments, and fiscal austerity.

Shortly after the amalgamation in 2000, the University of Belize was experiencing low morale of employees, which in turn had caused productivity to suffer (Watler, 2012). For example, employee turnover and absenteeism has been high, especially as it relates to faculty and senior management personnel (Watler, 2012). The situation to date remains; and, as the years pass by, the trust between the UB's leaders and it subordinates has been dwindling (University of Belize Faculty & Staff Union, 2021). As echoed by Dobre (2013), trust is an important ingredient in effective leadership, as it has its ability to enhance employee's motivation. This conclusion is also validated in Johnson (2005) study, of which the results reported that the leaders' loyalty was the employees most motivating factor. At a university, faculty members, library staff, Accounts staff, etc. are expected to perform some very important duties so as to achieve the goals and objectives of the programs, library, etc. which in turn transforms to that of the university on a whole. Most importantly, as stated by Jarrett (2021) “the retention of experienced teachers is critical to the success of students” (p. 1). Based on observations and personal communications with employees and other stakeholders on the current situation at Belize’s national university- the University of Belize (UB), and comparing it to the aim of the 2017’s UB’s transformational plan, there exists an alarming gap between where it currently is and its vision on where it wants to be. A study conducted by Saliu et al. (2018) investigated leadership styles and motivation on the execution of the job of library personnel in public university libraries in Northcentral Nigeria, and results showed that poor employee performance was reflected in misconduct, absenteeism, staff turnover, and negligence of duty. The situation is similar in the case of the UB of which some current issues hindering the UB and influencing this study include: employee turnover issues, low productivity and poor morale of employees (Watler, 2012), lack of interdepartmental communication, financial sustainability issues (C. Sankat, personal communication, May, 2020) and political interference in hiring top management personnel (Belize Chamber of Commerce, 2019). Coupled with these several internal issues at the UB, is the fact of facing increased competition from couple other Universities in the country – Galen University and The University of the West Indies (UWI), with the latter having recently been ranked up in the top 3% among more than 2000 registered universities in Latin America and the Caribbean, and up in the top 5% among the 28,000 registered universities globally (The University of the West Indies, 2019). As claimed by Al Khajeh (2018) “in these current times, many organizations are facing problems related to unethical practices, high labor turnover, poor financial performance, etc., all of which may be due to the lack of effective leadership” (p. 2). As a result, these current situational factors at the UB, may have stemmed from leadership issues as theorized by Al Khajeh (2018). Unfortunately, some organizations do not take account of leadership styles that their manager employ. However, as stated by the UWI, leadership is considered to be one area that has enhanced its global visibility, supporting Al Khajeh (2018) who stated "that leadership styles substantially impact organizational performance through its influence on organizational culture" (p. 2). Consequently, in the absence of effective leadership, an organization will be unable to maximize usage of its resources, thereby failing to experience competitive advantage (Al Khajeh, 2018) and meeting its long term goals.

As it relates to UB's leadership over the years since its inception, interesting facts include that the University has had seven (7) presidents total from 2000 to 2019 (University of Belize, 2019) and 8 presidents total to date, 2023, (approximately 1 president every 3 years), and at least seven (7) installed provosts since its inception. Since 2019 to date, four (4) of the senior leadership positions have left the university, changing its top leadership once again. Academic leaders (Deans and Chairs) have also been changing rather frequently. The constant change in the administrative and academic leadership at the university, does affects its consistency, progress and effectiveness because different leaders usually have different agendas/goals, which makes it difficult for the university to focus on long term goals.

The UB has now found itself facing increased competition of which it must be able to possess motivated employees in order for performance to not be negatively affected. Research conducted by Alonderiene and Klimaviciene (2013) revealed that the main factors that are considered when selecting a university are its reputation, interactive learning methods and quality of its faculty members. In order for these factors to exist however, academic faculty members among other employees such as non academic staff, must be motivated and satisfied in order to provide the best service to customers and to obtain and maintain a good reputation. Alonderiene and Majauskaite

(2016) cited previous studies such as Fernandez (2008), Lin and Tseng (2013), Shaw and Newton (2014) and Yang (2014), which have all suggested that when leaders select the appropriate leadership style, employee motivation and job satisfaction could potentially improve. In the context of the UB, while there were certainly many factors that had contributed to high employee turnover, poor faculty and staff morale (Watler, 2012), various strategies can be used in order to address these issues. Given that these issues could very well stem from its leadership, this study focuses on the usage of appropriate leadership styles in order to increase employees' motivation and ultimately, the organization's performance. As a result, I chose to address the problem of poor employee motivation and the UB's leadership by investigating the employees' preferences of leadership in order to recommend the leadership style(s) to be employed by the UB leaders in order to improve motivation and organizational performance at the university. This recommendation was provided after doing a structural equation model analysis that tested the different hypotheses between the dependent variables (motivation and organizational performance) and independent variable (leadership styles). Consequently, this study seeks to analyze how the transactional, transformational and laissez faire leadership styles affect organizational performance as mediated by employees' motivation, thereby suggesting the most suitable leadership style to be employed by the UB leaders.

Statement of the Problem

As stated by Amin et al. (2018), much research has highlighted the fact that educational leaders are responsible for creating quality and effective individuals and organizations. As it relates to leadership in educational institutions, Simkins (2005 as cited by Amin et al., 2018) reasons that "leadership is one of the major factors-sometimes it seems the only factor-that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail" (p. 156). Despite the increasing importance of higher education in countries and the glaring need for effective leadership in organizations (Amin et al. 2018), the quality of higher education in Belize falls short of international standards, with the fact that up to currently, there is no Belizean university out of the two that exist, that has met international standards and none have been categorized among the top 1,000 universities of the world. This situation could be attributable to ineffective leadership (Amin et al., 2018). Poor leadership may have also created a leadership-motivation problem at the University of Belize (UB), which is the national university entrusted by the Government of Belize (GoB) to produce quality graduates who can positively contribute to the country's economy.

The general problem is that employees' motivation seems to not be getting the attention it deserves, thereby affecting the bottom line of organizations, confirmed by a Gallup study which revealed that only 15% of employees worldwide feel motivated and 39% of employees feel underappreciated (TeamStage, 2023). Additionally, three-quarters of employees claim to leave their jobs because of their leader and not because of the job itself (TeamStage, 2023). The latter statistic suggests that leadership is highly attributable to employee turnover.

The specific problem is that as per UB's 2018-2019 and 2019-2020 annual reports, the employee turnover rate at the UB was 36.3%, including involuntary and voluntary turnover. As defined by Dwesini (2019), involuntary turnover is a result of an organization ending the services of employees which they did not willingly agree to, either due to reasons such as poor performance, restructuring, layoffs, early retirement, etc. Voluntary turnover results when employees leave the organization at their own free will in order to take up better employment elsewhere, etc. (Dwesini, 2019). Despite the type of turnover that exists, O'Reilly et al. (2010, as cited in Wren, 2019) and Al-Suraihi et al. (2021) state that intangible costs for an organization escalates when employee turnover is high. When skilled employees are lost, it has a trickle down effect such as decreased productivity, it increases the organization's cost in retraining new employees and it negatively affects the morale of remaining employees (Al-Suraihi et. al., 2021; Wren, 2019). Major reasons why employees quit their job include being dissatisfied with the job due to leaders not employing proper leadership styles that suit their subordinates' preferences (Wren, 2019; Al-Suraihi et. al., 2021; TeamStage, 2023), and due to poor motivation (Al-Suraihi et. al., 2021). When employees' motivation is down, their performance also goes down, which in turn stifles the performance of the organization, causing effectiveness and efficiency to suffer, resulting in increased costs and lower bottom line (Al-Suraihi et. al., 2021).

Organizations within the educational sector are becoming more competitive given that online education is becoming more prevalent. Given this fact, the leadership of the organization must remain effective so that the organization remains competitive. When employees' motivation increases, it supports the organization in ensuring that it acquires and maintains a competitive advantage. Additionally, employees who are highly motivated can fascinate other employees, which could solve another issue faced by the university, being not very well able to attract the requisite skilled labor needed to drive growth. Therefore, to understand and improve educational leadership practices in Belizean universities so that they can become competitive in the international arena, an urgency exists for studies in leadership within the Belizean culture and context.

Purpose of the Study, Research Aims and Objectives

Organizations failure to identify appropriate leadership approaches across a wide array of employees would result in demotivated employees, thus affecting organizational performance. Given the importance of leadership in organizations, this quantitative study's purpose was to explore three of the contemporary leadership approaches/ theories which are commonly and widely used in today's organizations, which include the transactional, transformational and laissez faire leadership styles (Biaka, 2020), being researched in the context of the UB, by obtaining perspectives from subordinates, in order to analyze their relationship with and impact on employees' motivation and organizational performance. It is no argument that effective leadership is the main weapon of any successful organization (Kalsoom et al., 2018). Leadership styles have been considered to be one factor that contributes to an organization having highly committed employees (Widagdo & Roz, 2020). However, no research has been conducted at the UB as it relates to this phenomenon. Given that leadership has been understudied but which has been considered to be a crucial factor affecting the UB, this study therefore hopes to give a significant contribution in this area of leadership, uniquely focusing on Belize's national university. Miner (2006, as cited in Kalsoom et al., 2018) and Alonderiene and Majauskaite (2016), Lussier and Achua (2012), and Northouse (2013, as cited in Mews, 2019), all share similar sentiment, claiming that leaders can improve motivation and job satisfaction in the workplace if they would only tailor their leaderships styles to suit employees' preferences. However, majority of leadership studies conducted have focused on perspectives from the leaders, while neglecting the studying of leadership from the perspectives of followers (Mews, 2019; Morsiani et al., 2016). Given that effective leaders must be able to identify different leadership styles that are best to be utilized in different situations and circumstances (Al Khajeh, 2018; Kalsoom et al., 2018), the aims of the research were to discover and outline the main factors that affect employees' motivation and performance at the UB and to recognize and suggest the leadership style(s) that is/are best for the UB leaders to employ. Ultimately, the research's purpose was to gain a better understanding of which leadership style is most preferred by the UB employees, that could positively impact the University's advancement.

The main aim of this quantitative research was to discover which leadership style is beneficial for the UB in the Belizean setting. Other objectives were to discover the attributes of leadership that the UB leaders portray as perceived by their subordinates, and to explore the association between transactional, transformational and laissez faire leadership styles on employee motivation and performance, thus suggesting the leadership style(s) that is/are best for the UB leaders to employ, in order to garner maximum production from employees, thus advancing the state of the University and increasing its probability of meeting its transformational goals.

The association between the reliant variables (employees' motivation and performance) and free variables (Transactional leadership, Laissez-Faire leadership and Transformational leadership) were examined in order to respond to the research questions and attain the intents of this research. The intentions/objectives include the following:

- to assess how transactional leadership style affects employees' motivation
- to assess how transformational leadership style affects employees' motivation
- to assess how laissez faire leadership style affects employees' motivation
- to assess how transactional leadership style affects organizational performance
- to assess how transformational leadership style affects organizational performance,

- to assess how laissez faire leadership style affects organizational performance

In summary, the purpose of this paper is to empirically explore the association between transformational, transactional and laissez faire leadership stylese amployees' motivation and organizational performance, focusing on one academic institution, the national university in Belize, the University of Belize, by employing structural equation modeling (SEM) approach. The testing of the hypotheses was done via a confirmatory factor analysis (CFA). This dissertation was structured into four major sections. Section one provides an overview and background of the research, its aims, objectives, problem and purpose statements, nature and significance; section two details the literature review of the topic under study and was extracted from different journals and other secondary sources. The literature review also highlights thee proposed theoretical framework for the study. Section three explains the research methodology and design, including the data collection instrument used and the population and sample. Section four gives the findings, after which a discussion and evaluation and implications of the findings were discussed. Section 5 concluded the research, offering recommendations for practice and for future research, along with a general conclusion of the entire study.

In this research, participants were non managerial employees from the University of Belize. The study utilized a survey questionnaire to gather data, inclusive of 59 question items based on leadership, adapted from Avolio & Bass (2004) multifactor leadership questionnaire (MLQ), and other questions assessing motivation and organizational performance. I analyzed the data obtained from the surveys to examine the leadership styles association with employee motivation and organizational performance using inferential statistics. Decriptive statitics was used to describe the sample. The questionnaire had 19 questions of which employees evaluated their perceptions of their direct manager's leadership style, adapted from the MLQ; 18 questions allowed employees to evaluate motivation, while 17 questions evaluated organizational performance. The survey questionnaires were administered online via Google forms.

Nature, Scope and Significance of Study

Nature of Study

Creswell (2014), as stated by Nabi-Meybodi and Alidousti (2015) states that "research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation" (p. 522). To conduct academic research, there are different approaches to choose from, such as qualitative (inductive), quantitative (deductive) or mixed approaches. Each approach result in varying types of information; and, as stated by Bilgin (2017), in order to collect the appropriate data that would answer the research questions, it is essential for the researcher to select the best research approach. Leedy and Ormrod (2015), states that both the inductive and deductive approaches comprise of related processes—for example, they both require that the researcher identifies the research problem, review similar literature, and collect and analyze data. Even though similarities exist between the two approaches, as stated by Bahari (2010), they are yet dissimilar in various aspects.

This study followed a deductive approach because it was a quantitative study, following the positivist's research paradigm.

Scope of Study

As for the extent of the study, the population was limited to non-managerial/non leader employees of the University of Belize only, including academic and non academic employees, because the study sought to garner perspectives from subordiantes as it relates to how the different leadership styles affect their motivation and ultimately the performance of the organization. The University of Belize was chosen because it is the only national university in the country and it is subsidized by the Government of Belize, so that the citizens are able to afford a reasonable and quality tertiary level education. As a result, it has a mandate to produce quality students who can posititvely contribute to the country's economic development. A systematic and stratified random sampling method was employed and the sample was derived from employees of all campuses countrywide; therefore, the results will be generalizable to the University as a whole. This study was narrowed down to three leadership styles, namely, transactional, transformational and laissez faire leadership styles, because these are the most contemporary and commonly used leadership approaches (Biaka, 2020).

Significance of Study

Apart from Watler (2012) study which sought to develop a recognition program to boost teaching faculty morale at the UB, no other research has been conducted at the UB, especially as it relates to its leadership and employees' motivation, which has for so long been a main concern. The beneficiaries of this study include:

UB's current leaders

Due to no research being conducted at the UB prior to this study as it relates to leadership styles and how they affect the organization's bottom line, the UB leaders currently has no knowledge as it relates to how employees currently view the effectiveness of using certain leadership styles, the influence that these leadership styles have on motivating their employees and the relationship that these leadership styles have with organizational performance. Therefore, it is yet undetermined how leadership styles of leaders at the UB as alleged by employees of this organization, affects employee motivation and the performance of the organization. However, in order for the UB to fulfill its mandate to the government and its country on a whole, the University must possess effective leaders who can create and maintain motivated employees for the success of the institution. Therefore, given that to date, there exists no scientifically based information that can measure the impacts of UB leaders' leadership styles on its employees' motivation and the organizational performance, this study will make a significant contribution to this phenomenon, thereby informing leaders at the UB, of the appropriate leadership style(s) that they should adopt to suit employees' preferences so as to increase motivation and performance. It will also provide an opportunity for the current leaders to reflect on their leadership style and assess their effectiveness. The findings would therefore be of great value to leaders at the UB in Belize and other developing countries in getting the best out of their personnel if adequately motivated with the usage of the right leadership style(s).

UB's Human Resource (HR) department

Additionally, this research will provide important insights for the HR department as it relates to the hiring and/or promoting of leaders/managers at the UB, ensuring that their leadership style matches the desires of the employees; that is, allowing the UB to realize that it is of importance to have the suitable people in the suitable place (Kalsoom et al., 2018). Additionally, the UB employees can benefit from positive change in the organization, if the leaders take heed to the results of this study. The UB employees can begin to experience that their preference of leadership styles is considered, which may improve their motivation and consequently, the UB's performance.

Leaders in Belize

This study is especially unique because as most studies have studied leadership from the perspective of the leaders, while neglecting the perspectives of the followers (Mews, 2019), this study fills a gap by focusing on the latter. As Eagly and Johannesen-Schmidt (2001, as cited in Martins, 2009) suggests, there are no better persons to explain the style of a leader other than his or her subordinates. This is important because in order to garner maximum satisfaction from employees, leadership styles of managers must be adapted to serve the needs of employees who they lead (Al Khajeh, 2018; Kalsoom et al.; 2018; Chiles, 2015). Given that all employees are not the same, different strategies must be employed to motivate them (Dobre, 2013; Al Doghan & Albar, 2015); and, one such strategy is that of leadership styles (Chiles, 2015). Ajang (n.d.) study on assessing the role of work motivation on employee performance also reported that organization/management styles was ranked 4th out of 10, as the most motivating factor among employees. Such result supports the notion that leadership styles has an effect on motivation. The status quo is currently cultivated by the absence of scientific data on the topic of leadership in Belize, specifically the UB, a situation which impedes on a proper understanding of the subject as much as its implementation. Consequently, from a practical perspective, the present study is also of significant value because it will allow UB's managers to understand the connection between their styles of leadership and employees' motivation, which will bring them closer to the fact that they must place careful consideration in adopting styles of leadership that are relevant to the various circumstances in which they lead, in order to enhance motivation in the organization, which in turn should create satisfied employees who would perform to their optimum level, consequently increasing productivity and profitability in the organization.

Future researchers

This study would also be useful and beneficial to future researchers who may have an interest and focus on understanding the concept of effective leadership and motivation and organizational performance. Generally speaking, similar to Mews (2019) study, this study will also benefit anyone who has an interest in learning about the leadership styles that subordinates within higher education environments prefer, especially in a Belizean setting. Another noteworthy importance of this study hails from the fact that the literature has shown more deviation rather than uniformity of opinions on the topic of leadership; therefore, this research serves as a contribution to the existing literature on leadership and motivation and organizational performance, with valid empirical evidence to support or refute some current views from the literature.

Having excellent leaders is the most important ingredient for an organization because they lay the foundation for the organization to maintain its desirable position in the market and also they ensure continuous growth and development for the organization (Burns, 2003; Landis et al., 2014). While the goal of an organization is to survive, more importantly, it is to ensure that they maintain success through improved performance (Wahab et al., 2016)). The University of Belize (UB) receives an annual subvention from the Government of Belize (GoB) via the Ministry of Education (MoE) to help offset the cost of providing education to the citizens of Belize. The 2018-19 and 2019-20 Annual reports of the university reports that 49.5% and 58% respectively, of the UB's revenues is generated through tuition and fees, and 37% and 36% respectively, is generated through government subvention. This informs that apart from tuition and fees from students, the UB is heavily reliant on the GoB's subvention to generate revenues for their operations. The UB's subvention is affected by the GoB's income. This was evident in June 2020, of which due to the effects of the Covid pandemic, the government subvention to the UB was reduced from normally $916,667 per month to $650,000 per month, a 29% decline (University of Belize, Marketing & Communications Office, 2020). As stated by the President at the time, Professor Clement Sankat, the reduction in subvention had a significant negative impact on the entire university, most importantly on its employees who had to suffer salary losses, had to accept voluntary separation packages and whose jobs were considered redundant and so employees were sent home (University of Belize, Marketing & Communications Office, 2020). Financial impacts on the university also has an impact on the non-financial indicators of the organization's performance. This is because without the necessary finance, the university is unable to provide sufficient resources to get the jobs done, the university is unable to compensate employees properly, all of which affects the motivation of the employees, the quality of their output and the overall performance of the organization. The University's outputs are the students, who are expected to graduate and make meaningful contribution to national development. As a result, the university must ensure that they operate effectively and efficiently, which is one of their 4 R's (UB Annual report, 2019), so that operations can be sustained and the organization's performance do not get negatively affected, especially when revenues are lost. Leadership becomes crucial in order to experience and maintain success in an organization. The leaders of an organization such as the President, Vice President, Academic Deans and other non-academic leaders at the university are tasked with this responsibility and are in a unique position to impact the environment of the school, which ultimately has a trickledown effect to subordinates who become motivated, thereby influencing student achievement (Jarrett, 2021). Motivated employees are normally a result of satisfied employees, which tends to reduce employee turnover (Dillon & Malick, 2020; Shaari et al., 2022;

Long & Thean, 2011) and contribute to a positive organizational performance of which all these factors are influenced by employees' relationships with their leaders (Shaari et al., 2022; Long et al., 2011).

Based on a matter of concern currently faced by the UB, this study is important because it served as a beginning point to understanding leadership in Belize and especially to the University of Belize, by exploring the connection between styles of leadership of managers/supervisors at the University of Belize (UB) and their effects on organizational performance, mediated by employees' motivation, as perceived by the leaders' subordinates.

Research Hypotheses

This research sought to respond to the predominant question, which was: what is the predictive connection, if any, between transactional, transformational and laissez faire leadership styles and employees' motivation and organizational performance.

In an effort to accomplish the aim and objectives, based on literature and similar research that have been conducted on leadership styles and their impacts on employees' motivation and organizational performance, the following research hypotheses were developed to decipher the association, if any, and the extent of the association that exists between transactional, transformational and laissez faire leadership styles and employee motivation and performance at Belize's national university. The hypotheses were tested at the 0.05 level of significance, hypothesizing that:

Hypothesis 1. A significant positive correlation exists between transformational leadership style and employees' motivation.

Hypothesis 2. A significant positive correlation exists between transactional leadership style and employees' motivation.

Hypothesis 3. A significant positive correlation exists between laissez faire leadership style and employees' motivation.

Hypothesis 4. A significant positive correlation exists between transformational leadership style and organizational performance.

Hypothesis 5. A significant positive correlation exists between transactional leadership style and organizational performance.

Hypothesis 6. A significant positive correlation exists between laissez faire leadership style and organizational performance.

CHAPTER TWO: LITERATURE REVIEW

Introduction

An overview of this quantitative study was presented in Chapter one. The intention of this research was to explore three of the contemporary leadership syles which are commonly and widely used in today's organizations, which include the transactional, transformational and laissez faire leadership styles (Biaka, 2020), being researched in the context of the UB, by obtaining perspectives from subordinates, in order to analyze their relationship with and impact on employee motivation and performance. The problem, purpose, and hypotheses of the research required a thorough examination of the literature. Chapter two presents a literature review on past, current and developing literature on the topic of leadership styles and their effect on motivation and organizational performance as well as empirical research on theories of leadership and motivation. The chapter provided conceptual definitions on leadership and leadership styles, educational leadership and management in schools, leadership and motivation, organizational performance and motivation and organizational performance. Thereafter, a critical review of key theories was done as it relates to the three leadership theories that this study focused on and few theories that explains how motivation could occur. Following this, a review of empirical studies was conducted on leadership styles and their impact on employees' motivation, leadership styles and their impact on organizational performance and given that this study focused on an organization in the education sector, studies focusing on leadership styles impact on employees' motivation and organizational performance in the iniversities and schools were also reviewed. Databases used included Ebscohost, Google Scholar, and Proquest. Filters were applied to capture studies that were 5 years old or younger and were scholarly peer reviewed studies. In explaining the theoretical framework, motivation and organizational performance were discussed in relation to each leadership style, focusing on one aspect of the service sector, being the higher educational institutions.

Leadership is a topic that has been vastly researched in different contexts, because it is an important topic for any organization if they are to be successful, regardless of size or type, which is why researchers interest continues to rise in researching the effects that leadership has on job satisfaction, motivation, employee performance, organizational performance, etc (Okpamen, 2017; Htut & Khin, 2018; Amanchukwu et al., 2015). Many researchers have provided different classifications of the term and have created many theories (Cote, 2017; Khan et al., 2016; Sougi, 2015; Biaka, 2020). Since the early 20th century, the world has traveled through many phases of leadership, including the first concept of “command and control” in the 1980’s, then to “empowerment and track” in the 2000s, and now to the recent “connect and nurture” (Gandolfi & Stone, 2018). Though leadership has vastly been studied, it is still not fully understood given that it changes based on situations (Amanchukwu et al., 2015) and different theories have different explanations. Despite the many different views however, there is one commonality, which is, that leadership is important (Gandolfi & Stone, 2018). Though this might seem straight forward, it must not be taken for granted because once leadership is lacking, poisonous or not effective, it can have damaging effects (Gandolfi & Stone, 2018). These effects include weak staff performance, non-existent motivation and meagre growth and development of the institutions (Ukaidi, 2016). Unfortunately, as stated by Gandolfi and Stone (2018) ineffective leadership in many organizations, seems to be the rule instead of the exception. This rule seems to apply at the University of Belize for the past several years. While many studies have focused on leadership and workplace performance in for profit organizations (Wren, 2018), studies focusing on effective school leadership theories are rare (Daniels et al., 2019). As a result, this study focuses on leadership and workplace performance in the service sector, specifically in the education sector, namely at a premiere higher education institution in Belize, the University of Belize.

Despite the type of organization operated, leadership plays a critical role in order for employees to function at their optimum and in turn, for the organization to reap success (Idowu, 2020; Ukaidi, 2016). This is because the role of leadership is to influence individuals to want to accomplish goals and objectives (Poturak et al., 2020). As stated by Anderson (n.d.), “education has become business and schools have become social organizations conducting daily business” (p. 3) Therefore, similar to all other organizations, as stated by Khan et al. (2016), “universities’ managements need to adopt certain measures that can increase employee commitment” (p. 100). Employee commitment can in turn increase organizational performance; all of which is possible through effective leadership (Poturak et al., 2020; Khan et al., 2016). As a result, this study will contribute to this understudied sector, of exploring leadership in the service sector at an educational institution.

Theoretical Framework of Leadership Theories

The theoretical framework of a study is similar to the blueprint of a house because it dictates the configuration for the study and provides support for the basis of the study, the problem statement, the purpose and the research questions (Grant & Osanloo, 2014). Additionally, it provides a solid base for the evaluation of the literature, and of utmost importance, the data analysis procedures and testing (Grant & Osanloo, 2014). As stated,

> theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding

> assumptions. The theoretical framework is the structure that can hold or support a theory of a research study; and, it introduces and describes the theory that explains why the research problem under study exist (Swanson, 2013, p. 122).

The intention of this quantitative study was to scrutinize three of the most common leadership styles: transactional, transformational and laissez faire leadership styles of the UB leaders, by obtaining perspectives from subordinates, in order to analyze their relationship with and impact on employee motivation and performance.

There are four constituents of Transformational leadership which include individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. There are two components of transactional leadership, including contingency reward and manage by exception (active). There are two components of Laissez-faire leadership; including laissez-faire (LF) and management by exception (passive). This quantitative approach sought to analyze the variables' associations in order to determine the type of relationship that exists between them, so that conclusions can be drawn to either support or alter existing theories (Leedy & Ormrod, 2015; Al Khajeh, 2018) based on a presupposed fixed and measurable reality (Donaleck & Soldwisch, 2004). To accomplish the research's main aim, the quantitative approach was favored since it will follow a focused and structured process, through which known independent and dependent variables and hypotheses were established (Al Khajeh, 2018), all of which are pre-planned, being at the helm of the study and becoming the framework for the entire study.

Over the past few decades, many views from differing theorists have been created in order to explain the reasons and characteristics that influence employees' motivation and ultimately, organizational performance (Beck, 2017; Sougui et al., 2015). These different views include theories of leadership such as the Great Man Theory, Trait Theory, Behavioral theories, Transactional and Transformational theories, etc. The concept of leadership is one that has been vastly researched but yet still not well understood (Amanchukwu et al., 2015; Tedla & Redda, 2021). "Leadership has evolved over time and has taken different forms over the years, from the traditional approach to the modern perspective" (Tedla & Redda, 2021, p. 59). Leadership literature started with the traditional leadership approaches such as behavioral and situational styles and have now led to more modern leadership approaches and views such as transformational and charismatic (McCleskey, 2014; Tedla & Redda, 2021). It is an undebatable fact that good leadership must exist in any organization in order for its goals to be accomplished (Yukl & Uppal, 2017; Jamali et al., 2021; Silva, 2016). Over the past 10 decades, there have been vast beliefs about leadership which have been seen in different forms in organizations of today. A broad range of classical and modern theoretical approaches to the concept of leadership have since been developed. Leadership theories are attempts made to assist others to understand what leaders do and who they are. Some of these leadership theoretical constructs include but are not limited to: The Early Theories of Leadership such as the Great Man and Trait theories; Situational (contingency) theories such as Hersey & Blanchard theory, and most recently developed are the contemporary theories such as Transformational- transactional theory, etc.

Early Leadership Theories

The Great Man theory implies that there is no need for leadership classes in schools because this theory dictates that leadership is innate, it comes natural and that leaders are born into this role of being an effective leader (Northouse, 2013; Yukl & Uppal, 2017). Consequently, this theory suggests that leadership cannot be taught and the skills and personality needed to be an effective leader such as charm, courage, good judgment, intelligence, etc, cannot be acquired - you are either born a leader or not (Hunt & Fedynich, 2019). Proponents of the Great Man theory would argue that Mahatma Gandhi, Martin Luther King, Mother Theresa, etc. were great leaders not because they went to school to learn leadership, but because they were naturally born to be a leader. Their leadership success was dictated by their fate and they simply fulfilled their destiny. So, while these born leaders would influence and inspire others, this theory's view is that the main success for this is attributable to the fact that they are blessed from birth - nothing else impacted their ability to have been successful as a leader.

The Trait and Great Man theories share a similar fundamental tenet given that both explain that leaders are born; the trait theory however, is an extension of the Great Man theory because it specifies and outlines what are the traits that individuals must possess in order to be successful leaders; that is, what makes great leaders great. The Great Man and the Trait theories of leadership share similar standpoints, such that they both believe that leaders have innate characteristics; the Trait theory, however, believes that these characteristics or qualitites can be learnt or acquired. While the Great Man theory believes a leader is born. The Great Man theory argues that by the virtue of their birth, leaders are blessed with special traits; consequently, they can be identified as leaders because they will stand out in the crowd due to possessing these traits (Uslu, 2019; Northouse, 2013; Yukl & Uppal, 2017). As for the traits to be identified as a leader, they included physical, psychological and communication traits (Sivaruban, 2021; Jenkinson, 2018). Both the Great Man theory and the Trait theory believes that skills and characteristics that one possesses is what determines their fate in their leadership ability and effectiveness (Phillips, 2009; Northouse, 2013). However, the trait theory failed to give full information on how to measure traits of leadership, so no solid conclusion was possible (Sivaruban, 2021).

A common element of many leadership definitions is that it is considered to involve a *process* of influencing others. However, considering leadership to be a process versus a trait is totally different (Northouse, 2013). While both the Trait theory and the Great Man Theory assume that leaders must influence followers, they do not support that leadership is a process for the mere fact that they undertake the view that an individual must either be born into leadership and must possess certain identifiable qualities or characteristics that are unique to leaders, and individuals can only become a leader if they possess these certain physical characteristics such as height, personality features such as being an extrovert and other characteristics such as intelligence (Northouse, 2013; Jenkinson, 2018). However, leadership being a process suggests that it can be observed in leaders' behavior and as such it can be learned (Channing, 2020). As a result, these theories imply that there is no opportunity to undergo a process in working towards becoming a leader, thereby disregarding the beliefs that individuals can be trained into leadership positions and roles and that leadership qualities can be transferred through education, practice and exposure. Proponents of the Trait theory would argue that great leaders possessed the skills and personality characteristics needed to be effective and successful. However, there has been no conclusion on what this universal set of traits that guarantees successful leadership look like (Northouse, 2013). These theories are discredited for looking mostly inward to the leader himself and not considering the leader follower relations and the tasks or the situation at hand, of which the latter two must also be involved in leadership effectiveness as per its definition. Nevertheless, as per the leadership definition, these theories are said to have some truth in them and confirms to the fact that effective leadership eventually results in inspiring others. This is because great leaders normally have something unique about them that allows them to inspire their followers in embracing change and aiming towards a vision. However, while proponents would argue that possessing certain traits are requisites for becoming an effective leader, this is not always true (Yukl & Uppal, 2017). Other researchers believe that possessing traits is not the only element of effective leadership, thereby suggesting that leadership is more than possessing traits but that situations need to be taken into account as well (Deshwal & Ali, 2020; Northhouse, 2013). Therefore, it becomes almost impossible to devise a set of traits that makes leaders effective without considering the situation in which the leader exists (Dinubutun, 2020). Additionally, the Trait theorists mainly studied and outlined the traits that leaders possessed in order to come to a consensus that certain traits are what successful leaders should have. However, the theory does not possess much substance in explaining how leaders' traits actually impacts the performance of followers in achieving organizational goals (Sivuraban, 2021; Northouse, 2013). This is important bearing in mind that leadership's ultimate goal is to influence and inspire followers to realize organizational objectives. Ultimately, these deficiencies of the theory, other theories evolved.

Leadership research in the 1940s to 1960's thereafter focused on the Behavioral theories (Black, 2015) which hold views contrary to the Great Man and Trait Theories, of which the Behavioral theories suggest that in order to be a great leader, one does not have to be born as a leader or does not have to be endowed with certain characteristics or personality traits; rather, leadership can be taught and learnt through education, practice and exposure (Sivaruban, 2021; Goff, 2003). It focuses on leaders' behaviors on followers and concludes that once individuals exhibit the appropriate behavior in given situations in order to motivate and inspire others to work, they may become leaders (Phillips, 2009; Goff, 2003; Sivaruban, 2021; Deshwal & Ali, 2020). The focal trust of this theory is that effective leaders are considered to be those who perform task oriented roles such as supporting individuals by providing solutions to subordinates who experience problems in completing tasks, focusing on getting the job done with close supervision, rewards, coercion, and a bureaucratic structure and employee oriented roles such as encouraging mutual trust, sensitivity, and rapport between leader and followers, valuing followers and settling issues amicably within groups (Goff, 2003). Behavioral theory emboldens the value of leadership styles and places importance on concern for people and teamwork (Yukl & Uppal, 2017). Four leadership behaviors can be employed including the directive, participative, supportive and achievement behavior, each to be used dependent on the nature of the tasks at hand and the level of the followers (Goff, 2003; Northouse, 2013; Yukl & Uppal, 2017). Consequently, this theory allows for managers to flex their leadership style accordingly. In general, such theories suggest that leadership effectiveness is determined more by what leaders do rather than the traits they possess (Jainani, 2018) and that leadership behaviors vary, dependent on tasks and followers. There are many stories of organizations that failed because the leaders failed to understand the situation in which they lead. This notion led to the development of the Contingency leadership theories. Ultimately, leaders become effective and successful if they are able to match the suitable leadership style (behavior) with the appropriate situation. Focusing on the most common definitions of leadership, the behavioral theories sees leadership as a reciprocal event that occurs between the leader and the subordinates (Deshwal & Ali, 2020), thereby concluding that leadership is not solely based on innate traits; rather, it is a process that can be learnt. Certain behaviors can be adopted to facilitate followers' goals achievement and to help followers feel comfortable with themselves and in a team. Learning how to combine and balance these kinds of behavior can ultimately result in leaders being effective. The downfall of this theory however, is similar to one of the Trait theory's in that it has not sufficiently revealed the enormity of the association of different leadership styles with performance outcomes (Northouse, 2013). Most of the research conducted to establish these links have so far been contradicting and inconclusive. Therefore, there is no clear explanation of how task and employee oriented behaviors impact outcomes on followers such as their morale, their job satisfaction and their productivity levels (Northouse, 2013).

Similarly to the trait theory which has failed to form a link between traits and followers' performance in order to determine which traits creates effective leadership, the behavioral theory likewise has failed to ascertain a conclusive link between leadership behaviors and followers' performance in order to determine which leadership style creates the most effective leadership given that certain leadership behavior may be best in one situation but not best in another (Harrison, 2018). As a result, the behavioral theories disadvantage is that it failed to factor in the situation in which the leadership occurs. Because the ultimate goal of leadership is to influence and inspire followers to meet organizational goals, knowing which traits and style are most effective would certainly be valuable; but, the situation of which the leadership takes place, must also be considered.

As the researcher, I contemplated all leadership styles at the initial level. However, after reviewing the existing literature on the variables to explore the research hypotheses proposed for this study, I decided to choose leadership styles that were most recent and commonly cited within educational environments, namely transactional, transformational and laissez faire leadership styles; so, the theoretical framework was derived from management and organizational behavior theories, using these differing leadership theories linked to motivation and performance, and so were considered in formulating this study's theoretical framework. Over the past 20 years, the contemporary theories such as the transactional and transformational theories have been the focus (Black, 2015) and so these theories as developed by Burns (1978) and Bass (1985, as cited in Wren, 2017) were used within this study.

Transformational Leadership

James V. Downton in 1973 initiated the idea of transformational leadership and it was thereafter extended by James Burns in 1978. Researcher Bernard M. Bass further lengthened the idea in 1985, of which he added ways for gauging the success of transformational leadership. In 1978, Burns theorized that transformational leaders are better able to experience success in raising colleagues, subordinates, followers, clients, or constituents to a higher level of consciousness about the issues of importance (Wren, 2017). Transformational leaders are seen as heroes due to possessing the ability to transform their organizations (Black, 2015). Much of the literature have suggested that transformational theory differentiates itself from other contemporary theories (Avolio & Bass, 2004) because it focuses on creating a relationship with followers (Amanchukwu et al., 2015; Wren, 2017), involving subordinates and leaders in putting aside their individual desires and seeing the higher and greater good of a task (Amanchukwu et al., 2015; Al Khajeh, 2018) (idealised influence), thereby motivating and inspiring followers to remain committed to the vision (inspirational motivation) by focusing on goal attainment together as a team (Khan et al., 2016). When behaviors are focused on motivating and inspiring employees, giving attention to each individual's needs for achievement and growth, providing a reassuring organizational climate, identifying individual differences based on personal needs and aspirations, fostering communication as a two-way exchange process, and vigorously giving a listening ear to employees' cares, views and concerns, it relates to a relationship oriented environment based on the transformational leadership approach (Erkulu, 2008).

Transactional Leadership

Max Weber first described the theory of transactional leadership in 1947, when he conducted a study on leadership styles, categorizing them into 3. The style he had categorized as rational-legal is what is known today as transactional leadership. In 1981, Bernard Bass expanded the theory by theorizing that transactional leaders are those who negotiate with their subordinates as though a transaction exists, such that if employees perform well, they are rewarded and if they do not perform well, they are punished (Masood et. al, 2020). Transactional leadership theory involves leading by the exchanging of rewards for accomplishments (Al Khajeh, 2018; Khan et al., 2016; Odumeru & Ifeanyi, 2013) and punishments for non-performance (Amanchukwu et al., 2015; Khan et al., 2016) between the manager and their followers, of which, generally, leaders engage in task agreements with their followers and extrinsic rewards serves as the leaders' primary mode of motivating their followers (Khan, et al., 2016*;* Zareen et al., 2015). Erkutlu (2008) likewise claims that focusing on providing rewards for satisfactory performance or chastising and removing rewards for unsatisfactory performance would be situations of exhibiting transactional leadership behaviors, thereby focusing only at the task at hand. Therefore, this theory is driven by the fact that subordinates are not self motivated; but, that they are only motivated when provided with incentives and punishments (Arnett, 2020).

Laissez-Faire Leadership

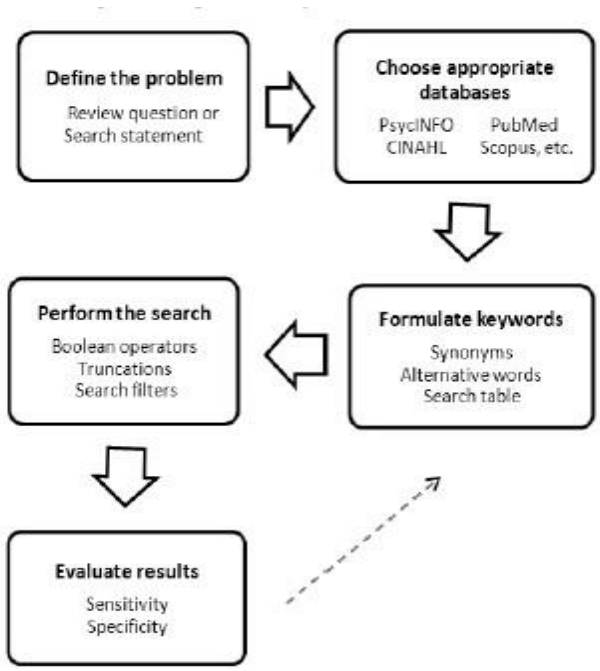
Laissez-faire leadership, also referred to as management-by-exception (Wren, 2019), refers to the absence of a leader in the day to day activities of the organization; thus, when leadership seems absent or the leader avoids partaking in leading their employees, this would be considered the laissez-faire approach (Abasilim, 2019; Khan & Saleem, 2021; Amin et al., 2018; Idowu, 2020). Such a leader is not involved in decision making or guidance of their subordinates, thereby not being able to act on important affairs and matters of their subordinates. Laissez faire leaders give their subordinates free reign and total authority to make decisions (Sitthiwarongchai, et al., 2020; Bhatti et al., 2012; Chowdhury, 2014; Wren, 2018), thereby allowing subordinates to do what they think is best.

Literature Search Strategy

As stated by Pagatpatan and Arevalo (2016), in order to achieve a complete comprehension of the topic of interest, the methodical search of literature is an important skill for researchers. A systematic and explicit process was followed in identifying and analyzing relevant information during the literature search, which recognized, chose and analytically evaluated previous research so that the formulated hypotheses of the study could have been tested (Dewey & Drahota, 2016). The goal of the literature search in this study was to recognize and gather research that have been done on transformational, transactional and laissez faire leadership styles and identifying their impacts on employees' motivation and the performance of the organization. In order to accomplish this, the researcher followed the steps as illustrated by Pagatpatan and Arevalo (2016) based on Figure 1 below.

Figure 1

Systematic Literature Search



Note: Figure 1 was adapted from "Systematic Literature Search Strategies for the Health Sciences," by C. Pagatpatan & J. Arevalo, 2016, *The Phillipine Journal of Nursing*, 86 (1), p. 50. Copyright 2016 by Ataneo De Manila University

Firstly, the researcher referred to the hypotheses in order to define the problem. As suggested by Aromataris and Riitano (2014), "before conducting the literature review, it was important to understand the research questions or hypotheses and what information would be needed to address them" (p. 50). The research questions and hypotheses should be unambiguous and structured (Khan et al., 2003). He further stated that as an example, "it was essential to consider the type of data being sought, the types of studies that report the data and the limits or restrictions to be applied such as range of year of publication or type of language" (Aromataris & Riitano, 2014, p. 51). This was essential so that search time could be minimized, coupled with ensuring the relevance and validity of the gathered information (Aromataris & Riitano, 2014).

Thereafter, database searches were conducted based on the topic of the literature review, despite the precise geographical locations where the study occurred. A search sieve used was that of type of publication. Search engines utilized included Google scholar, which “is considered as the most common and readily accessible search engine that stores and manages millions of articles” (Pagatpatan & Arevalo, 2016, p. 54). Google Scholar provides an uncomplicated way to generally search for scholarly literature. From one place, you can search across many disciplines and sources: articles, dissertations, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. Google Scholar helps you find relevant work across the world of scholarly research. Other platforms utilized were Ebscohost, ProQuest Dissertation and Theses, Education Research Complete and Education Source. Ebscohost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. With quality databases and search features, EBSCO host helps researchers of all kinds find the information they need fast. This was available and accessible through the University of Belize. In the Ebscohost platform, database such as the Education Research Complete, which is a robust database for education students, professionals and policymakers was used. Also, Education Source was utilized from Ebscohost, providing hundreds of full-text education journals, it covers all levels of education, from early childhood to higher education. ProQuest is a compilation of many databases that provide admission to countless journals, magazines, newspapers, dissertations, and other publications. Along with these databases, publications that were open access and grey literature search were also done to include research that were not published in journals and other old-style commercial or academic publishing and channels of distribution. This was done since database searches would not yield results of relevant information if they were theses, dissertations or studies that were ongoing. Using grey literature has its advantages; for example, it minimizes bias in publication, which is possible when searching literature directly from journals in databases which normally favors positive results.

Finally, a review of literature was done using hard copy leadership and management textbooks that I had available. Based on the concepts identified, the first formal step in the literature search process as recommended by Aromataris and Riitano (2014) was to decide on any substitute terms or synonyms for those concepts. I prepared a grid to "identify keywords or free-text words, which were significant words or phrases identified that represented the gist of the paper and was the main tool in retrieving relevant studies" (Pagatpatan & Arevalo, 2016, p. 51). Search terms were developed based on the substitute terms and concepts which were a part of the review questions and allowed for an enhancement of the searches. As recommended by Aromataris and Riitano (2014) and Bartels (2013, as cited in Pagatpatan and Arevalo, 2016), for meaningful studies to be captured, synonyms or substitute words were identified for each term, after which I prepared a search grid for a search strategy based on the research questions, as per Table 1 below.

Table 1

Systematic Literature Search

Leadership style	Impact	Highest	Employees
Management style	Effect	Greatest	Subordinates
Leadership theory	Influence	Maximum	Workers
	Leads to	Most	

Given that in most of the platforms used for searching such as EBSCOhost that was used for admission to certain databases such as Academic Search Ultimate, it explored the precise terms inputted in the database, even if the keyword had misspellings. This then indicated that in order to conduct a complete search, I had to input as many pertinent key terms as possible so that relevant articles were not ignored if all pertinent synonyms for a concept were not embraced, given that various writers refer to the same concept using varying terminology (such as impact rather than effect or management style instead of leadership style) (Atkinson & Cipriani, 2018; Aromataris & Riitano, 2014; Carrera-Rivera et al., 2022). A review of scholarly, peer reviewed studies and grey literature were included in this study's literature if it met the condition of having a common theme, such as service sector, higher educational institutions, school leadership, motivation and organizational performance.

Forming synthesis was the purpose of the literature review; as a result, as suggested by Pagatpatan and Arevalo (2016), "a more comprehensive and exhaustive review of the study topic was conducted to achieve breadth and depth" (p. 51). In the case of the Ebscohost database for example, as also suggested by Pagatpatan and Arevalo (2016), "in order to include or exclude keywords that would allow a more concentrated and valuable search, Boolean operators which are conjunctions such as and, or and not were used" (p. 52). As stated by Aromataris and Riitano (2014), "most databases use some form of Boolean logic—search terms connected by the Boolean operators, which will direct the database to find articles containing any of the search terms within the indicated fields." Truncation was also used, of which the search was refined by filtering the language (Aromataris & Riitano, 2014; Bramer et al., 2018; Atkinson & Cipriani, 2018) in order to access studies that used American and British spelling (Pagatpatan & Arevalo, 2016). As stated by Aromatatis and Riitano (2014), “various wildcard characters or commands are often used by the platforms used to search citation databases” (p. 54); so, as recommended by Aromataris and Riitano (2014) and Bramer et al. (2018), I had to do the beginning searches using the online tutorials and help pages of the various platforms and databases. This is because when I typed the word “organizational”, the platforms used to search did not show studies with the British spelling of “organisational; so, I used unlimited truncation wildcard such an asterisk (*), eg. organi*ation or a dollar sign ($), eg. organi$ation. Also, as stated,

> in certain databases, the question mark (?) wildcard can also be used within or at the end of a word to substitute for one character or no characters (behavio?r will retrieve articles with the words behaviour and behavior; the number sign (#) wildcard can substitute for a single character (wom#n will retrieve articles with both woman and women (by Aromataris & Riitano, 2014, p. 54).

Engaging in truncation while searching provided me the opportunity to seize studies, despite the type of spelling, whether British or American (Bramer et al., 2018; Pagatpatan & Arevalo, 2016) or singular or plural words, etc. Other filter used in refining the search was the publication date. Most of the studies included in the literature was five years old or younger. Some studies were older so as to compare such results to current studies’ results. Additionally, the university required that literature review studies should have been published within the last five years and should come from approximately 85% of peer reviewed, scholarly research sources.

The structure of the search strategy remained the same regardless of the search platform that was used to search the database because in most cases the key terms remain the same across different databases.

Generally, the way in which the search strategy was built, yield success because it resulted in relevant articles that linked to the hypotheses. Therefore, the outcome of the search activity resulted in a balance with sensitivity (accessing of relevant articles) and specificity (accessing fewer articles of high quality and minimal number of inappropriate articles (Pagatpatan & Arevalo, 2016).

Review of the Literature

Overview of Leadership and Motivation

Successful organizations evolve because of possessing great leadership; as a result, valuable change occurs in the organization in order to reap such success. As stated by Heller et al. (1996, as cited in Azizaha et al., 2020),

> The mission of education seems to depend on how the lecturers feel about their work and how satisfied they are with it. Therefore, it is not surprising that researchers suggest that universities should pay more attention to increasing lecturer work satisfaction (p. 579).

After all, the most important assets in an academic institution are its human resources, specifically the faculty. Given that one of the most important input of the production process at a university being faculty members, and output being graduates are humans, it becomes increasingly paramount to focus on creating motivated employees so that it can trickle down to creating quality graduates; so, in order to increase work satisfaction, employees must be motivated. Bush and Middlewood (2006, as cited in Anastasiou & Garametsi, 2021) claims that "highly motivated and satisfied employees are a key in achieving organizational goals" because the human resources are considered very important in organizations (Ali & Anwar, 2021; Idowu, 2020). They are the movers, engine drivers and the backbone of organizations; as such, organizations should make it utmost priority to bear in mind the factors related to motivation, job satisfaction and work performance (Anastasiou & Garametsi, 2021) so that employees become inspired and motivated and are driven towards goal accomplishment. Therefore, increasing motivation within employees is a key aspect of organizations currently (Ali & Anwar, 2021; Adriansyah et al., 2020). In general, employees' motivation is a fundamental condition for an organization's success, because motivated employees are more effective, which harness desired organizational performance (Gandhi & Kang, 2011; Topolosky, 2014). Anastasiou and Garametsi (2021) reports factors related to lecturer' job dissatisfaction include having no clear directions in relation to their roles and tasks, substantial and unrealistic workload, heavy bureaucratic structure, reforms of regulations and policies with little input from employees whom it will impact and, poor working conditions, lack of independence, lack/minimal participation in decision making, poor pay, low opportunities for advancement and lack of effective leadership. While the ultimate goal of leadership is to create meaningful change in organizations in order to maintain success, this can only be accomplished if employees are inspired and motivated to work in order to accomplish established goals. Employees can only produce at their optimum if they are motivated; therefore, relation between leaders and their subordinates is important and must be healthy so that employees become and remain motivated to work. Currently, school managements can implement policies which can improve motivation and reduce employees' dissatisfaction by creating proper systems and working conditions in the school which will have a dual positive effect on lecturers' job satisfaction and school performance (Soto & Rojas, 2019; Anastasiou & Siassiakos, 2014). However, given that employees are different and have differing needs and effective leadership changes and situations change (Anastasiou & Garametsi, 2021), leaders must be able to employ appropriate leadership styles in order to get the maximum from their subordinates. This could be achievable if leaders adopt suitable leadership styles. Therefore, leadership styles become a crucial aspect of leadership because those are what will get the organization to its desired state without losing sight of the movers, who are the employees (Gandolfi & Stone, 2018). While this is not an easy task, it underscores the importance of leadership and the employment of appropriate styles. This is especially so, given that as echoed by Gandolfi and Stone (2018), not all leadership styles lead to success. Not only is it important for employees to perform at their required standards; but, while existing in an era of constant change, innovativeness is highly required for organizations to compete and succeed. Leadership has been seen to be the most prominent situational factor that can enhance innovative work behaviors of employees (Huang et al., 2016) and the absence of effective school leadership has been a critical factor in dissatisfaction of lecturers in schools (Anastasiou & Garametsi, 2021). This is because the leader is responsible for triggering the right behaviors, providing the resources and right conditions in order to evoke the innovativeness in their employees. As a result, only with the employment of the suitable leadership style, will leaders be able to motivate their employees to want to do what is required of them plus sparking innovation within them. Therefore, motivation is a critical component of leadership (Zareen et al., 2015) and it is an important human resource function (Moslehpour et al., 2019; Nyenyembe et al, 2016; Torres, 2019) that is necessary in order for employees to embrace challenges, to transform ideas to actions and it certainly leads to goal achievement and vision execution. Additionally, when employees are motivated, it increases their self-confidence, self-esteem, self-discipline, job satisfaction and work performance (Oluwoselu, et al., 2019). Agreeing with Zareen et al. (2015) is Ali and Anwar (2021), who states that motivational level of employees is also affected by the social context which includes organizational values and commitment, but also leadership and management. Therefore, motivation and leadership are brothers and sisters because it is very impossible to think of a leader who does not motivate their followers. According to Oluwoselu et al. (2019), it is important that employees are motivated because it allows them to welcome challenges, to turn ideas into reality which in turn assists the organization with the execution of their goals. Motivation further has a spiral effect on employees because they become more confident in their potential, they exhibit better self-discipline which positively affects their satisfaction on the job and consequently their performance improves. It is of no doubt then, why motivation is an important function of a leader.

Overview of Leadership and Organizational Performance

Leadership style(s) employed by school leaders is/are very crucial to students' achievement (Tedla & Redda, 2021). It is considered crucial because though its impact is indirect, it can create either success or failure of the school's performance. Heck et al. (1990, as cited in Tedla and Redda, 2021), stated that the relationships between school leaders and the achievements of students have been shown to be rather multifaceted and delicate. According to Hallinger (1998, as cited in Tedla and Redda, 2021), such relationship was examined for almost a decade and a half (1980-1995), and it has been found that leaders have an indirect influence, but measurable effect on how well students achieve. Huffs et al. (1982, as cited in Tedla and Redda, 2021) further stated that analysis that has also been done between school leaders' leadership traits and the performance of students, shows that leaders who come from schools that perform well as compare to schools that do not perform well, have stronger emotional traits and cognitive analytical skills. This implies that school leaders though not directly involved in students' achievements, still has an important role to play by planning goals for the school, setting high expectations, distributing resources including human and tangible, creating a systematic environment and communicating with stakeholders, providing training opportunities for lecturers and professors, and conducting valid and reliable evaluation through supervision. A leader's influence on student accomplishments also stems from the leader-follower relations. Eberts and Stone (1988, as cited in Tedla & Redda, 2021) claims that this interaction may include identifying objectives and providing support and guidance to employees. Though organizational performance, in the case of the UB, school performance, is a comprehensive term, but it ultimately reflects in the output, which are the students. Even more important is that a school's performance is gauged. More specifically, school performance is construed as an annual and sufficient progress of successful school activities which include learning, efficiency, working conditions, job satisfaction, stakeholders' satisfaction and motivation (Wahab et al, 2016). As explicated above, the performance of a school as an organization is solely dependent on the type of leadership style that the leader employs. This is primarily because the type of leadership style a leader demonstrates is considered to be an important factor in improving organizational performance (Drewziecka & Roczniewska, 2018).

The relationship between leadership styles and organizational performance has definitely attracted attention and interest over the past years. Organizational performance is one of the most important aspect of an organization whether profit or non-profit, because it is what determines its success (Abusweilem & Abualoush, 2019); and also, it is what differentiates the successful organizations from the failing ones (Tran, 2021; Akparep et al., 2019; Herminingsih & Supardi, 2017). As stated by Anderson (2017), "schools have become like business organizations and may very well benefit from leadership styles that have been proven to improve performance in business organizations as well as in schools" (p. 1). A part of the managers' responsibility has been to figure out what factors stimulates an organization's performance so that they can then make suitable steps to introduce them in the operations. Sun's (2002, as cited in Akparep, 2019) and Jony et al. (2019) comparison of leadership styles and leadership performance found that leadership style had a significantly positive correlation with the organizational performance in both schools and enterprises. Cherian, et al. (2020) research findings indicated that leadership styles alone contributed to 25% of organization's performance in the United Arab Emirates context. Ultimately, without leadership, the tendency for mistakes to occur increases which then diminishes an organization's ability to perform well and be successful.

Educational Leadership and Management in Schools

School leadership includes a process through which a school leader is entrusted to hire and supervise their staff, provide evaluations for performance according to differing situations and utilize leadership styles in order to manage situations (Tedla & Redda, 2021). "Style" refers to a mode of fashion or behavior in achieving an effect, whereas a leadership style is "a structure and qualification of a leader to lead an organization successfully" (Adeyemi & Bolarinwa, 2013).

Since the time educational leadership research was introduced, there has been many efforts to research and develop its impact on the organization's (school) performance. Beare et al. (1989, as cited in Tedla and Redda, 2021) stated that outstanding schools has been a result of outstanding educational leadership. In order for schools to succeed, mangers must be able to lead; so, leadership is a much bigger picture than management (Tedla & Redda, 2021). The issue is however, that in many schools, managers are not able to lead. Consequently, the school suffers because of its lack of leadership. As has been echoed much in the leadership literature, organizations cannot expect success without effective leadership. Bennis (2015) asserts that to be successful in the 21st century, the need exists for more of leadership than management. This assertion evidently connotes the fact that though leadership and management may be similar in several ways, there are distinct differences between management and leadership behaviors (Dahlkamp & Schumacher, 2017). Much literature would agree that both management and leadership are needed in the success of any organization; but, the distinction must be made clear. Management has a narrow focus which entails accomplishing the four main functions including, planning, organizing, controlling and staffing (Northhouse, 2015; Dahlkamp & Schumacher, 2017). Managers plan goals and put resources, people and structure together for the accomplishment of such goals. Managers vehemently dislike change and they limit employees' choices in achieving goals and vision because they lack a long term focus (DiGirolamo & Tkach, 2019). They are more prone to establishing and maintaining order in their group by developing processes, policies and procedures, controlling resources (Bennis, 2015), setting timelines, solving problems and basically work with his/her team members to ensure that things are done and goals are achieved. Their focus is more on systems and structures, rather than on the people they manage (Bennis, 2015; Tedla & Redda, 2021). Generally, their main aim is ensuring that their employees have resources necessary to work. The organization's visions and goals are displayed with low emotions and an impersonal attitude and problems are solved using low risk options. Managers generally follows existing policies, etc. of what already exists in the organization and so they are considered to be copiers rather than innovators (Dahlkamp & Schumacher, 2017).

On the contrary, leadership entails exercising influence over individuals (Northouse, 2013) and involves strategic or higher-level issues, and requires establishing a direction or vision and then passionately motivating and inspiring team members to align and work toward that vision (DiGirolamo & Tkach, 2019; Kotterman, 2006). Leaders seek buy in from individuals in order to harness support for the execution of their vision. The main distinct contrast between a manager and a leader has to do with the concept of change, because while a manager does not welcome change, a leader motivates and inspires their followers to create change and innovate new ideas, develop new goals and align organizations (DiGirolamo & Tkach, 2019). Instead of following the status quo and maintaining what already exists, leaders are considered to be originals (Bennis, 2015) due to the concept of change being at the helm of what they do. They are high risk takers in problem solving and possess long term and wide visions, thereby encouraging their subordinates to embrace the unknown, and energize them to overcome barriers in the event of dramatic change or failures along the way (Kotterman, 2006). Though there exists an intertwinement between the concepts of management and leadership at times, the latter is a unique form of the former which assists schools to ensuring order, direction and eventually achieve projected goals (Tedla & Redda, 2021). Given that management mainly focuses on the planned day to day activities of meeting organizational goals here and now (Kotterman, 2016), surrendering to the volatile environments that they survive in (Bennis, 2015) while leadership is strategic and has a long term approach, focusing on the future and appreciates the volatile environment that they may face with the hope of conquering it, it becomes paramount that schools focus on their manager becoming leaders rather than merely managers. With business environments changing constantly today, it is of crucial importance for managers to develop leadership skills while simultaneously managing success patterns and processes that are currently in place (Dahlkamp & Schumacher, 2017). Researchers have also termed leadership to include not always doing the same thing; but, to take risks, dealing and handling change and focusing on subordinates and their values, rather than simply prioritizing profits. Importantly, Gandolfi and Stone (2016) asserts that leadership is not one dimensional; but, should include a rooted understanding of the role that employees play in the critical success of the organization, thus moving leadership from a theoretical construct to a more tangible one.

Critical Review of Leadership Theories

Every organization's aim, whether for profit or not, is to be successful based on its pre-determined goals and objectives. Success does not occur in error; rather, the success of an organization requires ingredients similar to the baking of a cake. If ingredients are missing, the outcome would not be as expected. In the case of organizations, leadership is considered to be a main ingredient for its effectiveness and success (Poturak et al., 2020; Ejere & Abasilim, 2013; Pradeep & Prabhu, 2011; Al Khajeh, 2018; Idowu, 2020). Most importantly, the leadership styles that leaders utilize are driving forces that influence the overall performance of an organization. Over the decades, many leadership theories have manifested, each possessing its uniqueness in explaining the concept of leadership. For the purpose of this research, which aims to determine the impacts of leadership styles on employee motivation and organizational performance, three leadership styles were under investigation. These were: the transactional, transformational and laissez faire leadership styles. A critical review of each of the leadership style under study is now provided.

Transactional Leadership

Transactional leadership theory, also known as management theory (Amanchukwu et al., 2015) was developed by Avolio & Bass (1985) and involves the leading based on a contractual arrangement between the leader and followers (Abasilim et al., 2019; Sheishi & Kercini, 2017;

Pihie et al., 2012) of which the arrangement includes the reciprocating of recompenses for successes (Al Khajeh, 2018; Khan et al., 2016) and reprimands for failure to meet agreed upon tasks (Amanchukwu et al., 2015; Khan et al., 2016) between the manager and their followers, thus being based upon the path goal theory of incentives for acts (Amin et al., 2018). Basically, it is considered the "carrot and stick" approach of leading, in which leaders engage in task agreements or a transaction with their followers and external rewards functions as the leaders' primary manner of increasing motivation in their followers (Khan et al., 2016; Zareen et al, 2015; Sheishi & Kercini, 2017; Amanchukwu et al., 2015). Three dimensions make up this theory; they are: contingent reward, management by exception (active) and management by exception (passive) (Bass, 1990). Contingent rewards involve the leaders establishing the goals and objectives and performance expectations and communicating these to employees, making the tasks at hand clear and rewarding followers for meeting expectations (Abasilim et al., 2019; Bass, 1990). Contingent reward has been considered useful in offering reinforcement and satisfaction; but, many studies have proven that it is not beneficial in achieving subordinates' satisfaction, excellent performance and growth (Amin et al., 2018). This is because followers simply do what is expected to obtain their compensation; nothing more, nothing less!

Management by exception (active) has to do with the leader actively managing the tasks of followers to ensure that they are performing well, implying that leaders play an active role in supervising their employees in order to ensure that tasks are accomplished, problems are addressed and processes are followed, so that, if necessary, they can make corrections to subordinate's behavior before the behavior creates difficulties (Pihie et al., 2011; Northouse, 2013). On the contrary, management by exception (passive) is when the leader does not interfere in employees' tasks, unless necessary; that is, unless their followers encounter problems in the execution of their tasks (Bass, 1990; Yahaya & Ebrahim, 2016). Passive leaders wait for subordinates to deviate from expected behaviour and/or make errors before they intervene. They basically take corrective action after the fact (Pihie et al., 2011; Northouse, 2013).

In these three dimensions, it is evident that there exists a transactional relationship between the leader and followers because the leader basically leads and gets employees to perform tasks strictly using incentives and reprimands, thus confirming the "carrot and stick" approach to leadership. This theory has been criticized for not allowing employees to be empowered, creative nor does it allow them to reach their full potential, thereby not providing employees with an opportunity to change the status quo (Amin et al., 2018). This could possibly hinder the followers to see the necessity of performing above and beyond their leader's desired performance targets. This is due to the fact that followers are of the view that once they perform at a certain standard, they will reap rewards. This could possible retard the growth opportunities of followers, thereby limiting their self-actualization capability. Transactional leadership is geared towards maintaining the present status quo of the organization (Pihie et al., 2011), following the same practices and requiring subordinates to merely follow the rules, thereby focusing on individual interests than common interests; additionally, no focus is levied on creating a vision for the future (Ridwan et al., 2022). Despite this though, the transactional leadership theory is still considered as necessary and useful when leading in certain environments.

Transformational Leadership

Transformational leadership was theorized by Burns (1978) and further developed by Avolio and Bass (1994). In leading organizations today, a key element in the leadership process is the establishing, sharing and executing of a shared vision (Martin et al., 2014). An important mandate of a leader is for them to be able to establish a direction or vision for the organization and then passionately motivate and inspire team members to align and work toward that vision (DiGirolamo & Tkach, 2019; Kotterman, 2006). As asserted by Bennis and Nanus (1985, as cited in Farmer et al. (1998),

> The leader may be the one who articulates the vision and gives it legitimacy, but if the organization is to be successful, the image must grow out of the needs of the entire organization and must be "claimed" or "owned" by all the important actors (p. 55).

Therefore, it is concluded that in order for leaders and organizations to be successful, all members of the organization, from top to bottom, must share the same vision (Farmer et al., 1998). A shared vision can be considered as a shared agreement between leaders and their followers (Farmer et al., 1998), resulting from united interests from individuals and units in an organization (Northouse, 2013). Establishing and engaging members in shared visions is a key component and pivotal point of transformational leaders (Northouse, 2013; Yukl & Uppal, 2017; Martin et al., 2014) because it builds relationships between the leader and their followers, by seeking buy-in from followers.

According to Paolucci et al. (2018), the transformational leadership theory was initially presented by Burns (1978), after which researchers such as Bass and Avolio (1990), Bass et al. (2003) and Antonakis et al. (2003) made expansions to the theory. This theory of leadership comprises of several different components, namely: idealized influence, inspirational motivation, individualized consideration and intellectual stimulation (Avolio & Bass, 2004). Based on literature, it suggests that this theory, which is also considered to be a relationship theory

(Amanchukwu et al., 2015), segregates itself from other modern theories because its focus is to create a relationship with followers (Amanchukwu et al., 2015), that will allow for both leaders and their followers to ignore personal interests but rather to see the bigger picture of accomplishing tasks (Amanchukwu et al., 2015; Al Khajeh, 2018) (idealised influence), which will allow followers to be motivated and inspired in maintaining the commitment towards the organization's vision (inspirational motivation) by having a focus on the achievement of goals as a team (Khan et al., 2016). This deduces that transformational leaders are change agents (Northouse, 2013; Amin et al., 2018), changing their followers' way of thinking, their actions and consequently, the organization on a whole, because they are able to get subordinates to accomplish tasks in unique ways (Abasilim et al., 2019). This is because these leaders are able to create arrangements and enhance commitment of their subordinates by devising a vision that will create their anticipated change that ultimately gets entrenched in the organization (Khan et al., 2016), while concurrently considering their followers' desires (individualized consideration). Based on Maslow's hierarchy of needs which dictates a person's level of motivation based on its five categories of human needs (Robbins & Coulter, 2012), transformational leaders are considered to be the type who would lead their subordinates in reaching their higher order needs such as self-esteem and self-actualization needs (Khan et al., 2016; Shaari et al., 2022) by stimulating them to be inventive and imaginative in solving problems (intellectual stimulation), rather than following the usual existing state of affairs, thereby inspiring and transmuting employees for them to perform beyond what is expected of them (Baah, 2015; Khan et al., 2016; Abasilim et al., 2019). Therefore, empowerment becomes a main ingredient in the environment in which transformational leaders lead, thereby facilitating intellectual stimulation by giving followers occasions to be inventive when accomplishing tasks encouraging unique ideas and agreeing for followers to realize self-actualization (Baah, 2015; Zareen et al., 2015; Khan et al., 2016) and develop their own leadership capacities (Abasilim et al., 2019; Amin et al., 2018).

In summary, transformational leaders are said to provide a roadmap for themselves and their followers, by allowing them to know where the organization is headed, thereby giving meaning to (Martin et al., 2014) and providing clarity of the organization's identity (Northouse, 2013) and existence. It is important to establish a shared vision for team followers because it gives them a sense of identity and improves the belief in their capacity to execute behaviours necessary to produce specific performance attainments (Northouse, 2013). A study conducted by Martin et al. (2014), revealed that when visions are shared, it helps the leader and their teams to be inspired and committed to achieving a shared goal. Therefore, the shared vision serves as a strong driving force in focusing energies towards goal attainment (Martin et al., 2014).

Based on a content analysis qualitative method research on middle and senior leaders, Kouzes and Posner (1987 & 2002, as cited in Northouse, 2013), developed a model consisting of five practices that allowed leaders to achieve unusual success in realizing opportunities that others seem to fail to recognize. Included in these five practices was the leader's ability to inspire a shared vision with their followers. The model explains that leaders can positively guide their followers' behaviors when they are able to visualize future outcomes and communicate them to followers, thereby challenging them to change the normal way of doing things. Additionally, the chance of success increases by inspiring a shared vision when leaders listen to the dreams of their followers and are able to motivate them in reaching their greatest potential.

Whilst shared visions are paramount in effective leadership, a leader must be cautious of not being overly ambitious, otherwise the vision may become only a dream; and, the followers who are expected to transform the dream to a reality, may very well become demotivated and frustrated (Martin et al., 2014). Consequently, leaders must ensure that their visions are achievable and inspiring, so that when it gets shared with subordinates, they would welcome the challenge and change and remain motivated to perform and reach their greatest potential. In essence, transformational leadership is geared towards changing the status quo (Pihie et al., 2011). However, the vision and change anticipated needs to be shared with the subordinates so that they can take ownership, after which the leaders must be able to motivate their subordinates to work towards the vision and accept changes. While this theory has been considered to be effective in many instances (Reza, 2019), it possesses criticisms such that it requires individuals who are high in charisma, which is not a common trait of many. It may also lead to burnout since leaders expect subordinates to not only show up to work, perform and go home; but, much more is required from them in order to breathe and live the organizations values and its culture. This high level of commitment that transformational leaders may transmit to and expect of their subordinates, may create an imbalance in work-life, which could result in one's mental health being affected.

Laissez Faire Leadership

Developed by Lewin (1939), the Laissez faire leadership approach is described as existing in its physical form being the leader, but of which there is no leadership (Abasilim, 2019; Khan & Saleem, 2021; Amin et al., 2018; Idowu, 2020; Arnett, 2020). This is because laissez faire leaders provide their subordinates with full authority to operate based on subordinates own will, thereby allowing them to perform tasks based on how they think is best. Consequently, subordinates are given much freedom to make decisions (Sitthiwarongchai et al; 2020; Bhatti et al., 2012) and leader's interference in the subordinates' execution of their tasks is very low (Abasilim, 2019; Idowu, 2020). Bass and Avolio (1997), Belrhiti et al. (2020) and Donkor and Zhou (2020, as cited in Khan and Saleem, 2021), claims that these types of leaders set no clear goals for employees, provides them with little direction and do not assist them with decision making. Unlike the transactional leadership approach that negotiates a transaction or the transformational leadership approach that encourage employees to develop, the laissez faire leadership theory falls no where in between. Even though the transactional leadership approach involves management by exception (passive), of which leaders leave subordinates alone to compelte tasks, these leaders would still intervene, monitor and react to poor performance. As for laissez faire leaders, they literally do not seem to care. Given that one of the main function of a leader is to provide direction, the qualities of laissez faire leaders may seem negative; however, a study conducted by Sharma and Nair (2019, as cited in Khan and Saleem, 2021) showed that the relationship between laissez faire leadership and employees' performance was significant; while another study by Owani et al., (2020, as cited in Khan & Saleem, 2021) has shown positive effects of the laissez faire leadership on the organizational performance of university faculty in Ugandan public sector universities. Research has also shown that intrinsically motivated employees enjoy laissez faire leadership because it provides them with flexibility in not having to stick to their work schedules, allowing them to bring out their creative side. Additionally, according to Altheeb (2020), this leadership approach theorizes that a conducive working environment can be facilitated by making everyone a part of the larger picture due to empowering them through individual decision making. Aa a result, this leadership style may seem to have an element of transformational leadership in that it fosters creativity of followers. Bass (1985, as cited in Amin et al., 2018) argues however, “that laissez-faire is not the opposite of management-by-exception (active) or transformational leadership, but rather that it shows a negative relationship with the dimensions of transformational leadership” (p. 165). This position might have surfaced from the fact that if transformational leaders are supposed to create change and stimulate employees to perform beyond expectations, then they must care, show guidance and work with their followers.

While this style may empower employees because they feel trusted, the leader must ensure to maintain a check and balance to ensure that subordinates are acting in the best interest of the organization. Therefore, the effectiveness of this style seems to depend on how well the leader can balance the authority given to subordinates with the authority retained by the leader. Ultimately, each leadership theory/approach contributes its own uniqueness to the literature on leadership. While some research has favored one approach over the other, many researchers are of the view that any leadership approach can be successful dependent on the context of which the leadership is taking place. This current research seeks to confirm one of these positions.

Leadership Styles Impact on Organizational Performance: A Review of Previous Empirical Studies

There are countless factors that affects the performance of an organization (Kieu, 2010). Leadership styles is said to be a primary determinant of the performance of organizations (Zeb et al., 2015; Jony et al., 2019; Jamali et al., 2022; Mahmood, 2019; Novitsari, 2021; Ukaidi, 2016; Kieu, 2010; Akparep, 2019; Mwesigwa, 2020). Ashibogwu (2008, as cited in Zeb et al., 2015) claims that organizations failure could be highly attributed to the usage of inappropriate leadership styles. A review of studies is now discussed as it relates to leadership styles impact on organizational performance.

Transactional Leadership Style and Organizational Performance

Zeb et al. (2015) study investigated the relationship between transactional and transformational leadership styles and the performance of public sector organizations in Pakistan. The study concluded that when subordinates are rewarded by their leaders, thus leaders exhibiting a transactional style, it motivates the subordinates to perform better and operate more efficiently. This is because subordinates know that when their performance improves, they are also personally repaid. Additionally, when the subordinates receive rewards, it boosts their self-esteem of which they become satisfied and motivated on the job and continues to work towards improving their performance for the organization's sake. Another study conducted by Adriansyah et al. (2020) made similar conclusions as Zeb et al. (2015), stating that the usage of the transactional leadership style had a positive and significant influence on the performance of police officers in Malang. Generally, the study found that when the transactional leadership increases, so does the performance of the police officers; and, vice versa, if the transactional style decreases, the performance of the officers also decreased. Barth-Farkas and Vera (2016), study in police institutions in Germany, also had similar conclusions, of which results proved that transactional leadership style had a significant impact on performance. Yet, another study on the empirical analysis of transactional and transformational leadership allowed Diechmann and Stam (2015) to also conclude that the transactional leadership style has a positive influence on organizational performance. Chege and Gakobu (2017) conducted a study which aimed at determining the effect of leadership styles on performance of the telecommunication industry in Kenya. Based on the inferential analysis including correlation and regression analysis, the results indicated that there existed a positive and significant correlation between organization performance and transactional leadership. It further implied that a one percentage change in transactional leadership implementation was associated with 67.4 percentage increase in the organization's performance. Employees overwhelmingly responded that when their managers employ the transactional leadership style, their motivation levels strengthen, loyalty and commitment increases and sales, profits levels and overall financial management of the organization are boosted to a great extent. Idowu (2020) study which investigated the effect that leadership styles create on employees' work performance in some selected South-western Nigerian private Universities concluded that universities that desire for their employees to attain better performance, should make an attempt at utilizing transactional leadership behaviors because this type of leadership had a significant impact on employees' work performance due to linking rewards or punishments with performance.

While several studies have shown a significant positive relationship between transactional leadership and organizational performance, other studies have proven contrary. A study conducted by Sofi and Devanadhen (2015) showed that transactional leadership was found to have an insignificant relationship with organizational performance. Olayisade and Alowusi (2021) study was done to ascertain the impact of leadership style on employee productivity in the Nigerian oil and gas industry. Using survey questionnaires, 93 responses were analyzed using regression analysis and similarly informed that transactional leadership had an insignificant correlation with employees' productivity. This was because this leadership style is not considered to increase innovativeness and creativity and so, it causes subordinates to not perform to the desired expectations of the organization, but rather perform at bare minimum. This could also be attributable to the expectations of the leaders because if the leaders have minimum expectations and therefore reward employees when these expectations are met, there exists little motivation for subordinates to perform beyond standards. Thus, even though subordinates might have the ability to perform at increased standards, it might not happen and will stifle the better performance of the organization. Therefore, if subordinates are rewarded based on performance, the leader must ensure that the performance targets are high enough and in line with the overall goals and objectives of the organization. The issue with this leadership style is based on the expectations that subordinates have, suggesting that without expectations of rewards, performance would be affected negatively. Cherian et al. (2020) study on investigating leadership styles and organizational performance in the UAE study also found that transactional leadership had a negative impact on organizational performance, though not significantly. The results were insignificant due to the fact that transactional leaders use rewards and punishment to accomplish goals; however, the strategy is not always successful.

A major criticism of this leadership style is that it may allow subordinates to focus on their self-interests, rather than the organization on a whole. The studies by Sofi and Devanadhen (2015) and Cherian et al. (2020), contradicts those of Zeb et al. (2015), Diechmann and Stam (2015), Barth-Farkas and Vera (2016) and Adriansyah et al. (2020), which all concluded that transactional leadership does leads to greater organizational performance.

Transformational Lleadership Style and Organizational Performance

Using a census of 60 employees of the National Social Security Fund Regional Headquarters in Arusha City, Tanzania, Mshanga (2022) study sought to establish the interrelationship between leadership styles and organizational performance. Via a correlational, descriptive research design, questionnaires were used to collect data which was then analyzed using regression analysis. Positive and significant relationships existed between transformational leadership and organizational performance. Transformational leadership style accounted for 13.7% of organizational performance. Leadership styles in general accounted for 25.5% of organizational performance, suggesting that other dependent variables be investigated to note what accounts for the remaining 74.5% or organizational performance.

Zeb et al. (2015) study on leadership styles and the performance of public sector organizations in Pakistan, concluded that transformational leaders provides meaning about their subordinates' responsibilities, develop mutual understanding and also challenge their beliefs regarding their roles and responsibilities, which ultimately allows subordinates to consider their leaders as role models. When leaders present themselves as role models and show appropriate behaviours to subordinates, this in itself is a motivational factor for employees to improve their performance; and, in return, the performance of the organization. The charisma that the leaders possess fashions a positive effect on subordinates, without the need for external rewards that may come at a cost for the organization. This leadership style seems to be a win-win situation for the organization in that organizational performance can increase without necessarily increasing costs. Wang (2011, as cited in Al Khajeh, 2018), concluded that transformational leadership and teams' performances at organizational level are positively associated. Additionally, Xu and Wang (2010, also cited in Al Khajeh, 2018) reported that transformational leaders place their focus on allowing subordinates to enhance their development by improving their skills, attitudes and knowledge, which is a direct requisite for better performance. Jyoti and Bhau (2015b) study also revealed that the personality and the heart of the transformational leaders encourages and inspires their subordinates, which alone motivates subordinates and helps to improve their overall performances. As a result, the study concluded that transformational leadership and organizational performance are positively correlated. Sofi and Devanadhen (2015) study of leadership styles effect on organizational performance in the banking organizations of Jammu and Kashmir also concluded that transformational leadership had a positive and significant impact on organizational performance. In Cherian et al. (2020) study of leadership styles impact on organizational performance in the United Arab Emirates context (UAE), the general response was yes, leadership styles do have an impact on organizational performance, specifically revealing that as per other studies mentioned above, transformational leadership had a high, positive correlation with organizational performance. This implies that the transformational leadership style does helps in improving organizational performance. Through inferential analysis including correlation and regression analysis, the results of the study of Chege and Gakobu (2017) indicated that transformational leadership influenced performance to a great extent, having a significant and positive correlation. This study specifically implied that when transformational leadership behaviours are increasingly implemented by just one unit, it leads to improved organizational performance at a rate of 22.9%. Additionally, Baig et al. (2021) study which aimed at investigating the most effective leadership style that enhances the employees' performance at the workplace, thereby evaluating the impact of leadership styles on employees' performance in the textile sector of Pakistan, found that with the employment of the transformational leadership style, the organisations may improve the employees' performance, consequently benefitting its bottom line. Idowu (2020) study too suggested that universities that desire for their employees to attain better performance, should increase their usage of transformational leadership style as it had a significant impact on employees' work performances. Idowu (2020) claims that when transformational leadership style is practiced in organizations, it has the capacity to stimulate and embolden employees to give their best through learning and communication. Due to the inspiration of the leaders that are transferred to employees', it increases the probability of accomplishing established vision and objectives of the organization (Idowu, 2020). These recent findings are also in synch with those of other earlier studies conducted by researchers such as Xenikou and Simosi (2006) whose study determined the effect of transformational leadership and organizational culture on business unit performance in a financial organization in Greece, of which the path model analysis showed that the process of transformational leadership facilitated subordinates in accomplishing their tasks and possessing behaviours that lead to goal achievement by intellectually stimulating them to create new ways of outlining and solving problems, which in turn positively affects organisational performance; Choudhary et al. (2013) whose study examined the impact of transformational and servant leadership on organizational performance outcomes from profit-oriented service in Pakistan, discovered that transformational leadership had more impact on organizational learning, which enhanced organizational performance than servant leadership. Likewise, Ojokukuet et al. (2012) study investigated the effect of leadership styles on organizational performance in Nigerian banks, concluding that transformational style persuades the banks' employees to perform effectively and efficiently, thereby contributing significantly to the performance of the banks. Generally, these studies have concluded that as echoed by Top et al. (2020) leaders who motivate and individually care for their subordinates, elevates the levels of performance for their employees and the organisation.

On the contrary, while majority of the studies reviewed reported a positive correlation between transformational leadership and performance, Egbri and Ojeaga (2021) study focused on leadership styles as determinants of teacher's performance, and interestingly concluded that principals who exhibited transformational leadership characteristics, influenced the teachers job performance to a very low extent. The value of the mean responses ranged between 2.18 to 2.52, being very low, while the standard deviation ranged from 1.03 to 1.21, also very low, confirming that teachers' job performance was influenced to a low extent when the leaders, in this case, principals, utilized the transformational leadership style.

Many studies reviewed have either supported or contradicted the position that transactional or transformational leadership style positively impacts organizational performance; however, there are also studies of Aziz et al. (2013), Yıldız et al. (2014), Zeb et al. (2015), Herminingsih & Supardi (2017), Purwanto et al. (2020), Idowu (2020) and Ahmad and Ejaz (2019), which have all concluded that both the transactional and transformational leadership styles have significant impact on the employees and organizational performance. Most recently, a study was conducted by Azizaha et al. (2020) to discover which leadership style (transactional or transformational) affects work satisfaction and performance of Islamic university lecturers in Jakarta during the Covid-19 pandemic. The results revealed that both leadership approaches had a significant effect on lecturers' satisfaction and performance. However, the study failed to elaborate on which approach had a greater effect. Nevertheless, these studies conclude that both leadership styles possess elements that motivates employees to perform in order to improve the organization's performance. As for the transformational leadership, the principles and values that such leaders instil in their subordinates increases their trust and confidence, thereby increasing their ability to make sacrifices for the betterment of the whole organization (Ahmad & Ejaz, 2019). The transactional leaders match rewards with performance which, if the rewards are meaningful, it also has the ability to improve performance. Interestingly, MacNeill et al. (2018) is of the belief that the separation of transactional and transformational leadership is unreal. Their claim is that although transformational leadership is based on high ideals with no seemingly transaction formed among leaders and subordinates, it still needs to attract a followership by rewarding subordinates, which then spoils the fictitious contradiction between the two approaches. This is because when transformational leaders encourage innovation and change, every subordinate judges the personal benefit that they will receive from every change, and this ever-changing equation is constantly revised overtime by subordinates (MacNeill et al., 2018). Therefore, these researchers are of the opinion that transformational leadership still includes aspects of transactional leadership.

Laissez Faire Leadership Style and Organizational Performance

A research conducted by Aruzie and Adjei (2019) to determine the impact of leadership styles on teaching and learning outcomes in selected senior high schools in the Nkronza districts of Brong Ahafo region in Ghana, reported that when their leaders used the laissez-faire leaderships style, it bred laziness and slackness which did not contribute to increased performance among subordinates. This is because the leaders do not provide much, if any support and guidance to the subordinates, which in turn does not motivate them. The study further revealed that the leaders lack of involvement and promptness in addressing crucial administrative issues demotivated the teacher employees in being willing to do their work, resulting in lack of motivation and low job performance. Similarly, the study by Cherian et al. (2020) which investigated if leadership styles have an effect on organizational performance in the UAE, discovered and reported that the laissez faire leadership had a significant negative correlation with organizational performance, implying that an increase in the usage of this leadership style will create a decrease in the performance of the organization. This is because laissez faire managers are very laidback and do not give timely feedback to their employees. Tedla and Redda (2021) conducted a study which served the purpose of investigating and analyzing the relationship between different leadership styles of principals and school performance in Eritrean secondary schools. The study followed a descriptive research design, and it employed both qualitative and quantitative methods to establish a relationship between leadership styles and school performance, using non-probability sampling. The results agree to the past literature of which it found out that leadership styles do have an effect on an organization's performance (Olayisade & Awolusi, 2021), whether negative or positive. Additionally, it concluded that no single leadership styles seem best; however, in the case of Eritrean secondary schools, the laissez-faire leaders' leadership style resulted in negative impacts on the school's performance. These studies are also in synch with Baig et al. (2021) study which found that laissez-faire leadership had a significant but negative impact on employee's performance, attributing psychological capital to be the cause of the negative significance. This result implies that subordinates may lack the psychological resources such as self-efficacy, positivity, hope, and pliability, of which a laissez faire leader does not provide, thereby creating a negative impact on subordinates' performances. Valldeneu et al. (2021), whose study was conducted in multinational environments, thereby taking into account different cultures, and investigated the leadership styles relation to organizational outcomes, concluded that if organizational outcome, success and recognition are to increase, laissez faire leadership should be avoided. As suggested by Aruzie et al. (2019), if this style is used over a long period of time, it may lead to chaos, especially in situations where subordinates are not experienced in performing their roles, which would ultimately negatively affect the performance of the organization, because as stated by Idowu (2020), employees become frustrated and disorganized thereby affecting work flow. Thereafter, if the leader decides to take corrective action, it may very well be too late because subordinates might already be in their comfort zone of guiding themselves and doing things their way, blaming the leader for not “stepping up to the plate” from in the beginning. Furthermore, Jony et al. (2019) conducted a study on leadership styles and their effects on the success of different popular restaurants of Mymensingh, Bangladesh, and while the results revealed that the democratic style of leadership had a strong practical effect on organizational performance, it also revealed that the laissez faire leadership style did not have any significant impact on the performance of the restaurants. The rationale for this is possibly because the employees had a good understanding of their roles, no blame game involved when things went wrong; rather, individuals owned up to their mistakes; and, the managers had a high degree of trust in their subordinates. As a result, when the managers leave the employees on their own, they may have still been able to perform, not negatively affecting the success of the restaurants. This result supports Jdetawy (2018) who stated that laissez faire leadership seems to work best when subordinates are highly trained, self-directed followers who have years of tenure at an organization.

Given that one of the main function of a leader is to provide direction, generally, the qualities of laissez faire leaders may seem negative; however, a study conducted by Sharma and Nair (2019, as cited in Khan & Saleem, 2021) showed that the relationship between laissez faire leadership and employees’ performance was positively significant; while another study by Owani et al. (2020 as cited in Khan & Saleem, 2021) has shown positive effects of the laissez faire leadership on the organizational performance of university faculty in Ugandan public sector universities. Olayisade et al. (2021) study also showed that laissez faire leadership does have a positive impact on employee productivity, though the effect is minimal.

Mshanga (2022) quantitative study which sought to establish the interrelationship between leadership styles and organizational performancefound a positive and significant relationship existed between laissez faire leadership and organizational performance. Laissez faire leadership style accounted for 11.8% of organizational performance. Leadership styles in general accounted for 25.5% of organizational performance, suggesting that other dependent variables be investigated to note what accounts for the remaining 74.5% or organizational performance.

Another study was conducted by Shokory et al. (2019) to determine the impact of the leadership of the Heads of Department on Administrative staff's performance in Malaysian Premier Education University and the multi-level analysis of results showed that although the transformational leadership showed more dominance on the extra-role performance of administrative staff compared to the transactional and laissez-faire leadership styles, the transactional and laissez faire leadership style also played a part in increasing the in-role and extra-role performances of the administrative staff. Thus, it was concluded that all three leadership styles uniquely had a positive impact in creating a positive effect in the performance of the employees in the university. This position is supported by the study of Chege and Gakobu (2017) of which the correlation results showed that even though the results revealed a positive and significant relationship between transactional and transformational leadership styles, there also existed a positive correlation between the laissez-faire leadership and organizational performance of Safaricom Limited. However, the relationship was weaker than that of the transactional and transformational style, in that, the regression analysis suggested that a one percentage change in laissez faire leadership implementation was associated with a 9.4 percentage increase in organization performance. Research by Ahmed Iqbal et al. (2021) has also shown that intrinsically motivated employees enjoy laissez faire leadership because it provides them with flexibility in not having to stick to their work schedules, less micromanaging and allowing them to approach work in a manner that suits them best, thereby bringing out their creative side (Idowu, 2020). Additionally, according to Altheeb (2020) and Idowu (2020), this leadership approach theorizes that a conducive working environment can be facilitated by making everyone a part of the larger picture due to empowering them through individual decision making. Aa a result, this leadership style may seem to have an element of transformational leadership in that it fosters creativity and innovation of followers (Ahmed Iqbal et al., 2021). Bass (1985, as cited in Amin et al., 2018) argues however, "that laissez-faire is not the opposite of management-by-exception (active) or transformational leadership, but rather that it shows a negative relationship with the dimensions of transformational leadership." This position might have surfaced from the fact that if transformational leaders are supposed to create change and stimulate employees to perform beyond expectations, then they must care, show guidance and work with their followers.

Overall, even though the laissez faire leadership has received many negative criticisms for its lack of leadership nature, and many researchers have found that this leadership style yields the lowest productivity in subordinates (Jdetawy, 2018), in certain cases, it has also been proven to contribute positively to an organization's success. Therefore, the effectiveness of this style seems to depend on how well the leader can balance the authority given to subordinates with the authority retained by the leader, confirming with Jdetawy (2018) who stated that this leadership style likewise has its benefits and can be appropriate and effective in certain situations.

From the reviews of literature conducted, it shows that either leadership style possesses the potential to lead to desired organisational performance; none is right or none is wrong, suggesting that leaders must be able to mix and match leadership styles in order to achieve desired outcomes from their subordinates. Specifically, Owani et al. (2020) study which investigated the influence on leadership styles on organizational performance in Ugandan public universities, proved this viewpoint by revealing that all three leadership styles had a positive influence on organisational performance. Idowu (2019) study similarly suggested that "universities need leaders who can adapt to different situations and possess various leadership styles that fit in every situation and at any given point in time" (p. 27). This notion is also supported based on Akparep et al. (2019) study which concluded that there is no "one size fits all" leadership style. Additionally, to obtain best results, Aruzie et al. (2018) study recommended for leadership styles to be blended contingent on the environment and the issues at stake. Egbri and Ojeaga (2021) study recommended for leaders to employ and vary diverse leadership styles to suit different situations as the needs arise, given that a leadership style can fail in one setting while being successful in another setting.

The literature has therefore implied that there is no consensus that one leadership style is superior to the other. Ultimately, each leadership style/approach contributes its own uniqueness to the literature on leadership. While some research has favoured one approach over the other, many researchers are of the view and the literature supports the notion that any leadership approach/style can successfully lead to coveted organizational performance, contingent on the context of which the leadership is taking place.

Motivation Theories

As stated by Jamaludin (2011, cited by Jamali et al., 2022), “Leadership is reported to have a strong influence on employees' attitudes towards their job” (p. 1). Torlak and Kuzey (2019, as cited in Jamali et al., 2022) also states that employees job performance is highly attributed to its leadership. However, positive attitudes and job performances can only occur if employees are motivated. Therefore, a leader has to ensure that every individual in their team and the organization is motivated. As stated by Alrawahi et al. (2020), “Motivation in the workplace does not happen by chance; rather, it occurs by having an encouraging workplace” (p. 2). Over the years, many theorists have made contributions to the concept of motivation in order to understand why people behave the way they do. In order for leaders to comprehend motivation, they need to historicize its theories (Uysal, 2021). This study focuses on four of the early theories of motivation. Though these theories may be aged, they are still useful and applicable today and have set the foundation for the recent contemporary motivation theories. These four early motivation theories which help in understanding what motivate people, will now be discussed. These include: Maslow’s Hierarchy of Needs, Herzberg’s two factor theory, McClelland’s theory of needs and Mc Gregor’s Theory X and Theory Y. The Path Goal leadership theory which incorporates motivation, will also be discussed to synch the discussed motivational theories with leadership.

Maslow’s Hierarchy of Needs

In 19943, Abraham Maslow developed his theory of motivation based on a pyramid of needs, explaining that individuals are generally motivated based on their need (Sarda et al., 2018; Uysal, 2021; Robbins & Coulter, 2012). These needs are intrinsic and extrinsic factors that people desire to fulfill and is explained as a hierarchy, detailing the specific order in which individuals are motivated to accomplish tasks (Cherry, 2021; Maslow, 1943). Maslow's hierarchy of needs include physiological needs, safety needs, social needs, esteem needs and self-actualization needs (Alghazo & Al-Ananzi, 2016; Uysal, 2021; Robbins & Coulter, 2012) as per Figure 2 below and it proposed that people are motivated by these five different levels of needs. He theorized that the hierarchy explains how people are stimulated based on their needs, signifying that as people's basic needs are satisfied, higher order needs must be fulfilled (Maslow, 1943) if an individual is to remain motivated in performing their duties (Alghazo & Al-Ananzi, 2016; Uysal, 2021; Robbins & Coulter, 2012; Jarrett, 2021).

Figure 2

Maslow's Hierarchy of Needs

Note: Figure 2 was adapted from *Management* (11th ed., p. 432), by S. P. Robbins and M. Coulter, 2012, Prentice Hall. Copyright 2012 by
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Physiological needs relate to the basic needs for survival such as water, shelter, clothing, food, etc (Robbins & Coulter, 2012; Aruma & Hanachor; 2017; Hopper, 2020). Without employees meeting these needs first, nothing else provided to them would be motivating, because if an individual lack this need, they will ensure that it met before focusing on anything else

(Hopper, 2020; Jarrett, 2021). As an example, if an employee is not earning a sufficient salary to meet their survival/basic needs, offering an insurance plan to them (safety need), would not motivate them. The basic needs are the most important because without those, an individual is unable to care for themselves, and so will not able to give any positive energy to their organization (Jarret, 2021). Hopper (2020, as cited in Jarrett, 2021) stated that another important element of survival needs is rest. Without rest, individuals get burnt out, are unable to cope and survival gets negatively affected. In such instances, employees will be unable to be motivated with anything else in order to offer their best to their organization. In the case of Universities, especially the lecturers who are the primary service deliverers, adequate rest within classes must be provided and adequate workload must be provided. At the UB, lecturers are always complaining of the heavy workload they have in addition to service and research activities that they are expected to partake in. Maslow theorizes that once these basic needs are met, managers can then provide their employees with security or safety needs. Security/Safety needs includes insurance plans, security in the workplace (Robbins & Coulter, 2012), protection from chaos, disorder and disturbance which could potentially create danger (Aruma & Hanachor, 2017). Failing to meet these needs could affect employees level of fear and anxiety, again not allowing them to be motivated because they are not a peace with their environment. In the case of Universities, chaotic situations could include when employees feel like their job is threatened or not being supported by their leaders. Stable environments must be created by leaders if they are to assist employees to be mentally stabled (McLeod, 2018), feeling safe at work and thus feeling motivated to do their best. Feeling safe at work allows employees to identify with a group within the environment due to feeling loved and that they belong. This leads to Maslow’s third level in his hierarchy. Once employees feel safe and secure, their social needs become easier to meet because they automatically feel a sense of belonging in the workplace, making them feel that they are cared for and thus they feel like they are a valuable part of the organization, having good interpersonal relationships with colleagues. As stated by Hopper (2020), when employees have a sense of belonging, it positives affects their well-being and they are motivated to give their best, while a negative sense of well- being would have adverse effects. Having a sense of belonging also would increase an employee's confidence of which will translate such sense of belonging in the entire organization. Trudy (2018, as cited in Jarrett, 2021) recommends that leaders can create a sense of belonging in their organizations by creating strong relationships with their subordinates and creating and maintaining a positive culture that employees would be proud to a part of. This would ultimately spur them in becoming motivated to do their best in the organization where they feel loved. Once a person feels loved and belonged, him/her would go the extra mile if necessary for the sake of who or what they love, in this case, their organization.

When employees feel loved and a sense of well-being, it helps them with their self-esteem, which is the next type of needs based on Maslow's hierarchy. Esteem needs refers to employees being recognized and rewarded for their contributions made in the organization, which ultimately makes them feel good about themselves and builds their self-esteem because of boosting their reputation and gaining respect in addition to making them feel recognized and appreciated (Jarrett, 2021). This assist individual to increase their self-confidence, making them feel that they are "enough" and capable. To assist employees with their self-esteem needs, leaders can provide recognition to them when they have make certain accomplishments. The more appreciated and recognized employees feel, the more they are able to recognize their capabilities and seek personal growth in order to become all that they believe they can become. This allow individuals to reach the final or top level of Maslow's hierarchy, which is self-actualization needs (Robbins & Coulter, 2012). This is met by very few employees, usually those who are led by transformational leaders. Transformational leaders are able to spark innovation and creativity in their employees through intellectual stimulation of which employees are able to reach their full potential by finding ways for them to grow in order to also improve their organization and its culture (Aruma & Hanachor, 2017). Such employees would go over and beyond their expectations because their leader has evoked in them the required behaviour to act in the interest of the organization on a whole, rather than self-interest. As per Figure 2 above, Maslow theory implies that leaders must be able to identify the level of needs that their employees seek, so that it can be provided to them in order to spark motivation within them. This is because these needs affect a person's well-being, motivation and their success level. While the basic needs are external needs such as water, clothing, rest, etc, the self-esteem needs such as a need for love and belonging and self-actualization needs are internal needs. Therefore, as echoed before, motivation can only be increased within employees if they are provided with the requisite needs by their leaders through their actions and affirmations, whether intrinsic or extrinsic (Jarrett, 2021); and, as those are provided, then for individuals to remain motivated, leaders must move up the pyramid to meet the next level of needs.

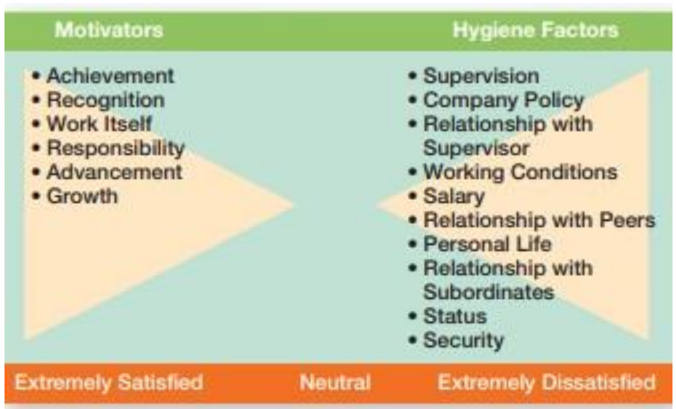
Herzberg's Two Factor Theory

Frederick Herzberg developed his two factor theory in 1959, explaining that in the workplace, there are motivators which when provided, yields satisfaction, while there are hygiene factors, which when provided, inhibits dissatisfaction, but not necessarily create satisfaction (Robbins & Coulter, 2012). Herzberg's theory has been used to explore the level of job satisfaction at work based on two factors, namely: hygiene factors, which are considered to be the reasons of dissatisfaction, while motivators are considered to be the reasons for satisfaction (Alrawahi et al., 2020; Uysal, 2019). Factors that lead to employee's satisfaction and motivation include achievements, recognition, responsibility, and work advancement, while factors leading to their dissatisfaction include working conditions, salaries, relationships with colleagues, administrative policies, and supervision (Alghazo & Al-Ananzi, 2016). This theory explains that these factors are independent of each other, implying that employees can be both satisfied and dissatisfied in their workplace simultaneously (Alrawahi et al., 2020). This is because the presence of motivators in the organization will impact the level of employee's satisfaction only, but will have no impact on their level of dissatisfaction. In other words, not because an employee is satisfied means that they are not dissatisfied. Similarly, the presence of hygiene factors would affect employees level of dissatisfaction, which does not impact their satisfaction. Therefore, employees who are not dissatisfied could be not satisfied. In general, motivators can only affect the level of satisfaction within employees; but, it will not affect their level of dissatisfaction. Also, hygiene factors can also affect the level of dissatisfaction within employees; but, not their level of satisfaction. Hygiene factors are mostly extrinsic in nature but are important to exist in an organization because it pacifies employees for them to not be dissatisfied; however, these only lead to short term non dissatisfaction and does not necessarily leads to satisfaction and motivation (Alghazo & Al-Ananzi, 2016; Robbins & Coulter, 2012). When they become absent, it leads to dissatisfaction in the workplace Alghazo & Al-Ananzi, 2016; Robbins & Coulter, 2012). These factors are related to Maslow's physiological and safety needs.

As for the motivators, these creates satisfaction in employees and relates to intrinsic factors that are involved in the performing of the job (Robbins & Coulter, 2012). Employees are satisfied and motivated when they find meaning in their job, when they are recognized for outstanding efforts, when they see opportunities for growth and can feel a sense of achievement in the work they do (Robbins & Coulter, 2012). Such factors would be similar to those of Maslow's esteem and self-actualization factors, which are higher level needs to allow employees to be satisfied and want to perform beyond their potential. Ultimately, this theory suggests that in order for employees to be motivated in the workplace, both motivators and hygiene factors must be synchronized. Simply providing hygiene factors without motivators, would not result in employees being motivated. As an example, managers can have recognition programs in place that will satisfy and motivate employees to perform; however, if the working conditions and/or salary levels of the organization are not pleasant, the employees could yet be dissatisfied. Managers therefore, must be cognizant of this and stress on ensuring that both hygiene factors are present in the organization in order to avoid dissatisfaction while also providing the motivators to guarantee satisfaction. Figure 3 below depicts Herzberg's two factor theory of motivation.

Figure 3

Herzberg's Two Factor Theory



Note: Figure 3 was adapted from *Management* (p. 433), by S. P. Robbins and M. Coulter, 2012, Prentice Hall. Copyright 2012 by
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McClelland's Theory of Needs

David McClelland theory of needs, developed in 1961, explains that employees generally have three needs, which are the need for power, the need for affiliation and the need for achievement (Robbins & Coulter, 2012). These needs are acquired over time and are guided by life's experiences. The need for affiliation is similar to that of Maslow's social needs and one of Herzberg's hygiene factors, of which employees long for having good interpersonal relationships with their colleagues and also has a need for belonging; that is, to be accepted in groups and in the organization on a whole. The need for power is such that employees yearn for control, status and recognition and are motivated if they are given positions that allows them to be in control. Such needs are similar to Maslow's esteem needs and Herzberg's satisfiers. Finally, the need for achievement includes employees who strives for personal achievement, rather than seeking rewards (Robbins & Coulter, 2012), thereby wanting challenging tasks of which they set goals to accomplish. They become motivated when they are challenged, when they receive timely feedback from their superiors and when they can take risks in completion of their tasks. Managers can use this theory to guide them in managing their employees. For example, not all employees like challenges; therefore, if managers can identify their employees who like to take risks and welcomes challenges, these employees can be tasked with the more challenging aspects of a job because they would be motivated to perform due to the challenge aspect of the job. Also, there are employees who like control and status; so, allowing these employees to be in control of teams or in control of getting a certain job done, would motivate them to perform because of the control aspect of their job. As with the other theories explained above, each employee is motivated differently; thus the leader's job becomes complicated in identifying the needs of their different employees, in order to meet those individual needs so that employees are and remain motivated. This explains the individualized consideration dimension of being a transformational leader because the leader is able to meet individual needs in ensuring motivation within the organization.

McGregor's Theory X and Theory Y

As stated by Tedla and Redda (2021), "Douglas McGregor's theory X and theory Y are also important theories that would help understand the relationship between leadership styles and school performance" (p. 62) through motivation. McGregor developed Theory X and theory Y which explains that they are generally two categories of employees in an organization; they are: (1) Theory Y employees who love to work, possess drive and takes initiative in their work and thus has a generally positive view of people (Robbins & Coulter, 2012); and, (2) Theory X employees who are lazy, does not like to work, must be told what to do and have their self-interest at heart, rather than the organization's interest at heart (Alghazo & Al-Ananzi, 2016; Uysal, 2019) and generally has a negative view of people (Robbins & Coulter, 2012). Based on managers identifying their employees as either type 1 or 2, then management styles must be adopted accordingly in order to motivate employees. Given that Theory Y employees generally loves work, they are motivated when managers create and encourage a working environment that possesses decentralized authority, thereby empowering employees to participate in decision making, show initiative and take responsibility for their tasks. In other words, employees who love to work has no need to be dictated to and monitored closely, as this would cause them to feel demotivated. On the contrary, theory X employees who dislikes work, must be closely monitored, directed and told what to do and be managed using a carrot and stick approach as utilized by a transactional leader. In order for Theory X employees to be motivated, the leader must continuously and tightly monitor and control their performance to ensure that work is done as expected and punishments are delivered as required.

Path Goal Theory

House (1971) Path-Goal theory of leadership as explained by Northouse (2013) and Yukl; & Uppal (2017), states that this theory is contingent in nature to the leading situation at hand. Therefore, the motivation factor varies as it relates to how leaders can be successful in getting subordinates to perform as desired. in achieving the goals of the organization. This theory accepts that leaders are a source of influence and can change the attitudes, motivation and behavior of subordinates (Jarret, 2021). According to the Path-Goal theory, motivation within employees increase when their leaders instill confidence in them in the performing of their job roles, that would ultimately result in expected outcomes, coupled with employees' expectation that the rewards they will receive would be of value to them if their performance increases (Northouse, 2013; Yang & Lim, 2016; Oluwoselu et al., 2019). Therefore, similar to Vroom's expectancy theory, the path-goal theory can allow leaders to motivate their subordinates when they are able to influence the perception of subordinates based on the possible consequences of their performances (Yukl & Uppal, 2107). Once employees feel like their roles and expectations are clear enough, that it is possible for them to achieve what is required and it will lead to beneficial outcome, then their motivation increases (Yukl & Uppal, 2017). In order for such motivation to occur, it then becomes imperative for leaders to be able to set forth a lucid path of how tasks are to be accomplished for goals to be met (Oluwoselu et al., 2019; Northouse, 2013). In other words, if employees are not properly guided to the completion of tasks, do not possess the perception that the task is doable and/or that good performance will not relate to beneficial outcomes, it may have a negative effect on their drive and desire to accomplish such tasks. Important in the process is the leader's ability to properly provide the requisite tools and eliminate any possible obstacles while performing tasks. As subordinates successfully accomplish goals, the leader is responsible to make them feel gratified (Northouse, 2013), thereby linking their high performance to a beneficial outcome. Thus the reason this theory is considered a contingency theory because leaders must utilize different behaviors in order to motivate different employees. Therefore, it is of utmost important that leaders learn their employees, who they are, their strengths, their weaknesses (employee characteristics), the nature of the tasks that they are to accomplish (task characteristics), etc and properly adopt a leadership style that will suit those characteristics.

Four leadership behaviors are examined by this theory; they are: directive, supportive, participating and achievement oriented behaviors (Northouse, 2013; Jarrett, 2021; Farhan, 2018). It recommends that suitable leader behavior can be guided in motivating subordinates to perform based on the task characteristics such as the way tasks are created, the formal authority system of the organization and the principal work group of individuals (task characteristics), in addition to recognizing the subordinates characterizes such as their needs based on Maslow, McGregor, Herzberg, McCleland, etc theory of needs. Employees may possess a need for association, need for structure, need for control, relating to McCleland theory, including the perception of what they are capable of doing (subordinate characteristics). If the leaders identify these needs and create an environment to support their subordinates, motivation would be enhanced (Yang & Lim, 2016). As an example, this theory suggests that when the environment is such that tasks are ambiguous (eg. task characteristic) and subordinates lack experience or they prefer a structured system (subordinate characteristic), motivation would increase if their leaders would employ an authoritative or directive leadership behavior, because subordinates would prefer to be provided with a clear guide, instructions and deadlines in accomplishing their goals (Yang & Lim, 2016; Jarret, 2021). Through the provision of this clear pathway, subordinates would be more at ease and motivated to accomplishing the goals. On the contrary, if the task characteristics is such that tasks are clear and employees possess confidence in themselves, the leader's need for being directive reduces. Task characteristics could be such that an employee finds their tasks to be precarious, tense and/or unchallenging and where confidence in their abilities is little, but they have a solid need for belonging (subordinate characteristic), thereby preferring a supportive leader who supports and create a sociable environment for subordinates in order to boost their confidence and, minimize the intensity of the job, which will eventually allow subordinates to feel more motivated knowing that their leader cares, is amiable, concerned and supportive (Yang & Lim, 2016). There may be subordinates whose tasks are so controlled and monotonous (task characteristics) and leads to subordinates' boredom (subordinate characteristic); in this case, leaders must also exhibit supportive leadership behavior in order to maintain a calm and pleasing environment so as to keep motivation of employees at an acceptable level (Yang & Lim, 2016). Being a participative leader works best when subordinates finds their tasks to be ambiguous, thereby requiring more information (task characteristic); as a result, these subordinates prefer to be highly involved in the decision making process in which they can make contributions to their tasks at (subordinate characteristic). This could allow for leaders to hoist motivation in their subordinates because of feeling empowered by partaking in the decision making process (Yang & Lim, 2016). When subordinates have a high need to surpass expectations on the job (subordinate characteristic), leaders employing achievement oriented behaviors would find their success in motivating these subordinates by engaging them in tasks that are complex and challenging and whose tasks are complex and challenging (tasks characteristic) (Yang & Lim, 2016). This is because subordinates with high need to outshine, enjoys challenges and are motivated when they become responsible of performing tasks of such stature.

Consequently, this theory summarizes that the effectiveness of leaders can be guaranteed if leaders can keep motivational levels at a constant high through the switching up of leadership behaviors in relation to the subordinate and tasks characteristics that the situation presents. Generally speaking, once a leader is able to increase personal payoff for goal attainment, clearing the path for easier goal attainment and provide opportunities for personal satisfaction, motivating subordinates becomes successful (Yukl & Uppal, 2017). As stated by Northouse (2013), although the Path Goal theory is not used to develop many leadership programs, it provides valuable views that can be adopted in real environments in order to enhance one leadership capacity. Its application is useful in different ways because it gives recommendations on ways to increase motivation within subordinates; for example, a leader should ensure that they clarify the goals and the path of achieving those goals, providing the requisite support, whether concrete and/or abstract for the accomplishment of tasks. If any unforeseen issues evolve, during task accomplishment, immediate intervention must be done by the leader to remove obstacles so as not to further disrupt employees' performances. Overall, the theory reminds leaders of their purpose as stated by Bans-Akutey, (2021) which is to "motivate, inspire, encourage, direct and persuade people to willingly do what is expected of them" (p. 1). Leaders are then able to choose the best leadership behavior based on the ilk of their subordinates' and tasks characteristics (Yang & Lim, 2016). As a result, it directs the leader in choosing the leadership style that would garner desired motivation from subordinates, contingent of the situations, with a higher likelihood of advancing performance and realizing goals (Jarrett, 2021).

Similar to all other theories explained above, the Path Goal theory would require that the leader know each employee and their tasks very well so that he/she can provide the specific assistance when needed. While it incorporates an aspect of transactional leadership in that the motivation function focuses on increasing personal individual payoffs for goal attainment (contingent rewards), it also incorporates an aspect of transformational leadership because of individualized consideration in considering needs of the individual subordinates. Based on these two aspects of this theory, it could then be considered a challenge because of the many subordinates a leader may have and varying tasks, both with different characteristics, with the leader needing to satisfy the personalized needs of many (Northouse, 2013). Subordinates may also become overly dependent on their leader because of expecting them to continuously clear the path and guiding and coaching them in order for them to achieve their goals. This could hinder subordinates from enhancing their capabilities and reaching self-actualization as per Maslow's theory of needs (Northouse, 2013). Having high dependence on the leader could obstruct subordinate's willingness and/or ability to think critically and instigate actions that can eliminate obstacles and find solutions to their problems along their path of goal accomplishment.

The Path-Goal theory joins the concept of motivation and leadership theory, and has therefore gained recognition (Northouse, 2013). The effectiveness of the theory is such that it allows leaders to ponder on their leadership behaviors, realizing whether or not their action is indeed increasing motivation within their subordinates; and if not, then they can alter such behaviors to obtain better results from subordinates. The ultimate lesson taught by the Path- Goal theory is a leader could be effective when adopting leadership behaviors in one situation, while being ineffective utilizing same leadership behavior in a different situation. Therefore, the success of the leader in utilizing the appropriate leadership behavior is dependent on the tasks and subordinates' characteristics that are present in the situation of leading. Due to the many factors that must be considered, the theory might not be not be as easy to follow (Northouse, 2013), but it has nevertheless been identified as valuable and practical in producing positive effect in leaders motivating their subordinates in organizations (Oluwoselu et al., 2019). This theory can be justified as being successful because of reasons such that subordinates have different needs as confirmed by Maslow, Herzberg, McGregor and McCleland motivational theories, and tasks have different characteristics; it then makes perfect sense for leaders to adopt leadership behaviors that will lead to increased motivation.

The following section will provide an empirical review of the effects of transactional, transformational and laissez fair leadership styles on motivation within employees in organizations.

Leadership Styles and Motivation: A Review of Previous Empirical Studies

Transactional Leadership Style and Motivation

Transactional leaders focus on completing organizational tasks and they do so by guiding and motivating employees using a carrot and stick approach. This means that employees are rewarded for meeting goals and punished for not. Not much emphasis is place in creating relationship with employees; rather, the completion of the tasks at hand takes priority. Using motivation as a mediating variable, Wahyuni et al. (2020) research explained and analyzed the influence of transactional leadership on employee performance in a manufacturing company. The results of testing with SPSS AMOS 26 analysis showed that there was a significant and direct positive effect of transactional leadership on work motivation. This result implies that the more leaders used the transactional style of leadership, the more are employees motivated to perform in the organization. In turn, the results also revealed that the increase in work motivation creates an increase in employees' performances, leading to desired productivity. One hypothesis in relation to motivation and transactional leadership was supported such that the transactional leadership style was found to a significant positive effect on work motivation which in turn also significantly positively affected employee performance. It was therefore concluded, that if transactional leaders place emphasis on the contingent reward dimension of such theory, which is the provision of rewards for results, then motivation in the organization can be maintained. Another study conducted by Adriansyah et al. (2020) examined the influence of transactional leadership style and organizational culture toward organizational performance through work motivation at the Police Resort Office in Malang. The results concurred with Wahyuni et al. (2019) in that it also reported that the usage of the transactional leadership style increased employees' motivation and consequently, their productivity. The study suggest that transactional leaders provide increased opportunities for employees to be motivated so that they can work towards improving the organization's performance. Another study conducted by Sitthiwarongchai et al. (2020) was done to explore the preferences of employees in the pharmaceutical industry of Thailand regarding the leadership style that will yield greatest motivation within them. Based on correlation and regression analysis, all respondents claimed that their preference is that of the transactional leadership style. As for the correlation analysis, the strongest correlation existed between the transactional leadership style and motivation. These employees prefer for their managers to provide them with contingent rewards in the form of pay raises, bonuses, recognition, etc, in order to be motivated. Likewise, a study conducted by Mwesiga et al. (2020) in Uganda public universities showed that a positive correlation existed between transactional leadership style and employee job satisfaction because employees were rewarded through the use if incentive programs or fringe benefits. Such employees are considered to be at the bottom of Maslow's pyramid (Shaari et al. 2022), preferring extrinsic rewards to boost motivation. As for Herzberg's factors of motivation, these employees are motivated when hygiene factors are present, thus making them not dissatisfied. This result confirms to Abu Shanab and Mohammadi (2021) study which revealed that only external motivation is affected positively when using transactional leadership because leaders amend relationships with employees as a financial exchange.

Zareen et al. (2015) study examined the transactional, transformational and laissez faire leadership styles and their impact on employee motivation in the banking sector of Pakistan, involving 5 banks with 20 employees each. Through the use of regression analysis, though all leadership style resulted in positively affecting motivation, the transactional leadership style yielded the most influential impact, showing approximately fifty percent of employee motivation can be achieved when managers use the transactional leadership style. Another study was done by Chaudhry and Javed (2012) on "Transactional, Laissez faire leadership style and their impact on Motivation" in the banking sector of Pakistan to identify which leadership style is good for the employee to increase their motivation level with the organization. The results were similar to that of Zareen et al. (2015) of which the bank employees were motivated when their leaders use the transactional leadership style, which creates a low rate of employee turnover. This study rated the transactional leadership as the most favorable style in the management of banks. Lau Sze Chek (2020) investigated the correlation between transformational, transactional and laissez-faire leadership on employees' motivation and work performance in the public sector, in the Los Angeles County, of which the findings showed that transactional leadership did had a positive relationship with employee motivation. This would be true for the employees who value extrinsic rewards and who are afraid of punishments. Additionally, these types of employees would normally require clear roles and direction as to how and when to do their job. Based on the Path-Goal theory, these employees would prefer directive leadership behaviors. Therefore, these employees' productivity could be positively affected when they are motivated through the use of rewards for accomplishing their tasks as expected or punishments for anything otherwise, thus meeting the contingent reward aspect of the transactional leadership theory.

On the contrary, Alghazo and Al-Ananzi (2016) conducted a study on the employees of the private petrochemical company in the eastern province of Saudi Arabia to examine their views about the leadership styles and its effect on employee motivation. Triangulation was adopted for this research through the use of surveys and interviews. The results revealed that transactional leadership had a negative correlation with motivation. This means that as leaders employ transactional leadership behaviors, motivation levels of employees are negatively affected. The qualitative analysis highlighted that employees believe that when managers wait until last minute to intervene, it can have negative consequences for the organization. Additionally, employees stated that their manager only looks for mistakes and it creates a distance between them; and, that the environment is not a happy one when their manager silences their voices and always takes a decision alone. Concurring with this study is that of Uysal (2021) of which the results revealed the absence of a significant relationship between transactional leadership and motivation in the five-star hotel employees in Turkey and also that of Ibrahim et al. (2022), who conducted a quantitative study to examine the association between the leadership styles (transformational, transactional, and laissez-faire) and employees' motivation in government agencies in Kedah, which likewise revealed that transactional leadership had no influence on employees' motivation.

Transformational Leadership Style and Motivation

Ibrahim et al. (2022) study revealed that out of all three leadership styles studied (transactional, transformational and laissez faire), only the transformational leaderships style resulted in having a significant association with employees' motivation in the government agencies of Kedah. Musinguzi et al. (2018) conducted a cross-sectional study of five hundred plus health care workers from two hundred and twenty-eight facilities in three geographic areas in Uganda, to ascertain the correlation between transformational, transactional, and laissez-faire leadership styles and motivation, job satisfaction, and teamwork. Through the use of self-administered questionnaires, data were gathered to perceive the views of leadership styles displayed by their facility leaders, their level of motivation, job satisfaction, and team work. The data was analyzed using Pearson correlation and relationships were found using multivariable logistic regression. There were relationships found among the components of leadership styles with motivation, job satisfaction, and teamwork. Sixty-two percent, forty-two percent and fourteen percent of health care employees preferred leaders who are transformational, transactional and laissez-faire, respectively, forming the conclusion that transformational leadership was mostly positively correlated with motivation. Managers who exhibited idealized influence-behavior and intellectually stimulated their employees were found to successfully motivate their employees. This implies that the health care employees are very much motivated by leaders who prioritize the group's interest other than their personal interest group and even make personal sacrifices for the sake of the group. Additionally, when leaders provide opportunities for employees to collaborate, take risks and think out of the box, motivation increases. In this case, managers are satisfying Maslow's self-actualization needs, McClelland need for achievement, Herzberg's motivators and employees are considered to possess Theory Y characteristics. As a result, this study suggest that transformational leadership style is befitted for managers who manages Theory Y type employees, of which more intrinsic factors are what motivates them.

Pinkas (2020) study investigated the relationship between principal leadership styles, as perceived by teachers, and the work motivation of teachers. The Multifactor Leadership Questionnaire (MLQ) and the Work Tasks Motivation Scale for Teachers (WTMST) were used to collect data of which 467 teachers from 25 elementary schools in the wider city area of Tuzla were sampled. The obtained results showed a correlation between the perceived principal leadership style and teacher motivation, in a way that transformational leadership primarily contributes to intrinsic motivation while transactional leadership contributes to extrinsic motivation. This result implies that leadership is dependent on the situation and types of employees, similar to what the contingency theory of leadership explains. In order for a leader to be effective, he/she must know what needs their employees have and work towards providing such need in order for the employee to be motivated. Employees who are extrinsically motivated might be best to be led using transactional leadership styles, which focused on providing extrinsic rewards for effort, while employees who have a need to self-actualize, may be best led using a transformational style.

The research further recommends that if leaders adopt and/or strengthen transformational leadership behaviors, it could encourage motivation in the organizations.

Bastari et al. (2020) study included a population of two hundred eight five employees from Kereta Api Indonesia and it aimed to analyze the effect of transformational leadership on employee performance, using employee motivation as a mediating variable. The path analysis indicated that the transformational leadership variable has a significant effect on job motivation, thereby suggesting that leadership behaviors that focus on developing the employees' talent and potential (intrinsic factors and higher order needs), would also lead to increased motivation. Transformational leaders are able to explore their employees' strengths and weaknesses and provide them with the requisite support in order to develop, thereby motivating them to be the best that they can be. The results of the study proved that utilizing transformational leadership behaviors creates an alarming positive effect on job performance with motivation contributing to this effect. This indicates that due to high level of support that transformational leaders provide to their followers, it in turns provide high motivation to employees to increase their productivity. Likewise, Abu Shanab and Mohammadi (2021) study which sought to create an understanding of how varying leadership styles affect the so-called internal and external motivation on employees, concluded that employees valued and preferred transformational leadership, which had a positive effect on intrinsic and extrinsic motivation due to the fact that employees are constantly provided with feedback on their progress and are also encouraged a lot. Hadi et al. (2019) conducted a quantitative research with medical representatives from three pharmaceutical companies, taken proportionally in the Greater Jakarta Area of each company, to determine the direct and indirect effects of transformational leadership and work motivation on innovative behaviour. Path analysis was also used to analyse results, of which the results similarly confirmed a significant effect of transformational leadership on work motivation and consequently, employees' behaviors. The results of these studies are in line with much of the literature concerning transformational leadership and organizational performance, which concludes that such leadership results in productive employees; and, in order for employees to be productive, they must be motivated. The connection has been supported by the above mentioned studies. With one aspect of transformational leadership being inspirational motivation, when leaders are able to create a vision and excitingly communicate this vision to their followers, this motivation drives employees' to perform as expected and even beyond. As a result, employees are expected to be motivated when being led by a transformational leader, especially if such leader fulfills all dimensions when leading. Similar to previous findings, this research also revealed that leaders who depicted transformational behaviours are more likely to motivate their employees due to creating a climate of motivation for subordinates. Based on the qualitative analysis, the themes evolving from this study highlights that managers who want to increase motivation in employees must be able to listen to their employees, put their employees first and show respect. Out of the 10 qualitative responses via interviews, 8 employees were of the opinion that transformational leaders spark motivation within them. Some of their responses included, “I feel happy when my manager sets challenging goals and inspires me to achieve them”; my manager provides clear goals and keenly supervise our achievements and ensures that we have the requisite tools to accomplish our tasks, which serves as a big motivator; “I am delighted to work with such a leader who is very respectful to us.” I feel that he is prioritizing our needs over his own needs and agenda.” Altheeb (2020) research aimed at investigating the connection between leadership style and motivation of government workers working on Alkharj. The data were collected through questionnaires and SPSS were used for descriptive and inferential analysis, respectively. The results revealed that managers in the Saudi Arabian environment must follow transformational leadership behaviors in order to boost the motivation of employees as this type of leadership had a noteworthy relationship with motivation and their unique effects was seen as 37%. This result is justified based on the work culture of Saudi Arabians in that they value respect, teamwork, mutual confidence and look for opportunities for growth and promotion; as a result, transformational leaders would mostly appease to them. Uysal (2021) study which aimed to explore the correlation that existed between the perceived leadership styles and employee motivation within the hotel context in Turkey found that there was a noteworthy connection between transformational leadership style and employee motivation. The findings of Lau Sze Chek (2020) study echoes the same results, revealing that a positive relationship existed between the transformational leadership style and their subordinate’s motivation and performance. Similar to the other studies mentioned, this result can be interpreted such that transformational leaders inspires their employees and lead them to obtain exceptional results because of the personalized type of leading that occurs, thereby making every employee feel special and valuable. Mahmood et al. (2018) used a multi-level perspective to decipher the impact of transformational leadership on employees' creativity in the engaging process and intervening roles of motivation from within, complexity of tasks and the support of innovation in the process of influence. The study utilized a quantitative design using questionnaires that were distributed among employees of small and medium size organizations in Bangladesh. Data analysis was done through the use of a Structural Equation Model, via factor analysis and path analysis to test the hypotheses and to assess the regulating and arbitrating impact of the variables. The outcome of the analysis revealed that transformational leadership had a noteworthy impact on the creative process of employees' engagement. The study further shows that when the complexity of tasks and creativity is supported, these arbitrate the association between transformational leadership and employees' creative process engagement.

Generally, these studies imply that managers who want to increase motivation in their employees, should considered adopting transformational leadership behaviours by being supportive, inspirational, encouraging and making efforts towards uplifting and building their employees' potential. These recent studies confirm same results as those of Riedle (2015), Haywood (2014), and Elzahiri (2010). Interestingly, studies conducted by Chaudhry and Javed (2012) and Zareen et al. (2015) which both examined the transactional, transformational and laissez faire leadership styles and their impact on employee motivation in the banking sector of Pakistan revealed that the transformational leadership proves less effective in increasing motivation. This is because employees prefer to have an exchange relationship with their managers, thereby requiring tools inclusive of rewards and punishments to positively or negatively influence employees. Rather than higher order intrinsic needs being met, employees prefer lower order needs that are extrinsic, in order to be motivated. Contingent rewards become an important dimension of which managers must make clear the role and tasks and communicate performance criteria and rewards such as pay raise, recognition or punishments such as coercion, correction, in the event desired goals are met or not, respectively. Lan et al. (2019) study likewise concluded that though not significantly, transformational leadership had an undesirable impact on internal and external job satisfaction of employees in the cram school industry in Taipei, Taiwan. This conclusion suggests that transformational leadership is not important to consider in increasing job satisfaction. But rather may cause employees to lose satisfaction. It is assumed that these employees find it a burden to be creative and deeply think of ways of doing things innovatively; as a result, they settle for doing things the same old ways and be rewarded for meeting basic targets.

Laissez faire Leadership Style and Motivation

Fiaz et al. (2017) study investigated autocratic, democratic and laissez faire leadership styles and their impact on employees' motivation based on one hundred ten employees working at an autonomous organization of Pakistan. To gather data, the survey tool used was the multifactor leadership questionnaires. In order to form conclusions, results were analyzed using descriptive statistics, reliability statistics, multiple regression model and analysis of variance. Results revealed that the laissez faire style enhances productivity of the enterprise. The rationale here is that it increases employees' morale when they are given free rein to complete tasks and make decisions, thereby increasing efficiency and effectiveness. This may be true if employees are established, have clear roles and responsibilities and possess requisite skills and training in getting the job done. As a result, they may not need much guidance and so are motivated to know that they are trusted in completing their tasks without supervision. In this case, employees higher order and intrinsic needs are being met by giving them a sense of accomplishment. As a result, the considerable, positive relationship of laissez faire style that this study reports, insinuates that high motivational levels exist within employees because this style of leadership allows employees to realize their potential without the leader unnecessarily interfering in the process. Franklin (2016) research was conducted to decipher the influence of leadership styles on the motivation of U.S. teachers, and discovered that when administrators utilizes the laissez faire leadership style, it sparks motivation in the teachers because they are given the authority by their leader to perform their job how they best see fit. A study in Ha'il City, Saudi Arabia, which was conducted by Albagawi (2019), discovered that laissez-faire leadership yielded a positive relationship with job satisfaction among hospital staff and managers. Budiasih et al. (2020) study conducted in Jakarta, Indonesia private sector organizations also showed the presence of a notewrthy relationship between employee job satisfaction when leaders employed laissez-faire leadership. Zareen et al. (2015) study also revealed that when leaders utilize the laissez-faire leadership style, it creates a midway impact on employee's motivation, suggesting that approximately forty percent of employee motivation can be achieved through laissez faire leadership.

Other studies such as Chaudhry and Javed (2012) study however, reported that the motivational level of employees in respect of laissez faire leadership is immaterial and low; this is because leaders do not bother to be proactive in leading their subordinates, which tolerates employees to be disoriented, thereby not having clear roles and expectations that can motivate them to meet such goals. A weak relationship with the motivation level of government employees in Alkharj, Saudi Arabia and Laissez-faire leadership was also reported, with the results having its significance and beta values being low (Altheeb, 2020). Given these values, it emerges that laissez faire leadership has a near fifteen percent exclusive effect to amplify motivation level. The Saudi Arabian environment is weightily controlled by teamwork tasks at each level of the organization. In such case, it is understood why laissez faire leadership is reported as ineffective because the leader must play an active role in the teams to ensure that the tasks are accomplished as should and that each team members plays a role in the teams' assignments. Lau Sze Chek (2020) study found an inverse correlation existing between laissez faire leadership and employee motivation. Reliable guidance and support is needed from employees of the District Motor Vehicle department where this specific study was conducted. As a result, laissez faire leadership was not recommended to be employed by managers in this context, similar to the Saudi Arabian context. Ibrahim (2022) study revealed that out of all three leadership styles studied (transactional, transformational and laissez faire), laissez faire leadership style resulted in having an insignificant association with employees' motivation in the government agencies of Kedah, suggesting that this style is not suitable to boost motivation within employees when compare to the other leadership styles. Abu Shanab and Mohammadi (2021) study also found that laissez faire leadership has no role in extrinsic motivation, though it could create either a negative or positive effect on intrinsic motivation. This makes sense because a laissez faire leader is an unbothered leader who gives free reign to their employees; so, there is no check and balance and feedback process in order to provide employees with extrinsic rewards for their performance. As a result, extrinsic motivation becomes non-existent. As for intrinsic motivation, laissez faire leadership may or not be effective, dependent on the type of employees one leads. If employees are Theory X employees, definitely laissez faire leadership would be a complete failure and ineffective, creating no form of intrinsic motivation for employees. For employees to be intrinsically motivated, they would normally be Theory Y employees who would have a desire for work, thus not needing much supervision; therefore, despite having a laissez faire leader, such employees would still aim to perform to the best of the ability because they are intrinsically driven. Also, when laissez fair leaders leave them alone to figure out the best ways to get tasks done, allow them to make decisions, etc, employees can become intrinsically motivated knowing that they are trusted and have certain power over their job. This notion is supported by Uddin (2019) study which revealed that the use of laissez-faire leadership significantly sparked intrinsic motivation within employees due the fact that when employees are left alone to do their job, it increases trust and confidence between the subordinate and leader, also offering flexibility to the subordinates, which in turn increases their motivation.

Leadership Styles, Motivation and Organizational Performance in the Education Sector: A Review of Empirical Studies

Okpamen (2017) conducted a study to ascertain the influence that leaderships styles had on the performance of staff employees of Federal University, Wukari (FUW), Taraba State in Nigeria. The study was of a survey design and data was obtained through the use of a questionnaire, from 310 staff of FUW to get feedback on how each employee sees the leadership behavior of his or her leader. The independent variable for this research was management styles, while the response variable was employee performance. The study was analytical in nature because results were analyzed using multiple regressions revealing that the democratic style of leadership had direct and noteworthy influence on workers' performance, while authoritative leadership had noteworthy but an indirect effect with employee work performance. What this research signified is that when employees are granted an opportunity to participate in making decisions, especially as it relates to matters and issues that directly or indirectly affect their work and tasks, when they feel empowered, when they are given autonomy, are given the opportunity to be a part of and are carried along at every stage of the work process, it has a positive effect on how they work. A democratic leader has some characteristics of a transformational leaders who intellectually stimulates their followers to be creative and innovative, while inspiring them to become the best that they can be.

Olusola et al. (2010) study researched the impact of leadership styles on the performance of subordinate in Nigeria libraries and reported similar findings as Okpamen (2017) in which they stated that there was a high amiable relationship between the democratic style of leadership and the commitment that the organizations gets from its employees because they feel a sense of belonging which leads to increase efficiency. Similar to how on a personal basis, one would take care of their assets because it belongs to them and it has value to them, in an organization, when employees feel a sense of belonging, they take care of their organization's resources as it is theirs, which in return would increase efficiency and would definitely positively enhance organizational performance. This is because employees feel motivated.

Ali et al. (2013) provided an empirical evidence from Mogadishu universities based on leadership styles and job satisfaction. Given that the population was so small, the entire population of 60 instructors were sampled, thus becoming a census. The research utilized a survey design through the use of questionnaires to collect data. A direct and noteworthy relationship was found between both transformational and transactional leading effects on employees' job satisfaction.

However, the former resulted in a greater positive significance, of which it was recommended that since instructors prefer transformational leadership, this approach should be utilized in order to garner maximum satisfaction from them.

Tedla and Redda (2021) conducted a study which sought to bring forth an analysis of leadership styles of principals and how they impact the performance of secondary schools in Eritrea, Africa. The research was done to describe the characteristics of the population, thus utilizing a hypothesis generating research design, and it employed data triangulation, including both objective and subjective quantitative methods. The association amid leadership styles and school performance was established. Non-random sampling comprising of thirty schools/principals, two hundred and fifty teachers, fifty students, and forty-five parents participated in the study. The association amid the response variable and predictor variable of school performance and leadership styles respectively, were explored and analyzed. Results showed that school performance is indeed affected by the principals' leadership styles, whether good or bad, suggesting that no one leadership style is best; rather, it is dependent on the situation. Favorable and positive results were obtained when school principals use the democratic and contingency leadership styles while negative effects were obtained on school performance when school principals used autocratic and laissez-faire leadership styles.

Abubakar and Ahmed (2017) studied the the influence of a transformational leadership style on the performance of universities in Nigeria. The researchers believed that the Nigerian universities are being left behind, despite government's and other accreditation agencies efforts to improve the quality of the higher education institutions in Nigeria. They assume that the reason is due to poor leadership. The research followed a cross-sectional research design and data was acquired via surveys, utilizing a census of 99 accredited Nigerian universities. Data were analysed using a structural equation model. The paper empirically established that there exists a direct relationship between transformational leadership and universities' operations. As a result, the research confirmed that transformational leadership approach to leadership has a direct effect on the university performance, similar to the way it has positive effects on organizations within other industries such as manufacturing and other service related institutions which are operated for profit. This finding shared similar result as that of Odunlami et al. (2017) whose study investigated the influence of leadership styles on employees' performance at chosen private universities in Ogun State, Nigeria. This study was of a descriptive survey design, conducted with 435 staff and faculty employees and results were analyzed using Pearson Product Moment Correlation, revealing that transformational leadership has a positive and significant effect on the performance of employees at the university. Musinguzi et al. (2018) study also found transformational leadership styles positively linking with staff job satisfaction in Ethiopian public universities because it boosts the academic staff's autonomy. Mwesigwa et al. (2020) study revealed that the transformational leadership behaviors that the university managers of the Ugandan public universities have shown towards its academic staff, has associated advantageously with job satisfaction.

Novitasari et al. (2021) conducted a study to ascertain the role of leadership on innovation performance on transactional versus transformational leadership style. The study sought to decipher the impacts of transactional and transformational leadership on the innovation performance of lecturers. The population was comprised of all lecturers at a private university in Tangerang, totaling 180 people. The sampling method used was random sampling and primary data was obtained via 120 survey questionnaires. Data analysis was done using a Structural Equation Model (SEM). The study's results conclude that transactional and transformational leadership have a direct impact on the innovation performance of lecturers, but transformational leadership was twice as much effective than transactional leadership. This research results are similar to that of Ali et al. (2013) of which both transactional and transformational leadership were deemed effective; however, the latter was still preferred over the former. The findings therefore imply that though both leadership styles yield positive results and one is needed more than the other at times, lecturers were more in favor of the transformational leadership approach. Not to forget though that this study also suggests that the lecturers also need a transactional leadership style at times. This research confirms that of several in the literature, which are of the view that effective leadership depends on the situation, suggesting that leaderships styles should change as situations change.

Jamali et al. (2022) study adopted a quantitative methodology and focused on leadership and how it affects the performance of faculty in MUET, Jamshoro higher education institutions, but more importantly looking at the mediating effect of the culture of the organization and its association between leadership styles and faculty performance. Both random and convenience sampling techniques were utilized, with a sample size of three hundred and eighty-four participants; and, the data was analyzed in SmartPLS 32.0. Based on faculty's feedback, they prefer transformational leadership best in order to increase their performance, based on assigning challenging work to them, giving autonomy, having mutual trust, allowing employees to be creative improving their confidence in their abilities and maintaining close collaborations on tasks. They also claimed that Laissez-faire leadership has a role to play in an educational institution, having a direct impact on the performance of the faculty. However, transactional leadership resulted in having a negative impact on the performance of faculty. This could be attributable to the fact that income and other economic incentives are not generally provided by the middle managers, so since transactional leadership focuses on rewards in return for work, this leadership wouldn't create much, if any, motivation to faculty members. In Odunlami et al. (2017) study, the results too revealed that transactional leadership effect on employees' performance was negative and non-significant, suggesting that leaders in the universities should place less emphasis on the usage of transactional leadership in the day to day operations of the organization; rather they must seek to become role models to their subordinates in utilizing transformational behaviors by inspiring them and fostering creativity and innovation within them.

Meng (2022) conducted a research to analyze the connection between transformational leadership and educational management in higher education based on deep learning. Using cluster and random sampling, participants were selected and asked to complete survey questionnaires. Data was collected from 1,022 college teachers and was analyzed using SPSS and SPSS Amos. Results indicated that principals practicing transformational leadership is a necessary route to improve the teaching management level of school teachers. Interesting to note though, was that not all aspects of transformational leadership improves teaching management. Intellectual stimulation and idealized influence were found to have a positive effect on teaching innovation, while inspirational motivation and individualized consideration had no significant impact on teaching innovation. Other studies by Kieres and Gutmore (2014, as cited in Kouni et al., 2018), Eliophotou-Menon (2014, as cited in Kouni et al., 2018), Aydin et al. (2013, as cited in Kouni et al., 2018) also found that transformational leadership contributes to the development of faculty but reported that individualized consideration given to faculty had the largest contribution to their development. These studies of Meng (2022) and those reported by Kouni et al. (2018) suggest that though transformational leadership deems effective, not all dimensions would necessarily be desired by employees, which leaders must also take into consideration.

Suong et al. (2019) conducted a study to examine the impact of leadership styles on the engagement of cadres, lecturers and staff at public universities, evidence from Viet Nam. The study utilized a stratified sampling technique in obtaining participants including current cadres, lecturers and staff from 15 universities in Vietnam. Quantitative and qualitative data were analysed, of which the quantitative analysis via a structural equation model revealed that transformational leadership was very effective in increasing satisfaction of employees, having a significant, direct and strong effect on employees' satisfaction, followed by transactional leadership and lastly laissez faire leadership.

Atan and Mahmood (2019) investigated the role that transformational leadership style plays in enhancing employee's competency for organization performance in three food manufacturing industries in differing supervisory levels, departments, and sections within the production line in Kuala Lumpur, Malaysia. Utilizing a sample of 232 employees, data was collected via survey questionnaires and quantitative analysis was done using a SEM, of which a significant relationsip was discovered between transformational leadership style and organization performance. The coefficient of determination result concluded that transformational leadership styles practiced by the three food industries greatly influenced the competencies of employees and the performance of the organization performance, concluding that transformational leadership style is a primary basis for enhancing output and organizational performance and therefore is an imperative requisite in the running of the organization.

Jarrett (2021) qualitative study sought ways of which teacher retention rates can be improved through the use of principals applying effective leadership styles that are conducive to teachers' motivation and retention. The sample was made up of 14 high school core subject teachers who were asked to answer open-ended survey questions about principals' leadership skills, student achievement, teacher morale, and teacher retention. The results of the teachers' feedback as it relates to what motivates them intrinsically and extrinsically, allowed the researcher to identify and conclude that the principal leadership style preferred by teachers, which was transformational leadership. Though this study was of a qualitative nature, it supports many other quantitative studies that focused on leadership in schools such as Musinguzi et al. (2018), Hadi and Tola (2019), Bastari et al. (2020), Pinkas (2020), Uysal (2020) and Mahmood et al. (2019) which yielded similar results.

Research Gap and Summary

Strengths of Previous Research

Extensive research exists addressing the impacts of leadership styles on motivation (Musinguzi et al., 2018; Hadi & Tola, 2019; Bastari et al., 2020; Pinkas, 2020; Uysal, 2020; Mahmood et al., 2019) and organizational performance (Sofi & Devanadhen, 2015; Cherian et al., 2020), Zeb et al., 2015; Diechmann & Stam, 2015; Barth-Farkas & Vera, 2016; Adriansyah et al., 2020; Chege & Gakobu, 2017; Idowu, 2020). All studies concur with the fact that leadership is an important ingredient to the success of any organization. With most of the literature suggesting that leadership can be learnt, then leaders should obtain training on how to be more effective leaders.

The leaders of an organization are responsible for developing the organization's culture, supporting employees, and guaranteeing success (Jarrett, 2021). To be effective in these areas, leaders must support their subordinates, exhibit proper morals, and set achievable goals (Jarrett, 2021). When leaders show these leadership qualities, they are prone to have a higher success rate in creating motivated employees which can ultimate reduce employee turnover, increase trust, etc. (Shaari et al. 2022; Long et al., 2020; Siew, 2017) which transcends into a successful organization. An organization's situational factors also contribute a major role in motivating employees. When employees partake in decision-making, are empowered and are gifted the opportunity of meeting their needs, motivation sparks. Furthermore, the support from leaders shapes an organization's success. These researchers also noted though employees may favor one leadership style over the other, the situation in which the leader leads must be considered if the leader is to be effective. Employees seem to prefer one leadership style over the other due to their need. Much research has been done discussing how humans are motivated based on Maslow's Hierarchy of Human Needs (Aruma & Hanachor, 2017; Cherry, 2021; Hooper, 2020; McLeod, 2020; Dillon & Malick, 2020). Maslow, one of the most influential psychologists of the 20th century who contributed to the world of humanistic psychology with his emphasis on human needs, categorized people's needs into five basic sections—survival, safety, social, esteem, and self-actualization (Northouse, 2013; Jarrett, 2020). Maslow's theory theorizes that employee's needs, both extrinsic and intrinsic serves as motivational factors that leaders must be aware of and that employees must obtain in order to increase their motivation as one leel of need is met. One strength of Maslow's Hierarchy of Needs is that it applicable to any human being, specifically for an employee to boost their motivation. When an employee starts a job, they begin at the basic level of needs, which is survival and safety

(Northouse, 2013). As the leader create an effect on the follower, the employee will either upgrade to the next level of need or will remain stagnant at the current level until those needs are met. This type of impact created on humans' forces leaders to act humanitarianly when making decisions that affects their employees. Not meeting employees' needs makes them feel unimportant, threatened and not motivated. Therefore, the leader should aim at ensuring that the needs of the followers are met so that employees feel valued, cared for and can therefore grow and excel for the sake of the organization.

Each other theory of motivation (Mc Gregor's Theory Y and Theory X, Path Goal Theory, McClelland Theory of Needs) discussed, concurs that a leader must recognize that each employee is different and have different needs. This implies that the leader must be able to recognize what need their employees require in order to motivate them.

Organizational performance was also discussed of which the literature expressed that organizational performance can only be enhanced through motivation of employees. While most of the studies reviewed were of a quantitative nature, qualitative studies were also reviewed of which the results were compared. The results complemented each other for the most part, concluding that transformational leadership yielded the greatest impact on employees' motivation and organizational performance.

Weaknesses of Previous Research

Leadership is important for any organization's success, but based on the literature, its seems that though one leadership style might seem to be best, there is actually not a single best leadership style that will always create successful leaders. The literature reviewed had me puzzled because each leadership style seems to have a desired effect on employees' motivation and the performance of the organization. Another weakness is that in most of the research, the sampling techniques were not clearly identified and those identified were convenience sampling. This also made the researcher wonder if the results could have been generalized to the wider population, thus questioning the element of external validity. There is no doubt that improving leadership in universities/schools is a worthwhile investment which definitely has high returns (Grissom et al., 2021). Even though most of the research signifies a dire need for effective leadership, much of the research contradicts each other as it relates to which leadership style is the best to improve motivation within employees, which would consequently enhance organizational performance. Effective leaders continuously strive to improve their organization and enhance workplace effectiveness; however, the specific leadership style most likely to achieve this success is not as straight-forward. Another weakness in previous research is the lack of focus on the education sector. Many studies focus on leadership's effects on motivation and organizational performance in industries other than education, such as universities. Given that universities educate the individual who then become future leaders of the country, it is imperative that the universities have effective leaders who can create motivate employees in order to produce the best outputs (students). Few studies focus on research in the education sector, specifically in universities. Factors prompting employees' motivation should be addressed to solve the problem of high employee turnover, low trust in leader's etc. It is already a challenge for universities hire and keep quality employees, especially academic faculty; therefore, research on how to attract and keep employees in the academic institutions should be predominant among studies. Extreme employee turnover and a scarcity of quality academic faculty and staff effects student achievement and the entire education system; therefore, research should have a huge focus on the initial problem, which is effective leadership in the education sector (Garcia & Weiss, 2019). Effective leadership is critical to having motivated employees and positive organizational performance. The lack of research addressing effective leadership in academic institutions such as universities plays a role in the inability to create better leaders.

Current Study

The main aim of this quantitative research was to discover which leadership style is beneficial for the UB in the Belizean setting through discovering the leadership style that is dominantly used and to explore the connection between transactional, transformational and laissez faire styles on employee motivation and performance. To address the issues occurring in any organization, leaders must be highly effective of which this study suggested the need to nurture, select, train, and support high-quality leaders to improve the organization's performance. Research in the area of school leadership is scanty (Grissom et al., 2021), compared to other industries. In much of the literature, the leadership significance in various spheres has been highlighted; but, looking at effective leadership from a higher education environment, has not been well addressed in the scholarly studies/work in leadership (Hassan et al., 2018). It is a prerequisite to tackle the test of leadership effectiveness in the education sector, due to the obvious malfunctions noticed in this sector, of which mediocre leadership seems to be the culprit (Hassan et al., 2018). The goal of this research study is to inform leaders of employees' preferences as it relates to leaderships styles so as to improve motivation and organizational performance at the University of Belize because as stated by Farhan (2017), the leaders can influence followers' performance and retention (Farhan, 2017). Different theorists make their contribution in different ways as it relates to leadership. Which one is best for the UB leaders to adopt; or should it be a mix? This study sought to investigate such.

Research Gap

Affording a general whole but yet detailed review of empirical studies on leadership styles, motivation and organizational performance, the review presented differing results of the impact of the independent variables on the dependent variables under study. Despite the existence of discrepancies in the literature, it calls to mind thoughts on whether such empirical substantiation applies globally to all work settings. Additionally, because there is a scantiness of scientific knowledge on the status quo in Belize, this confines the ability for a just understanding of the subject under study. With this limited research, it presents a challenge to decipher if the outcomes from the prior widespread research is applicable to the growing Belizean professional workforce. This situation therefore justifies the blaring call for more research on the topic of management styles and performances of employees in Belize, so as to support, reject or revise current scholarly viewpoints as it relates to leadership. Bearing all this into mind, this study hopes to narrow the gap in the literature when it comes to leadership impacts on motivation and organizational performance in Belize.

Additionally, the literature on leadership styles and motivation and organizational performance is dispersed among many countries and industries; but, not all countries or industries are covered. Countries covered in the literature mostly were from Asia, including Iraq (Top et al., 2020); Indonesia (Adriansah et al., 2020; Azizaha et al., 2020; Bastari et al., 2020; Hadi & Tola, 2019; Hermingsih, 2017; Purwanto et al., 2020); India (Sofi & Devanadhen, 2015; Jyoti, 2015b); Malaysia (Shokory et al., 2019; Aziz et al. (2013); Bangladesh (Jony et al., 2019); Unites Arab

Emirates (Cherian et al., 2020); Pakistan (Baig et al., 2021; Zeb et al., 2015; Choudhary et al., 2013; Zareen et al., 2015; Fiaz et al., 2017; Khan & Saleem, 2021); Saudi Arabia (Algahzo & Al-Anazi, 2016; Altheeb, 2020) and Turkey (Uysal, 2020). Several studies were from Africa such as from Eritrea (Tedla & Redda, 2021); Kenya (Chege & Gakobu, 2017); Ghana (Aruzi & Adjei, 2019; Al Kajeh, 2018); Nigeria (Ojokuku et al., 2012; Egbri et al, 2021; Idowu, 2020), and Uganda (Owani et al., 2020; Musinguzi et al. 2018). Few studies were from Europe, specifically Turkey (Yildiz et al., 2014); Greece (Xenikou & Simosi, 2006) and Germany (Barth-Farkas & Vera, 2016) and Diechman & Stam (2015), while another couple studies from Franklin (2016) and Lau Sze Chek (2020) were from North America, specifically, the U.S.A. The North American region is one that seems understudied, especially the Caribbean and Central American region. Therefore, these facts have motivated this study with the aim to fill this gap by contributing empirically to the literature on leadership in Belize, which is located in North America, specifically in the Caribbean and Central American region, by analysing the effects that leadership styles have on the country's national university.

Also, because the results of the influence on leadership styles on motivation and organizational performance seems to be disparate, this can be interpreted that the findings are somewhat contradictory. The studies focused on industries such as banking ((Sofi & Devanadhen, 2015; Choudhary et al., 2013; Zareen et al., 2015; Ojokuku et al., 2012; Xenikou & Simosi, 2006); textile (Baig et al., 2021); telecommunication (Chege & Gakobu, 2017); hospitality (Jony et al., 2019; Uysal, 2020); petrochemical (Algahzo & Al-Ananzi, 2016); health (Musinguzi et al., 2018; Hadi & Tola, 2019); government (Adriansah et al., 2020; Barth Farkas & Vera, 2016; Lau Sze Chek, 2020; Bastari et al., 2020; Altheeb, 2020) and education (Franklin, 2016; Shokory et al., 2019; Aruzi & Adjei, 2019; Owani et al., 2020; Idowu, 2020). In much of the literature, the importance of leadership in various domains has been highlighted; but, successful leadership in the higher education environment and sector has not been well addressed in the leadership scholarly studies (Hassan et al., 2018). There is a prerequisite to tackle the challenge of leadership effectiveness in the education sector, due to the obvious downfalls identified in this sector, of which mediocre quality leadership seems to be the culprit (Hassan, et al., 2018; Amin et al., 2018). Diverse findings were found in the studies done in the educational sector. As a result, this current study also aims to add more support to the findings of the studies done in this sector, specifically in a seemingly understudied region of the world. What triggered this study of which the hypotheses were formulated on, is the fact that all leadership styles under study seem to have a chance to enhance employees' motivation, despite the sector of which the organization exists in. However, the results in the literature showed many discrepancies, of which this study hope to add contribution to the existing body of knowledge in an understudied part of the world.

Conceptual Framework

Based on literature and similar research that have previously been done on leadership styles and motivation and organizational performance, the research hypotheses were examined to find out the type of the relationship that exists between the dependent and independent variables. Figure 4 below is the conceptual framework for this study, based on a structural equation model (SEM). The diagram highlights the interrelationships between the dependent and independent variables.

Figure 4

Research Method Theoretical Framework- Structural Equation Model

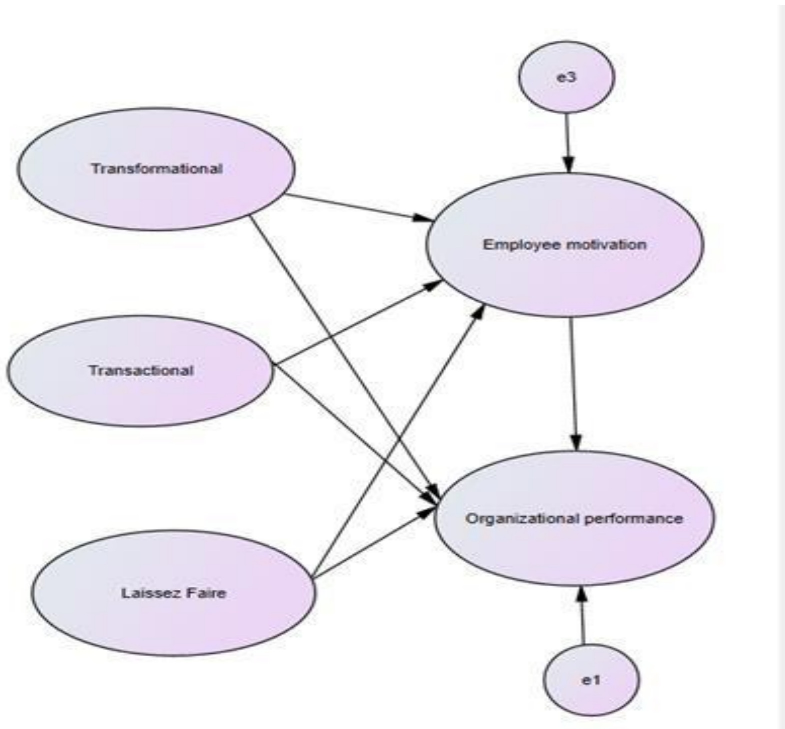


Figure 4 was created by the researcher

The SEM serves the purpose of analyzing structural relationships, thereby testing the proposed casual relationships. Therefore, similar to study conducted by Tojari et al. (2011), to examine connections between unobserved and measured variables, a confirmatory factor analysis was used after which, to examine the structural model (connection between unobserved variables), path analysis was used. In this study, the theoretical framework is rooted in specific theories of which the study hopes to test the validity of those theories in relation to specific phenomena. In this study, three leadership theories will be tested. "Theoretical frameworks of leadership date back to the mid-19th century and has since been extensively researched based on their applications to business and organizational performance" (Wren, 2017, p. 15). The conceptual framework used to explain the relationship among the variables in this study are based on leadership theories such as James Mc Gregor Burns (1978) and Bass & Avolio (2004) transformational and transactional leadership theories (Northouse, 2013; Sougui et al., 2016) and Kurt Lewin (1930) Laissez faire leadership theory. As Figure 4 above shows, it reflects the fact that employee motivation and performance, can be influenced positively or negatively by either one of the three different leadership styles considered in this study. To implement the study, three independent variables (transactional, transformational and laissez faire leadership styles) as measured by the Avolio & Bass (2004) multifactor leadership questionnaire and couple dependent variables (motivation and organizational performance) will be defined for the theoretical and conceptual framework. The MLQ measures an extensive range of leadership types from dormant leaders, to leaders who provide incentives to followers, to leaders who change their subordinates into aspiring leaders (Hernon, 2010). This study encompasses such theoretical foundation in order to explore how employees perceive their leader's style, and how those styles influence their motivation and workplace performance at the University of Belize. The researcher developed this conceptual framework considering the research objectives and based on a relevant literature review of empirical studies, which enabled her to see the association between the leadership styles and motivation and institutional performance. A similar framework was employed by Almansour (2012), Sougui et al. (2015) and Hamidifar (2010) in their studies on leadership styles and motivation and performance. The framework is more very similar to Tojari et al. (2011) study on "Structural equation modeling analysis of effects of leadership styles and organizational culture on effectiveness in sport organizations." However, the emphasis of this study is on leadership styles effects on employees' motivation and organizational performance. Although no universal leadership style has been accepted in the world (Sivaruban, 2021), and controversies still exist on what makes a great leader, much literature has focused on the three leadership styles in this study. Generally, these leadership theories outlined the descriptions of leadership styles and plays a noteworthy part in employees' motivation and the performance of the organization (Wren, 2017). As a result, the conceptual framework is suitable to test the hypotheses of the study, which hypothesizes the effectiveness of each leadership style on employees' motivation and performance at the University of Belize.

As per the conceptual framework, conceptual definitions are provided below:

Leadership styles

Although leadership has been studied in varied ways and possesses a plethora of perspectives, most definitions share the assumption that leadership involves an influential process that ultimately results in meeting organizational goals. Despite the different perspectives however, there is inherent validity in each leadership style's perspective. Consequently, each of these leadership style adds understanding to the leadership construct. Leadership is described as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2013, p. 3). Leadership is executed using leadership styles. Leadership is a function of management (Sougi, 2015; Northouse, 2013; Yukl & Uppal, 2017) and is considered to be a key element for organizations to reap success (Al Khajeh, 2018; Idowu, 2020; Jarrett, 2021) because it increases the effectiveness of the organization (Poturak et al., 2020; Ejere & Abasilim, n.d.; Pradeep & Prabhu, 2011). Studies conducted by Al Khajeh (2018), Ali et al. (2020), Budur & Poturak (2020), to name a few, have all concluded that leadership has a notable relationship with an organization's culture and employees' productivity, which in turn affects the organization's realization of its goals and objectives. More specifically, the leadership styles adopted by leaders are driving forces that impact the overall performance of an organization (Ukaidi, 2016). This notion is confirmed in Akparep et al. (2019) study, which revealed that 73% of participants reported that when it comes to leadership and organizational success, a positive relationship existed. Similarly, Mwesigwa et al. (2020) study, concluded that effective leadership styles adopted are what led to satisfaction of the job and increased commitment to the organization from state universities employees in Uganda.

Within the past century, differing leadership theories have been bred (Khanet al., 2016) with the intention of manifesting a clearer comprehension of what leaders do and who they are. Importantly, each leadership theory includes its individuality in explaining the leadership concept. Based on the different definitions, it has been concluded that there is not universally accepted definition (Yukl & Uppal, 2016). Despite these differing but yet relevant theoretical constructs though, many, if not all leadership literature, agree with the notion that leadership is a process and it involves the influencing of individuals (followers) in meeting certain goals (Northouse, 2013; Yukl & Uppal, 2017; Poturak et al., 2020; Iqbal et al. (2015). Aldair (2002, as cited in Iqbal et al., 2015), terms leadership as being able to convince individuals to excitingly pursue set objectives, claiming that it is the human factor that brings a group together in order to direct them towards desired goals and objectives.

Other themes within the varying definitions of leadership include that leadership is based on organizational improvement, leaders exist within a particular organization and it involves setting directions for followers (Tedla & Redda, 2021).

Motivation

Motivation comes from the Latin word "movere" which means to move or push (Wahyuni, et al. 2019; Pandey & Kumar, 2018; Chaudry & Javed, 2012; Uysal, 2021). Robbins (1994, as cited in Uysal, 2021) defines motivation as "the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal" (p. 107). Bartol and Martin (1998, as cited in Uysal, 2021) claims that motivation is "the forces that energize behavior, gives direction to behavior and underlines the tendency to persist" (p. 107). Robbins and Coulter (2012) refers to motivation as the "process by which a person's efforts are energized, directed, and sustained toward attaining a goal (p. 430). Nader (2019) states that motivation is "the extent to which persistent effort is directed toward a goal" (p. 2). Simply put, motivation is when someone wants to do something. All definitions possess the consensus that motivation includes effort, direction and persistence. Effort refers to the level of drive that the person puts forth. However, much effort can be put forth in doing the wrong things; therefore, direction is also important so that the quality of the effort is channeled through a direction that is beneficial to the organization (Robbins & Coulter, 2012). For continued desired performance and success, motivation must also be persistent and maintained. Therefore, motivation covers all aspects of why a person chooses a certain course of action. As a managerial meaning, motivation encompasses the activities that managers engage in to ensure that their employees obtain the results desired as set forth by the manager, leading to productivity and performance (Wahyuni et al., 2019). The role of leadership involves identifying factors that will cause subordinates to act in a desired manner that will lead to organizational success. Robbins and Judge (2013, as cited in Uysal, 2021) claims that "motivation is a fact which could change from person to person, and it could even change within the same individual" (p. 107).

With this in mind, given that employees may be many and their needs vary, motivation becomes a complex but required task for leaders. This is because people may be motivated by intrinsic and/or extrinsic factors, with the former including those factors that exist between the worker and the task (Nader, 2019) of which employees are motivated to work for their own sake, rather than due to external influences, while the latter comes from the external environment (Nader, 2019), while the latter refers to motivation not from within, but due to external factors such as recognition, rewards, etc. Another study found that when employees are intrinsically motivated, "it encourages their creativity because they see their leaders as their role models who should have the ability to inspire them and increase commitment and dedication, thus creating a competitive advantage for the organization" (Shafi et al., 2020, p. 174). It is therefore no dispute that motivation is a factor of leadership and leaders must be able to take this function seriously if they are to create meaningful change in organizations given that leadership styles have been proven to affect employees' motivations differently.

Organizational performance

The defining, conceptualizing, and measuring of organizational performance have not been an easy task because different researchers have differing opinions, which has led this issue to be a disputatious one among organizational researchers (Abu-Jarad et al., 2010; Sofi & Devanadhen, 2015). The areas of controversy were based on defining the term organizational performance given that it was habitually confused with productivity; in addition, researchers also had diverse views in relation to measuring performance (Abu-Jarad et al., 2010; Sofi & Devanadhen, 2015). Productivity was based on the amount of work done given a specific amount of time, whereas performance involved a broader perspective, inclusive of productivity. According to Ricardo (2001 as cited in Abu-Jarad et al., 2010), performance also includes effectiveness, efficiency, economy, quality, consistency behaviour and normative measures. Imran (2014 as cited in Abusweilem & Abualoush, 2019) possesses the same viewpoint including additional factors, stating that

> performance is known through the quality of work, effectiveness of employees in decision making, development of processes, relationship of employees with managers, provision of various services and products, innovations, market share, staff skills and also their abilities to solve problems quickly with new methods and modern tools of product development (p. 2147).

Yet, Masa'deh et al. (2016 as cited in Abusweilem & Abualoush, 2019) and Tran (2021) believe that organizational performance has to do with the ability of the organization to obtain and manage the various organizational inputs required in order to meet its goals and objectives. Organizational performance has been described in many different ways in literature (Al Khajeh, 2018; Sciarelli, et al., 2020). It has been described by Claver (2003, as cited in Sciarelli et al., 2020) based on organizational performance results, while Pinho (2008, as cited in Sciarelli et al., 2020) and Gavrea (2011, as cited in Al Khajeh, 2008) describes it based on financial and non-financial performance. Non-financial, non-economical, subjective or perceptual indictors include customer satisfaction, employee satisfaction, sales growth, market share, competitive advantage, etc (Sofi & Devanadhen, 2015). Perceptual and non-financial or operational measurement would occur based on the employees' rating of the organization's effectiveness, health and overall satisfaction (Sofi & Devanadhen, 2015). Abualoush et al. (2018), Alrowwad et al. (2017) and Obeidatet al. (2017, as cited in Abusweilem & Abualoush, 2019), are of the same opinion as Sofi & Devanadhen (2015), adding that non-financial factors also include product quality, customer satisfaction, employee satisfaction, timeliness of delivery, productivity, efficiency, market share, strategic goal accomplishment, as well as workforce development and enhancement. Objective, financial measurement could be derived from annual reports where figures are available to calculate return on assets, return on equity, profitability level, liquidity, operational efficiency, etc, (Sofi & Devanadhen, 2015), all of which can be confirmed and objectively proven. Objective, financial measurements can allow organizations to engage in trend and benchmarking analysis among other organizations within the same industry. Yet, Hung et al. (2010) and Prajogo and Sohal (2003, as cited in Sciarelli et al., 2020) describes organizational performance based on innovation performance and quality performance. There seems to be no established, single or best measurement for organizational performance and many researchers are of the belief that it all depends on the objectives of the organisation (Chege & Gakobu, 2017) and the nature of the organizations, existing in the competitive environment. However, it is argued that profit levels seem to be the most frequently used determinant for organizational performance in for profit organizations. Carton and Hoffer (2006, as cited in Chege & Gakobu, 2017) believes that it is also important to consider the perceptions of third parties such as employees, in determining organizational performance. Wentland (2009, as cited in Chege & Gakobu, 2017) agrees with this viewpoint, exclaiming that employee's attitude and commitment plays a great role in assessing organisational performance.

Organizational performance at the University of Belize would comprise of the results of the actual outputs in relation to the inputs of the organization. With both the inputs and outputs being human factor, it becomes even more necessary to ensure that the human resources are motivated and excited to work, in order to produce at their optimum standards, so that the outputs can also be the best. Students graduating from the University of Belize normally become a part of the Belizean labor pool and workforce. Therefore, the quality of students that the University produces, has an impact on the quality of Belize's labor pool and consequently, the economy on a whole. Organizational performance at the University of Belize can be determined based on the economic and financial results, highlighted in its annual reports. Given that organizations have different sizes and sectors, subjective ways of measuring organizational performance have also been accepted in organizational research (Sciarelli, et al., 2020). Keeping in light of the nature of the study and review of the literature, for this study, organizational performance is measured on the basis of subjective and perceptual assessment in that it adopts some of the similar dimensions as Sofi & Devanadhen (2015) and as highlighted by Abualoush et al. (2018); Alrowwad et al. (2017) and Obeidat et al. (2017). It likewise follows the position of Carton and Hoffer (2006) and Wentland (2009, as cited in Chege & Gakobu, 2017). Most of the literature focusing on organizational performance in higher education institutions such as Badri et al. (2006 as cited in Sciarelli et al., 2020), Burli et al. (2012 as cited in Sciarelli et al., 2020), Calvo-mora et al. (2005 as cited in Sciarelli et al., 2020), Psomas & Antony (2017 as cited in Sciarelli et al., 2020), have measured organizational performance based on the results perspective.

All organizations exist to meet certain goals and objectives of which they require inputs such as labour, capital, etc, in order to produce outputs, dependent on the nature of the organization. In the case of the University of Belize as a higher education organization, both the inputs and outputs in the production process include the human factor. Inputs would include the capital, human resources and land (space), classrooms, technology, etc, while the main output would include the graduates. For the sake of this study, the performance of the University of

Belize will therefore be perceptually measured using non-financial or non-economic factors such as quality of service offered by faculty and staff, quality of graduates, employee satisfaction and effectiveness of the University from the lens of a group of important stakeholders, its employees.

Summary

Chapter two attempted to define leadership style as the approaches implemented by leaders to produce results from their subordinates. The information provided by the chapter focuses on the objectives of the study namely; the transactional, transformational and laissez faire leadership styles and how these three types of leadership styles impact motivation and organizational performance. The chapter also presented the theoretical framework, representing the impacts of leadership style on motivation and organizational performance. The motivational theories discussed included Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory, McClelland, Theory of Needs, McGregor Theory X and Theory Y. The Path Goal theory was also discussed to link leadership with motivation. The leadership theories that ware discussed as stated above, are transactional, transformational and laissez faire, which were the main theories of the study. The strategies that were used for the literature search was explained in detail. The study also provided conceptual definitions for organizational performance and motivation. Empirical studies were reviewed to deeply analyze and synthesize the findings in order to get a better understanding of how leadership styles affect motivation and organizational performance in varying contexts. The literature has therefore, provided the structure and possible route for the study, regarding its outcome.

An examination of the literature on leadership styles and motivation and organizational performance have revealed a number of things. First, is that leadership styles are important ingredients for success. This is true and important because for any organization to succeed, employees must perform as expected; and, in order for employees to perform desirably, leadership is crucial. Okpamen (2017) claims that the continuous downward trend observed in the public universities in Nigeria is attributable to many factors, including leadership and leaderships styles. Such research result underscores the fact that leadership is an important factor to consider in the performance of an organization. Second, in terms of motivation that leads to positive performance, the literature revealed that different leadership styles have proven to be successful in motivating employees in different contexts (Amanchukwu et. al., 2015; Deshwal et. al., 2020; Northhouse, 2013; Jdetawy, 2018; Idowu, 2019; Egbri et. al., 2021; Jarrett, 2021), thereby improving the organization's success. Therefore, as the literature also revealed, though transformational leadership seems to be dominant in enhancing motivation within the workplace, the other leadership styles (transactional and laissez faire), also has the potential to enhance motivation and organizational performance. However, the findings of the latter two, especially of laissez faire leadership, seems somewhat inconsistent. This is because while some studies results indicated that laissez faire leadership produces positive results, other studies stated otherwise. Nevertheless, based on the literature, it is concluded that any leadership theory can impact motivational levels within organizations; however, as suggested by the path-goal theory of leadership, and the above discussed motivational theories, the manager must know their employees and have the skill to identify their needs. For example, managers who lead employees who need to fulfil their physiological/survival needs or who are Theory X employees, would best employ transactional leadership behaviours in order to increase motivational levels in such employees. This is because such employees would be more motivated with extrinsic rewards, and in the case of Theory X employees, they would require more supervision and direction to be motivated. While managers who lead Theory Y employees and who have fulfilled their lower level needs, would need to motivate those employees by fulfilling their higher order needs through the provision of intrinsic rewards such as providing challenging tasks and providing opportunities for employees to reach their optimal capacity. Ultimately, managers must understand and consider the different theories of motivation, identify the characteristics of their employees and their tasks, and select an appropriate leadership theory that would stimulate motivation in their employees. As echoed by Dobre (2013) and Uysal (2021), not all employees are the same; therefore, different strategies must be used to motivate them. Ultimately, as suggested by Singh (2020), an amalgam of leadership styles may be useful to obtain maximum yields through highest motivation. Third, is that leaders must be conscious of the role that they play in motivating their employees so that their organization can remain competitive and successful, because management styles do have a substantial impact on employees' motivation (Okpamen, 2017; Uysal, 2021). As for Altheeb (2020) study specifically, it showed that leadership styles had a 66.5% impact on motivation. Despite the type of motivational theory that a manager follows, the bottom line remains that managers must be able to meet their employees' needs in order for them to increase motivation in the workplace (Uysal, 2021; Northouse, 2013; Yukl & Uppal, 2017).

Based on the available literature, leadership styles can be a great motivation building tool for organizations of all shapes and sizes. All employees want to be motivated to contribute to the success of an organization. Consequently, an effective use of leadership style strategy can lead to greater employees' motivation and greater productivity of employees. Finally, according to available research, there is a significant paucity of studies on leadership styles and their impact on employees' motivation and organizational performance, when it comes to this type of study within higher educational institutions, or educational institutions in general, especially in developing countries such as Belize. Hence, this research topic is certainly an area for further research interest.

Hypotheses

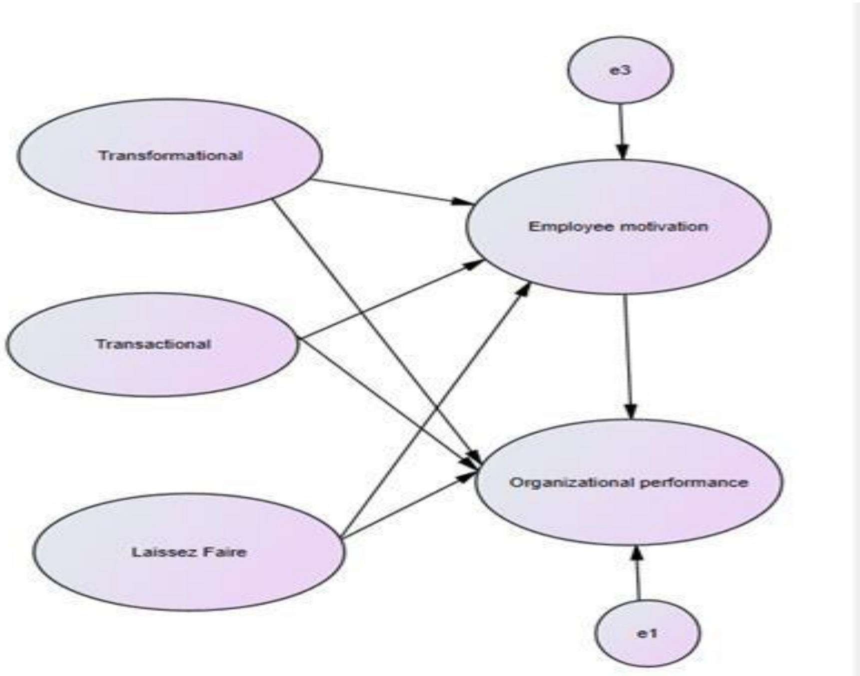
A survey of the available literature has led me to come up with and test the following research hypotheses as per Table 2 below and the conceptual framework below (figure 1 repeated).

Table 2

Summary of Hypotheses

H1 states that there is a relationship between transformational leadership and employees' motivation	H1: There is a positive and significant relationship between transformational leadership and employees' motivation
H2 states that there is a relationship between transactional leadership and employees' motivation	H2: There is a positive and significant relationship between transactional leadership and employees' motivation
H3 states that there is a relationship between laissez-faire leadership and employees' motivation	H3: There is a positive and significant relationship between laissez-faire leadership and employees' motivation
H4 states that there is a relationship between transformational leadership and organizational performance	H4: There is a positive and significant relationship between transformational leadership and organizational performance
H5 states that there is a relationship between transactional leadership and organizational performance	H5: There is a positive and significant relationship between transactional leadership and organizational performance
H6 states that there is a relationship between laissez-faire leadership and organizational performance	H6: There is a significant and positive relationship between laissez-faire leadership and organizational performance

Figure 1 repeated: Conceptual Framework



CHAPTER THREE: RESEARCH DESIGN AND DATA COLLECTION

Introduction

This chapter explained the methodological part of the research and informs of the research approach and design with a justification of the choice. It explains the nature and sources of data, population of the study area, the sample size and sampling technique used, description of how data was collected, including instrumentation of research tools. Given that the study is of a quantitative nature, an operational definition of variables was provided, the study procedures and ethical assurances were discussed along with an overview of how the data analysis was conducted.

It proposed a research method that allowed a study of relationships that may exist between leadership styles and employees' motivation and organizational performance at the University of Belize. The research problem lies in the fact that employee turnover is high at the UB as per its 2018-19 and 2019-20 Annual reports (UB, 2019; UB, 2020), which may be a result of low motivation and/or poor leadership. Therefore, leader styles were investigated as it relates to its impact on employees' motivation and the performance of the organization. Therefore, the study focuses on the usage of appropriate leadership styles in order to positively affect employees' motivation and performance. Consequently, this quantitative study's purpose is to explore three of the most commonly used leadership styles: transactional, transformational and laissez faire leadership styles, by obtaining perspectives from subordinates, in order to analyze their relationship with and impact on employees' motivation and performance. The ultimate goal of the study is for the UB leaders to identify the leadership style(s) that employees prefer and that will produce maximum satisfaction and positive outcomes.

Research Design and Approach

Research method is the roadmap that researchers must follow in order to execute a research; a path through which the research problem and objectives are formulated, and the results are presented from the analysis of the data gathered (Sileyew, 2020). Research design is the blueprint and arrangement of investigation which the researcher seeks in using so as to gather data to provide answers to the research questions; therefore, it "serves as a bridge between the research questions and the implementation of the research" (Durrheim, 2006, p. 34.) As stated by Sileyew (2020) "a research design intent is to provide the appropriate framework for the study" (p. 28). It is important for a research design to be well planned so as to ensure that the method(s) to be used will match the aims of the research and that the appropriate type of analysis will be utilized. The research is peculiarly designed in a manner of which the researcher purposely focused her mind on the research area which is leadership and motivation and organizational performance at the University of Belize. Survey questionnaires were administered, and data were collected from the responses supplied by the respondents, which were analysed and based on these findings, conclusions will be drawn.

Three types of research approaches exist, of which researchers can choose from, namely; qualitative, quantitative, and mixed approach (Creswell, 2014). Based on the research questions and type of data needed to respond to the research questions, the researcher must select the most appropriate approach(es). The research method of this study will take the form of a descriptive research because such research aims at accurately and systematically describing a population, situation or phenomenon (Gray, 2013; Leedy & Ormrod, 2015). In this case, this research aims at describing the leadership situation at the University of Belize. While a descriptive research design can use a wide variety of research methods to investigate one or more variables, it is unable to control or manipulate any of the variables, rather, simply observe and measure them (McCombes, 2020; Leedy & Ormrod, 2015). The qualitative approach on the other hand, would provide an opportunity to the researcher to discover participants' experiences, views, beliefs, feelings, opinions, and ideals of a phenomenon being studied by collecting data through structured interviews, observations, and focus groups where the researcher is the principal data collector (Creswell, 2014). Quantitative research possesses an advantage of its capability to generalize results and replicate easily (Creswell, 2014). Using the qualitative approach for this study was not plausible because qualitative research cannot provide answers to the research question of whether there was a relationship between the variables chosen for this study (Creswell, 2014). However, though the researcher will be able to generate a clear picture of characteristics and relationships as they exist in the real world at the University of Belize, the ability to formulate conclusions about cause and effect is not possible; this is because correlation among variables do not indicate causation (McCombes, 2021). A mixed approach would have allowed the researcher to garner more information from respondents in order to understand the facts and get a better understanding of the phenomena under study. However, this study is the first at the University of Belize, with the aim of noting relationships among the variables; further research can consider utilizing a triangulation approach.

Research Philosophy/Paradigm/Perspective

"Research paradigms guide scientific discoveries through their assumptions and principles" (Park et al., 2020, p. 1). This is because it influences the way knowledge is studied and interpreted. The research paradigm reflects the researcher's beliefs or views of how they see the world that they exist in and how they understand it and behaves within in (Kivunja & Kuyini, 2017). The methodological aspects of the research are examined through this conceptual lens in order to decipher which research method and data analysis is best suited for the study (Kivunja & Kuyini, 2017). Thus, the choosing of the paradigm is what sets down the intention, drive and expectations of the envisioned study. The absence of choosing a paradigm as a first step in the research process, causes no basis to be set for further choices to be made relating to the methodology, methods, literature or research design.

Quantitative and qualitative approaches main distinctive point is the importance of the hypotheses to the study. The research methodology utilized in this study was the quantitative methodology, which is grounded on the positivist paradigm. The quantitative approach uses a positivist philosophical assumption, with these researchers believing that there are laws or theories that govern the world, and these need to be tested or verified and refined so that they can understand the world (Krauss, 2005). As a result, the main purpose of this research approach is to predict and explain a phenomenon (Polit & Beck, 2004) that can be generalized to other persons and places (Chilisa & Preece, 2005; Leedy & Ormrod, 2015). This approach to research seeks to test the relationship between variables in order to determine the type of relationship that exists between them, so that conclusions can be drawn to either support or alter existing theories (Leedy & Ormrod, 2015) based on a “presupposed fixed and measurable reality” (Donaleck & Soldwisch, 2004, p. 354). As mentioned by Krauss (2005), “quantitative researchers believe that the data and its analysis are value-free and data do not change because they are being observed, concluding that quantitative researchers tend to see the world through a “one-way mirror” (p. 761).

Therefore, this study will shadow the positivist paradigm, because its intention is to foresee and examine a phenomenon (Polit & Beck, 2004) that can be generalized to other persons and places (Chilisa & Preece, 2005; Leedy & Ormrod, 2015). As stated by Leedy and Ormrod (2015), "a correlational study examines the extent to which differences in one characteristic or variable are related to differences in one or more other characteristics or variables" (p. 155). Therefore, this study suits a quantitative approach or correlational design because it seeks to decipher the connection between leadership and motivation and organizational performance in order to decipher what kind of association exists between them, so that suppositions can be derived to either endorse or modify existing theories (Leedy & Ormrod, 2015; Al Khajeh, 2018; Alexander Di Pofi, 2002) based on an assumed constant and quantifiable reality (Donaleck & Soldwisch, 2004). "When the goal of study is to find the relationship among variables, quantitative approach is usually utilized" (Kumar, 2005 as cited in Al Khajeh, 2018, p. 5 & 6),

In utilizing this approach, the researcher devised hypotheses embedded on current theories and will gather objective and factual data in order to statistically examine and test the hypotheses. So, to meet the aims of the current research, the correlational design is preferred since a focused and structured process will be followed, through which known independent and dependent variables and a hypothesis were formulated (Al Khajeh, 2018), all of which were pre-planned, being at the forefront of the study and which led to the formulation of the framework for the entire study. As stated by Leedy and Ormrod (2015), "a quantitative research allows researchers to measure characteristics in order to determine whether and in what way these characteristics are interrelated" (p. 156). In this quantitative approach, because the researcher's goal was to uncover and examine the pattern of relationship between variables, thus as recommended by Leedy and

Ormrod (2015) and Kuma (2005, as cited in Al Khajeh, 2018), the quantitative approach was indeed favoured to be best fitting for the research topic's investigation.

The quantitative approach was employed first by obtaining data through the use of survey questionnaires (survey research). Fisher (2007), states that

> a survey research design is a type of design that involves a systematic and comprehensive collection of information about the opinions, attitudes, feelings, beliefs and behaviors of people through observation, interview and administering of questionnaire to a relative large representative sample of the population of interest.

Leedy and Ormrod (2015), shares similar view, stating that

> survey research involves acquiring information about one or more groups of people—perhaps about their characteristics, opinions, attitudes, or previous experiences—by asking them questions and tabulating their answers. The ultimate goal is to learn about a large population by surveying a sample of that population (p. 159).

The data that was collected in order to test the hypotheses was obtained using a survey questionnaire, a modified version of the Avolio and Bass (2004) Multifactor Leadership Questionnaire - Rater form, from a sample of employees who are non-leaders/managers from all campuses of the University of Belize. Survey questionnaires provides an opportunity for the researcher to increase the sample size (Polit & Beck, 2012) to guarantee generalizability; and, since the questionnaires can be sent electronically, it in turn reduces costs (paper, printing and travelling). Also, survey questionnaires can yield more truthful results because of the anonymity aspect of which respondents know that their responses cannot come back and haunt them (Leedy & Ormrod, 2015).

Prior studies of similar nature justify the use of a quantitative, non-experimental study for this research. Mufeed (2018) did a correlational study to decipher the association between transformational leadership and quality of work life (QWL) in sample study institutions, thereby analysing the impact of transformational leadership on QWL. Avolio & Bass (2004) MLQ was one instrument he used to gather relevant data on leadership styles. Mufeed (2018) also used a questionnaire adapted from Walton's model on QWL and correlated the data collected from the MLQ with QWL. Another study conducted by Abasilim et al. (2019) examined the association between leadership styles (transformational, transactional, and laissez faire leadership) and employees' dedication using the quantitative approach including cross sectional surveys. This method is justified by the fact that the dimensions of the predictor variable (leadership styles) and response variables (employees' motivation and organizational performance) were taken at approximately simultaneously with no plan of adjusting or biasing the variables. Similarly, in the current research, the measurements of the predictor variable (leadership styles) and the response variables (motivation and organizational performance) will not be controlled due to manner in which the data will be gathered, thus satisfying an important characteristic of correlational studies. Al Khajeh (2018) research also utilized a quantitative approach since its goal was to decioher the connection between the response variable (organizational performance) and the predictor variable (leadership styles). Ibrahim and Daniel (2019) study measured the effects of organizational learning on organizational innovation and performance, of which a quantitative approach was also utilized by acquiring data using questionnaire instruments and analyzing the data using regression analysis and SEM. Rajbanshi (2020) explored the influence of Laissez-faire, Transactional and Transformational leadership styles on the motivation of workers in the ICT sector in Nepal, also utilizing quantitative methods. Generally, all studies reviewed in the literature which are of the current study's nature, which is, to describe the relationship between or among variables, adopted a quantitative approach.

Philosophical Positioning of the Positivist's Paradigm

Both qualitative and quantitative approaches are very much surrounded in philosophical customs with different epistemological and ontological assumptions (Cohen & Crabtree, 2006), causing the purpose of the research to be different.

Ontology of the Positivist's Paradigm: Nature of reality

The ontological position of the quantitative paradigm is such that a sole truth exists, one that is objective and independent of human perception; therefore, assuming that a single tangible reality exists—one that can be understood, identified, and measured. This allows explanation and prediction in a causal framework to operate naturally, as causal inferences rely on (1) temporal precedence (that is, in this study, for leaderships styles to affect motivation and organizational performance, leadership styles must precede motivation and organizational performance in time), (2) association (that is, leadership styles and motivation and organizational performance are correlated), and (3) lack of confounders (that is, there are nil factors apart from those identified in the study that will affect the results of the study; meaning that leadership styles is the only cause of motivation and organizational performance within the space identified).

Epistemology of the Positivist Paradigm: Nature of knowledge

As stated by Kivunja and Kuyini (2017), "in research, epistemology is used to describe how we come to know something; how we know the truth or reality" (p. 27). To understood the epistemological element of my research paradigm, as recommended by Kivunja and Kuyini

(2017), I asked myself questions such as, "What is the relationship between myself as the researcher and what is already known?" and "How will I know the truth? I asked these questions in order to have positioned myself in the research context so as to find what else is new, given what is already known, in order for my research to actually make a contribution to knowledge (Kivunja & Kiyuni, 2017, p 27). In using this positivist paradigm, epistemologically, myelf as the investigator and the investigated are considered independent entities, and so to ensure this separation, I operated in dualism and objectivity, believing that as the researcher, I am separated from the participants and so I was unable to interact with the study participants so as to reduce bias (Park et. al., 2020). As a result, I had the ability of studying the occurrence absent of my influence of it or by it, thereby looking at the phenomenon using a one-way mirror (Krauss, 2005). In utilizing the quantitative approach, my main responsibility was to develop a hypothesis, after which objective and factual data were collected and statistically analyzed in order to test the hypotheses because the goal was to measure and analyze causal relationships among the dependent and independent variables within a value-free framework (NK, 1994). I dealt with the issue objectively without influencing the actual problem that was studied. Techniques to ensure this included randomization based on a stratified random sampling technique for selecting participants, and written administered questionnaires with a narrow span of prearranged responses. The sample size used was also large as compared to sample size used in qualitative research. This was to ensure that statistical methods could be used in order to ensure a representative sample.

Methodology of the Positivist's Paradigm

The methodology of a research refers to research design, methods, approaches and procedures that were used in the study in order to accomplish its aims (Kivunja & Kuyini, 2017).

In using the positivist paradigm of which the study's results must be generalizable to the population, it requires a methodology that is well planned out and structured, of which the observations are quantifiable and statistical methods are used for data analysis (Remenyi et al., 2005). Consequently, as it relates to the methodology, positivism supposes that researchers make an objective analysis and interpretation for collected data (Saunders et al., 2009). The positivist methodology stresses on the need for the researcher to create an environment that is free of factors that are beyond the study's variables so that there is no or little impact of any other variables other than those of the study. With positivism, the exclusive emphasis of the study is to examine the associations that exist between the variables under study, which explains why experimental research designs are ideal in the positivist paradigm, including quasi-experimental designs (Park et. al., 2020). This current study actually sought to do just that, which was to detect the relationships that existed between the independent variables being leadership styles with the dependent variables, which were employees' motivation and organizational performance. In determining my methodology, I asked myself, "What's the best way to gather my data in order to test my hypotheses so as to make a meaningful contribution to the literature?" This guided me in selecting my participants, choosing my data collection tool and choosing my analysis methods. In this study, my participants were selected using a stratified random sampling technique, the data collection tool was a reliable and valid survey instrument and data was analysed using statistical procedures in the form of factor analysis and regression analysis. After the research was conducted, then the results served to either confirm or refine theories, which would allow for new hypotheses or questions to be developed for further studies.

In a nutshell, as it related to the nature of the research process, as a quantitative researcher, I followed a focused, more structured process by establishing the known variables, hypothesis, theory, etc – all of which were pre-planned anddid not to change throughout the study. The theory was placed at the helm of the study, becoming a framework for the entire study. I sat out to test the theory by examining research questions or hypothesis derived from the theory. These hypotheses contained variables that needed to be defined, followed by the development of the instrument to measure/ observe behaviors or attitudes of the respondents in the study. Thereafter, I accumulated tallies of the instrument used in order to support or reject the theory (Bahari, 2010). Due to the structure of executing the research, I "detached myself from the event and from the persons participating, so as to reduce the probability of contaminating the data and results of the study" (Donaleck & Soldwisch, 2004, p. 354). The methods used were those that would ensure that the variable(s) under study, were measured objectively.

Research Strategy

Generally, inductive and deductive research approaches are geared towards responding to varying questions, which ultimately allows each to be suitable for different types of data. The deductive approach normally gears towards establishing relationship between or among variables. Variables are tested through the usage of reliable and valid standardized instruments in order to acquire empirical data for the creation of results. These results are derived solely based on data collection methods that are observable and quantifiable (Polit & Beck, 2004), and can be proven. Some of these methods include surveys and other predetermined instruments that produce statistical data (Bahari, 2010). Additionally, large, random samples are normally selected from the entire population in order for generalizations of the population to be possible (Chilisa & Preece, 2005; Creswell & Creswell, 2017). Regardless of what type of approach is used in conducting a study, the need for logical reasoning and understanding of the data is ever present.

Quantitative research connects theory to research using deductive reasoning by first establishing a hypothesis grounded on existing theory which is set out to be tested. Statistical methods are heavily utilized in order to analyze data. These methods could be in the form of parametric tests such as regression analysis which allows for the information analyzed to exist in an objective nature. This type of analysis, once done properly, provides reliable findings because it constrains the researcher to make any interpretations based on their feelings, thoughts, common sense, etc. Rather, the statistical test(s) used is/are what determine(s) the association of the variables under investigation in order for conclusions to be drawn. Although quantitative data analysis may seem to be mechanized and these type of researchers are considered to see the world through a "one-way mirror" (Krauss, 2005, p. 761), the techniques applied when using this approach are still potentially able to produce new understandings (Bryman, 2006). Quantitative research findings are normally communicated using numbers in the form of descriptive statistics such as mean, median, mode, graphs, correlational analysis, etc and other inferential statistics results that would support or reject the research hypothesis. To report the findings of such type of research, the style used is usually formal, with neutral language, and written in a scientific manner (Leedy & Ormrod, 2015).

On the contrary, Krauss (2005) claims that "the qualitative research approach is based on a relativistic, constructivist ontology of which researchers believe that there is no objective reality; rather, each person's experience constitutes a myriad of realities" (p. 760). Thus, the goal of using this approach is to note, comprehend and deduce a particular situation or reality by developing inferences from humans (Antwi & Kasim, 2015) in order to study human behavior in a constant but social and unstructured context based on environmental situations and conditions. This approach is rather exploratory and builds theory from the ground up (Leedy & Ormrod, 2015) because it "allows the researcher to gather in depth insights on a situation that is not well understood or that is undisclosed" (Donaleck & Soldwisch, 2004, p.354). Consequently, if a researcher aims at developing a new theory rather than testing the validity of an existing theory, he/she should utilize the inductive/qualititative or deductive/quantitative approach, respectively.

The research design of this study was quantitative, of which the researcher examined the correlation between the dependent variables (motivation and organizational performance) and the independent variables (leadership styles). This deductive approach sought to analyze the relationship between these variables in order to determine the type of relationship that exists between them, so that conclusions can be drawn to either support or alter existing theories (Leedy & Ormrod, 2015; Al Khajeh, 2018) based on a presupposed fixed and measurable reality (Donaleck & Soldwisch, 2004). A quantitative method was favored because the outcome of such research intention is to find the relationship among variables (Al Khajeh, 2018). A qualitative study is more of a holistic and emergent approach (Leedy & Ormrod, 2015), allowing for the structure and methods, including the variables to change during the process. It does not involve the formulation of a hypothesis. Instead, the researcher gathers information from specific participants which are then transformed to themes and are used to form broad patterns and theories. Of paramount importance is for researchers to create and maintain a positive relationship with their sample participants in order to establish a comfort zone for dialoguing, especially where sensitive information is concerned and are required from participants (Donaleck & Soldwisch, 2004). The researcher is able to make conclusions based on their personal views which may include biases and/or be skewed; as a result, it is not practical to generalize the results and findings to the entire population because of failure of utilizing a reasonable size of the sample participants and also due to its subjective ontological orientation. Qualitative researchers believe that statistics cannot explain differences in human behavior and reality; therefore, data collected is primarily more of a non-numerical nature (e.g., verbal information, visual displays, etc). Data collection normally includes a small sample of participants who are better able to shed light on the phenomenon under study by partaking in loosely structured or non-standardized observations and interviews. Strategies used in this research design include obtaining participants' experiences, feelings, etc, in order to form stories that serves as raw data to contruct theory (Bahari, 2010). The methods utilized stresses on the usage of open ended questioning which usually creates revelations, variations of direction and different perceptions (Bryman, 2006). Qualitative research data are analyzed by the researcher who makes use of much inductive reasoning through observations and information gathered from interviews, case studies, ethnographies, etc. Using such data, the researcher makes conclusions about broader and more general phenomenon (Leedy & Ormrod, 2015) in order to craft theory. However, because the data are analyzed by humans, its ontological orientation is subjectivist (Bahari, 2010), which provides for the possibilities of the data analysis to include biases and/or be skewed (Chilisa & Preece, 2005). The importance of writing skills is at the helm of qualitative research because findings are mostly expressed in words; as a result, such researchers must be able to constructively summarize participants' responses in order to derive valuable meaning from it. Findings are normally in the form of narratives based on the participants' language and perspectives and sometimes even quoting respondents' responses verbatim, using quotations (Leedy & Ormrod, 2015). The subjective nature of the findings increases the probability of results being contaminated with the researcher's feelings, emotions, wrong interpretations etc. Additionally, one limitation of the qualitative approach is such that although the larger the sample is, the more reliable a conclusion becomes, still the conclusion cannot be proven.

Certainly, these different approaches serve different purposes, uses different methods, thereby providing different results. Despite these distinguishing features of quantitative and qualitative research approaches, both has its role to play and are useful and important. However, rather than committing to a particular paradigm, the choice of methodology between the two depends on what one aims to accomplish (Krauss, 2005), considering issues such as the study area and philosophy of the study, the kind of research problem(s), etc.

Falling in between the deductive and inductive approaches is the mixed approach. This approach involves an intermingle of both deductive and inductive approaches (Creswell, 2014). This method has been more established over the years (Tashakkori & Newman, 2010) and is best to be used when the research questions of a study cannot clearly and independently be answered via the use of only one of the other approaches, and if the using of both numerical and non numerical data can address the research problem better (Creswell 2014; Tashakkori & Newman, 2010).

In this study specifically, the researcher utilized a quantitative/deductive approach, with a correlational/descriptive design, to discover the foretelling association between the independent variable which is leadership styles, and the dependent variable which is employee motivation, and organizational performance. This study did not favor qualititative methodology due to its type of investigation; therefore, such approach was refused.

Primary data was collected using survey questionnaires as with research of similar caliber conducted by Bushra et al. (2011), Ramay (2010), Martin (2009), to name a few. Specifically, a survey questionnaire, including the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2004) was adapted and utilized to assess leadership and questions were also adapted from previous studies to assess motivation and organizational performance to form the data collection tool.

Both descriptive and inferential statistical methods were usedto perform data analysis, of which the latter provided unprejudiced realities against which assertions will be matched and truth will be established when conclusions are drawn (Saunders et. al., 2009).

Similar to study conducted by Tojari et al. (2011), to see relationships existing between the unobserved and measured variables, the researcher conducted an exploratory and confirmatory factor analysis and thereafter, to examine the structural model (relationship between unobserved variables), a Structural Equation Model (SEM) path analysis was conducted.

To analyze data using the structural equation model (SEM), IBM SPSS AMOS 26 software package was used. These inferential statistical techniques allowed the researcher to test the hypotheses. The Kaiser Meyer Olkin (KMO) and Bartlett's test of sphericity were conducted to determine the suitability of the data for factor analysis to be done (Taherdoost et al., 2022). Cronbach's Alpha (1951, as cited in Santos, 1999) was used to measure internal consistency reliability by determining the internal consistency of items on the survey instrument.

This study did not suit a qualitative approach because its purpose was to decipher connections between variables rather than to explain, describe and infer causality of the relationship of the dependent and independent variables (Al Kajeh, 2018). A qualitative method is more appropriate when the philosophical foundation of the study is subjective and used to explore and explain the relationships of the variables under study (Arnett, 2020). For inductive reasoning, qualitative research is favored, while for deductive reasoning, quantitative research is favored (Arnett, 2020). Creswell and Creswell (2017) and Twining et al. (2017, as cited in Arnett, 2020) further states that even though qualitative research can be transferable, it become more challenging to form generalizations to the general population, given its subjective nature.

Black (1999, as cited in Arnett, 2020), Field (2018, as cited in Arnett, 2020), Vogt (2007, as cited in Arnett, 2020), McCombes (2020, as cited in Arnett, 2020) and Leedy & Ormrod (2015), all claim that quantitative studies are best used when the reality is measured objectively, not able to manipulate the data and its results. The current study evaluated three leadership styles, transformational, transactional, and laissez-faire leadership styles and how each affect motivation and organizational performance, which were evaluated by the employees with the usage of a structured questionnaire. The results of the survey questionnaires provided empirical data that correlated leadership styles with motivation and organizational performance. The testing of the hypotheses supported the research questions, thereby confirming or refuting the claims of the study via inferential statistical analysis. Based on studying empirical factors and how they interconnect, a quantitative approachs was favored over a qualitative approach, given that the latter is better used when perceived realities are studied (Creswell & Creswell, 2017).

Population and Sample of the Research Study

The population for a study includes all the elements of a particular group that a researcher intends to study and collect data from (Leedy & Ormrod, 2015). This research aimed at assessing leadership styles and their effects on employees' motivation and organizational performance from the lens of the employees who are being led; therefore, the population from which the sample was obtained comprised strictly of the non-managerial employees at the UB. These non managerial employees included both academic employees (faculty members) and non academic employees (staff members).

In conducting research, acquiring relevant data from participants of interest is at the heart of the process. Information is power; therefore, the researcher must select the right participants in order to collect data. However, due to size, time, costs, etc., it is always nearly impossible to collect data from an entire population which would include all participants of interest. Therefore, sampling becomes a crucial factor in data collection. Nayak and Singh (2015) describes a sample as "a representative taste of a group." It allows the researcher to see characteristics of the total population in the same proportions and relationships that they would be seen if the researcher were, in fact, to examine the total population (Leedy & Ormrod, 2015; Nayak & Singh, 2015). Given that the reliability of research results generally depends on its repeatability and generalizability status (Delice, 2010), sampling is considered to be a crucial factor in research because the sample chosen must exemplify the population, allowing for generalizations of the population to be possible (Nayak & Singh, 2015). A researcher can choose to utilize probability or/and non-probability sampling in order to collect their data.

This research was conducted employing probability sampling. Probability sampling is a method of choosing a sample randomly, thereby allowing for each participant in the population to have the same probability or opportunity of being selected to be part of the sample (Nayak & Singh, 2015; Leedy & Ormrod, 2015). It allows for the researcher to generalize the findings to the wider population (Acharya et al., 2013; Leedy & Ormrod, 2015; Nayak & Singh, 2015). In order for this to occur, the researcher normally sets up a system or process, to randomly select participants (Trochim, 2020). There are several types of probability sampling methods such as simple random sampling, stratified random sampling, systematic random sampling and cluster sampling - all importantly involving "randomness" as part of the selection of the sample. Based on the need of the research stemming from the research questions, I chose the most appropriate probability sampling method (Nauak & Singh, 2015). Specifically, in this research, I gathered data using stratified random sampling in a systematic way, based on the following reasons:

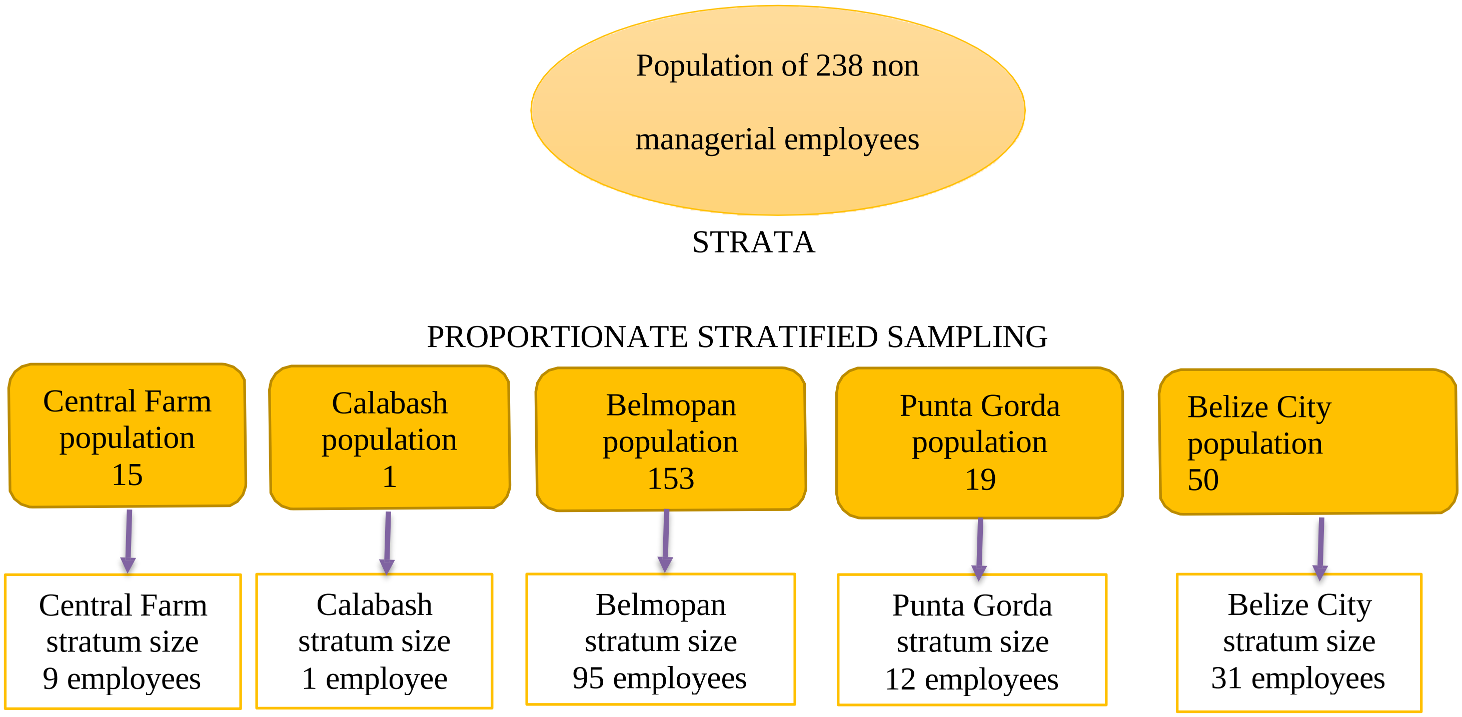
> the target population was significantly heterogeneous; in this case, it was composed of non-managerial employees who were from four different campuses in the country, possessing different educational qualifications and are either faculty or staff; I wanted to highlight specific subgroups within her population of interest; and my goal was to create representative samples from even the smallest subgroups of the population that I was interested in (Crossman, 2020, "Understanding Stratified Samples and How to Make Them," para. 2).

The strata were formed based on the campuses where the non managerial employees work. There were 238 employees who did not possess a managerial role at the UB. Given that the various strata (non-managerial employees at different campuses) are different in sizes, I used proportionate stratified random sampling. The Human Resource department provided the sampling frame, including all non-managerial employees and the campus where they work. I identified the members of each stratum (campus) and proportionately selected a random sample from each one using the same sampling fraction from the overall population, thereby giving an advantage of guaranteeing equal representation of each of the identified stratum (Trochim, 2020). Every member of the population was classified into one, and only one, subpopulation (Trochim, 2020). Using this sampling design also allowed for me to have a higher statistical precision due to the fact that the variability within the subgroups is lower compared to the variations when dealing with the entire population at large (Trochim, 2020). My sample was also balanced and representative based on individuals at the different UB campuses.

Figure 5 below is an illustration of how I utilized the proportionate stratified sampling design with a margin of error of 5%, confidence interval of 95%, a population of 238 non managerial employees, yielding a sample of 148 employees based on Raosoft (2004) sample size calculator.

Figure 5

Stratified Random Sampling Technique



Note: Figure 5 was developed by the researcher

Each size of stratum was determined by dividing the number of employees per campus (population per campus) by the total UB population, then multiplied by the calculated sample size. The calculation for each stratum is show below.

- Central farm employees (stratum # 1)

15/238*148 ≈ 9 employees

- Calabash employee (stratum # 2)

1/238*148 ≈ 1 employee

- Belmopan employees (stratum # 2)

153/238*148 ≈ 95 employees

- Punta Gorda employees (stratum # 3)

19/238*148 ≈ 12 employees

- Belize City employees (stratum # 4)

50/238*148 ≈ 31 employees

Each stratum is between 60% to 64% proportionate. As stated,

> using the stratified random sampling design will accurately reflect the population being studied because of the researcher stratifying the entire population before applying random sampling method. Consequently, it will provide better coverage of the population of non-managerial employees at the University of Belize, since the researcher will have control over the subgroups to ensure all of them are represented in the sampling (Murphy, 2019, "Stratified Random Sampling Advantages and Disadvantages," para. 8).

Given that when research is conducted, it is usually impossible to sample the entire population primarily due to costs involved, it becomes essential to select a sample which would represent the population. This would automatically introduce a level of uncertainty in the results obtained. The goal is to reduce uncertainty in the results as much as possible, so that the results can be generalizable and true for the entire population. In this research, a sample error of 5% is used, which represents that the researcher is able to accept 5% error in results received from the participants responding to the survey questionnaires. This implies, that if for example, the results show that 60% of non-managerial employees exhibit laissez faire leadership attributes, with a +/-5%, then it can be concluded that between 55% and 65% of non-managerial employees in the population possess laissez-faire leaders. This low margin of error (sample error) of 5% indicates a higher likelihood of relying on the results of the surveys, meaning that the confidence in the results will be higher to represent the population of non-managerial employees at the UB.

As per the Raosoft (2004) sample size calculator, the researcher aimed for a sample size of 148 employees, therefore, using a systematic random sampling technique of assigning numbers from 1 to 4 for each Belmopan employee and employees with the number 2, 3 and 4 were selected to be a part of the sample to represent this stratum, totalling 108 Belmopan employees. For each other stratum, a systematic sampling technique was also used of assigning each employee a number and then selecting all participants whose number was either 2 only or 2 and 4 to achieve a randomly selection. Given that a greater sample size would yield a greater power, thereby decreasing the risk of committing a type 2 error, the researcher did not randomly select *exact* amount of sample participants. This is to increase the probability of receiving the required amount of responses for each stratum. Questionnaires were electronically sent to 150 individuals and responses were received from 111 respondents, this being a 74% response rate based on the amount of questionnaires sent. However, it yielded a 75% response rate based on the calculated sample size of 148 individuals and represented 46.6% of the total population.

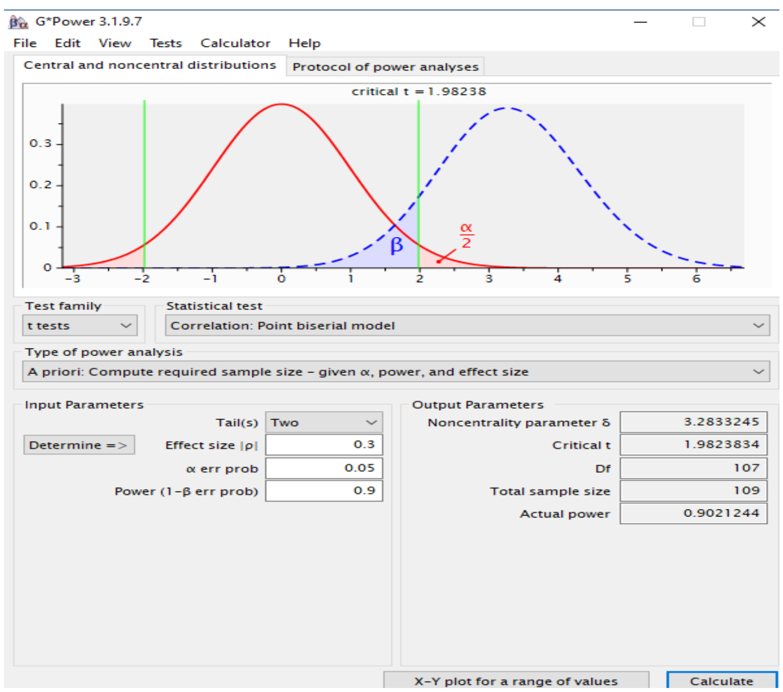
Assessing G* power analysis is a very important part of defining the research approach as it yardstick to use in determining statistical power and effect size (Wang & Rhemtulla, 2021). Power analysis is normally conducted in the data collection phase of a research and it helps the researcher to determine the smallest sample size that is suitable to detect the effect of a given test at the desired level of significance (Wang & Rhemtulla, 2021). The effect size is a measure of the strength among variables on a numeric scale; the differences among variables are greater when the effect size is greater (Wang & Rhemtulla, 2021). Statistically speaking, the effect size determines if a difference is real or due to a change in factors (Statistics Solutions, 2013). When doing research, the researcher normally wants to use as smallest a sample size as possible given that a larger sample size normally requires more time and cost. However, the researcher will be able to know how small a sample size he/she can use in order for the research to have a certain level of significance, by performing a power analysis. Black (1999) and Greener (2011, as cited in Arnett, 2020) stated that it is important to ensure that an appropirate sample size is achieved so that statistical inferences can be made to the overall population. Therefore, while the sample size calculator was used to determine the sample size for this research, a post hoc power analysis (Figure 6 below) was conducted using GPower 3.1.9.7 so as to detect the power of the study based on the sample size obtained and the effect size desired (Howell, 2012). A power of 0.8 is generally acceptable by most studies in the literature (Kadam & Bhalerao, 2010). However, this research had a 0.9 power, signifying a high probability of avoiding making a type 2 error. Avoiding a type 2 error means to do the right thing when the null hypothesis is not true, which is to reject it (Kadam & Bhalerao, 2010). A power of this magnitude also signifies that the researcher is accepting that one in ten times, or 0.1 of the time, she/he will overlook a real difference.

To calculate power, effect size is also needed and can be estimated based on previous studies (Kadam & Bhalerao, 2010). As stated by Donovan (2016), effect size refers to the size of the difference or relationship between the variables under study. Important to note is that the larger the effect size, the smaller the sample size will be (Kadam & Bhalerao, 2010; Donovan, 2016). This is because if many previous research has already shown that a certain independent variable has a large effect on the dependent variable(s), then when other similar studies are conducted, a large sample would not be needed to prove same. Similarly, if many previous research has shown that a certain independent variable has an unknown or small effect on the dependent variable(s), then when other similar studies are conducted, a large sample would be needed to prove same.

Therefore, based on the literature reviewed on leadership styles and motivation and organizational performance, which mostly concluded that leadership styles does play a big enough role or have a meaningful impact on motivation and organizational performance, the effect size used for this research is medium, being 0.3. To achieve an effect size of 0.3, level of confidence of 0.95 or alpha of 0.05 and a power of 0.9, a sample size of 109 was required (see Figure 6). Therefore, the researcher's sample size of 111 was sufficient.

Figure 6

G Power Analysis



Material and Instrumentation of Research Tools

The study shadowed a descriptive approach using cross-sectional survey that was administered to sample participants. Primary data was collected using a survey questionnaire as with research of similar caliber such as those conducted by Bushra et al. (2011) whose study investigated the impact of transformational Leadership on employees' job satisfaction and organizational commitment in banking sector of Lahore (Pakistan), Ramay (2010) study examined the influence of leadership behavior and participatory decision making on the employees organizational commitment and Martin (2009) study looked at the connection between the leadership styles and principals and school culture. The questionnaire consisted of four parts inclusive of 59 items total. The first part consisted of 19 statements to assesses various elements of the respondent supervisor's leadership. The leadership items on the questionnaire were that of the Multi Factor Leadership questionnaire (MLQ) (Avolio & Bass, 2004) Rater form of which a license was obtained from Mind Garden Inc. to reproduce (see appendix B). The Rater form included the questions of which the subordinates rate their leader. The second part consisted of 18 statements to assess the participant's level of motivation. The third part consisted of 17 statements and it aimed to assess the participant's perception on the UB's organizational performance; and, the fourth section consisted of 5 demographic questions in order for the researcher to have described her sample.

Leadership

This research seeks to measure several abstract constructs, one which is leadership. Validity refers to whether the measuring instrument actually measures what it has been designed to measure, thereby signifying how well the measuring instrument performs its function (Anastasi & Urbina, 1997). To achieve construct validity, the researcher ensured that the indicators and measurements of the survey questions were carefully developed based on relevant existing knowledge as per the theories of the leadership styles under study. Specifically, the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2004), a widely used, extensively researched and valid standard instrument for assessing leadership behaviors (Bagheri et al; 2015; Alsayed, Motaghi & Osman, 2012; Ahmad et al., 2018) was used, given its wide usage, to measure transformational leadership style systematically (Rowold, 2005). Additionally, the MLQ measures a broad spectrum of leadership behaviors, from flaccid leaders, to leaders who give rewards to followers, dependent of their performance, to leaders who renovate their followers into becoming leaders themselves (Hernon, 2010). Therefore, the instrument was utilized to collect data was a survey questionnaire, which included only relevant questions that measure known indicators of transformational, transactional and laissez-faire leadership. Confirmatory factor analysis was also used “to determine structural or factorial construct validity in order to ascertain whether a construct is unidimensional or multidimensional and how the constructs and sub constructs are interrelated” (Harrington, 2009). The CFA examined the latent structure of the data collection tool of which the survey instrument consisted of 54 questions categorized into 3 factors with several items each, of which “CFA was used to test whether the items are related to the hypothesized latent variables as expected” (Harrington, 2009, p. 3). Given that the survey instrument contained items relating to all aspects of the construct under study, it possesses high content validity as well. This questionnaire allowed for the researcher to measure leadership styles. It measured aspects of all the leadership styles; transformational, transactional and laissez faire. Respondents were asked to state their views about the leadership style of their immediate supervisor, referring to the person who is responsible for their respective department, by using a five point Likert scale that ranged from "strongly disagree, 1” to “strongly agree, 5”.

Motivation

Another construct that was measured is motivation. The questionnaire contained 17 items to determine to the respondents' levels of motivation. The questionnaire items for assessing motivation were adopted from a previous study (Musinguzi et al., 2018). These questions related to motivation of employees based on job security, commitment, tasks accomplished, lack of motivation because of being fatigued, and organization's administration. By using this tool, employees were tasked with indicating communal and mental characteristics of their jobs using a five point Likert scale that ranged from "strongly disagree, 1" to "strongly agree, 5".

Organizational performance

The third construct measured was organizational performance. Questions related to this construct was adopted from Kuo (2011) as used in Maktabi and Khazaei (2014) study, though modifications were made by the researcher. Following previous research such as Badri et al. (2006, as cited in Sciarelli et al., 2020), Burli et al. (2012, as cited in Sciarelli et al., 2020), Calvo-mora et al. (2005, as cited in Sciarelli et al., 2020), Psomas and Antony (2017, as cited in Sciarelli et al., 2020) that have focused on organizational performance in higher education institutions and have measured organizational performance based on the results perspective, the current research's survey instrument included a total of 16 questions which also sought to garner the respondent's opinion on the UB's organizational performance from a results perspective. This tool required respondents to indicate their subjective and perceptual assessment of the UB's organizational performance using a five-point Likert scale that ranged from "strongly disagree, 1" to "strongly agree, 5". This construct was measured based on areas such as the UB's service quality, customer satisfaction, productivity, efficiency and market share.

Validity and Reliability of survey instrument items

Validity and reliability are two important measures when evaluating survey instruments such as a questionnaire (Tavakol & Dennick, 2011). Validity tells whether a data collection tool measures what is supposed to measure. As an example, to measure rainfall, one would use a rain gauge and not an anemometer, of which the latter measures wind speed. If the incorrect instrument is used to measure what one wants to measure, then the results of the measurement would not be valid, simply because the instrument used did not measure what it was supposed to measure. Reliability refers to the data collection tool's ability to measure the same thing consistently. As an example, if a teacher gives a student a test on a specific topic and the student got 90% the first time, if a retest is conducted and the result is 50%, the test would be considered to be unreliable because it did not produce a consistent result. In the same way, research conducted must produce valid and reliable results. Reliability is especially important because in order for an instrument to be valid, it must be reliable though if it is valid, does not mean that it is reliable (Tavakol & Dennick, 2011). In other words, an instrument can be measuring the correct construct but the results every time measured are not consistent.

For this study, the level of consistency or reliability and validity of the measurement items were tested to check the different variables. Cronbach Alpha was developed by Lee Cronbach in 1951 as a measure of internal consistency of a test or scale and is expressed as a figure between 0 and 1, and is the most common test of reliability used mainly because it is easier to use than other reliability estimates (Tavakol & Dennick, 2011). Much of the literature claims that Cronbach Alpha is a measure of internal consistency and scale reliability (Shrestha, 2021), and is connected to the interrelatedness of the items on an instrument, which is an important factor to consider before using a test in research so as to ensure validity of the study (Tavakol & Dennick, 2011). Schrepp (2020) disputes this position claiming that though Cronbach alpha is surprisingly and commonly used as a measure of unidimensionality or internal consistency, the interpretation can be misleading if used alone.; so, although Cronbach Alpha has gained a widespread acceptance and usage in different disciplines of research, its proper usage and interpretation is not well understood by many (Tavakol & Dennick, 2011; Schrepp, 2020). The researcher for this study bore such opinions of Tavakol and Dennick (2011) and Schrepp (2020) in mind during this study

Nevertheless, given its benefit within research (Schrepp, 2020), with the use of SPSS, the Cronbach alphas were determined for this study for each construct that were measured on the survey instrument to see if the multiple-question Likert scale survey questionnaire was reliable. These questions measure latent variables, which cannot be observed and measured directly such as: a leader's leadership style, employee's motivation and organization's performance. These are very difficult constructs to measure in real life; therefore, Cronbach's alpha was used to inform of the reliability of the data collection tool items, by showing how closely related the set of test items are as a group and the consistency of the items in measuring the same characteristics or construct. Though the MLQ is has been tested to be reliable and valid, changes were made to it during use in this study; therefore, the Cronbach alpha was retested due to adaptation. Cronbach alpha assumes that a survey questionnaire contains many items measuring the same construct; however, when put together, these items could be said to measure the same construct/variable (Shrestha, 2021). For example, in this study, there are 17 questions relating to different aspects of motivation; but, when put together, could be said to measure overall motivation. It basically provides a simple way to know if a certain score is reliable. The recommended Cronbach's alpha value is suggested to be anything more than 0.7; and, the higher the alpha, the greater the correlations are among the items (Ghozali, 2014; Shrestha, 2021). Though many researchers have provided their opinion of an acceptable Cronbach Alpha, the original argument from Nunally (1978, as cited in Schrepp , 2020) is that that "the required level of α depends on how critical the decisions are that are drawn based on the test result" (pp. 251-252) thereby suggesting that there is really no cut off point for an acceptable Cronbach alpha result. Instead, if critical decisions are to be made from the scale values of the instrument, then the alpha must be high. Otherwise, as pointed out by Cortina (1993, as cited in Schrepp, 2020), "those who make decisions about the adequacy of a scale on the basis of nothing more than the level of α are missing the point of empirically estimating reliability" (p. 101; p. 251). Schrepp (2020) points out that there are problematic points concerning the usage of Cronbach Alpha (α) that can easily cause misinterpretations of data in practical applications and validation studies of user experiences questionnaires. One of those problems he stated include sample size and number of items in the scale. As an example of the latter, assume there is a scale with n items and the mean correlation between these items is 0.2. For n = 5, the α value is 0.56; for n = 10, this goes up to 0.71; and for n = 20, it is measured at quite a high α value of 0.83 (Schrepp, 2020). With the mean value being stable, once the number of items per scale increases, so will the α, which is not necessarily a problem because generally the more items a scale contains, the reliability of the scale will naturally increase (Schrepp, 2020). Additionally, the effect that random response errors have on the mean decreases as the number of items on the scale increases, which will ultimately increase the reliability of the questions on the scale on the questionnaire (Schrepp, 2020). In conclusion, it seems as though considering α alone, is not enough to determine if the scale in a questionnaire is well designed and that consistency exists for the scales. For example, if a scale resulted in an α of 0.85, just focusing on this figure, one would conclude that reliability is high; however, if the questionnaire contained 20 items with a mean of 0.2, this wouldn't necessarily mean that the scale is of high quality (Schrepp, 2020). Therefore, a high alpha coefficient, does not always suggest a high internal consistency because Cronbach alpha is affected by the length of the test; so, if the test is too short, the value of Cronbach alpha will reduce. Based on this, it is important to note that α should be carefully interpreted based on the items on the scale, especially if a questionnaire has different scales which are compared against each other based on their α (Schrepp, 2020). The improper interpretation of Cronbach alpha can lead to wrongly eliminating a scale or a test just because the Cronbach alpha is low which can lead to interpreting that the results is not trustworthy.

In this study, the Cronbach's reliability test measures show that most variables had Cronbach's alpha values greater than 0.7 (> 0.7), except the Laissez-faire leadership variable. This allowed me to conclude that most constructs achieved acceptable reliability as suggested by the literature, especially given that the measures were unidimensional (homogeneity) since the alpha values were calculated for each single, latent construct (Tavakol & Dennick, 2011). As for the laissez faire leadership variable, of which the alpha level was half of 1, the researcher uses Schrepp (2020) and Tavakol and Dennick (2011) argument to conclude that such variable obtained a low alpha because the scale had few questions (3 questions). Given that Cronbach alpha is built in the 'tau equivalent model', of which each test item measures the same construct on the same scale, when there is a small number of items measuring a single construct, it violates the assumption of this model and underestimates Cronbach alpha (Tavakol & Dennick (2011). The few number of items for the laissez faire leadership scale seems to explain why this variable resulted in a low alpha especially since it could not be due to multidimensionality. However, as recommended by Schrepp (2020), Cronbach Alpha should not be the only measure of consistency given the issues of its interpretation. Therefore, as suggested by Tavakol and Dennick (2011), this study also utilized Factor Analysis to identify the dimensions of the instrument.

Operational Definition of Variables

In this quantitative study, the independent variable were the leadership styles while the dependent variables were motivation and organizational performance. As a result, the primary constructs associated with the hypotheses were transactional, laissez faire and transformational leadership styles and motivation and organizational performance.

Operational definitions are important in research because it allows for the research to be easily replicated, thus increasing its reliability because of the clarity that is provided in the variable(s) that is/are being researched and how it/they was/were measured. Operationalization of variables is a process which defines how variables are observed and measured in the study; so, anyone doing the same research, will have no ambiguity in what they are looking for.

In this study, non-managerial employees were questioned in order to obtain data. Non-managerial employees refer to all employees who are not in any supervising related role at the UB. It did not include department heads or management team employees. To measure this, the number of employees in supervisory roles were subtracted from the total number of employees.

Variable/Construct 1: Leadership Styles

The first construct observed was leadership styles. In this study, leaderships styles referred to the behavioral patterns of individuals when they lead. The study focused on three leadership styles, namely, transactional, laissez faire and transformational leadership styles. This variable is categorical because based on the data, the researcher will be able to determine the dominant leadership style of the leaders at the UB. However, the leadership styles are not in any specific order or one style is not necessarily greater than the other in a measurement/count. Though the variable is nominal, it was measured in an ordinal form using a Likert scale based on a range of rating of the statements, varying from 1 to 5 (strongly disagree, disagree, neutral, agree or strongly agree). Each statement fell under a factor, of which the score was tallied in order to interpret the scoring based on the factors as per below.

Transformational leadership was measured using four dimensions being dimension 1, idealized influence; dimension 2, inspirational motivation; dimension 3, intellectual stimulation; and, dimension 4, individualized consideration. Idealized influence was measured based on the scoring of items 1, 8 and 14; inspirational motivation was measured based on the scoring of items 2, 9 and 15; intellectual stimulation was measured based on scoring of items 3 and 16; individualized consideration was measured based on scoring items 4, 10 and 17. Idealized influence refers to the ability of a leader to garner and maintain subordinates' trust, keep their faith and respect, exhibit dedication to them, appeal to their hopes and dreams, and act as their role model. Inspirational motivation refers to the degree to which the leader provides a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel that their work is significant. Intellectual stimulation refers to the degree to which the leader encourages others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization; and Individualized consideration refers to the ability of which the leaders show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Transactional leadership was measured based on two dimensions, namely, dimension 1, contingent rewards and dimension 2, management by exception. The former was measured based on scoring of items 5, 11 and 18; and, the latter was measured based on scoring of items 6, 12 and 19. Contingent rewards is the extent to which the leaders is able to explain expectations and offering recognition and other rewards in return for accomplishments. Management by exception assesses whether a leader tells others what is expected of them and whether he/she only intervenes when they NEED to, such that, if all is going well, he/she believes she has no need to change anything.

Laissez faire leadership which was measured based on scoring of items 7, 13 and 20. This leadership style refers to leaders who require little of their subordinates, are content to let things ride, and let subordinates do their own thing.

These operational definitions and measurements described above, were utilized as with Avolio and Bass (2004) multifactor leadership questionnaire. I used such instrument as a baseline of producing my own questionnaire by adding questions relating to motivation and organizational performance to it. As a result, for this study, the data source was online survey questionnaires. The specific scores for each leadership style dimension used in the analysis will be derived from the raw data such as adding and averaging responses (mean score) to the different survey statements. A mean score average of 4.0 to 5.0 indicated that the factor received a high rating; a mean score average of 3.0 to 3.99 indicated that the factor received a moderate rating and a score average of 1.0 to 2.99 points indicated that the factor received a low rating. These mean scores obtained through descriptive statistics will allow the researcher to accomplish objective # 1 which is to explain how participants currently collectively view the leadership behaviors of the UB leaders, based on the different attributes of the different dimensions of the leadership styles. Sample items on the survey instrument which assessed this variable include: my supervisor is always precise with his/her instructions to me; my supervisor lets me know how he/she thinks I am doing; my supervisor provides recognition/rewards when I reach my goals, etc.

Variable/Construct 2: Motivation

The second variable in this study was motivation. Motivation is defined as “the process that accounts for an individual’s intensity, direction, and persistence of effort toward attaining a goal” (Robbins, 1994 as cited in Uysal, 2021, p. 107). Bartol and Martin (1998) as cited in Uysal (2021) claims that motivation is “the forces that energize behavior, gives direction to behavior and underlines the tendency to persist" (p. 107). Robbins and Coulter (2012) refers to motivation as the “process by which a person’s efforts are energized, directed, and sustained toward attaining a goal (p. 430). Nader (2019) states that motivation is “the extent to which persistent effort is directed toward a goal” (p. 2). Simply put, motivation is when someone wants to do something. In this study, motivation was measured using the same online survey questionnaire instrument based on the employee’s attitude and behavior on the job, physiological factors such as burnout issues and psychological factors such as having pride in the job and the organization. Motivation is a nominal variable; but, it was measure in an ordinal form using a Likert scale. There were a total of 17 statements related to motivation which were measured based on a scale from 1 to 5 (strongly disagree to strongly agree). A summing and averaging of the responses allowed the researcher to determine the level of motivation among employees based on their perceptions. A mean score average of 4.0 to 5.0 indicated that the employees are very much currently motivated; a mean score average of 3.0 to 3.99 indicated that the employees are moderately motivated and a score average of 1.0 to 2.99 points indicated that employees are very poorly motivated. Sample items on the survey instrument which assessed this variable include: I feel emotionally drained at the end of every day; I am always or almost always present at work; I am proud to be working for this university, etc

Variable/Construct 3: Organizational Performance

The third variable was organizational performance. Organizational performance has been described in many different ways in literature (Al Khajeh, 2018; Sciarelli et al., 2020). In this study, this variable is described as the ability of the organization to obtain and manage the various organizational inputs required in order to meet its goals and objectives and is measured from a non-financial perspective, on the basis of subjective and perceptual assessments of sample participants, adopting similar dimensions as Sofi and Devanadhen (2015), Abualoush et al. (2018), Alrowwad et al. (2017), Obeidat et al. (2017), Carton and Hoffer (2006) and Wentland (2009, as cited in Chege & Gakobu, 2017). Similarly, this research measures organizational performance subjectively based on employees' perceptions of the UB's service quality, customer satisfaction, employee satisfaction, timeliness of delivery, productivity, efficiency and market share. This construct is also a nominal variable; but, it was measures using an ordinal measure in the form of a Likert scale. There were 16 swstatements related to organizational performance which were measured based on a scale from 1 to 5 (strongly disagree to strongly agree). A summing and averaging of the responses allowed the researcher to determine how the employees view the performance of the organization. A mean score average of 4.0 to 5.0 indicated that the perceptions of employees concerning the performance of the organizations is great; a mean score average of 3.0 to 3.99 indicated that the perceptions of employees concerning the performance of the organizations is average and a score average of 1.0 to 2.99 points indicated that the perceptions of employees concerning the performance of the organizations is poor. Sample items on the survey instrument which assessed this variable include: Amount of complaint made by customers within the last period has decreased significantly; speed of dealing with customer complaints is high; UB maintains existing customers and manage to attract new-ones and the reputation of the UB in the eyes of the customers has improved, etc.

A structural equation modeling (SEM) analysis was used to decipher if leadership styles are predictors of employees' motivation and organizational performance, detecting whether an increase or a decrease of any of the independent variable (leadership styles) corresponded with an increase or a decrease of a dependent variable (employees' motivation and organizational performance).

Study Procedures and Ethical Assurances

Study Procedures

This study received approval from the Unicaf Research Ethics Committee (UREC) on April 07, 2022, before data collection was done (see appendix E). Primary data was obtained through the use of survey questionnaires, that were disseminated via google forms. Secondary data was used when reviewing the literature in order to have noted the relationships that have been found in previous studies, between the independent and dependent variables of this study; the secondary data was also used to compare the results of this study with the literature.

Via a gatekeeper letter, I contacted the President and Vice President of the University of Belize, seeking permission to conduct this research at the University and asking permission for distributing the questionnaires to the non-managerial employees (see Appendix H). Permission was obtained, after which the questionnaires were sent to sample participants. Several reminders were sent to the sample participants in order to have ensured that I received an adequate sample.

Axiology of the Positivist's Paradigm: Ethical Assurances

A major part of conducting research is the collection of data. It is important that during this stage, the researcher ensures that data collection is done, taking into account certain ethical principles. This satisfies the axiology of the paradigm, which is grounded on the comprehension that all humans have self-worth and as a researcher, I must respect that given that my sample participants possess a basic human right to make choices, such as to not participate in the research if they choose not to; and, if they choose to, they can withdraw at any time. As a result, research ethics has become of vital importance because science has often been manipulated in unethical ways by people and organizations to advance their private agenda and engaging in activities that are contrary to the norms of scientific conduct (Bhattacherjee, 2012). Research ethics serves the purpose of ensuring that human participants and their data are well protected and that their rights are respected, so as to allow them to be free from experiencing harm, in any fashion as it relates to collecting, analyzing and/or storing data. Several principles in research relating to research ethics include: Informed consent, Protection of participants, Deception, Confidentiality and Debriefing (Leedy & Ormrod, 2015).

Informed consent must be obtained in every discipline that uses humans as participants (Weinbaum et al., 2019), meaning that the researcher obtain authorization from individuals who they want to include in their sample. Despite the type of discipline, the literature concurs on common components of informed consent (Weinbaum et al., 2019). Firstly, the language that the participants understand must be used in order to seek their informed consent. Any pertinent information should be communicated to participants before they give consent; therefore, before asking for participants' permission, the researcher must explain the purpose of the research and the research must clearly communicate any possibility of discomforts, risks, inconveniences that participants could possibly come across during the process and they must be informed that their withdrawal from the process will be respected at any time (Weinbaum et al., 2019) without any detrimental corollaries (Bhattacherjee, 2012). Once relevant information is communicated properly and accurately, participants must be able to provide consent or not to participate based on their own liberty (Weinbaum et al., 2019) and suffer no negative corollaries if they choose to not participate (Bhattacherjee, 2012). Before participants provide their consent, the researcher must make sure that participants understand the crucial role that they play in providing data. In the case that participants are not able to provide consent, for example, if participants are children, are disabled in a specific way, or maybe participants' identities are unknown at the beginning of the research, or information is collected from participants in an unofficial way; in these cases, as recommended by Grady (2015), review boards should provide oversight to protect the rights of research participants.

In instances where a research sample size is small, and when surveyed, specific participants' responses could be identified, the researcher needs to guarantee that there is maximum protection of participants by utilizing sensitive data collection methods. For example, assuming a top manager is conducting research on his/her leadership style. He surveys his employees of different ages; but, within the sample, there are two employees who are above age 50. If the responses given by these two individuals are negative, they could very well be identified based on their age. This could affect them in different ways; for example, the manager could treat them differently because of their negative feedback to him. Therefore, if the data collection methods are insensitive, there is greater potential for harm to be caused on participants once data has been collected. Participants can be targeted negatively because of their responses; and, this can occur during the storing of data, analyzing of the data or publishing of the research stage. Other types of harm to participants could include: physical harm, psychological distress and discomfort, social disadvantage, etc. Although it is not desired by the researcher to cause harm to participants, in the absence of being cautious with methods used, the risk of harm could escalate. Therefore, when conducting research, as stated by Hugman et al. (2011), it is of utmost importance to ensure that the participants of a research are protected from any form of harm that might be a result of them participating in the research.

If it is necessary to disclose the identity of participants in a research, the researcher should ensure that this information is made known and that participants agree during the phase of seeking informed consent. It is most definitely a duty to protect participants; and, depending on where the research is being conducted, it may even be a legal responsibility. A researcher must always remember that participants are performing a favor when they agree to participate in a research. Consequently, it is only fair for the researcher to do all that is in their power to protect their participants from any risk of harm or potential damage.

One way through which a researcher could minimize the risk of harm to participants is by being confidential about the identities of participants and with the information received from participants (Pittaway et al., 2010). As stated by Weinbaum et al. (2019), "every precaution must be taken to protect the privacy of research subjects and the confidentiality of their personal information; privacy and confidentiality apply to research that uses human participants or data about humans" (p. 29). If a researcher can identify a person's responses, confidentiality must be guaranteed to participants in which promises are made not to divulge that person's identify in any report, paper, or public forum; additionally, once certain information is no longer required, researchers should discard of any information from documents and data files that could cause for participants to be easily identified (Bhatacherjee, 2012). If a researcher is able to collect data without requiring participants to identify themselves, anonymity becomes a stronger guarantee of protecting participants (William, 2020). However, if participants' identities are required, the least the researcher can do is to ensure that identities and information remains confidential.

One exception of protecting participants and violating the confidentiality principle would be in the case of conducting criminal research that might produce alarming results of which the researcher needs to forego the protection of the participant in order to protect the community at large.

Avoiding deceptive practices is also important when engaging participants in research because in so doing, it confirms informed consent. If participants are being deceived in becoming a participant in a research, then obviously informed consent is absent. Do the ends justify the means? This refers to the ethics of deception. Proponents would argue that using deception is the only way through which a researcher can get certain kinds of information from participants; and, once it is done skillfully and without harm to them, then the ends can justify the means (Cheng-Tek Tai, 2012) because it allows for quality findings. For example, in the Miligram experiment, if Miligram had told participants beforehand that the electric shocks were not real, the results would not have been reliable; thus, the entire experiment would have been meaningless. So, while for opponents, deception is seen as a violation of good faith, of participants' trust, as well as being a breach of ethics, in certain types of research, proponents believe that sometimes measures may need be taken to ensure that the participants are not fully aware of all of the procedures and the design of the research in order for the researcher to acquire reliable data and for the research to have meaning (Cheng-Tek Tai, 2012).

Given that there also exist instances where informed consent cannot be garnered from all participants, in such cases, the researcher may be innocent of engaging in deceptive practices. For example, a year ago, the researcher conducted a research in Belize on cruise tourism of which she was to observe cruise tourists visiting specific archaeological sites. In no way however, was she able to ask each and every tourist on the move for their informed consent in order to have observed them. Therefore, the researcher utilized covert observation method in order to gather data. While such covert research and deceptive practice, especially where used intentionally, can be viewed as controversial, it does have a place in research (Cheng-Tek Tai, 2012); but, if deception was used in any way, the researcher should be able to provide convincing justifications of why such method was necessary and ensure that participants do not experience distress or harm.

It is a common, required practice as mentioned above, for a researcher to inform participants of the purpose of the research, who will benefit from it, what are the expected outcomes, etc (Bhattacherjee, 2012; Weinbaum et al., 2019) In certain situations; however, doing this might defeat the purpose of the research and affect the quality of its findings (Bhatacherjee, 2012). In such cases, the researcher should still ensure that a debriefing session occur right after the data collection process, in order to provide similar information that was not provided prior to acquiring the data from participants. During the debriefing session, the researcher must be able to honestly answer any questions that the participants may have concerning the method used, possible risks, purpose, relevance, etc (Bhattacherjee, 2019). Ultimately, the researcher is to ensure that participants feel safe for partaking in the research.

Now focusing on this study, to conduct it, I adhered to the ethical principles of informed consent and protection of participants through anonymity and confidentiality. As stated by Weinbaum et al. (2019), every discipline that uses humans as participants, should obtain informed consent from their participants. Therefore, in support of Weinbaum, et al. (2019) and as recommended by Leedy and Ormrod (2015), I prepared the survey instrument of which the first page described the nature of the research project, as well as the nature of one's participation in it. Before seeking participants' permission/consent, on page 1 of the data collection tool (see appendix A), I explained the purpose of the research and clearly informed participants of the possible discomforts, risks, inconveniences, if any, that they could possibly encounter during the process and providing them with an option to withdraw from the research at any time (Weinbaum et al., 2019; Leedy & Ormrod, 2015) without any unfavorable consequences (Bhattacherjee, 2012; Leedy & Ormrod, 2015). In addition, participants were guaranteed that all responses would remain confidential and anonymous and I emailed all sample participants informing them that even though they were asked to sign into their google account using their email to respond to the questionnaire, this was only to ensure that each of them responds only once. - no email addresses were saved. Page two of the data collection tool presented an informed consent statement, of which each respondent was required to state whether they provide consent or not in participating in the research by responding to the questions. So, after prospective respondents read page 1 of the data collection tool (see appendix A), they were asked to agree or disagree to participate based on their own free will (Weinbaum et al., 2019; Australian Council for International Development, 2017); therefore, the consent section of the form provided for a place for the participant to indicate their agreement to participate. It was solely after participants read the informed consent page and agreed to the information shared with them, stating “yes” for consent, that they could have participated in the study by completing the survey.

Concurring with Pittaway et al. (2010) and Roberts and Allen (n.d.), one way through which the researcher would minimize the risk of harm to participants is by being private, anonymous and/or confidential about the identities of participants and with the information received from them. This research utilized humans to obtain data; consequently, the researcher ensured that participants’ information was stored safely. So, the main data collection tool was the anonymous survey questionnaires – not requiring participants’ identities, thereby making them feel more comfortable in providing accurate information. Regardless of names not being requested, participants were still guaranteed that their information will be held strictly confidential and will be used solely for the purpose of the research. The written research analysis was presented in such a way that hindered others may read the it, from being aware of how a particular participant has responded. I also ensured that she maintained her professionalism by reporting findings that were complete and honest, with no misrepresentations. The data was not manipulated in any way. This was necessary and important to also guarantee trustworthiness of the study by maintaining high internal validity. All these efforts were geared towards protecting participants, thereby posing very little to no risk of harm to them.

Importantly as well, I completed a Research Ethics Application Form (REAF) that was evaluated and accepted by the Unicaf Research Ethics Committee (UREC). A section of the form required for me to describe the prospective participants and any potential risks that the proposed research would have on the participants. The informed consent section of the instrument required me to give a debriefing of the research to the participants after which those who gave participation consent in the study completed the survey questionnaires anonymously and submitted their responses. The personal information of participants was not accessible at any time. After receiving responses, the data was securely stored. The results were uploaded to SPSS Amos 26 using the codes only. At no point during the study was information shared with anyone that could have revealed participants' identity.

Data Collection and Analysis

Data Collection

For the data collection to commence, I developed the survey questionnaire instrument after looking at different instruments that were used for research of similar nature. I tweaked some of the questions in order to have one questionnaire, containing questions on all operational variables under study. With permission obtained in all instances, Kuo (2011) as used in Maktabi and Khazaei (2014) instrument was used to assess organizational performance (se appendix J), while Avolio & Bass (2004) multifactor leadership questionnaire was adapted to assess leadership styles (see appendix B). Musinguzi et al. (2018) questionnaire was used to develop the questions to assess motivation (see appendix I). After receiving approval from the UB's top management to conduct the research (see appendix G), I completed the instrument. A pilot study was executed, using 10 employees, to identify the possible errors or problems on the questionnaire so as to improve the reliability (Cronbach's alpha > 0.7) of the questionnaire before implementing the full survey. Based on the results of the pilot testing, the questions were understood well enough and caputed what it was supposed to. As a result, I submitted the survey instrument to the UREC for final approval. After receiving approval from the UREC, I was ready to distribute the questionnaires to the sample participants. I contacted the Human Resource Director in order to receive the non-managerial employees (population) names and email addresses, from which I selected the sample. After the sample was selected, I disseminated the questionnaire using google form to the sample participants. Participants were required to sign into their email in order to ensure that they completed the form only once - however, no email addresses were collected nor seen on the google file spreadsheet of results. Participants were given two days to complete the questionnaire. However, the researcher sent at least five reminders before she was able to receive a somewhat satisfactory number of responses. To have received more responses to reach a satisfactory response rate, the researcher physically visited the different UB campuses, asking for certain employees who were a part of the sample. After locating them, the researcher introduced herself and asked them if they have already completed the survey that was sent to their email. For those who said "no", the researcher allowed them to complete the survey on the spot, using her laptop equipment. The data collection process lasted for a period of four weeks to allow the researcher to have reached a desired return rate of at least 60%, as recommended by Schutt (1999) cited by Wren (2017), who claims that a return rate below 60% would be considered unsuccessful because the sample population would be inadequately represented. For the current research, a 75% response rate was achieved based on the calculated required sample size of 148 participants.

Data Analysis

The data gathered via google forms was downloaded into an excel file, formatted and imported into the Statistical Package for Social Sciences (SPSS) 16 and Amos version 26. The coding of the variables was done via SPSS Amos 26. The MS Excel data was cleaned before exporting to the respective SPSS software for analysis. There were 4 missing items in the Excel file and as recommended by Kline (1998, as cited in Carter, 2006) it was handled by calculating the mean of the 3 responses that were before and after the missing data. Before exporting the data into SPSS 16, the demographic data was coded in order to obtain the bio data of the sample participants. The age and years of service of participants were placed in ranges and coded such as for age 20 yrs to 32 yrs - 1, 33 years to 35 years - 2, etc while the degree possessed were coded as doctorate - 5, masters - 4, etc The items relating to the variable under study were coded based on the variable that it measures; for example, the transformational leadership questions were coded as transf1, transf2, etc and represented 9 of the total 18 leadership questions; the transactional leadership questions were coded as trans1, trans2, etc and represented 6 of the total 18 leadership questions; the laissez faire leadership questions were coded as laiz1, laiz2, etc and represented 3 of the total 18 leadership questions; the motivation questions were coded as Mot1, Mot2, etc and represented 19 of the total questions and the organizational performance questions were coded as org1, org2, etc and represented 17 of the total questions.

The IBM SPSS Amos 26 software was used for the inferential data analysis and to statistically assess the validity and reliability of the scales. Similar to previous research (Erdogan et al., 2012; Ugulu, 2015; Biasutti & Frate, 2017), descriptive statistics, the Kaiser Meyer Olkin

(KMO) test and Bartlett's test of Sphericity, were computed, in addition to Cronbach Alpha. Factor analysis was conducted including exploratory and confirmatory factor analysis.

The first output from the analysis is the table of bio data which described the sample population. This include cross tabulation results based on the demographic information of the participants (N) who responded to the survey instrument. The mean values simply tell of the most common response among the stated data set. The descriptive statistics such as the mean values were used to identify perceptions of employees as it relates to leadership attributes of their leaders, and their rating of their motivational level and organizational performance.

This researched studied theoretical constructs that were not directly observable such as motivation, leadership styles and organizational performance, which are referred to as latent variables or factors (Byrne, 2010). Given that these latent variables are not directly observable, I chose the route of operationally defining the latent variables of interest (motivation, leadership styles and organizational performance) in terms of behavior that is believed to represent the variables. As such, the unobserved variable was linked to one that is observable, in order for the former to be measured (Byrne, 2010). When the behavior is assessed, it then became the direct measurement of the observed variable, albeit the indirect measurement of an unobserved variable (i.e., the underlying construct) (Byrne, 2010). The behavior in this case was determined by the scores obtained from the questionnaires completed, and observation included scores from the questionnaires. The measured scores obtained from the questionnaires are termed observed variables.

As for the inferential data analysis, the study employed a Structural equation model analysis, which is a multivariate statistical analysis technique that is used to analyze structural relationships between observed variables and latent contructs (Hoyle, 1995), combining both factor analysis and multiple regression analysis. In this case of using SEM technique, the observed variables served as indicators of the underlying construct which they were presumed to represent. This led to the conducting of Factor Analysis.

Factor Analysis is a method which provides an opportunity to the researcher to minimize a huge number of variables into fewer numbers of factors, before the data is used for other analysis (Harrington, 2009; Shrestha, 2021; Taherdoost et al., 2022). This technique extracts maximum common variance from all variables and puts them into a common score (Harrington, 2009) and "extracting the valuable factors from the data set of a questionnaire survey" (Shrestha, 2021). As well as giving the researcher fewer variables to traverse, factor analysis also helps to understand grouping and clustering in the input variables, since they'll be grouped according to the latent variables (Harrington, 2009; Shrestha, 2021). With the assistance of factor analysis, irrelevant questions can be removed from the data collection tool (Shrestha, 2021).

Before factor analysis was done, similar to studies such as Saxena et al. (2019), Rajeshkumar et al. (2021) and Othman et al. (2019), the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity values were calculated to assess the factorability of the data (de Barros Ahrens et al., 2020; Field, 2005). The KMO explains the strength of which the information among the variables overlap, signifying how strong is the partial correlation (how the factors explain each other) between the variables. A KMO of 0.5 or higher is recommended, signaling that factor analysis can be applied to the data (Field, 2005). The Bartlett's test of Sphericity on the other hand, is used to test the null hypotheses, to note if the variables are unrelated or not, that is, if the correlation matrix is an identity matrix (Field, 2005;

de Barros Ahrens et al., 2020). If the variables are not related, suggesting that the correlation matrix is an identity matrix, then factor analysis would not be suitable, and vice versa (Field, 2005). A test measure of anything below 0.05 is recommended, signifying that the correlation matrix is not an identity matrix, again confirming that factor analysis is plausible (Field, 2005; Othman et al., 2019).

According to Harrington (2009), Exploratory Factor Analysis is used to identify the underlying factors or latent variables for a set of variables. Therefore, before testing the structural model, an Exploratory Factor Analysis (EFA) is needed and was done as a data reduction method (Field, 2005) to select the three most influential factors for each unobserved variable that were highly correlated, which were used as the observable variables on the latent variable, and to explore the underlying theoretical structure of the phenomena. It is used to note the structure of the relationship between the variable and the respondents. Conducting the EFA allowed the researcher to explore the results of the factor loadings, along with other criteria to fine tune the measure.

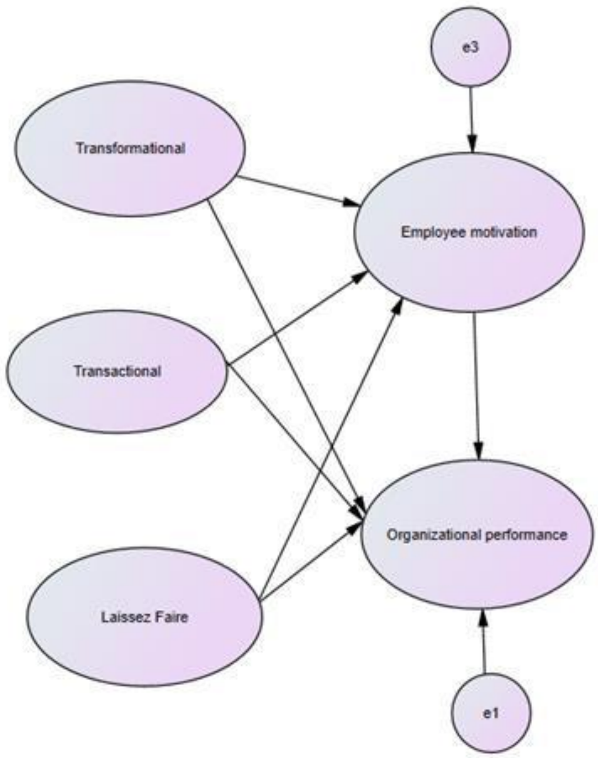
To ensure the accuracy of measurement model, confirmatory factor analysis (CFA) was done on the five smaller models to have a psychometric validation of the goodness of fit for each of the smaller models. Using CFA, the researcher started out with several hypotheses about the data that she was seeking to confirm or refute. Factor analysis either confirmed or not confirmed where the latent variables were and how much variance they accounted for. In this study, CFA of second order was performed for exogenous variables which are the leadership styles, being the variable whose state is independent of the state of other variables in the model and the endogenous variables, which are motivation and organizational performance, whose state are dependent of the state of other variables in the model. Conducting the CFA served as a means of statistically testing the internal structure of the instrument (Tavakol &Wetzel, 2020). The CFA was done using the SPSS Amos version 26 software. The factors having loadings of 0.30 and above were the ones which were considered (Lemke & Wiersma, 1976). Before the factor analysis was conducted, the correlation matrix was inspected which indicated that most of the item coefficients were 0.3 and above.

Both the EFA and the CFA are mathematically related procedures, based on a common factor model (Harrington, 2009). The EFA was used as an exploratory initial step during developing the measures, while the CFA was used as a second step to identify whether the structure identified in the EFA works (Harrington, 2009). The results of the EFA provided a picture of the statistical relationships of important attitudes and nature of the constructs under study, which provided serious evidence of the validity of the measure based on the goodness of fit of the test to the theoretical framework that underlies the construct. Additionally, the exploration of the factors done through the use of the EFA and validated through the use of the CFA allowed the researcher to interpret the theoretical connections between the underlying dimensions of the construct and even lengthening the connections across constructs in a broader theoretical model (Tavakol &Wetzel, 2020)

Structural Equation Modeling (SEM) is a general and wide family of analyses used to measure relationships among measured and unobserved variables (Harrington, 2009). According to Raykov and Marcoulides (2006, as cited in Harrington, 2009), the SEM is a technique that is widely used because it provides a way to test different theories quantitatively while clearly accounting for measurement error, which is very common in many disciplines of study. Teo et al. (2013) states that SEM is a set of techniques for testing a theory by examining correlation:

covariance and even mean differences, and it can be illustrated using an elaborate and sophisticated form of box-and-arrow model known as a path figure. As commonly used by factor analysts, a path figure was used in this study to show the theoretical and hypothesized relationships between items and the factors to create a hypothetical model to test using the Maximum Likelihood method (Tavakol &Wetzel, 2020). SEM also allows for a researcher to be able to measure latent constructs and minimize potential measurement errors that are latent and which would have been difficult, if not impossible, to measure using other data analysis methods (Harrington, 2009).

For this study, after all data reduction and model validation were done, as suggested by Rigdon (1998), a SEM was conducted to test the hypotheses exploring relations between the observed and latent variables. The SEM was in the form of a path analysis (Teo et al., 2013), similar to studies conducted by Tojari et al. (2018) and Selickaitė et al. (2019). This was used in order to represent, estimate and test the hypothetical system of (mostly) linear relations between variables (Rigdon, 1988). Therefore, all 5 models were combined into one model which was the Structural Equation Model (SEM). The SPSS Amos version 26 software was employed for this data analysis. Figure 4 repeated below is what was used for the SEM analysis. The rectangles represented the indicator variables or instrument items that were filled after the EFA was done as a variable reduction process and was used to determine unobserved variables of: Motivation, Organizational Performance, Laissez Faire, Transformational and Transactional leadership styles.



Model created in SPSS Amos by the researcher (same as Figure 4)

The SEM allowed the researcher to look at the correlations, covariance and significant levels that exist between the independent and dependent variables in order to either reject or don't reject the study's hypotheses. All three of the research variables (leadership style, motivation and organizational performance) are of nominal nature but were measured using an ordinal form which was the Likert scale. Factor analysis was useful in this study because it allowed the researcher to establish high quality measures for constructs that are not directly observable with the naked eyes or that can be captured by observation (Tavakol &Wetzel, 2020).

In addition to factor analysis, SEM analysis also includes multiple regression analysis, which allows researchers to evaluate the strength of the relationship between the dependent variables and several predictor/independent variables as well as the importance of the independent variables in the relationship. The coefficient of determination (R^2) measures how well the predictor variables of the regression analysis foretell the measured variables, and reveal the strength of the connection (Green & Salkind, 2017; Zhang et al., 2021). Therefore, the greater the r^2 result is, it signifies that the model fit to the data is also greater (Chico et al., 2021). In the case of the current study, the calculation of the R^2 allows the researcher to know how strong the connection is between each leadership style and employee motivation and organizational performance. It also allows the researcher to be able to reveal how much the dependent variable (motivation and organizational performance) is accounted for by the independent variables (leaderships styles).

The questionnaire had 3 open ended questions which were:

1. State 4 or 5 words that dawn on you when you ponder about the leaders at the UB.
2. Explain what affects your motivation level the most at the UB.
3. In your opinion, what factors mostly affect the performance of the UB?

Open-ended questions within this study were not used for SEM or predictive modeling efforts; however, were basically used to further give context or insights as necessary, with the hope to validate the quantitative findings. The main goal of evaluating the open-ended responses within this study was to allow for the appearance of probable themes that employees acknowledge that may or may not have not been presented in the literature review or within the SEM. These additional perceptions can lead to implications for current and future leaders at the UB and/or future research.

Summary

The study was set out to note the effect of management styles on motivation and organizational performance at the UB. In order to do so effectively, this study mainly employed quantitative research methods because it seeks to validate existing theories, rather than forming new theories. A total of 148 non-managerial employees from all campuses of the UB were selected to participate in this study, of which 111 responses were received, representing a 75% response rate. Stratified method of sampling was used to determine the sample; the strata were made up of employees of the different campuses of the UB countrywide. A power analysis was done to determine the power of the results based on the sample size utilized. The sample size utilized allowed for the research to achieve an effect size of 0.3, and a power of 0.9 based on a level of confidence of 0.95 or alpha of 0.05. The data collection instrument that was used was a survey questionnaire, minimally tweaked by the researcher based on preexisting surveys used in similar studies. The questionnaire contained items assessing leadership styles of managers as measured by the MLQ rater form (Avolio & Bass, 2004), motivation level and organizational performance of employees. Cronbach's alpha was calculated to determine the reliability of the survey instrument items. The analysis of the quantitative data achieved via the SPSS Version 16 and SPSS Amos version 26 software. The latter was used to conduct the exploratory factor to select myriad items as possible to completely signify the unobserved construct and investigate the results of the factor loadings to finetune the measure. Thereafter, a confirmatory factor analysis was done to see how well the data fit to the proposed model. Finally, through a SEM, the hypotheses were tested. Before conducting the factor analysis, in order to assess the factorability of the data, the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of Sphericity were used in order to establish the plausibility of conducting a factor analysis. The two main goals that the analysis achieved were to comprehend the trend of connection/covariance among the array of variables under study and elucidate as much of their variance as feasibly can, with the stipulated model.

CHAPTER FOUR: DISCUSSION OF RESEARCH FINDINGS

Introduction

The main aim of this quantitative research was to examine the effect that transactional, transformational and laissez faire leadership styles have on organizational performance mediated by employees' motivation, in order to discover which leadership style is beneficial for the UB in the Belizean setting, based on perspectives from the subordinates.

Chapter four explained how trustworthiness of the study was achieved, including the validity and reliability of the survey instrument, the analysis' results including demographic data, the Factor analysis results and the results after assessing the hypotheses grounded on the structural equation model; thereafter, an evaluation of the findings was provided, making comparisons of the study's results with the results from the literature. It concludes with a summary of the chapter.

Trustworthiness of Data

The structured questionnaire was designed to assemble primary data. The data was collected from the non-managerial employees of the University of Belize from all its 4 campuses countrywide. The questionnaire consisted of statements related to the predictor and measured variables, which were developed on the basis of literature review. Each statement was rated on a five-point (1 to 5) Likert scale, with scores ranging from 1 to 5, with 1 being strongly disagree and 5 indicating strongly agree with each statement. The statements were written to reflect the leadership, motivation and perspectives on organizational performance by employees. The data were gathered during the first quarter of 2022 and lasted for approximately a month.

Trustworthiness or rigor of a study refers to the extent of confidence in data, interpretation, and methods used to ensure the caliber of a study (Polit & Beck, 2014). The best research methods are those that can guarantee high levels of validity; as a result, trustworthiness of data is the bedrock of high quality research. This is because each study should institute important and required protocols and procedures in order for a study to be considered worthy of respect and consideration by readers (Amankwaa, 2016). Effective research designs would protect the researcher from bogus relationships, stimulate greater confidence in the testing of hypotheses, and guaranteeing that the results obtained from a small sample are generalizable to the entire population.

Qualitative research is considered to be of somewhat a subjective nature based on its methods of carrying out the research. As a result, in order to establish trustworthiness, qualitative research requires more extensive documentation because its methods and findings section is much longer compared to quantitative research (Korstjens & Moser, 2018). Quantitative research, on the other hand, usually would demand more effort during the research design phase. With qualitative and quantitative research serving different objectives and being designed in a different way, quality assessment and trustworthiness criteria must be adapted and adhered to accordingly. Table 3 below illustrates the differences of how quality and trustworthiness are achieved based on the type of research done.

Table 3

Trustworthiness of Data Criteria

Qualitative assessment of trustworthiness	Quantitative assessment of trustworthiness
Credibility	Internal validity
Transferability	External validity
Dependability	Reliability
Confirmability	Objectivity

The ways in which trustworthiness in a study is achieved differs depending on whether the study is uses a deductive or inductive approach. As per Table 3 above, in the case of qualitative research/inductive approach, trustworthiness is achieved by using methods such as credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Leung, 2015). In the case of quantitative research, trustworthiness is achieved through methods such as internal validity, external validity, reliability, and objectivity (Chowdhury, 2015).

Given that this study was of a quantitative nature, trustworthiness was achieved using the appropriate methods.

Credibility or Internal Validity

As stated by Anney (2014, as cited in Sabaroche, 2022), Shenton (2004, as cited in Sabaroche, 2022) and Ben-Ari and Enosh (2011, as cited in Wren, 2018), credibility includes the confidence that the data in the study is accurate and that the analysis is truthful, confirming that the research findings stem from the responses received from the participants involved in the study. Once the examining of the data, data analysis, and conclusions are done and it results in the study being correct and accurate, then the study is considered to be credible. In quantitative research, this is equivalent to internal validity (Korstjens & Moser, 2018). Quantitative researchers use validity methods to establish trustworthiness of results based on the data obtained. Internal validity looks at whether or not the study design, conduct and analysis provides unbiased answers to the study's research questions. In other words, it examines the extent to which the study establishes a trustworthy causation connection within the specific context of the research. This refers to how well the results of the study are true, especially if it is to represent the entire population and thus are not due to methodological errors. Therefore, for trustworthiness of the research results to increase, quantitative researchers should be able to minimize potential threats to internal validity, inclusive of the validity of the instruments and measurements used in the study. This is an important concept in research because when a research lacks internal validity, then the results would deviate from the truth, of which the researcher is unable to form conclusions. Once internal validity is lacking, automatically external validity is also impossible. Quantitative methods, because of its objective nature, usually utilize statistical tests to analyse data, thereby increasing internal validity.

In this study, internal validity was achieved via random selection sampling technique. This is because such sampling technique ensured that there were no systematic differences between the participants in the population. This aided the researcher to conclude that the results of the study can be attributed to the predictor variables. For example, for this research, the selection of the sample through random sampling allowed the researcher to be reasonably sure that any differences in motivation and organizational performance (dependent variables), are a result of the leadership styles used (independent variable), rather than caused by differences that may have existed with the group (extraneous variables). Random sampling was achieved through the use of a random number assignment which is a powerful method because it allows for each member of the population to have a chance to be a part of the sample.

Additionally, the study achieved trustworthiness through the usage of the Bass & Avolio (2004) Multi Factor Leadership Questionnaire, which is a widely used, extensively researched and valid standard instrument for assessing leadership behaviors (Bagheri et al., 2015; Alsayed, Motaghi & Osman, 2012; Ahmad et al., 2018). The results of Antonakis (2001) study which sought to detect the validity of the transformational, transactional, and laissez-faire leadership model as measured by the Multifactor Leadership Questionnaire (MLQ 5X) likewise concluded that "the MLQ appears to be a valid and reliable instrument that can adequately measure what has been labelled as transformational, transactional, and laissez-faire leadership." As a result, the questionnaire possesses one type of internal validity called construct validity. Construct validity tells whether a tool or instrument actually measures the concept that it is supposed to assess (Smith, 2005). Constructs can be characteristics of individuals, organizations, ideas, events or object/things that cannot be directly measured. Examples of constructs are intelligence, motivation, or happiness. Though they are not measurable, they are important because they have effects on life. In this study, the constructs included leadership, motivation and organizational performance; the latter based on how it was measured. The MLQ used possessed construct validity because it has been concluded that it does measure the leadership behaviours of transformational, transactional and laissez faire leadership (Antonakis, 2001), which this study focuses on. The

MLQ is used by many researchers around the world, with Antonakis (2001), Muenjohn and Armstrong (2008), Tepper and Percy (1994) and Martin (2009) stating that it is considered as a world-wide accepted survey instrument that assesses a wide array of leadership styles including transformational, transactional, and laissez faire leadership styles. As a result, for many years, the MLQ has been used considerably in leadership research. Such considerable usage of the MLQ has established the reliability value for each leadership factor from 0.74 to 0.94 (Martin, 2009). The MLQ has an alpha 53 reliability coefficient that ranges from 0.60 to 0.92 (Avolio & Bass, 2004; Martin, 2009). Extensively using the MLQ in various leadership fields, including education, with the high coefficients for reliability, validated the use of the MLQ as appropriate for this study as with Martin (2009) study. Additionally, construct validity was achieved through the use of factor analysis. As for measuring motivation and organizational performance, the questionnaire included only relevant questions that measure known indicators of those constructs as dictated by the literature. Additionally, the survey instrument also possessed content validity because it contained questions that measured each of the construct under study.

Convergent validity is the assessment to measure the level of correlation of multiple indicators of the same construct that are in agreement. To establish convergent validity for all factors, one important criteria are the factor loading of the indicators (Hamid et al., 2017). The Confirmatory Factor analysis was done to note the factor loadings which informed of the correlation of the different items representing each factor.

Though face validity is more informal and subjective and thus the weakest type of validity (Johnson, 2021; Taherdoost, 2016), it helps in knowing if the research results accurately represent the research's aims. The questionnaire was given to two university lecturers who possesses a

Doctorate degree in Management, teaching Management related courses and so they are aware of the constructs under study (transactional leadership style, transformation leadership style, laissez faire leadership style, motivation and organizational performance). They were asked to read the question items on the survey instrument and provide feedback as to whether or not they think that the instrument measured these constructs. On its surface, they claimed that the survey instrument seems like a good representation of the constructs that were tested/measured, so the researcher considered the survey instrument to have high face validity.

Transferability or External Validity

Transferability in qualitative research refers to the extent of the replication of the results in differing situations or settings with other respondents (Korstjens & Moser, 2018; Wren, 2018; Sabaroche, 2022). It focuses on how applicable the research is to other settings (Korstjens & Moser, 2018). In quantitative research, this is achieved through external validity.

External validity is also important because the researcher would want to ensure that the study conducted based on the sample selected, can also be generalizable to the entire population. Therefore, external validity also confirms the trustworthiness of data once the results obtained from the sample, is also true for the entire population. The sampling method is very important to consider in determining trustworthiness of the study. One control used in this study to increase trustworthiness and validity include randomization. This control is aimed at aborting the effects of extraneous variables through the selection of sample participants using the process of random sampling. This is because study utilized stratified random sampling, of which there was a random selection of the sample from the population based on a system, which assured that the effects of leadership styles on motivation and organizational performance obtained were of a random (non-systematic) nature. Also, the researcher ensured that the sample size was adequate in order to represent the population. This allowed for reliability and validity to be accomplished. In regards to the instrument used, to achieve construct validity, the researcher ensured that the indicators and measurements of the survey questions were carefully developed based on relevant existing knowledge as per the theories of the leadership styles under study. Specifically, the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2004), a widely used, extensively researched and valid standard instrument for assessing leadership behaviors (Bagheri et al., 2015; Alsayed et al., 2012; Ahmad et al., 2018; Anastasiou & Garametsi, 2021) was used, given its wide usage, to measure transformational leadership style systematically (Rowold, 2005). As a quantitative researcher, focus was placed on ensuring that the subjects or participants met the criteria to be a part of the sample, that is, they were non managerial employees given that the study concentrated on obtaining the effects of leadership on motivation and organizational performance from the perspective of the followers/subordinates. Additionally, selection bias was eliminated due to usage of a random sampling technique. Time was also a factor considered, of which participants were asked to respond to the questionnaire online and given sufficient time (three days) to do so, so that sample participants did not felt rushed in responding to the survey questionnaire under pressure, which has proven to affect the results of studies. The questionnaire was pretested for the researcher to have obtained feedback concerning any misunderstanding or ambiguity of the research items. This allowed her to make edits for better clarity and understanding of the survey items. This also enabled the sample participants to understand the questions easier, thereby increasing the occurrence of accurate responses, in order to positively affect the trustworthiness of the study. No email addresses were stored, which additionally made participants felt more comfortable to provide thoughtful and accurate responses, not fearing that they would be identified and/or targeted.

Confirmability or Objectivity

Confirmability in qualitative research refers to the neutrality of the results., of which the researcher's personal views and opinions should not influence or impact the study's results (Korstjens & Moser, 2018). This is synonymous to being objective when doing quantitative research. Given that this study is of a quantitative nature, the method of objectivity was used through which the methodology of measurements, data collection and data analysis were tested. Due to the fact that quantitative research focus on facts, the objectivity nature of this type of research created the appropriate distance between the researcher and sample participants, which also reduced bias. The researcher had no opportunity to influence the data with her subjective views because surveys were distributed to participants and results were analysed using statistical procedures. The objective researcher was distant so that she could not have influenced participants' responses in any way, and did not influence the study.

Mathematically related procedures including the Exploratory Factor Analysis and the Confirmatory Factor Analysis which are based on a common factor model (Harrington, 2009) were used to minimize measurement error and validate the model while the SEM allowed the researcher to objectively look at the correlations, covariance and significant levels that exist between the predictor and measured variables in order to either reject or fail to reject the study's hypotheses, increasing its validity.

Construct validity was again achieved by calculating the values for Kaiser Meyer Olkin which guaranteed the appropriateness of the data in order to have conducted the Factor Analysis

(Glen, 2022; de Barros Ahrens et al. 2020; Smith, 2005), while the Bartlett's test of Sphericity, which basically checked if there was any unnecessary repetition between the variables that could have been summarized with a few number of factors, and so it tested for the correlation among items on the questionnaire, thereby concluding if the items fairly represented the constructs that they were supposed to (Glen, 2022).

Dependability or Reliability

In qualitative research, "dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study" (Korstjens & Moser, 2018). It ensures that the study's data analysis procedure is in agreement with the accepted research design (Korstjens & Moser, 2018).

In the case of quantitative research, this is accomplished through reliability which refers to how consistently a research method would yield similar results if repeated under the same circumstances. This is important as it measures the quality of the research, so that the data received and results interpreted can be used to support or refute other similar studies reviews or experiments done prior by other researchers. In this study, the researcher guaranteed reliability through the attribute of homogeneity (internal consistency) through the use of Cronbach's Alpha (1951, as cited in Santos, 1999) and Kim et al. (2016), which determined the internal consistency of items on the survey instrument, meaning that all the items on the scale measured one construct. As stated by Kim et al. (2016) and Heale and Twycross (2015), Cronbach's α is the most commonly used test to decipher the level of similarity within an instrument. In this test, "the mean of all correlations in every combination of split-halves is determined" (Heale & Twycross, 2015, p. 67). Survey questionnaire instruments with questions having multiple responses can be used in this test. The

Cronbach's α result is a number between 0 and 1. Excellent level of α is $\geq$ 0.9, (Kim et al, 2016); but, a measure of 0.7 or higher is considered as satisfactory consistency (Heale & Twycross, 2015).

This section will elaborate and expand on the data analysis results of these questions.

Bio data of sample respondents

Data on respondents' demographics were collected and analyzed. Variables included were age, education, campus, years of service, and whether the employee is faculty or staff. Table 4 and Figure 7 below provides some demographic characteristics collected from the 111 sample participants.

Table 4

Cross Tabulation of Sample Participants - Highest Degree vs. Type of Employee

What is the highest degree or level of education you have completed? * Are you a faculty or staff employee? Crosstabulation

			Are you a faculty or staff employee?		
			Faculty	staff	Total
What is the highest degree or level of education you have completed?	Primary	Count	0	9	9
		% of Total	0.0%	8.1%	8.1%
	High School	Count	0	11	11
		% of Total	0.0%	9.9%	9.9%
	Associates	Count	0	12	12
		% of Total	0.0%	10.8%	10.8%
	Bachelor	Count	2	24	26
		% of Total	1.8%	21.6%	23.4%
	Master	Count	34	4	38
		% of Total	30.6%	3.6%	34.2%
	Doctorate	Count	14	1	15
		% of Total	12.6%	0.9%	13.5%
Total		Count	50	61	111
		% of Total	45.0%	55.0%	100.0%

Figure 7

Cross Tabulation of Sample Participants - Highest Degree vs. Type of Employee

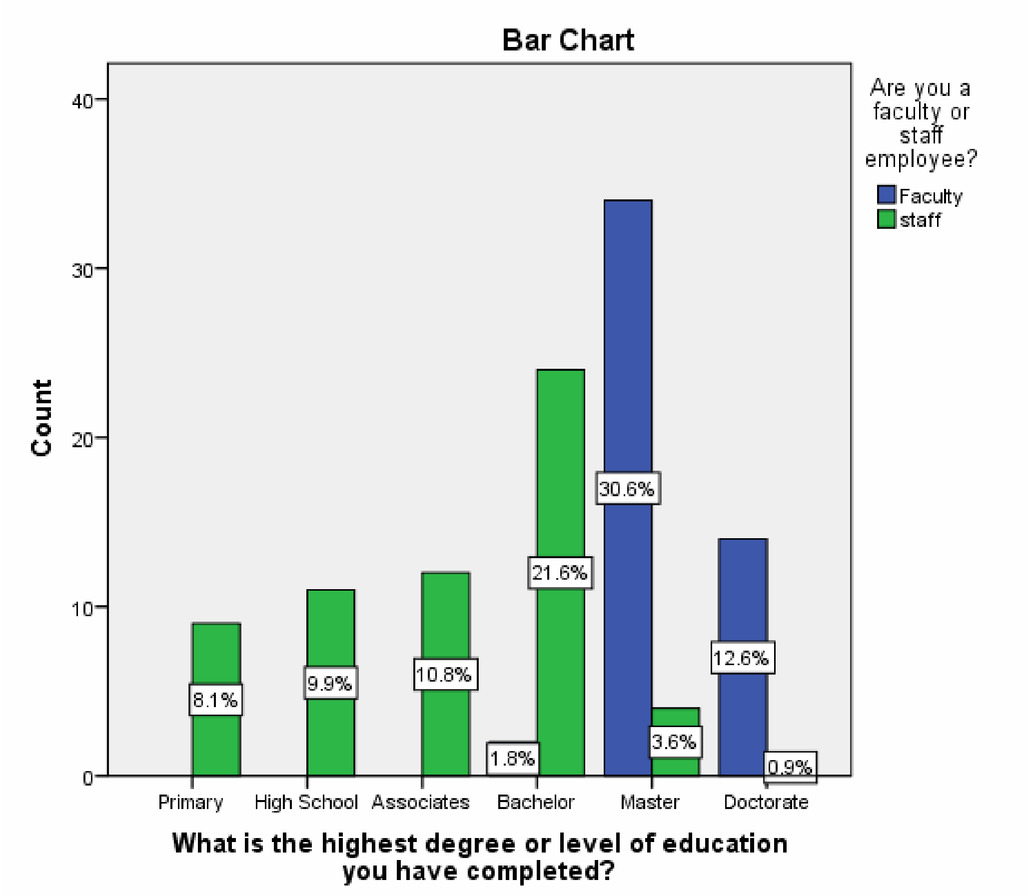


Table 4 and Figure 7 shows that most of the sample participants were staff members; that is, 45% of the respondents were faculty members while 55% were staff members. Of the 45% faculty members, majority possess a Master's degree as their highest degree (30.6%), and majority of the staff members possess an undergraduate degree (21.6%). Of the 61 staff employees surveyed, 1 employee (0.9%) possessed a Doctorate degree, 4 employees (3.6%) possessed a Master's degree, 12 employees (12.8%) possessed an Associate's degree, 11 employees (9.9%) possessed a High school diploma and 9 (8.1%) employees started primary school, though they might not have completed it. Of the 50 faculty employees surveyed, 14 employees (12.6%) possessed a Doctorate degree, and 2 employees (1.8%) possessed a Bachelor degree. Given that over 70% of the sample participants possess a Bachelor degree, or higher, it gives confidence that the questions were understood well and answered accurately given the level of education of majority.

Table 5

Cross Tabulation of Sample Participants - Campus vs. Years of Service

How many years have you been with the University? * In what campus are you stationed? Crosstabulation

			In what campus are you stationed?					Total
			Belmopan	Belize City	Central Farm	Punta Gorda	Calabash	
How many years have you been with the University?	0.3 to 8	Count	28	5	4	11	0	48
		% of Total	25.2%	4.5%	3.6%	9.9%	0.0%	43.2%
	9 to 17	Count	25	11	0	5	1	42
		% of Total	22.5%	9.9%	0.0%	4.5%	0.9%	37.8%
	18 to 26	Count	12	7	0	0	0	19
		% of Total	10.8%	6.3%	0.0%	0.0%	0.0%	17.1%
	27 to 35	Count	0	0	0	1	0	1
		% of Total	0.0%	0.0%	0.0%	0.9%	0.0%	0.9%
	36 to 44	Count	1	0	0	0	0	1
		% of Total	0.9%	0.0%	0.0%	0.0%	0.0%	0.9%
Total		Count	66	23	4	17	1	111
		% of Total	59.5%	20.7%	3.6%	15.3%	0.9%	100.0%

Figure 8

Cross Tabulation of Sample Participants - Campus vs. Years of Service

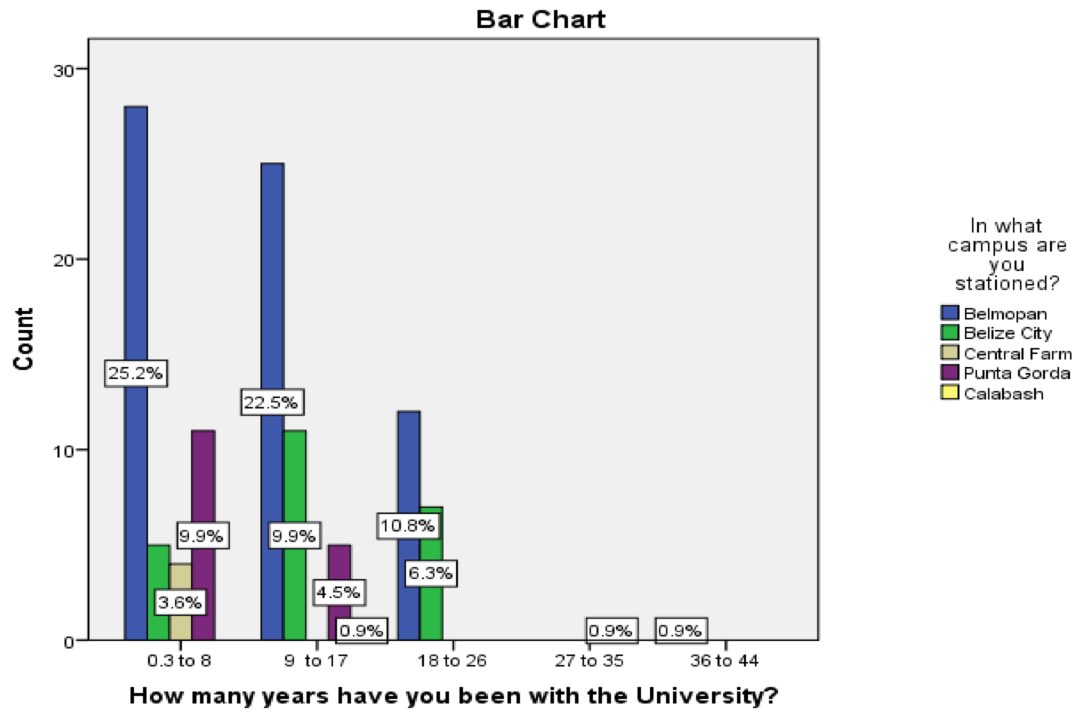


Table 5 and Figure 8 shows that majority of the sample respondents (66 employees) were from the Belmopan campus (59.5%), which actually is the largest campus of the entire University. There were 23 employees (20.7%) from the Belize City campus, 4 employees (3.6%) from Central Farm campus, 17 employees (15.3%) from Punta Gorda and 1 employee (0.9%) from Calabash Caye. These percentages reflect the stratified random sampling method that was used; that is, Belmopan has the most employees and so it shows that most respondents were from Belmopan (59.5%); Belize City has the next most employees, and it shows that the next most respondents were from Belize City (20.7%), etc. A total of 48 employees which represents 43.2% of the respondents have between 4 months to 8 years' service with the University, while 42 employees (37.8%) have years of service between 9 to 17 years. 19 employees (17.1%) have 17 to 26 years of service and 1 employee (0.9%) each have 27 to 35 and 36 to 44 years of service. This is important to note given that the UB has had high leadership turnover, especially top leadership turnover since its inception 22 years go. Many of the sample participants being at the university are at the UB for enough years to be aware of the leadership that UB possesses and so to speak/give feedback on their perceptions of UB's leadership and their preferences for effective leadership.

Table 6

Cross Tabulation of Sample Participants - Age vs. Level of Education

What is the highest degree or level of education you have completed? * How old are you? Crosstabulation

			How old are you?				Total
			20 to 32	33 to 44	45 to 57	58 to 69	
What is the highest degree or level of education you have completed?	Primary	Count	4	1	5	0	10
		% of Total	3.6%	0.9%	4.5%	0.0%	9.0%
	High School	Count	3	6	2	0	11
		% of Total	2.7%	5.4%	1.8%	0.0%	9.9%
	Associates	Count	2	9	1	0	12
		% of Total	1.8%	8.1%	0.9%	0.0%	10.8%
	Bachelor	Count	9	12	4	1	26
		% of Total	8.1%	10.8%	3.6%	0.9%	23.4%
	Master	Count	4	17	15	1	37
		% of Total	3.6%	15.3%	13.5%	0.9%	33.3%
	Doctorate	Count	2	2	11	0	15
		% of Total	1.8%	1.8%	9.9%	0.0%	13.5%
Total		Count	24	47	38	2	111
		% of Total	21.6%	42.3%	34.2%	1.8%	100.0%

Figure 9

Cross tabulation of Sample Participants - Age vs. Level of Education

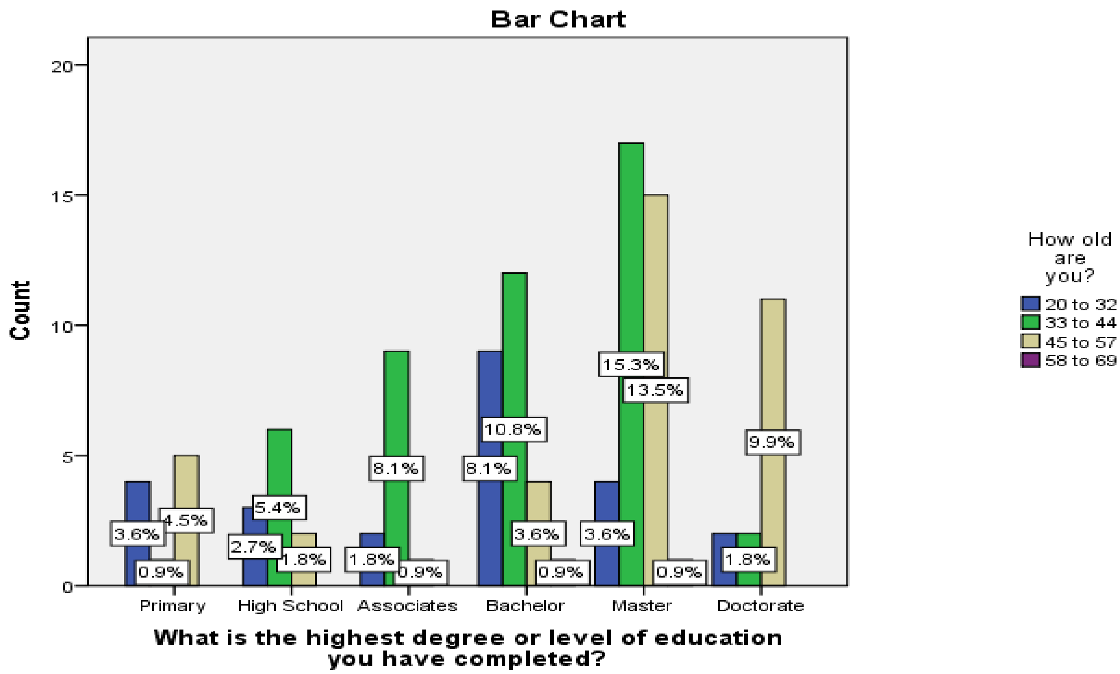


Table 6 and Figure 9 shows that 24 employees (21.6%) are between 20 to 32 years of age, 47 employees (43.2%) are between 33 to 44 years of age, 38 employees (34.2%) are between the age of 45 to 57 years of age and 2 employees (1.8%) are between the ages of 58 to 69. Majority of the respondents is between 33 to 44 years' old, fairly young and thus are expected to have more energy, ideas and drive to boost the UB's performance. More than 50% of the respondents are young, signifying that the UB has potential to create great change from its young minds/employees, if these employees are only motivated enough in order to drive positive performance for the UB.

Based on the bio stats data, it is concluded that majority of the participants have been with the University long enough and therefore, they know the climate well in order to describe the situation at the UB as it relates to their motivation and the performance of the organization.

Descriptive Data for Perceptions on Leadership Styles

The first part of the research instrument scored sample participants' perceptions of their leader. This include the degree to which the leader exhibits transformational leadership behaviors based on the scales of idealized influence, inspirational motivation, intellectual simulation and individualized consideration. Using Microsoft Excel 2016, the mean values were calculated for each scale (idealized influence, individualized consideration, intellectual stimulation, setc), after which the mean of all those scales were calculated to provide a grand mean for the leadership style itself. The same was done for transactional leadership style; the mean values were calculated for each scale which were contingent reward and management by exception, and the mean of those two scales were calculate to determine the grand mean of the leadership style. Since the Laissez faire leadership style had no scale, the mean for each question under this style was calculated and then the grand mean was determined based on the means of the individual question responses. Higher scores on factors 1 through 5 would indicate that an individual more frequently displays transformational leadership. For this study the sub-factors were only used to record a final score for transformational, transactional, and laissez-faire leadership. As per table 7 below which summarizes the MLQ mean and grand mean scores for the different scales and leadership styles, it is evident that the grand mean for transformational leadership (3.81) was the greatest, followed grand for transactional leadership (3.62), then the grand mean for laissez-faire leadership (3.04).

These results indicated that this sample of non-managerial employees perceive their leaders in general to exhibit transformational leadership behaviors.

Table 7

Summary of the MLQ Mean and Grand Mean Scores

Scale	**Mean out of 5**	**Grand mean out of 5**
Idealized influence	3.98	
Inspirational motivation	3.71	
Intellectual stimulation	3.86	
Individualized consideration	3.70	
Transformational leadership		3.81
Contingent rewards	3.41	
Management by Exception	3.83	
Transactional leadership		3.62
Laissez-faire leadership		3.04
Note: n = 111		

Descriptive data for perceptions on employees' motivation and organizational performance

Table 8

Mean Scores for Perception of Levels of Motivation and Organizational Performance

Motivation	Mean score: 3.41/5
Organizational performance	Mean score: 3.06/5

As seen in Table 7, though the transformational leadership style yielded the highest mean result based on employees' perceptions of their leaders' current leadership attributes, the rating could still be improved to reach a commendable level. The mean score for idealized influence is the highest of the transformational leadership scales, being a 3.98 out of 5, which represents the leaders' abilities to garner appreciation, respect and trust in their subordinates. This mean score signifies that leaders currently seem to have the ability to garner some trust, respect and appreciation from subordinates overall; however, there is still room for improvement. The second highest mean score of 3.86 out of 5 is for the scale intellectual stimulation, signifies that employees feel that they are sometimes encouraged to be innovated and creative, as well as critical thinkers and problem-solvers; and that their leaders' minds are somewhat open to new ideas. The transactional scale of management by exception had the third highest mean score of 3.83. This signifies that the leaders somewhat handle cases that deviate from the norm by taking corrective action, whether before or after the fact. From all the leadership styles studied, the laissez-faire leadership style is the style least utilized as perceived by the subordinates.

All scales of the different leadership styles obtained a score in similar range (between 3 and 3.8), signifying that the UB leaders are perceived to be employing all leadership styles, approximately at the same rate, which can mean that the usage of all three leadership styles nearly at a similar rate is the reason for the motivation of employees and their perceptions of the performance of the organization to not be as high as well (Table 8). This is because employees perhaps prefer a much greater usage of one style than the other in order for their motivation and the performance of the organization to improve drastically. Many researchers have made similar decision such that a mix of leadership styles is useful and necessary if a leader is to be effective. Addow (2022) quantitative study for example, was conducted at a University in Somalia, and it explored how leadership styles affects employee performance, discovering that transactional, transformational and laissez faire leadership styles have a postive effect on performance of the university, though the transactional, transformation and laissez faire, respectively were recommended to be used. He concluded that each leadership style has an element that leads to increased performance. In other words, these researchers are of the belief that leadership style is dependent on the environment in which the leader is leading in. Currently, the UB leaders seem to be following this theory (situational leadership).

Reliability and Validity of Data

Reliability and validity of data was accomplished through the use of the Cronbach Alpha and Kaiser Meyer Olkin and Bartlett's test of Sphericity (internal consistency) and Factor Analysis (validity). The results of the reliability measurements are seen below.

Table 9

Transformational Leadership Questions Cronbach Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.935	9

Table 10

Item Total Statistics - Transformational Leadership Questions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
tranf1	30.3495	40.935	.791	.683	.926
tranf2	30.4757	40.703	.780	.682	.927
tranf3	30.5146	41.684	.751	.667	.928
tranf4	30.4369	44.150	.591	.436	.937
tranf5	30.5825	43.108	.693	.535	.931
tranf6	30.9320	40.711	.787	.705	.926
tranf7	30.7670	42.729	.722	.558	.930
Tranf8	30.5243	40.507	.872	.769	.921
Tranf9	30.7573	39.715	.823	.744	.924

Transformational Leadership Items Reliability

Looking at the reliability of the questionnaire's items for the latent variable Transformational leadership and their scale (Table 9), a Cronbach Alpha was done to see if the items shared correlation measuring the same underlying concepts. Selickaite et al. (2019) and Heale and Twycross (2015) suggested a Cronbach alpha value of 0.7 or more, while Wulandari and Nasution (2019) recommends that the Cronbach Alpha be 0.6 or more to be acceptable. The result of the test gave an Alpha value of 0.935. This indicated that the items measured consistently the same concepts they were intended to examine for. This denoted that a strong relationship/correlation existed between the items used for the targeted variable, transformational leadership. For the Cronbach's Alpha, as per Table 10, above, if items are deleted, it gave a range of values from 0.921 to 0.937 indicating that no item used for the latent variable transformational leadership style need to be deleted to significantly increase the Alpha level.

Table 11

KMO and Bartlett's Test Results for Transformational Leadersip Questions

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		9
Bartlett's Test of Sphericity	Approx. Chi-Square	682.121
	Df	36
	Sig.	.000

Transformational Leadership Questions Validity

The Kaiser–Meyer–Olkin (KMO) test was also used, which is a statistical measure to determine if the data collected was fit to conduct a factor analysis, and it measures sampling adequacy for each variable in the model and the complete model (Shrestha, 2021; Neștian et al., 2021; Saxena et al., 2019; Rajeshkumar et al., 2021; Othman et al. 2019; de Barros Ahrens, 2020; Field, 2005). This simply verifies if the sampling size was adequate for the results to be valid. The statistic is a measure of the proportion of variance among variables that might be common variance. Shrestha (2021) states that

> KMO value varies from 0 to 1. The KMO values between 0.8 to 1.0 indicate the sampling is adequate. KMO values between 0.7 to 0.79 are middling and values between 0.6 to 0.69 are mediocre. KMO values less than 0.6 indicate the sampling is not adequate and the remedial action should be taken. If the value is less than 0.5, the results of the factor analysis undoubtedly won't be very suitable for the analysis of the data. High values close to 1.0, generally indicate that a factor analysis is useful with the data collected (p. 6).

Concurring with Shresta (2021) is Wulandari and Nasution (2019), who claims that KMO which is above the commonly recommended value of 0.6 would deem the data adequate. Based on the KMO test conducted for this factor/variable as seen in Table 11 above, the KMO resulted in a value of 0.919, indicating that there is a strong correlation between the items and suggesting that the data was fit for factor analysis to be done (Othman et al. 2019; Shresta, 2021; Wulunari et al. 2019).

The Bartlett's Test of Sphericity checked if there was a redundancy between variables that could be summarized with some factors. Values are recommended to be less than 0.05 which would indicate that correlations between items were sufficiently large (Selickaite et al., 2019). In the case of the items for the transformational leadership variable, the Bartlett's value of 0.00 (table 11), indicated high correlation among items, likewise suggesting a significant correlation among the items and highlighting that the correlation matrix is not an identity matrix (Field, 2005); rather, it "supported the factorability of the correlation matrix" (Upadhyay et al., 2016).

Table 12

Transactional Leadership Questions Cronbach Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.773	6

Table 13

Item Total Statistics - Transactional Leadership Questions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Trana1	18.7222	10.595	.579	.720
trana2	18.0741	11.415	.617	.712
trana3	18.1944	11.186	.600	.714
trana4	17.5741	12.247	.595	.724
trana5	18.0833	13.965	.192	.810
Trana6	18.1019	11.139	.561	.725

Transactional Leadership Items Reliability

Looking at the reliability of the questionnaire's items for the latent variable Transactional leadership and their scale, a Cronbach Alpha was done to see if the items shared correlation measuring the same underlying concepts. The result of the test gave an Alpha value of 0.771 (Table 12). Selickaite et al. (2019) and Heale and Twycross (2015) suggested a Cronbach alpha value of 0.7 or more, while Wulandari and Nasution (2019) recommends that the Cronbach Alpha be 0.6 or more to be acceptable. Based on any of the recommended values stated, for this study, this value of 0.771 also indicated that the items consistently measured the same concepts they were intended to examine. This denoted that a relationship/correlation also existed between the items used for the targeted variable. For Cronbach's Alpha, if items are deleted, it gave a range of values from 0.712 to 0.810 (table 13) indicating that no item used for the latent variable transformational leadership style need to be deleted to increase significantly the Alpha level.

Table 14

KMO and Bartlett's Test Results for Transactional Leadership Items

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		[illegible]3
Bartlett's Test of Sphericity	Approx. Chi-Square	175.730
	Df	15
	Sig.	.0[illegible]0

Transactional Leadership Items Validity

Based on the KMO test conducted for this factor/variable as seen in Table 14 above, the KMO resulted in a value of 0.793, indicating that there is a strong correlation between the items and suggesting that the data was fit for factor analysis to be done. As for the Bartlett's Test of Sphericity, correlation among items was also high, with a value of p = 0.000 (see table 14) signifying that the variable was actually related and the correlation matrix was not an identity matrix (Field, 2005).

Table 15

Laissez Faire Questionnaire Items Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.525	.520	3

Table 16

Item Total Statistics - Laissez Faire Leadership Questions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Laz3	6.6055	3.000	.237	.085	.572
Laz1	6.0367	2.147	.468	.223	.188
Laz2	5.6881	2.568	.323	.161	.449

Laissez Faire Leadership Items Reliability

Looking at the reliability of the questionnaire's items for the latent variable Laissez faire leadership and their scale, a Cronbach Alpha was done to see if the items shared correlation measuring the same underlying concepts. As seen in Table 15 above, the result of the test gave an Alpha value of 0.525. Though the alpha result would fall in the unacceptable range based on Selickaite et al. (2019) recommended 0.7 or more and Heale and Twycross (2015) suggested 0.6 or more, as argued by Schrepp (2020), if the scale had few items, it would normally result in such scale obtaining a low alpha. Given that this scale had only 3 items, it can be argued and concluded that such is the reason for the low alpha measure. However, this does not necessarily mean that the items are not reliable. As stated by Schrepp (2020), "for many practical projects, moderate levels for Alpha can be tolerated because the influence of a low reliability on the level of respondents to the scale mean is limited."

Table 17

KMO and Bartlett's Test for Laissez faire Leadership Items

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		_ 1
Bartlett's Test of Sphericity	Approx. Chi-Square	27.990
	Df	3
	Sig.	.0(0

Laissez Faire Leadership Items Validity

Generally, similar to the reason for the low Cronbach Alpha measure, a factor with only two items, will also naturally contribute to small KMO; in this case the Laissez faire leadership factor had 3 items, which explains the reason for the small KMO. Kaiser (1974) recommends a bare minimum of 0.5 and considers the value between 0.5 and 0.7 as mediocre but still workable (Hutcheson & Sofroniou, 1999). Therefore, despite the alpha being somewhat low for this scale, given the KMO result of .531 and Bartlett's results of 0.000 (see table 17), Factor Analysis was still doable due to the adequacy of the sample.

Table 18

Motivation Questionnaire Items Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.726	.756	17

Table 19

Item Total Statistics - Motivation Questions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Mot1	57.8571	48.893	.269	.602	.720
Mot2	59.1524	59.380	-.338	.382	.771
Mot3	58.0381	49.960	.223	.279	.725
Mot4	58.1143	59.987	-.354	.577	.778
Mot5	58.8667	62.097	-.468	.649	.788
Mot6	57.4381	46.075	.518	.531	.691
Mot7	57.3714	44.986	.622	.648	.681
Mot8	57.0190	47.365	.588	.592	.691
Mot9	57.3524	46.577	.530	.526	.692
Mot10	57.0571	45.901	.760	.719	.677
Mot11	57.9524	44.469	.637	.601	.678
Mot12	57.4571	47.693	.506	.360	.696
Mot13	57.2667	46.986	.520	.611	.693
Mot14	57.9333	44.601	.643	.666	.678
Mot15	56.8476	49.996	.430	.473	.707
Mot16	56.5333	50.521	.487	.514	.706
Mot17	56.7905	49.590	.386	.368	.708

Motivation Items Reliability

Looking at the reliability of the questionnaire's items for the motivation variable/factor and its scale, a Cronbach Alpha was done to see if the items shared correlation measuring the same underlying concepts. As per table 18, the result of the test is a Cronbach alpha value of 0.726. Selickaite et al. (2019) and Heale and Twycross (2015) suggested a Cronbach alpha value of 0.7 or more, while Wulandari and Nasution (2019) recommends that the Cronbach alpha be 0.6 or more to be acceptable. Based on any of the recommended values stated, for this study, this value of 0.726 also indicated that the items consistently measured the same concepts they were intended to examine. This denoted that a relationship/correlation also existed between the items used for the targeted variable. For Cronbach’s Alpha, if items are deleted, it gave a range of values from 0.681 to 0.788 (table 19), indicating that no item used for the motivation variable really need to be deleted to significantly increase the Alpha level.

Table 20

KMO and Bartlett's Test Results for Motivation Questions

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.8	0
Bartlett's Test of Sphericity	Approx. Chi-Square	841.775	
	Df	136	
	Sig.	.0	0

Motivation Items Validity

Based on the KMO test conducted for this factor/variable as seen above, the KMO resulted in a value of 0.830 (table 20), indicating that there is a strong correlation between the items and suggesting that the data was fit for factor analysis to be done. As for the Bartlett's Test of Sphericity, correlation among items was also high, with a value of p = 0.000 (table 20) signifying that the variable was actually related and the correlation matrix was not an identity matrix (Field, 2005).

Table 21

Organizational Performance Questions Cronbach Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.837	.839	16

Table 22

Item Total Statistics - Organizational Performance Questions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Org1	45.6038	52.127	.527	.635	.826
Org2	45.5094	52.271	.539	.610	.826
Org3	45.7547	52.054	.435	.443	.829
Org4	45.4057	63.805	-.464	.368	.878
Org5	46.2736	46.182	.733	.700	.809
Org6	46.2547	49.087	.573	.578	.821
Org7	45.9717	47.133	.709	.653	.811
Org8	45.9057	47.686	.657	.704	.815
Org9	45.5566	48.363	.553	.556	.822
Org10	45.6415	54.765	.210	.232	.840
Org11	46.4057	47.824	.663	.554	.815
Org12	45.5000	50.976	.521	.418	.825
Org13	45.9245	51.404	.482	.376	.827
Org14	46.0283	55.361	.123	.164	.846
Org15	45.4151	51.731	.499	.549	.826
Org16	45.7264	50.029	.631	.544	.819

Organizational Performance Items Reliability

Looking at the reliability of the questionnaire's items for the organizational performance variable/factor and its scale, a Cronbach Alpha was done to see if the items shared correlation measuring the same underlying concepts. The result of the test gave an Alpha value of 0.837 (table 21). Selickaite et al. (2019) and Heale and Twycross (2015) suggested a Cronbach alpha value of 0.7 or more, while Wulandari and Nasution (2019) recommends that the Cronbach Alpha be 0.6 or more to be acceptable. Based on any of the recommended values stated, for this study, this value of 0.837 also indicated that the items consistently measured the same concepts they were intended to examine. This denoted that a relationship/correlation also existed between the items used for the targeted variable. For Cronbach's Alpha, if items are deleted, it gave a range of values from 0.809 to 0.846 (table 22), indicating that no item used for the motivation variable really need to be deleted to significantly increase the Alpha level.

Table 23

KMO and Bartlett's Test Results for Organizational Performance Questions

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		3
Bartlett's Test of Sphericity	Approx. Chi-Square	750.672
	Df	120
	Sig.	.000

Organizational Performance Items Validity

Based on the KMO test conducted for this factor/variable as seen above, the KMO resulted in a value of 0.823 (Table 23), indicating that there is a strong correlation between the items and suggesting that the data was fit for factor analysis to be done. As for the Bartlett's Test of

Sphericity, correlation among items was also high, with a value of $p = 0.000$ (see Table 23) signifying that the variable was actually related and the correlation matrix was not an identity matrix (Field, 2005).

Table 24

Summary of Reliability and Validity of Questionnaire Items

Construct name	No. of items	Reliability (Cronbach α)	Validity (KMO)	Validity (Bartlett's test of Sphericity)
Transformational leadership	9	0.935	0.919	.000
Laissez faire leadership	3	0.525	0.531	.000
Transactional leadership	6	0.771	0.793	.000
Motivation	17	0.726	0.830	.000
Organizational Performance	16	0.837	0.823	.000

Table 25

Interpretation of Cronbach Alpha for Questionnaire Items

Cronbach's Alpha score range	Meaning
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

Table 25 was adapted from *Developing a Recognition Program to Boost Teaching Faculty Morale at a University in Belize*, by B. Watler, 2012, p. 53

As per the reliability results of the questionnaire items in Table 24 and comparing it with Table 25, all the questionnaire items fell within the acceptable to excellent Cronbach α range. Only 1 factor, laissez faire leadership fell within the poor range, due to the limited amount of questions for this factor.

Correlation and Component Matrices

The starting point of factor analysis is a correlation matrix, in which the inter-correlations between the studied variables are presented (Habing, 2003). It allows the researcher to have a universal view of the more or less strong relationships between several variables; that is, it gives a view of the data set by summarizing it and identify the patterns that aids in making a decision according to it. Useful as an analysis tool, it brings together correlation coefficients between an x-axis and a y-axis where different variables can be found and correlations can be detected (Habing, 2003). The correlation matrix can lead to 3 different results. Firstly, there could be a positive correlation if the two variables changes in the same direction, signifying that there is a connection between these two variables. Secondly, there could be a neutral correlation if there is no connection between the two variables; and, thirdly there could be an inverse correlation if the two variables change in the opposite direction.

Each cell in the matrix shows the correlation between two specific variables. Table 26 below is an example of the correlation matrix showing the correlations among 6 variables measuring transactional leadership style. This table gives the correlations between the original variables, and was done to check the correlations between the variables before conducting the factor analysis. For the correlations that were too high (in this case, 0.7), one of the variables were removed from the analysis, as it meant that the two variables seem to be measuring the same thing.

Table 26

Correlation Matrix for Transactional Leadership

		Tran1	tran2	tran3	tran4	tran5	Tran6
Correlation	Tran1	1.000	.403	.512	.448	.123	.499
	tran2	.403	1.000	.605	.479	.163	.462
	tran3	.512	.605	1.000	.511	.060	.374
	tran4	.448	.479	.511	1.000	.205	.398
	tran5	.123	.163	.060	.205	1.000	.193
	tran6	.499	.462	.374	.398	.193	1.000

For example, in table 26, the highlighted cell shows that the correlation between “Tran 3” and “Tran 2” item is 0.605, which indicates that they’re positively correlated. Also notice that the correlation coefficients along the diagonal of the table are all equal to 1 because each variable is perfectly correlated with itself; but, these cells aren’t useful for interpretation. A correlation matrix is perfectly symmetrical. For example, the top right cell shows the exact same value as the bottom left cell, and this is because both cells are measuring the correlation between “Tran1” and “Tran6.” The variables with high inter-correlations were used to measure one underlying variable, in this case, transactional leadership, which is called a ‘factor’ (Habing, 2003). Important to note in reference to the correlation matrices are that though the variables must be intercorrelated, the intercorrelation cannot be too high; in other words, though multicollinearity is a requisite, it cannot be at an extreme because it would result in challenges in figuring the special contribution that each variable has to the factor (Field, 2000). Thus the importance of the Bartlett’s test of Sphericity, which tests the null hypothesis to ensure that the correlation matrix diverges from the identity matrix and that any redundancy between variables are reduced, in order for the factor analysis to be performed.

Table 27

Component Matrix for Transactional Leadership

	Component
	1
trana1	.746
trana2	.781
trana3	.786
trana4	.750
trana5	
trana6	.713

Table 27 contains component loadings, which are the correlations between the variable and the component. Since these represent correlations, the possible value to be obtained would fall between -1 and +1. SPSS was commanded not to print any of the correlations that are 0.3 or less, which made the output easier to read by removing the correlations that were not meaningful due to them being low. Transactional leadership question # 1 with a loading of 0.746 means that it loaded well and meaningfully on the component (transactional leadership style). All other items also loaded meaningfully on the component (>0.7). As in Table 27 above, "Trana2 and "Tran3" correlations were very close, that is, 0.781 and 0.786, respectively; as a result, only one was used in the CFA, which was the "Tran2" in addition to "Tran1" and "Tran4".

Table 28

Correlation Matrix for Transformational Leadership

		tranf1	tranf2	tranf3	tranf4	tranf5	tranf6	tranf7	Tranf8	Tranf9
Correlation	tranf1	1.000	.754	.636	.508	.620	.603	.619	.747	.643
	tranf2	.754	1.000	.717	.468	.516	.595	.613	.719	.670
	tranf3	.636	.717	1.000	.377	.497	.593	.593	.718	.736
	tranf4	.508	.468	.377	1.000	.584	.515	.400	.560	.532
	tranf5	.620	.516	.497	.584	1.000	.606	.531	.637	.577
	tranf6	.603	.595	.593	.515	.606	1.000	.656	.754	.781
	tranf7	.619	.613	.593	.400	.531	.656	1.000	.698	.607
	Tranf 8	.747	.719	.718	.560	.637	.754	.698	1.000	.754
	Tranf 9	.643	.670	.736	.532	.577	.781	.607	.754	1.000

From Table 28 above, the variables with high inter-correlations were used to measure one underlying variable, in this case, transformational leadership, which is called a ‘factor’ (Habing, 2003). Each cell in the matrix shows the correlation between two specific variables. Table 28 above is an example of the correlation matrix showing the correlations among 9 variables measuring transformational leadership style. This table gives the correlations between the original variables, and was done to check the correlations between the variables before conducting the factor analysis. For the correlations that were too high (in this case, 0.7), one of the variables were removed from the analysis, as it meant that the two variables seem to be measuring the same thing. When variables intercorrelations are too high, it explains redundancy between the variables and it creates issues with model fit and with the interpret of the results.

Table 29

Component Matrix for Transformational Leadership

	Component 1
tranf1	.842
tranf2	.833
tranf3	.809
tranf4	.661
tranf5	.755
tranf6	.839
tranf7	.784
Tranf8	.907
Tranf9	.867

The component matrix tells how each of the individual transformational leadership question loaded to the component, which was transformational leadership. Therefore, the component matrix is made up of the factor loadings for each item, basically explaining the Pearson correlation of each item with its component, signifying how strong the relationship is between the item and the component in the solution. Based on Table 29 above, transformational leadership question # 1 loads or correlates 0.842 on the component, transformational leadership question # 2 loads 0.833 on the component, etc. From table 29 above, it can be seen that all items loaded meaningfully on the component, and that several variables for transformational leadership were highly correlated; so, 3 indicator variables (Tranf 2, 4 and 6) were chosen to be included in the CFA and SEM.

Table 30

Correlation Matrix for Laissez faire Leadership

		Laz3	Laz1	Laz2
Correlation	Laz3	1.000	.291	.104
	Laz1	.291	1.000	.400
	Laz2	.104	.400	1.000

From Table 30, given that there were only three items to measure laissez-faire leadership, they were all used to measure one underlying variable, in this case, laissez faire leadership, which is called a 'factor' (Habing, 2003). Each cell in the matrix shows the correlation between two specific variables. Table 30 above is an example of the correlation matrix, showing the correlations among 3 variables measuring laissez-faire leadership style. This table gives the correlations between the original variables, and was done to check the correlations between the variables before conducting the factor analysis. When variables intercorrelations are too high, it explains redundancy between the variables and it creates issues with model fit and with the interpret of the results. In this case, none of the variables correlations were too high, so none were removed from the model.

Table 31

Component Matrix for Laissez faire Leadership

	Component
	1
Laz3	.580
Laz1	.834
Laz2	.719

Based on Table 31 above, laissez-faire leadership question # 1 loaded or correlated 0.834 on the component, laiisez-faire leadership question # 2 loaded 0.719 on the component and laissez-faire leadership question # 3 loaded 0.580 on the component. All loadings were meaningful (>0.3) as recommended by Tavakol and Wetzel (2020), on the component (laissez faire leadership style). Therefore, as seen in table 31 above, all 3 indicator variables were used to be included in the CFA and SEM. This is also because this variable only had 3 items; so, for consistency purposes, all the 3 variables were used for all other factors.

Table 32

Correlation Matrix for Organizational Performance

	Org1	Org2	Org3	Org4	Org5	Org6	Org7	Org8	Org9	Org10	Org11	Org12	Org13	Org14	Org15	Org16
Org1	1.000	.707	.423	-.214	.418	.142	.399	.257	.248	.186	.385	.298	.305	-.023	.428	.504
Org2	.707	1.000	.460	-.169	.397	.285	.389	.276	.190	.076	.425	.211	.349	.105	.361	.447
Org3	.423	.460	1.000	-.202	.401	.164	.458	.220	.140	.056	.388	.261	.343	-.029	.346	.232
Org4	-.214	-.169	-.202	1.000	-.427	-.337	-.386	-.384	-.356	-.032	-.309	-.325	-.283	-.010	-.447	-.248
Org5	.418	.397	.401	-.427	1.000	.599	.642	.590	.468	.184	.677	.463	.289	.078	.366	.569
Org6	.142	.285	.164	-.337	.599	1.000	.573	.565	.450	.310	.446	.327	.196	.156	.204	.356
Org7	.399	.389	.458	-.386	.642	.573	1.000	.679	.500	.171	.556	.357	.308	.065	.335	.468
Org8	.257	.276	.220	-.384	.590	.565	.679	1.000	.681	.013	.461	.463	.334	.023	.368	.488
Org9	.248	.190	.140	-.356	.468	.450	.500	.681	1.000	.140	.469	.386	.370	-.016	.245	.401
Org10	.186	.076	.056	-.032	.184	.310	.171	.013	.140	1.000	.122	.148	.083	.069	.095	.124
Org11	.385	.425	.388	-.309	.677	.446	.556	.461	.469	.122	1.000	.355	.406	.102	.305	.426
Org12	.298	.211	.261	-.325	.463	.327	.357	.463	.386	.148	.355	1.000	.305	.072	.525	.351
Org13	.305	.349	.343	-.283	.289	.196	.308	.334	.370	.083	.406	.305	1.000	.236	.385	.350
Org14	-.023	.105	-.029	-.010	.078	.156	.065	.023	-.016	.069	.102	.072	.236	1.000	.157	.087
Org15	.428	.361	.346	-.447	.366	.204	.335	.368	.245	.095	.305	.525	.385	.157	1.000	.520
Org16	.504	.447	.232	-.248	.569	.356	.468	.488	.401	.124	.426	.351	.350	.087	.520	1.000

From table 32, the variables with high inter-correlations were used to measure one underlying variable, in this case, organizational performance, which is called a “factor’ (Habing, 2003). Each cell in the matrix shows the correlation between two specific variables. Table 32 above is an example of the correlation matrix showing the correlations among 16 variables measuring organizational performance. This table gives the correlations between the original variables, and was done to check the correlations between the variables before conducting the factor analysis. For the correlations that were too high (in this case, 0.7), one of the variables were removed from the analysis, as it meant that the two variables seem to be measuring the same thing. When variables intercorrelations are too high, it explains redundancy between the variables and it creates issues with model fit and with the interpret of the results.

Table 33

Component Matrix for Organizational Performance

Org1	.614	.570		
Org2	.605	.558		
Org3	.528			
Org4	-.538			
Org5	.814			
Org6	.638			
Org7	.784			
Org8	.748			
Org9	.652			
Org10				.704
Org11	.731			
Org12	.609			
Org13	.553			
Org14			.810	
Org15	.621			
Org16	.701			

The component matrix tells how each of the individual organizational performance question loaded to the component, which was organizational performance. Therefore, the component matrix is made up of the factor loadings for each item, basically explaining the Pearson correlation of each item with its component, signifying how strong the relationship is between the item and the component in the solution. Based on Table 33 above, organizational performance question # 5 loaded or correlated 0.814 on the component, question # 11 loaded 0.731 on the component, etc. From table 33 above, it can be seen that majority of items loaded meaningfully on the component, and that several variables for transformational leadership were highly correlated; so, 3 indicator variables (Org 5, 7, 8) were chosen to be included in the CFA and SEM.

Table 34

Correlation Matrix for Motivation

	Mot1	Mot2	Mot3	Mot4	Mot5	Mot6	Mot7	Mot8	Mot9	Mot10	Mot11	Mot12	Mot13	Mot14	Mot15	Mot16	Mot17
Mot1	1.000	-.317	-.015	-.368	-.565	.383	.393	.299	.419	.335	.363	.247	.104	.604	-.010	.062	-.017
Mot2	-.317	1.000	.107	.216	.337	-.190	-.305	-.394	-.272	-.249	-.319	-.254	-.341	-.291	-.310	-.072	-.039
Mot3	-.015	.107	1.000	-.009	-.030	.028	.081	.094	.082	.162	.253	.130	.336	.109	-.037	.149	.205
Mot4	-.368	.216	-.009	1.000	.645	-.338	-.191	-.265	-.385	-.358	-.369	-.287	-.377	-.425	-.194	-.046	.018
Mot5	-.565	.337	-.030	.645	1.000	-.449	-.490	-.468	-.448	-.444	-.407	-.285	-.254	-.460	-.157	-.118	-.045
Mot6	.383	-.190	.028	-.338	-.449	1.000	.624	.410	.297	.522	.419	.311	.240	.526	.386	.336	.238
Mot7	.393	-.305	.081	-.191	-.490	.624	1.000	.625	.419	.604	.523	.358	.296	.561	.382	.281	.187
Mot8	.299	-.394	.094	-.265	-.468	.410	.625	1.000	.552	.618	.493	.442	.454	.459	.333	.271	.222
Mot9	.419	-.272	.082	-.385	-.448	.297	.419	.552	1.000	.559	.499	.328	.439	.461	.365	.347	.176
Mot10	.335	-.249	.162	-.358	-.444	.522	.604	.618	.559	1.000	.618	.450	.620	.586	.476	.482	.319
Mot11	.363	-.319	.253	-.369	-.407	.419	.523	.493	.499	.618	1.000	.418	.471	.645	.347	.176	.254
Mot12	.247	-.254	.130	-.287	-.285	.311	.358	.442	.328	.450	.418	1.000	.434	.487	.345	.271	.245
Mot13	.104	-.341	.336	-.377	-.254	.240	.296	.454	.439	.620	.471	.434	1.000	.412	.400	.298	.272
Mot14	.604	-.291	.109	-.425	-.460	.526	.561	.459	.461	.586	.645	.487	.412	1.000	.311	.218	.171
Mot15	-.010	-.310	-.037	-.194	-.157	.386	.382	.333	.365	.476	.347	.345	.400	.311	1.000	.418	.195
Mot16	.062	-.072	.149	-.046	-.118	.336	.281	.271	.347	.482	.176	.271	.298	.218	.418	1.000	.536
Mot17	-.017	-.039	.205	.018	-.045	.238	.187	.222	.176	.319	.254	.245	.272	.171	.195	.536	1.000

From Table 34 above, the variables with high inter-correlations were used to measure one underlying variable, in this case, motivation, which is called a ‘factor’ (Habing, 2003). Each cell in the matrix shows the correlation between two specific variables. Table 34 above is an example of the correlation matrix showing the correlations among 17 items measuring motivation. This table gives the correlations between the original variables, and was done to check the correlations between the variables before conducting the factor analysis. For the correlations that were too high (in this case, 0.7), one of the variables were removed from the analysis, as it meant that the two variables seem to be measuring the same thing. When variables intercorrelations are too high, it explains redundancy between the variables and it creates issues with model fit and with the interpret of the results.

Table 35

Component Matrix for Motivation

	Component			
	1	2	3	4
Mot1	.545	-.552		
Mot2				
Mot3			.755	
Mot4	-.540			
Mot5	-.659			
Mot6	.665			
Mot7	.739			
Mot8	.741			
Mot9	.699			
Mot10	.834			
Mot11	.750			
Mot12	.609			
Mot13	.642			
Mot14	.774			
Mot15	.540			
Mot16		.596		
Mot17		.622		

Extraction Method: Principal Component Analysis.
a. 4 components extracted.

The component matrix in Table 35 tells how each of the individual motivation question loaded to the component. Therefore, the component matrix is made up of the factor loadings for each item, basically explaining the Pearson correlation of each item with its component, signifying how strong the relationship is between the item and the component in the solution. Based on Table 35 above, motivation question # 7 loaded or correlated 0.739 on the component, question # 11 loaded 0.750 on the component, etc. Therefore, it can be seen that majority of items loaded meaningfully on the component, and that several variables for motivation were highly correlated;

so 3 indicator variables (Mot 10, 11, 14) were chosen to be included in the Factor Analysis and the SEM. Subsequently, this explains how each set of variables were determined as an input to the Factor Analysis and ultimately the SEM. The correlation and component matrices were used in this study to summarize the data as an input for the exploratory factor analysis and structural equation model.

Exploratory Factor Analysis (EFA)

After the correlation and component matrices were done, the latent dimensions represented by a set of question items were explored using Exploratory Factor Analysis (EFA), to note the main variables in order to create a model to be tested (Taherdoost et al., 2016). The EFA was done as a data reduction method to select the three most influential variables for each unobserved variable that were highly correlated, which were used as the observable variables on the latent variable, and to explore the underlying theoretical structure of the phenomena. Generally, it was used to note the structure of the relationship between the variable and the respondents. As stated,

> the EFA is the most widely used method for the removal of factors of a correlation matrix, analyzes the total variance of the set of observed variables and allows the reduction of these, obtaining the main components that define them, which explain the more significant percentage of variance of the scale of measurement and therefore contain the highest amount of information they bring to an assessment model (Sanchez et al., 2020, p. 1).

Before EFA, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were conducted to assess the factorability (Field, 2005; Othman et al. 2019; de Barros Ahrens, 2020).

Combined, these tests give a minimum standard which must be passed before a factor analysis can be done. For this study, the KMO measures of sampling adequacy and the Bartlett's test of sphericity (see table 24) were within acceptable range for all factors, signifying that EFA was applicable to the obtained dataset.

Confirmatory Factor Analysis (CFA)

After conducting the Exploratory Factor Analysis, the Confirmatory Factor Analysis (CFA) was the technique employed to ensure the accuracy of the measurement model and examine the relationship between the indicators observed and latent factors, which was done after the background work of the EFA was conducted (Sanchez et al., 2020). The CFA allowed for the researcher to analyze the goodness and adequacy of the model with a group of observed measurements (Sanchez et al., 2020). Therefore, the CFA was done on the five smaller models to have a psychometric validation of the goodness of fit for each of the smaller models. There are several types of global adjustment measures that can be used to determine goodness of fit for the measurement model (Sanchez et al., 2020). The purpose of model fit is to measure the change between observed and model-implied data using correlation and covariance matrices (Cucos, 2022). The measures employed in this study to determine model fit were the Root Mean Square Error of Approximation (RMSEA); Chi square divided by degree of freedom value (CMIN/DF); the Comparative fit index (CFI), the Tucker Lewis Index (TLI), the Normed fit index (NFI); (Sanchez et al., 2020; Moss, 2009; Cucos, 2022); the Incremental Fit Index (IFI) and PClose (Moss, 2009; Cucos, 2022). As further stated, Each of the measures referred to above allows for the testing and examining of relationships or complex models with graphic modeling by providing a clear understanding of the CFA because of the criteria or global measures necessary to check the setting of the "Proposed Model" (Sanchez et al., 2020, p. 3)

Table 36 below is a summary of the global model fit measures, some of which were used in this study to determine goodness of fit for the researcher's model. For the proposed model to have a good fit, its measurements should comply with the global level of acceptance for each measure as can be seen in Table 36.

Table 36

Summary and Interpretation of Global Model Fit Indices

Global Adjustment Measures	Model Adjustment Criteria	Acceptable Level	Interpretation
Absolute Adjustment Measures	Chi-square	x^2	Compare x^2 with a given df [c] Table V
	Chi-square Likelihood Ratio (p)	>0.05	Good fit of the model.
	Root Mean Square Error of approximation (RMSEA)	<0.5	Good fit of the model <0.08 [12].
	Good of Fit Index (GFI)	[0, 1] [a]	A value close to 0.95 reflects a good fit.
Incremental Adjustment Measures	Comparative Fit Index (CFI)	[0, 1] [a]	A value close to 0.90 reflects a good fit.
	Toker Lewis Index (TLI)	[0, 1] [a]	A value close to 0.90 reflects a good fit.
	Normed Fit Index (NFI)	[0, 1] [a]	A value close to 0.90 reflects a good fit.
Parsimony-Adjusted Measures	Relationship of Parsimony (PRATIO)	[0, 1] [a]	Compare values in alternative models.
	Parsimony Comparative Fit Index (PCFI)	[0, 1] [a]	Compare values in alternative models.
	Parsimony Normed Fit Index (PNFI)	[0, 1] [a]	Compare values in alternative models.
	Akaike Information Criterion (AIC)	[0; negative value] [b]	Compare values in alternative models.

[a] 0: no adjustment; 1: perfect fit;
[b] 0: perfect fit; negative value: poor adjustment
[c] df: degrees of freedom

Table 36 was adapted from “Confirmatory Factor Analysis of the Assessment Instrument Teacher of the Escuela Politécnica National”, by T. Sanchez, A. Ordonez, R. Gilar & J. L. Castejon, 2020, *LACCEI Inc*, p. 3

Results of Measurements Used for Determining Goodness of Fit (How Good the Model Fits the Data)

1. Minimum discrepancy per degree of freedom/Chi square value (CMIN/DF) is used to compare the statistical significance between the observed variables and expected results, meaning that it's an indication of the acceptability of the fit of the sample data and hypothetical model in the analysis. If the CMIN/DF value is less than or equal to 3, it indicates an acceptable fit (Kline, 1998).

Table 37

Model Fit Summary - CMIN

Model	**NPAR**	**CMIN**	**DF**	**P**	**CMIN/DF**
Default model	55	102.862	80	.044	1.286
Saturated model	135	.000	0		
Independence model	15	717.506	120	.000	5.979

Using the traditional hypothesis test for the model fit in comparison to the perfect model, the p value is 0.044 (table 37) which is not far from the cut off value of 0.05, indicating that the researcher's model and the saturated model- perfect model are not drastically different. This slight difference between the acceptable and actual result could be attributable to sample size because as stated by Sanchez et al. (2020), one cannot rely solely on the value of Chi-square since it is sensitive to the sample size, because as the sample size increases the value of x^2 tends to indicate a significant level of probability, in contrast to the extent that decreases the size of the indicator on x^2 suggests a level of probability not substantial.

Therefore, depending solely on Chi square result could lead to a researcher making a type 1 error. In addition to the p value, the value of the CMIN/DF was looked at, showing the value of 1.286 (see table 37), indicating an excellent model given that it is less than 3 (Kline, 1998).

2. Root Mean Square Error of Approximation (RMSEA) measures the difference that exist between the observed covariance matrix per degree of freedom and the predicted covariance matrix (Liu, 2012). Schermelleh-Engel et al. (2003) claims that “it is a measure of approximate fit in the population and is therefore concerned with the discrepancy due to approximation” (p. 11). MacCallum et al. (1996, as cited in Moss et al., 2015), Cucos (2022) and Cheng and Liu (2012) states that for this measure, values of 0.01, 0.05 and 0.08 indicate excellent, good and mediocre fit respectively, some go up to 0.10 for mediocre. However, values higher than 0.1 are considered poor.

According to Chen et al. (2008), the PCLOSE gets the p-value for testing the null hypothesis that RMSEA is less than 0.05 in the population and it serves as a test of ‘close fit.’

Table 38

Model Fit Summary - RMSEA and PClose

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.051	.009	.078	.458
Independence model	.213	.198	.228	.000

The RMSEA result in this study is 0.051 (table 38), of which according to MacCallum et al. (1996, as cited in Moss et al., 2015) and Sanchez et al. (2020) of which based on Table 36, the result is less than 0.08 minimum value set as an indicator for a good fit, it can be concluded that the model is a good fit. The PCLOSE value of 0.458 obtained also indicates that the model is an excellent model because its value is greater than 0.05.

Explained below are the goodness-of-fit statistics baseline comparisons which refer to "the models automatically fitted by SPSS Amos for every analysis, respectively the default, saturated, and independence model" (Cucos, 2022).

Table 39

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.857	.785	.964	.943	.962
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

3. Comparative fit index (CFI) - measures how the researcher's model relatively improves in fit contrasted with a baseline model (Bentler, 1990; Xia & Wang, 2019). The baseline model is also known as the independent model, which assumes that the population covariance among the observed variable is zero (Shi et al., 2019). Values can range between 0 and 1 of which values greater than 0.90 shows a very good fit and 1 shows a perfect fit (Hooper et al., 2008). As seen in Table 39 above, the result of 0.962 indicates that when comparing the independent model to the researcher's model, the researcher's model is an excellent model, having a very good fit.

4. Normed fit index (NFI) consists of values scaling between (terribly fitting) independence model and (perfectly fitting) saturated model. A value of 1 shows a perfect fit while models valued < 0.9 can be usually improved substantially (Bentler & Bonett, 1980). As seen in Table 39 above, the result of 0.857 is not far from the recommended 0.9, indicating that the model does have a good fit (Sanchez et al., 2020). The problem with the NFI is that the sample size can affect its measure (Byrne, 2010; Schermelleh-Engel et al., 2013; Fan et al., 2016); to combat this problem, the TLI was developed as a measure of relative fit, and serves as one of the model fit indices that does not get impacted by sample size (Schermelleh-Engel et al., 2013); so, according to Bentler (1990) and Hoyle (2011, as cited in Fan et al., 2016), the NFI is no longer considered useful to measure model fit.

5. Tucker Lewis Index (TLI) ranges from (but not limited to) 0 to 1, where a value closer to 1 represents a very good fit while 1 represents a perfect fit (Cucos, 2022). The result of 0.943 indicates that the model is an excellent model based on interpretation from Table 36, thus concluding that the model has a very good fit. Once the CFI and TLI are less than 1, the CFI is always greater than the TLI (Cucos, 2022), which the results also confirmed (CFI 0.962 and TLI

0.943). The TLI provides a more accurate result to determine model fit because it is not affected by sample size as other model fit indices are (Schermelleh-Engel et al., 2013; Fan et al., 2016).

6. Incremental Fit Index (IFI) where values closed to 1 indicates a very good fit while 1 indicates a perfect fit (Uedufy, 2023). As per Table 36, the result of 0.964 is close to 1, indicating that the model is excellent and have a very good fit.

Overall, based on all these baseline comparisons model fit results, the value of most interest is CFI for the default model (West et al., 2012) because as stated by Bentler (1990, as cited in Byrne, 2010), out of the two indices being the CFI and NFI, the CFI should be the index of choice; in this case, signifying an excellent model with a CFI of 0.962. The CFI result is of most interest because it evades the misjudging of model fit that is normally caused with the use of small sample size (Schermelleh-Engel et al., 2013). Therefore, whether the sample size is small or large, the CFI result can be relied upon in order to determine model fit.

Table 40 below is a summary of the model fit indices for this study. Overall, from each model fit parameter, it allowed the researcher to deduce that the proposed model had a good fit for the set of data examined and a SEM was thereafter constructed from this model using the independent/indicator variables.

Table 40

Summary of the Researcher's Model Fit Indices

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	55	102.862	80	.044	1.286
Saturated model	135	.000	0		
Independence model	15	717.506	120	.000	5.979

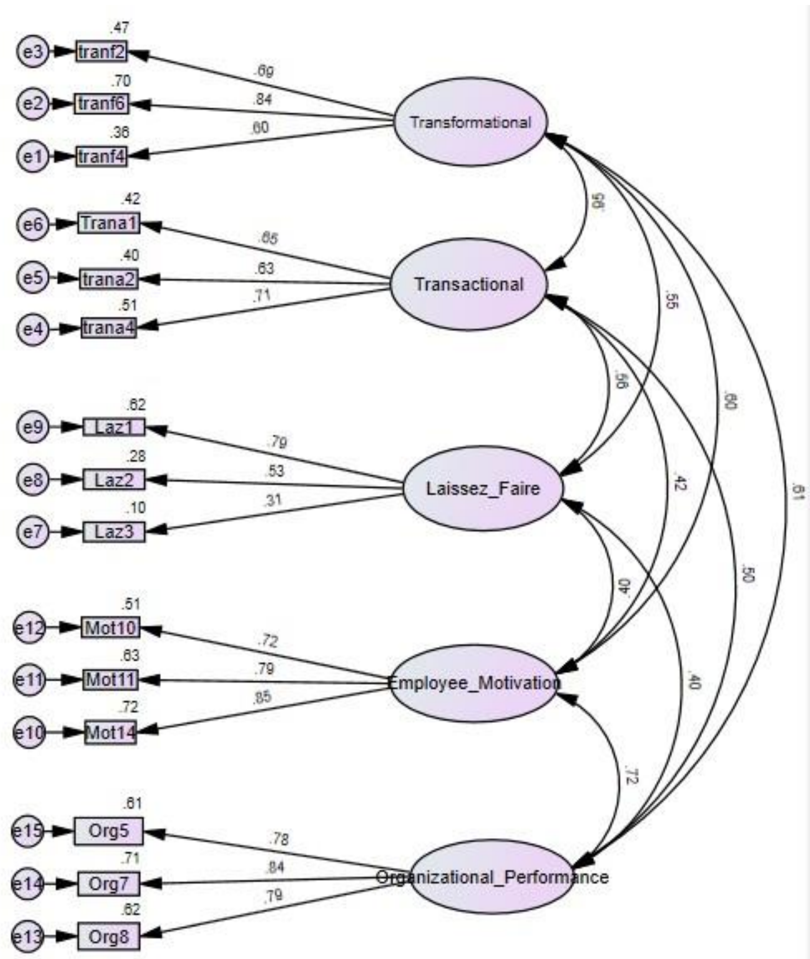
Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.857	.785	.964	.943	.962
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.051	.009	.078	.458
Independence model	.213	.198	.228	.000

CFA is a common method used to assess construct validity because such a tool helps the researcher to reduce the overall number of observed variables into latent factors based on harmonies within the data (Atkinson et al., 2011). To establish construct validity in this study, one important criteria is the factor loading of the indicators (Hamid et al., 2017). The value ranges from 0 to 1. The factor loading tells how well each item is correlated with the factor and is determined to be moderate if the factor loading is more than 0.30 (Tavakol & Wetzel, 2020). Cheung and Wang (2017) recommends that standardized factor loading of all items should be not less than 0.5. Figure 10 below is the CFA model created by the researcher.

Figure 10

Researcher's CFA Model



Note: Figure 10 was created by the researcher via SPSS Amos 26

In Confirmatory Factor Analysis, the factor loading represents the correlation that exists between the item and the factor, which is important to note in order to understand the relationship between erch variable and its factor (Backhauset al., 2021). If the result of the loading is near -1 or + 1, it signifies that the variable is strongly influenced by the factor, while if the loadings are close to 0, it signifies that the variable is weakly influenced by the factor (DiStefano et al., 2009). Negative loadings suggest that an increase in the variable will leade to a decrease in the factor score, while a positive loading suggest that as the variable increases, so will the factor score. Looking at the factor loading assisted me to note the variables that were most closely related to the underlying factor, and allowed me to focus my efforts on these variables in order to properly and deeply understood the factor. As a rule of thumb, a factor loading of more than 0.30 usually indicates a moderate correlation between the item and the factor (Tavakol & Wetzel, 2020).

From the CFA result of this study, based on Figure 10 above and table 41 seen below, it can be seen that all except 1 (Laz3) factor loadings were greater than 0.5. Laz3 item had a factor loading of 0.31, which according to Tavakol & Wetzel is still considered to be moderate. In this study that used multiple regression, the standardized regression weights were used to compare the relative importance of the different variables (Bring, 1994). Therefore, based on Figure 10 and Table 41 output, both signifies that all the standardized regression weight values loaded very well, as all the values were positive indicating that no item was reversed coded. As a result, based on the factor loadings criteria, no items needed to be removed from the model because they all showed satisfactory convergent validity.

Table 41

CFA Factor Loadings

			Estimate
tranf4	<---	Transformational	.596
tranf6	<---	Transformational	.838
tranf2	<---	Transformational	.688
trana4	<---	Transactional	.715
2trana2	<---	Transactional	.631
Trana1	<---	Transactional	.647
Laz3	<---	Laissez_Faire	.309
Laz2	<---	Laissez_Faire	.526
Laz1	<---	Laissez_Faire	.785
Mot14	<---	Employee_Motivation	.850
Mot11	<---	Employee_Motivation	.793
Mot10	<---	Employee_Motivation	.716
Org8	<---	Organizational_Performance	.786
Org7	<---	Organizational_Performance	.842
Org5	<---	Organizational_Performance	.780

Looking at all the estimated values of the factor loadings and their p-values in Table 42 below, all the values associated with the indicator variables are significant in explaining the latent variables given that they are all less than 0.05 and the majority of the factors are significant at the 0.01 level of significance (***).

Table 42

Regression Weights

			Estimate	S.E.	C.R.	P	Label
tranf4	<---	Transformational	1.000				
tranf6	<---	Transformational	1.564	.247	6.323	***	
tranf2	<---	Transformational	1.279	.228	5.615	***	
trana4	<---	Transactional	1.000				
trana2	<---	Transactional	1.042	.178	5.867	***	
Trana1	<---	Transactional	1.304	.217	6.003	***	
Laz3	<---	Laissez_Faire	1.000				
Laz2	<---	Laissez_Faire	1.857	.746	2.489	.013	
Laz1	<---	Laissez_Faire	2.806	1.126	2.491	.013	
Mot14	<---	Employee_Motivation	1.000				
Mot11	<---	Employee_Motivation	.953	.110	8.698	***	
Mot10	<---	Employee_Motivation	.653	.084	7.802	***	
Org8	<---	Organizational_Performance	1.000				
Org7	<---	Organizational_Performance	1.087	.125	8.728	***	
Org5	<---	Organizational_Performance	1.054	.129	8.174	***	

The gist of using SEM and confirmatory factor analysis is to be able to describe the covariances between the observed variables in terms of a smaller number of underlying factors, which are believed to exist but cannot be seen. In this study, the covariation of the unobserved variables in the model all shows a significant effect (table 43), with Laissez-faire leadership and employee motivation bordering close to 0.05, the cut off value for significance. The covariation of Transformational leadership and Employee Motivation, Transformational leadership and Organization Performance, and Employee Motivation and Organizational Performance are all significant at the 0.01 level of significance (***). This is indicating that the joint effect of the two variables greatly varies from zero at the 0.05 level (very small probability it will be 0).

Table 43

Covariance of Latent Variables

			Estimate	**S.E.**	**C.R.**	**P**	**Label**
Transformational	<-->	Laissez_Faire	.087	.041	2.151	.031	
Transformational	<-->	Employee_Motivation	.304	.078	3.882	***	
Organizational_Performance	<-->	Transformational	.258	.067	3.842	***	
Transactional	<-->	Laissez_Faire	.092	.042	2.184	.029	
Transactional	<-->	Employee_Motivation	.219	.071	3.106	.002	
Organizational_Performance	<-->	Transactional	.214	.062	3.471	***	
Laissez_Faire	<-->	Employee_Motivation	.108	.053	2.024	.043	
Organizational_Performance	<-->	Laissez_Faire	.089	.044	2.005	.045	
Organizational_Performance	<-->	Employee_Motivation	.514	.105	4.906	***	
Transformational	<-->	Transactional	.293	.066	4.451	***	

Table 44 shows that the individual variances accounted for by the variables in the model are all significant at the 0.05 level of significance, except laissez faire leadership (0.166) which has the least influence on the model when compared to the other leadership styles. This signified that all other variables in the model were significantly having an effect on the model.

Table 44

Individual Variance of Variables

	Estimate	S.E.	C.R.	P	Label
Transformational	.300	.093	3.227	.001	
Transactional	.315	.080	3.919	***	
Laissez_Faire	.084	.061	1.386	.166	
Employee_Motivation	.848	.166	5.120	***	
Organizational_Performance	.594	.128	4.634	***	

Table 45

Squared Multiple Correlations

	Estimate
Org5	.608
Org7	.709
Org8	.617
Mot10	.512
Mot11	.629
Mot14	.722
Laz1	.617
Laz2	.277
Laz3	.096
Trana1	.418
trana2	.398
trana4	.511
tranf2	.473
tranf6	.703
tranf4	.356

The Squared Multiple Correlation is the communality estimate for an indicator variable, which highlights the variance percentage that exists in a certain indicator variable as explained by its latent variable (factor), which could also be understood to be the reliability of the indicator (Bian, 2011). If a low abstract importance exists in any of the variables, thus possessing a squared multiple correlation, it may be pursued to be removed from the modification of the model (Bian, 2011), which explains the rationale as to why communalities are sometimes defined The squared standardized regression weight and the communality are equals as the squared factor loadings, where loadings are defined as the standardized regression weights. Based on this study's Squared Multiple Correlation output seen in Table 45 above, it shows that the indicator variables, Org7, Mot14 and Tranf6 accounts for more than 70% of the explained variation in the model. They have greater influence of the model. Specifically, 71% of Org 7 variance is accounted for by organizational performance. The remaining 29% of its variance is accounted for by the unique factor e14 (figure 10). If e14 represented measurement error only, we could say that the estimated reliability of Org7 is 0.71. Additionally, 72% of mot14 variance is accounted for by motivation with the remaining 28% of its variance being accounted for by the unique factor e10 (figure 10). If e10 represented measurement error only, we could say that the estimated reliability of Mot14 is 72%. Also, 70% of tranf6 variance is accounted for by transformational leadership, with the remaining 30% of its variance being accounted for by the unique e2 (figure 10). If e2 represented measurement error only, we could say that the estimated reliability of Tranf6 is 70%. Laz3 accounts for 10% of the explained variation in the model, with the remaining 90% of its variance being accounted for by the unique e7 (figure 10). Therfore, if e7 represented measurement error only, we could say that the estimated reliability of Laz3 is 90%. The variable errors in figure 10 are enclosed in circles because they are not directly observed and there is no natural way to specify a measurement unit for them.

Table 46 below shows that all the correlation between the latent variables show moderate to very high correlation with: Transformational and Employee Motivation, Transformational and Organizational Performance and, Employee Motivation and Organizational Performance, and Transformational and Transactional having very strong correlation.

Table 46

Correlations between Variables

			Estimate
Transformational	<-->	Laissez_Faire	.551
Transformational	<-->	Employee_Motivation	.604
Organizational_Performance	<-->	Transformational	.612
Transactional	<-->	Laissez_Faire	.563
Transactional	<-->	Employee_Motivation	.424
Organizational_Performance	<-->	Transactional	.495
Laissez_Faire	<-->	Employee_Motivation	.403
Organizational_Performance	<-->	Laissez_Faire	.398
Organizational_Performance	<-->	Employee_Motivation	.723
Transformational	<-->	Transactional	.954

Results From Finding With Graphical Illustrations

Structural Equation Model (SEM) from the Confirmatory Factor Analysis (CFA)

Based on the satisfactory CFA results, the SEM was applied by using SPSS Amos version 26, to test the relationship among variables of interest. SEM is a technique used in statistics for assessing and approximating cause and effect associations among various measured and unobserved constructs, all at the same time (Collier, 2020). Much of the prior studies that used SEM, applied it using SPSS Amos; so, this software was considered satisfactory to use for this study as well. Hoyle (1995, as cited in Fan, 2016) and Kline (2010 as cited in Fan, 2016) state that "SEM is composed of the measurement model and the structural model. A measurement model measures the latent variables, while the structural model tests all the hypothetical dependencies based on path analysis" (p. 3).

Assumptions of Structural Equation Model (SEM)

Similar to all other statistical analysis methods, a requisite of structural equation modeling is that it fulfills some underlying assumptions so as to guarantee precise suppositions. Therefore, prior to proceeding with the inferential statistics, the assumptions of the SEM were analyzed. The major assumptions associated with structural equation modeling that were assumed for this study are: the absence of systematic missing data, an appropriately large sample size, and accurate model specification.

When conducting survey questionnaires, participants may answer some questions and not others. These missing data can cause bias in results. The first assumption is such that there was an absence of systematic missing data. Analysis via a structural equation model requires complete data from questionaires. In this study, very few data were missing from the data set, of which the researcher used the mean imputation method as described by Kline (1998, as cited in Carter, 2006) in which missing data was replaced with the general sample mean for each particular variable with missing data, assuming that the data was assumed to be missing completely at random (MCAR) (Carter, 2006), meaning "that the incomplete data are a pure random sample from the theoretical complete version of those data" (Hoyle, 2023, p. 132).

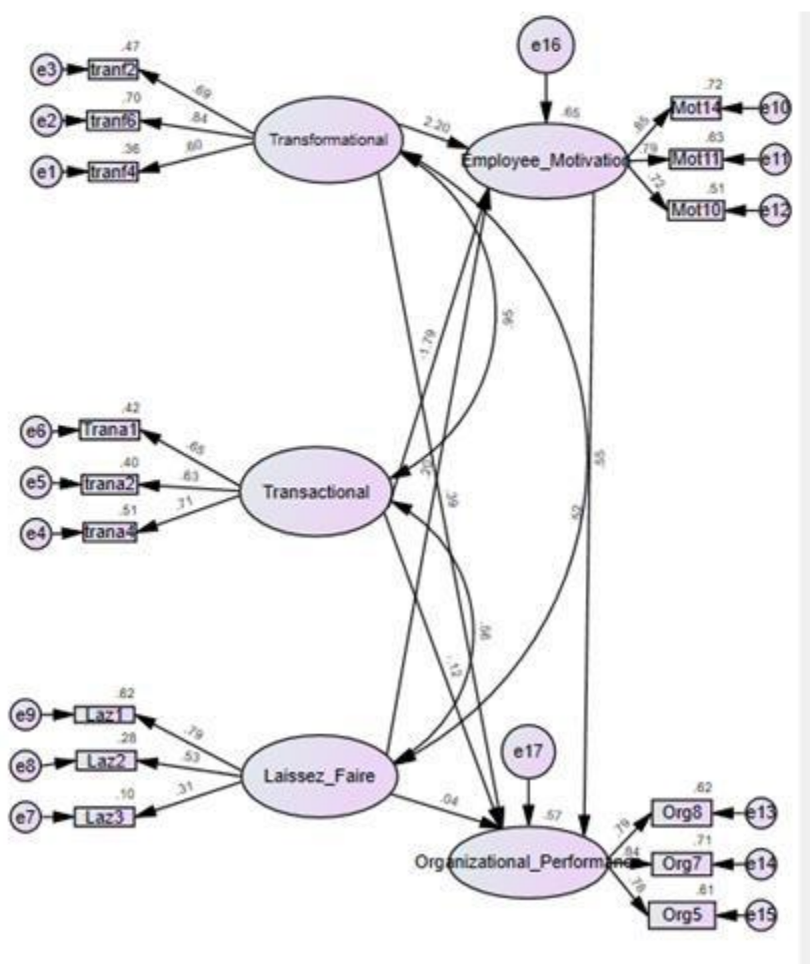
The second assumption is such that that the sample size is appropriately large. In order to get the model to run and reduce bias, authors discovered the extra advantage that a sample of 100 will usually suffice to achieve convergent validity if each factor has three or more indicators (Iacobucci, 2010). In this current study, each of the factor had three indicators (figure 10); as recommended by Iacobucci (2010), the sample size used of 111 is therefore sufficient, satisfying the sample size assumption. The power analysis conducted using GPower 3.1.9.7 yielded a sample size of 109 to achieve a power of 0.9, effect size of 0.3 and 0.95 level of confidence (figure 6).

The third assumption is that the model specification is accurate. The measurement model follows the assumption of unidimensionality. Measurement theory is premised on the thought that underlying constructs are what causes the observed variable and that there is no correlation with the error within the observed variables. The measurement model shows arrows drawn from the observed variable to the latent constructs; this is done via a path analysis diagram (figure 11). In this study, the measurement model was accurately specified through the conducting of the confirmatory factor analysis (CFA). Doing the CFA allowed the researcher to compare the theoretical measurement against the reality model. Specifying the measurement model and it passing all the requsite reliability and validity tests, have led to the conclusion that the measurement model that was specified was a valid model. Additionally, the structural model was accurately specified and determined to be valid based on incremental fit indices such as CFI, GFI and TLI, etc.) along with badness of fit index such as the RMSEA, all satisfying the predetermined criteria (Table 40).

Figure 11 below is the result of the SEM based on the CFA. This model is very close to the perfect or desired model looking at the different criteria. The output results look very good to be concluded that it is an excellent model.

Figure 11

Researcher's SEM based on CFA



Note: Figure 11 was created by the researcher via SPSS Amos 26

Figure 11 shows the the path relationships among leadership styles, motivation and organizational performance examined using SEM. Bivariate relationships look at the path coefficients, effect size and overall model coefficient of determination, or r^2 (Randolph & Myers, 2013). In this study, the bivariate relationships were considered significant once the p-value was less than 0.05. R^2 were considered significant if it was more than 0.67, moderate if it was 0.33 or weak if it was 0.19 (Chin, 1988). To assess the structural measurement model and test hypotheses, SPSS Amos was used to generate the p values, and coefficient of determination (R^2). P values and coefficients in regression analysis work together to inform which relationships in the researcher's model are statistically significant and the nature of those relationships (Bewick et al., 2003). Relationships are significant if $p < 0.05$; so, if the p value is less than 0.05, then the null hypothesis is considered to be false and therefore, must be rejected. If the p value is more than 0.05, the null hypothesis is considered to be true and must be accepted (Bewick et al., 2003; Grabowski, 2016; Tsushima, 2022).

Testing the Hypotheses Based on the SEM

Hypothesis # 1

A significant positive correlation exists between transformational leadership style on employees' motivation.

Table 47

Standardized Regression Weights: Motivation and Leadership Styles

			Estimate (path coefficient)	P-value
Employee_Motivation	<---	Transformational	2.202	.372
Employee_Motivation	<---	Transactional	-1.788	.478
Employee_Motivation	<---	Laissez_Faire	0.198	.503

Using Standardized Regressions, the estimate with the largest absolute value has the greatest effect in the model (Glen, 2022). Based on the standardized regression weights from the output in Table 47, we can observe that Transformational leadership style has the greatest effect in the model (2.202), followed by Transactional leadership style (1.788) and Laissez-faire leadership style having the least effect (0.198). It can also be concluded that in order of most to least preference of leadership styles to be employed by their leaders, employees prefer transformational leadership, followed by laissez-faire leadership and lastly, transactional leadership. The positive path coefficient of 2.202 for transformational leadership style indicates that when Transformational leadership style goes up by 1 standard deviation (one-unit increase in the variable transformational leadership style), employees' motivation goes up by 2.202 standard deviations. This is stating that the influence of a Transformational leader on influencing employee motivation is the greatest when comparing it with the other leadership styles. Based on these results, the transformational leadership style and employees' motivation does have a positive correlation; however, a p-value of 0.372 indicates that the positie connection between transormational leadership style and employees' motivation is not significant from the data set examined, thus failing to reject the null hypothesis.

Hypothesis # 2

A significant positive correlation exists between transactional leadership styles and employees' motivation.

Looking at Table 47, the negative coefficient of -1.788 for Transactional leadership style indicates that when Transactional leadership style goes up by 1 standard deviation, (one-unit increase in the variable transactional leadership style), employees' motivation goes down by 1.788 standard deviation. This is saying that a transactional approach of leadership will have a negative (indirect) response on motivating the employees. Based on these results, the transactional leadership style and employees' motivation have a negative correlation; however, a p-value of 0.478 indicates that the negative connection between transactional leadership style and employees' motivation is not significant from the data set examined, thus failing to reject the null hypothesis.

Hypothesis # 3

A significant positive correlation exists between laissez faire leadership styles and employees' motivation.

Looking at Table 47, the positive coefficient of 0.198 for Laissez faire leadership style indicates that when Laissez faire leadership increases by 1 standard deviation, (one-unit increase in the variable laissez faire leadership style), employees' motivation goes up by 0.198 standard deviation. This is saying that a laissez faire leadership approach will have a positive (direct) response on motivating the employees. Based on these results, the laissez faire leadership style and employees' motivation have a positive correlation; but a p-value of 0.503 indicates that the positive relationship between laissez-faire leadership style and employees' motivation is not significant from the data set examined, thus failing to reject the null hypothesis.

All the probability values (p-values) for each leadership style with motivation are showing values greater than 0.05, indicating that the effects of the independent variables on the latent variables are not having any significant effect. This does not mean that the relationships between each leadership style and employees' motivation discovered do not exist. Rather, the insignificant results, p value > 0.05, signify that there was a lack of evidence within the data to prove that the relationships actually exist.

Table 48

Standardized Regression Weights: Organizational Performance and Leadership Styles

			Estimate	P-value
Organizational_Performance	<---	Transformational	.388	.817
Organizational_Performance	<---	Laissez-faire	.040	.809
Organizational_Performance	<---	Transactional	-.120	.938
Organizational_Performance	<---	Employee Motivation	.523	.224

Hypothesis # 4

A significant positive correlation exists between transformational leadership style and employees' performance.

Looking at Table 48, the positive coefficient of 0.388 for Transformational leadership style indicates that when transformational leadership increases by 1 standard deviation, (one-unit increase in the variable transformational leadership style), organizational performance goes up by 0.388 standard deviation. This is saying that a transformational leadership approach will have a positive (direct) response on enhancing organizational performance. Based on these results, the transformational leadership style and organizational performance have a positive correlation; but a p-value of 0.817 indicates that the positive connection between transformational leadership style and organizational performance is not significant from the data set examined, thus failing to reject the null hypothesis.

Hypothesis # 5

A significant positive correlation exists between transactional leadership style and organizational performance.

Looking at table 48, the negative coefficient of -0.120 for Transactional leadership style indicates that when Transactional leadership style goes up by 1 standard deviation, (one-unit increase in the variable transactional leadership style,) organizational performance goes down by 1.788 standard deviation. This is saying that a transactional approach will have a negative (indirect) response on enhancing organizational performance. Based on these results, the transactional leadership style and organizational performance have a negative correlation; but a p-value of 0.938 indicates that the positive connection between transactional leadership style and organizational performance is not significant from the data set examined, thus failing to reject the null hypothesis.

Hypothesis # 6

A significant positive correlation exists between laissez faire leadership style and organizational performance.

Looking at table 48, the positive coefficient of 0.040 for Laissez faire leadership style indicates that when Laissez faire leadership increases by 1 standard deviation, (one-unit increase in the variable laissez-faire leadership style), organizational performance goes up by 0.040 standard deviation. This is saying that a laissez faire leadership approach will have a positive (direct) response on enhancing organizational performance. Based on these results, the laissez faire leadership style and organizational performance have a positive correlation; but a p-value of 0.809 indicates that the positive relationship between laissez faire leadership style and organizational performance is not significant from the data set examined, thus failing to reject the null hypothesis.

Looking at Table 48, the positive coefficient of 0.523 for employee motivation indicates that when employee motivation increases by 1 standard deviation, (one-unit increase in the variable transformational leadership style), organizational performance goes up by 0.523 standard deviation. This is saying that employee motivation will have a positive (direct) response on organizational performance. Based on these results, employee motivation and organizational performance have a positive correlation; but a p-value of 0.224 indicates that the positive relationship between employee motivation and organizational performance is not significant from the data set examined.

All the probability values (p-values) for each leadership style with organizational performance and for employee motivation with organizational performance are showing values greater than 0.05 (table 49), which was the level of cut of for significance, indicating that the direct effects of the independent variables on the latent variables are not having any significant effect. This does not infer that the relationships between each leadership style and organizational performance and employee motivation and organizational performance that were discovered, do not exist. Rather, the insignificant results, p value > 0.05, signify that there was a lack of evidence within the data set to prove that the relationships actually exist.

Table 49

Summary of Hypotheses Testing

Hypothesis	Significance	Path Coefficient	Finding (Null hypothesis)
H1	P > 0.05	2.202	Fail to reject
H2	P > 0.05	-1.788	Fail to reject
H3	P > 0.05	0.198	Fail to reject
H4	P > 0.05	.388	Fail to reject
H5	P > 0.05	-.120	Fail to reject
H6	P > 0.05	.040	Fail to reject

Table 50

Standardized Indirect Effects

	Transactional	Transformational	Laissez_Faire	Employee_Motivation	Organizational_Performance
Employee Motivation	.000	.000	.000	.000	.000
Organizational Performance	-.936	1.152	.103	.000	

From the output in Table 50 above, we can observe that based on the absolute values, Transformational leadership style has the greatest indirect effect in the model (1.152), followed by Transactional leadership style (0.936) and Laissez-faire leadership style having the least indirect effect (0.103). Therefore, looking at the Indirect Effect of the different styles of leadership on the performance of the organization, it can be observed that the standardized indirect (mediated) effect of Transformational leadership on organizational performance is 1.152. That is, due to the indirect (mediated) effect of Transformational leadership on organizational performance, when transformational leadership goes up by 1 standard deviation, organizational performance goes up by 1.152 standard deviations. This is in addition to any direct (unmediated) effect that Transformational may have on organizational performance. This signifies that the Transformational leader has the greatest impact (positive) on organizational performance through motivating the employees. The indirect effect means is show below as a chain reaction.

Indirect Effect Means – Leadership style → Employee Motivation → Organization Performance

Table 51

Squared Multiple Correlations for Latent Variables

	Estimate
Employee Motivation	.651
Organizational Performance	.573

R-squared is a measure of how closely the data in a regression line fit the data in the sample; it can take any values between 0 and 1 (Bloomenthal, 2020). It explains the percent of variance explained by the predictor variables (Bloomenthal, 2020). The closer the r-squared value is to 1, the better the fit. An r-squared value of 0 indicates that the regression line does not fit the data at all, while an r-squared value of 1 indicates a perfect fit (Bloomenthal, 2020). It is good to note that R^2 values in the SEM model are the total combined effect of all predictors and not limited to a particular predictor in the relationship (Hair & Alamer, 2022). According to Chin (1998, as cited in Purwanto & Sudargini, 2021) and similar to study conducted by Hidayat (2023), R^2 values are deemed substantial (>0.67), moderate (>0.33) or weak (>0.19).

Table 51 above gives the explained variation of the two latent variables, motivation and organizational performance. It shows that 65.1% of the variation in the employees' motivation (dependent variable) can be explained by the predictor variables (independent variables - leadership styles) included in the model. This result is similar to that of Ibrahim et. al (2022), whose study showed that these same three leadership styles as per this study, accounted for 64.1% of the variane in employees' motivation. Additionally, Table 51 shows that 57.3% of the organization’s performance (dependent variable) can be explained by the predictor variables (independent variables - leadership style) included in the model.

Referring to Chin (1998), the data fit the regression model moderately, meaning that based on the regression model, the variance in the dependent variable is moderately explained by the independent variables. Based on these percentages that are both above 50%, this study confirms the fact that leadership styles do play a role in motivating employees and in enhancing organizational performance. In this case, leadership styles affect motivation 65.1% and leadership style affect the university’s performance 57.3%.

Analyses and Results of Open Ended Questions From Survey Questionnaires

Through the use of open ended questions, study participants were asked voluntarily to respond to few open ended questions to provide qualitative data concerning their thoughts as it relates to (i) characteristics that they’d like their leader to possess and exhibit; (ii) factors affecting their motivation and (iii) their perceptions of the factors affecting the UB’s performance. The open-ended questions that participants were asked to answer are the following:

1. State 4 or 5 words that describes the leader you would like to have.
2. Explain what affects your motivation level the most at the UB.
3. In your opinion, what factors mostly affect the performance of the UB?

The open ended questions data was analyzed via Microsoft Excel 2016 based on thematic analysis and word count. Braun and Clarke (2006, as cited in Kiger & Varpio, 2020) describes thematic analysis as a technique used in qualitative research, of which the researcher searches within a set of data with the intent to note, scrutinize and describe patterns that are repeated within such data set. In addition to describing the data, it must also be interpreted so that codes and themes can be derived from the data for reporting purposes.

In utilizing this data analysis technique, on an excel spreadsheet, the researcher listed all responses received for each question and identified common themes from the responses, assigning each theme a code, after which each response was given a code based on the themes.

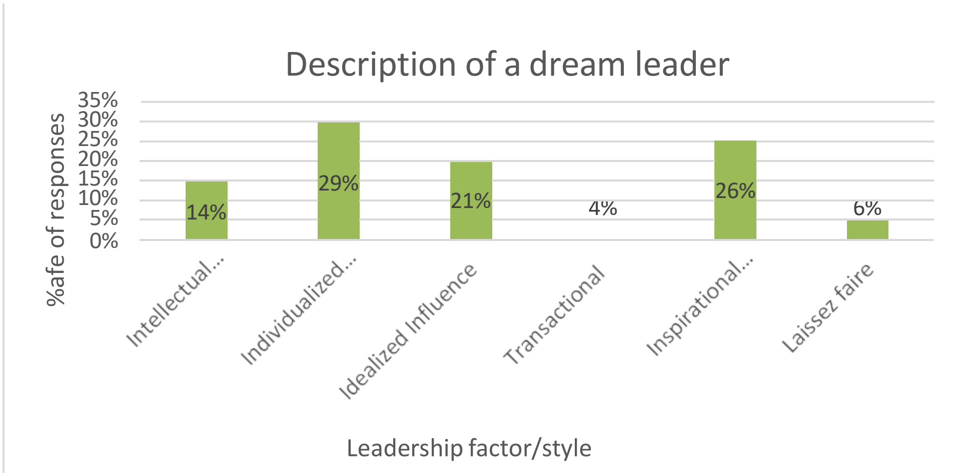
Using this thematic analysis and word count method, the researcher looked for patterns where it counted. She followed the process of breaking up the open ended responses into themes, coded them, and then counted the frequency of responses based on its code, matching it with its theme. Word counts were done for each theme because the aim was to assess and communicate word frequency in responses in order to match it with the quantitative results.

Figures 12, 13 and 14 below addresses what study participants stated as characteristics that describes the type of leaders that they'd like to have, factors that affect their motivation and the performance of the organization.

Open ended question # 1: State 4 or 5 words that describes the leader that you would like to have. Responses were themed into categories relating to leadership styles, including transformational leadership dimensions such as intellectual stimulation, individualized consideration, idealized influence, inspirational motivation; transactional ledership and laissez faire leadership. The results as seen in Figure 12 depicsts that employees' yearn for leaders who exhibit transformational behaviors, of which each dimension of transformational leadership resulted in a higher frequency (90% total) than transactional and laissez faire leadership traits.

Figure 12

Bar Graph Results of Open Ended Question # 1



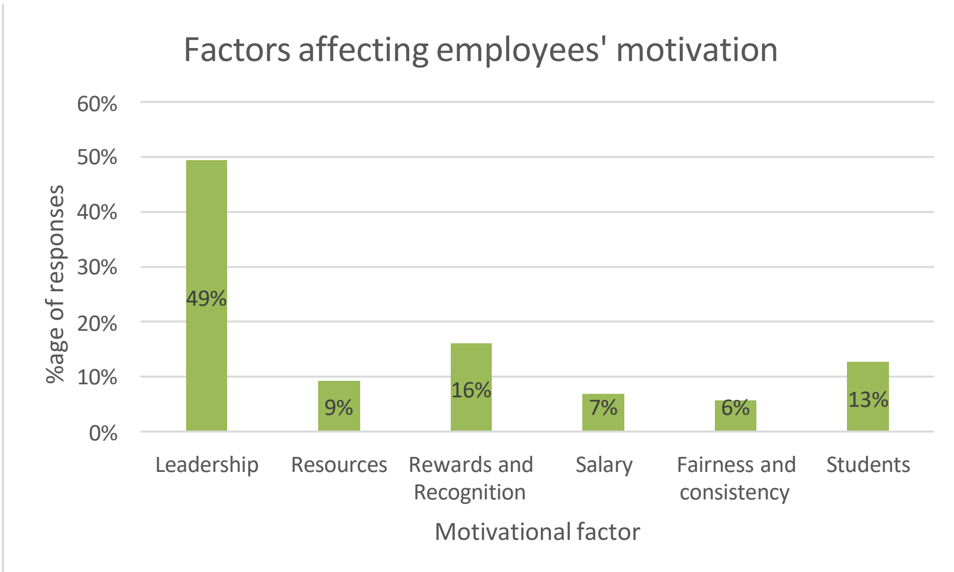
Note: This chart highlights the top responses among study participants describing the leader that they would like to have

Open ended question # 2: Explain what affects your motivation level the most at the UB.

Employees responses were placed into themes as seen in figure 13 of which they claim that their motivation is affected mostly by the leadership of the institution (49%), followed by rewards and recognition (16%), referring to performance appraisal systems and appreciation. Thirdly, employees claimed that they are motivated to keep doing their best because of the students who they serve (13%). They want to see the students become successful and contribute positively to the development of the country; therefore, they must do their best for the students to become the best and of be quality.

Figure 13

Bar Graph Results of Open Ended Question # 2

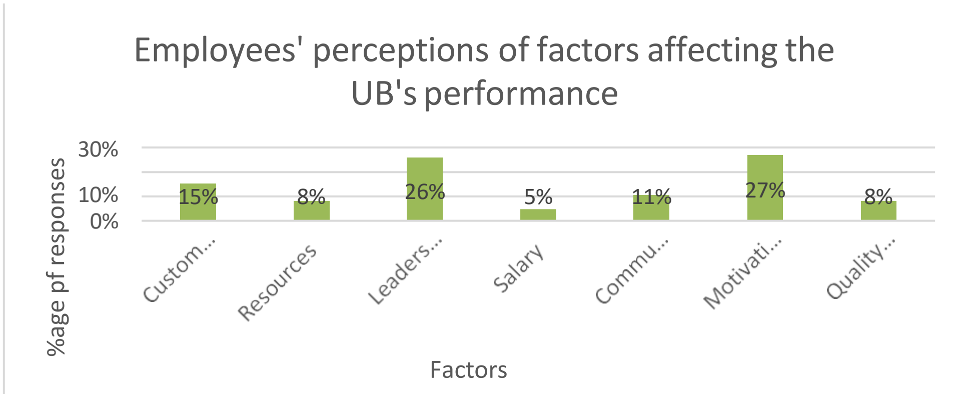


Note: This chart shows responses among study participants stating what affect their motivation at the UB.

Open ended question # 3: In your opinion, what factors mostly affect the performance of the UB? Referring to Figure 14, employees claim that they believe that UB's performance is affected mostly by the motivation of its employees (27%). They claim that some employees seem lazy and do the bare minimum that is required of them. Secondly, they believe that performance is also affected by the leadership of the UB (26%) and the quality of service offered to the students (15%).

Figure 14

Bar Graph Results of Open Ended Question # 3



Note: This chart shows responses among study participants stating what they believe affects UB's performance.

Overall, the qualitative results based on the responses from participants in Figures 12, 13 and 14, support the quantitative data of which the analysis results rejected (did not support) null hypothesis # 1, revealing that the increase in usage of transformational leadership will indeed lead to an increase in employees' motivation. Based on the qualitative question from Figure 12, the top/main qualitative responses from sample participants reflected those of what a transformational leader is all about. Transformational leadership involves four dimensions, including: idealized influence, inspiration motivation, intellectual stimulation and individualized consideration (Miller, 2022).

Idealized influence refers to when leaders are able to perform behaviors that allow their followers to model them (Alatawi, 2017). They create influence on their employees because of who they are. They are considered respected and trusted (Miller, 2022; Kark et al., 2003; Lan, Chang et al., 2019; Mufeed, 2018). Figure 12 shows that 21% of responses reveals a desire for leaders who are trustworthy.

Inspirational motivation refers to the leader's ability to use his or her charisma to communicate their goals to employees, thereby sparking hope and optimism within employees for the future developments of the organization (Lang et al., 2019). Also, it involves leaders inspiring and stimulating their followers so that they can find meaning in their work (Miller, 2022; Kark et al., 2003). Figure 12 shows that 26% of responses reveals a desire for leaders who are inspiring and motivating. This suggest that motivation is an important characteristic that the UB employees would want their leaders to possess. Transformational leaders clearly and eagerly communicate their thoughts, goals and visions to their followers (Lang, et al., 2019; Mufeed, 2018), and seek ways to motivate them other than providing tangible rewards, so that they can reach their full potential. Establishing and engaging members in shared visions is a key component and pivotal point of transformational leaders (Northouse, 2013; Yukl & Uppal, 2017; Martin, et al. 2014) because it builds relationships between the leader and their followers, by seeking buy-in from followers. Respondents' number 1 motivating factor as seen in figure 13 is that of leadership. This signifies that if leaders adopt the right behaviors towards their followers as transformational leadership dictates, the followers can be motivated without actually providing tangible rewards.

As can be seen in figure 12, employees also value leaders who are innovative, who think of doing things in new ways and who actually allow and challenge employees to not settle for the status quo. This relates to the third dimension of transformational leadership, which is Intellectual stimulation, yielding a preference of 14% as per figure 12. Leaders exhibiting this trait encourage creativity from followers (Miller, 2022; Kark et al., 2003; Lang et al., 2019; Mufeed, 2018) and no room for criticisms exist. Followers are given autonomy to deeply ponder about things (Lan et al., 2019) and think ‘out of the box’ in solving issues or doing their work; as a result, they are stimulated to always work towards improvement, even if it involves change, which they welcome.

Lastly, individualized consideration refers to the leader catering to their follower’s need, supporting them in their growth, which ultimately contributes to the motivation of the followers (Miller, 2022; Kark et al., 2003; Mufeed, 2018) because they feel a sense of belonging and allows them to work harder (Lan et al., 2019) for the benefit of the entire organization. As seen in Figure 14, employees claim that the main factor that they believe affects the organization from performing at its best is the lack of morale/motivation in employees, which then causes them to be uncommitted to the organization, which they also claim as another factor affecting the organization’s performance. Employees seems to not feel cared for, which signals that they are not being individually considered because their needs are not being met as they expect. Referring to the different motivation theories discussed in Chapter two literature review, the qualitative data informs that the UB leaders need to recognize what type of follower they have, and individually consider their needs in order to work towards providing individual needs, ultimately positively affecting their motivation. Not individually considering their needs could cause employees to not feel valued or appreciated, which negatively affects their morale, drive and motivation, consequently resulting in the performance of the organization being affected.

Figure 13 shows that 49% of responses from employees shows that employees believe that their motivation is affected foremost by its leadership, which is a result of the type of leader that they possess. This qualitative result supports much of the literature which echoes that motivation is a leadership function included in leading employees. As can also be seen from figure 13, salary is the second to least factor that affects employees’ motivation, which falls under the contingent reward factor of transactional leadership. This qualitative result also echoes the same as the quantitative result, such that transactional leadership is not greatly preferred by employees. Though rewards and recognition yielded 16% of the responses, which was the second highest, this theme referred to employees wanting to feel appreciated and recognized and most importantly wanting an appraisal system that works, is not biased and one that leads to motivation.

Additionally, figure 14 shows that the UB employees attribute the UB's organization's performance mainly to the motivation of the employees (27%) and to the leadership that the organization possess (26%). Given that motivation is a function of leadership, this again underscores and highlights the importance of effective leadership in an organization. This qualitative result underscores the loud message from much of the literature which explains that effective leadership is a key ingredient to an organization's success (Sofi & Devanadhen, 2015; Cherian et al., 2020; Zeb et al., 2015; Diechmann & Stam, 2015; Barth-Farkas & Vera, 2016; Adriansyah et al., 2020; Chege & Gakobu, 2017; Idowu, 2020; Gonaim, 2019; Miller, 2022). Long, et al. (2014) states that in order to promote an organization's success, transformational leadership create news ways of managing, thereby giving opportunities to their followers to think innovatively, creating meaningful change in the organization, which will lead to a positive change in the motivation and satisfaction of employees, and performance of the organization.

Though some employees (5% of responses) also feel that provision of rewards plays a role in their motivation (transactional leadership), most of the responses as it relates to what type leader they desire, and what affects their motivation and the performance of the organization, surrounds the concept of transformational leadership. As a result, the qualitative data seems to favor transformational leadership style as the quantitative data did. The qualitative data analysis as with the quantitative data analysis, also supports the rejection of the null hypothesis for hypothesis # 1, such that transformational leadership has a positive correlation with employees' motivation and organizational performance.

Evaluation of Findings

Leadership style influences employee motivation, job satisfaction, and teamwork (Musinguzi et al., 2018). Many researchers have recommended that transformational, transactional, and laissez-faire leadership styles have a relation with motivation and organizational performance. This study agreed to this observation as the results showed that all three leadership styles under investigation do have a correlation with motivation and organizational performance. Although motivation and organizational performance increases the most with the use of transformational leadership, followed by laissez faire-leadership, transactional leadership did not have the same effect among the study sample. Transactional leadership is mainly based on structure and control, as it requires a somewhat stern management structure (Okolo, 2021). Indication from the results is that transactional leadership is not a preference of the UB employees, nor is it a suitable approach given the type, environment, and exigencies of employees' jobs.

Overall, the results were consistent with existing research and theory in a majority of studies, as it specifically related to the transformational leadership theory, suggesting that transformational leadership has a positive relationship with employees' satisfaction, commitment and performance (Erkutlu, 2008). The result of this study contradicts much of the literature reviewed relating to transactional theory whereas it also contradicted some of the literature concerning laissez faire leadership. The differences stemmed from the fact that while the researcher hypothesized that laissez faire leadership would have a negative correlation with motivation and organizational performance, the results showed that it would have a positive effect. Chapter two provided an extensive review and analysis of the pivotal and modern erudite literature on transformational, transactional and laissez-faire leadership styles, motivation and organizational performance. For each of these three leadership styles, the pertinent theories and findings from previous research were used to support the current research study.

H1 and H4. Transformational leadership has a significant positive correlation with employees' motivation and organizational performance.

Different studies in separate fields such as Merry et al. (2022), Al Kajeh (2018), Bastari et al. (2020), Allozi et al. (2022), Aras and Jufri (2022), Mahmood et al. (2021), Sunarsi et al. (2021), Widodo et al. (2019), Valldeneu et al. (2021) and Aras and Jufri (2022) have identified that among other leadership styles, transformational leaders produced higher levels of performance and satisfaction among their team. Bastari et al. (2020) study aspired at examining the influence of transformational leadership on employee performance, with employee motivation as an intervening variable. The study's populace consisted of 285 employees from PT. Kereta Api in Indonesia. Data analysis was conducted via a path analysis, with the results revealing a noteworthy effect on employees' job performance due to the use of transformational leadership with job motivation as an intervening variable. The employees' motivation also significantly affected their performance on the job. Al Kajeh (2018) study investigated leadership styles effect on organizational performance and found that transformational leadership style positively affected organizational performance. Allozi et al., (2022) study of employees in the UAE and Jordan manufacturing companies also revealed that when employees work with leaders who are transformational, they show a higher job satisfaction. Sunarsi et al. (2021) study was geared at measuring the impact of leadership style (transformational or transactional) on job satisfaction arbitrated by job perceptions. The data was collected from employees of the Information Technology Industries in Banten online via survey questionnaires, using a random sampling technique. The data was analyzed using SEM and the results revealed that transformational leadership has a positive and noteworthy effect on satisfaction, both directly and indirectly through intervening job perceptions. Mahmood et al. (2021) study analyzed college professors' leadership styles and job satisfaction also agreed to having a strong positive connection between transformational leadership style and job satisfaction. Skopak and Hadzaihmetovic (2022) conducted a correlational study which examined the effect of transactional and transformational leadership styles on job satisfaction in food industry companies in Bosnia and Herzegovina. According to the study's results, both transformational and transactional leadership styles contribute to employees' job satisfaction, specifically the contingent rewards element of transactional leadership and the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration elements of transformational leadership are what increases job satisfaction among employees. Aras and Jufri (2022) study explored the effects of Leadership Style on Employees' Job Satisfaction aiming to understand various leadership styles in the organizational leadership hierarchy. Though no variance was found in leadership in an organizational hierarchy, transformational leadership was found to be more effective in driving job satisfaction and organizational citizen behaviors. Merry et al. (2022) research was designed to discover the connection between Transformational leadership style and University Teachers' Job Performance as Mediated by Intrinsic Motivation at university level in Lahore. A quantitative, correlational research design was used with a multistage cluster sample and the population of the study was university teachers in public sector universities of Lahore. Data was collected from 510 teachers with a satisfactory response rate of 72%. Data analysis was done via descriptive and inferential statistics. A positive relationship was found between transformational leadership and intrinsic motivation. It was also found that intrinsic motivation partially intervenes the relationship between transformational leadership style and job performance. This signified that the use of transformational leadership led to employees being intrinsically motivated, which in turn led to positive job performance. Ridwan et al. (2022) study also recommends that transformational leadership is best suited to be used for employees who are at the higher levels of Maslow's hierarchy of needs because these levels relate to intrinsic motivation.

Pinkas (2020) study obtained the perceptions of teachers between leadership styles and their work motivation. Results were derived from a sample of 467 teachers from 25 elementary schools in Tuzla, which showed an association between the studied variables, in a way that transformational leadership primarily adds to teachers being motivated intrinsically, thus recommending that if leaders adopt and/or strengthen transformational leadership behaviors, it could encourage motivation in the organizations. Similarly, Andriani et al. (2018) study geared at determining the how the usage of transformational leadership would affect work motivation and teachers' accomplishment. Quantitative method with correlational research type was also used, with a cluster sample of 193 teachers of SMK Negeri in Palembang. Data was collected via questionnaires and analyzed using correlation and multiple regression analysis technique. The results illustrated that foremost, transformational leadership has a positive and significant effect on the teacher’s performance through positively motivating employees which significantly (99.1%) affected the teachers’ work performance of SMK Negeri in Palembang.

Another study by Khan et al. (2020) also found that intrinsic motivation mediates the relationship between transformational leadership styles and work performance. The results of the cross-sectional study with data collected from 308 employees working in the telecommunication sector showed that transformational leadership has a substantial and favorable relationship with employees’ intrinsic motivation. This leadership develops positive inner conditions in employees such as providing meaning in task and feeling responsible for the outcomes and knowledge of work results. Transformational leaders are able to make employees feel better about themselves, their job, cultivating healthy relationships and establishing relationships that are just, supportive and trustworthy, all contributing to employees’ intrinsic motivation (Khan et al., 2020; Wan Omar & Hussain, 2013). Employees who are highly intrinsically motivate are more effective and efficient in their work responsibilities, thereby enhancing organizational performance (Khan et al., 2020; Wan Omar & Hussain, 2013). The results of Khan et al. (2020) such study further reinforced that when employees are intrinsically motivating through transformational leadership behaviors, they establish environments that are hassle free and successful for employees to perform effectively. As a result, the secret lies in the leader’s ability to make their employees love their job and enjoy doing it, which leads them to enjoyment and satisfaction, all inherent outcomes that will ultimately positively motivate them. Khan et al. (2020) study also suggests that intrinsic motivation could be established by allowing employees to be involved in organizational processes, valuing their thoughts and contributions and sharing the vision, goals and objectives with them. A study conducted by Martin et al. (2014), revealed that when visions are shared, it helps the leader and their teams to be inspired and committed to achieving a shared goal. Therefore, the shared vision serves as a strong driving force in focusing energies towards goal attainment (Martin et al., 2014). Valldeneu et al. (2021) investigated the association that leadership styles have with organizational outcomes, through the use of the multi factor leadership questionnaire, which was completed by a sample of 167 employees from different international companies. The study revealed that the usage of more transformational leadership behaviors would lead to elevated, positive levels of organizational outcomes, suggesting that organizations should promote leaders who are able to create and maintain trust in their followers, who inspire power and pride, and who are considered positive examples to their followers.

Focusing on the education sector, Idowu (2020) study suggested that universities that desire for their employees to attain better performance, should increase their usage of transformational leadership style as it had a substantial impact on employees' work performances. Idowu (2020) claims that when transformational leadership style is practiced in organizations, it has the capacity to stimulate and embolden employees to give their best through learning and communication. Due to the inspiration of the leaders that are transferred to employees', it increases the probability of accomplishing established vision and objectives of the organization (Idowu, 2020). Nurtjahjani et al., (2020) shares same opinion of Idowu (2020), claiming that effective HEIs are those that apply transformational leadership. Another study was that of Abubakar and Ahmed (2017) who studied the effect of a transformational leadership style on the performance of universities in Nigeria because they believed that the Nigerian universities are being left behind, and they assume that this is due to poor leadership, especially since despite government's and other accreditation agencies efforts to improve the quality of the higher education institutions in Nigeria, the situation has not changed for the better. The paper empirically established that there exists a favorable connection between transformational leadership and universities' performance. As a result, the research confirmed that transformational leadership approach to leadership has a positive effect on the university performance, similar to the way it has positive effects on organizations within other industries such as manufacturing and other service related institutions which are operated for profit.

These results of these studies are of the same view, informing that transformational leadership leads to positive motivation, suggesting that when employees are motivated intrinsically (from within), it leads to positive performance. Though couple studies, Ali et al. (2013) and Novitasari et al. (2021) resulted in both transactional and transformational leadership positively affecting motivation and performance, the latter style yielded a greater impact. Credence exist within these results because transformational leadership is geared towards intrinsically motivating employees by allowing them to fulfill inherent needs such as feeling cared for, appreciated and loved, to self-actualize and become all that they can be. Therefore, transformational leaders' priority lies in leading employees by inspiring them and ensuring that they are satisfied by guranteeing loyalty and trust (Merry et al., 2022). In this current study, though the connection between transformational leadership and employees' motivation and the performance of the organization was positive, it was not significant. The non-significance may stem from the fact that Belize, considered as a "melting pot," is made up of people of at least seven different cultures. Different cultures view leadership in different ways and possess different preferences in their leaders. How effective a leader is, is largely dependent on their subordinates'' perceptions of what good leadership is, and individuals from different cultures might prefer different leadership styles as they possess different values and have different expectations from their leaders (Lukman & Nirwati, n.d). As compared to many countries from where many studies in the literature were done, of which sample participants were not culturally diverse as in Belize, culture would not have played a major impact on the study results. As a result, the results for most of these reviewed studies were significant, where stated, perhaps because respondents were of similar culture, which would signify that preferences of leadership style had a significant pull in one direction than in another. For example, in the Asian countries such as Indonesia and Malaysia, or African countries such as Nigeria and Kenya, or Arab countries such as the United Arab Emirates, one dominant culture is represented in these countries, and so participants are expected to respond in similar ways, favoring one style over the other and with significance. However, in Belize, where there exist a complete mix of many cultures, which is reflected in the composition of the UB's sample frame, though preferences may exist between leadership styles usage, due to cultural factors, the preferences may not be significant. This is because culture has an impact on how employees value leadership (Lukman & Nirwat, n.d). As an example, in Belize which is a part of the Anglo countries, employees desire their leaders to be exceedingly motivating and visionary, considerate of others, team oriented and autonomous and not autocratic (Virkus & Salman, 2021; Stareva, 2019) and with high integrity (Stareva, 2019). These expectations fall within the transformational leadership behaviors, thus justifying the results of this study of which employees have a greater preference for the transformational leadership style. However, because of the different ethnicities that makeup the Belizean culture, there still exists differences in the individuals which could have affected the significance of the results.

This current study differs from that of Aransi (2022) study which discovered that transformational leadership had an inverse relationship with the productiveness of teachers, though insignificant, indicating that as principals employ transformational leadership style, teachers' productivity will decline. Though transformatioal leaders are encouraging and motivating, the teachers whose leaders employ this style might refrain from engaging their full potential if they are not constantly under supervision, which would cause transformational leadership to be fruitless and transactional leadership to be preferred. The current study did not support Aransi (2022) as it relates to the relationship between transformational leadership and motivation and productivity of employees.

H2 and H5 Transactional leadership has a significant negative correlation with employees' motivation organizational performance.

Transactional leadership gears towards the provision of incentives or chastisements for anticipated or unanticipated performance, respectively (Northouse, 2013). These leaders lead by the "carrot and stick" mentality and normally would employ directive behaviors when leading their employees. Not much emphasis is placed in creating relationship with employees; rather, the completion of the tasks at hand takes priority. Using motivation as a mediating variable, Wahyuni et al. (2019) research studied and explained the influence of transactional leadership on employee performance in a manufacturing company. The SEM model tested concluded that there was a significant and direct positive effect of transactional leadership on work motivation. This result implies that as the usage of transactional leadership behaviors increase by leaders, the more are employees motivated to perform in the organization. In turn, the results also revealed that the increase in work motivation creates an increase in employees' performances, leading to desired productivity. The current study obtained different results in terms of correlation and its significance. Wahyuni et al. (2019) study likewise reported that the usage of the transactional leadership style increased employees' motivation and consequently, their productivity. The study suggest that transactional leaders provide increased opportunities for employees to be motivated so that they can work towards improving the organization's performance. Sitthiwarongchai et al. (2020) study explored the preferences of employees in the pharmaceutical industry of Thailand regarding the leadership style that will yield greatest motivation within them. The results again indicated that employees prefer the transactional style of leadership. These employees preferred for their managers to provide them with contingent rewards in the form of pay raises, bonuses, recognition, etc, in order to be motivated. Such employees are considered to be at the bottom of Maslow's pyramid, preferring extrinsic rewards to boost motivation. Focusing on Herzberg's factors of motivation, these employees are motivated when hygiene factors are present, thus making them not dissatisfied. This result confirms to Abu Shanab and Mohammadi (2021) study which revealed that only external motivation is affected positively when using transactional leadership because leaders amend relationships with employees as a financial exchange. Cob and Abidin (2020) study indicated that because Malaysians work well with rewards and punishment, employees value transactional leadership. Obidi et al. (2020) study also found a significant positive relationship between transactional leadership style and teachers' productivity among secondary schools in Awka Education Zone of Anambra State. Though Aransi (2022) study discovered that transactional leadership had an postitive relationship, it was insignificant, but signified that productiveness of teachers would increase as principals employ transactional leadership style. Ayoro and Onyeike (2020) reported too, that there was a positive relationship between leadership styles and teachers' productivity of mission secondary schools in Delta State, Nigeria.

Several other studies such as Zareen et al. (2015) and Lau Sze Chek (2020) concluded with similar findings of transactional leadership positively affecting employees' motivation and performance. Employees preferring this leadership style would normally require clear roles and direction as to how and when to do their job. Based on the Path- Goal theory, these employees would prefer directive leadership behaviors. Therefore, these employees' productivity could be positively affected when they are motivated through the use of rewards for accomplishing their tasks as expected or punishments for anything otherwise, thus preferring the transactional leadership style, of which leaders satisfy the contingent rewards element of the said theory.

Though several of the literature reviewed have shown that transactional leadership motivates employees and positively affect performance (Cob et al., 2020; Wahyuni et al., 2019; Sitthiwarongchai et al., 2020; Shanab & Mohammadi, 202l; Zareen et al., 2015; Lau Sze Chek, 2020), this study refutes such claim because the results of this study partially confirms hypothesis 2 and 5 of the current study, which hypothesized that transactional leadership has a significant negative correlation with motivation and organizational performance. Transactional leadership had a negative effect on motivation and organizational performance, meaning that when leaders increase the use of this style, employees' motivation and organizational performance reduces. Based on the open ended questions that sample participants responded to, they prefer leaders who exhibit trust, loyalty, provide autonomy, vision, engages them in decision making, etc. Transactional leaders fail in these areas, which explains the reason why the UB employees would not be motivated by such leaders. Though extrinsic rewards are always appreciated, it is not what the UB employees value the most. Therefore, from what sample participants indicated, transactional leadership is not what UB employees desire, nor is it an appropriate approach given the nature, environment, and requirements of their job. A study conducted by Watler (2012) entitled, “Developing a Recognition Program to Boost Teaching Faculty Morale at the University in Belize,” discovered that lecturer recognition was not very important to the lecturers of the Faculty of Management and Social Sciences (FMSS). Watler assumed that this result was due to the limited attention that had traditionally been paid to recognition by deans and chairs, as well as by the University’s top management; consequently, lecturers have learnt not to give too much importance to recognition as it was not a part of the culture of the institution (Watler, 2012). This study concludes similar result given that transactional leadership, which focuses on provision of rewards for satisfactory performance (Shaari et al., 2022), resulted in a negative correlation with employees’ motivation. Sunarsi et al. (2021) study which was aimed to gauge the impact of leadership style (transformational or transactional) on job satisfaction mediated by job perceptions likewise share similar result as this study, of which transactional leadership was found to have no significant effect on employees’ job satisfaction. Shaari et al. (2022) study sought to determine how job satisfaction among higher education institutions in Malaysia is impacted by styles of leadership, and also found that transactional leadership had nil statistical significance on job satisfaction, linking the result to the fact that the Covid pandemic which forced employees to work from home, provided more freedom for employees to perform their duties, of which much supervision was not ongoing. Sharing identical results as the current study, is Olayisade et al. (2021) study, which likewise concluded that transactional leadership negatively and insignificantly foretells the productivity of employees. Avolio et al. (1999) and Walumbwa et al. (2008) echoes that when transactional leadership behaviors are employed by leaders, then it causes the sorganization's employees performance to remain stagnant at the transactional level, which will not lead to growth and development, rather it will collapse improvement, ultimately leading to a detriment in the goals and objectives of the organization in the long haul.

Though leadership seems to be more effective when leaders adopt transformational leadership alone, other than transactional leadership (Pihie et al., 2011) as this study confirmed, Pihie et al. (2011) also suggest that a combination of both theories result in greater outcomes. However, this current study does not support a combination of transformational and transactional leadership behaviors because employees are more interested in intrinsic motivation, which transactional leadership does not cater to. As is explained by the Path Goal theory of motivation, the UB leaders need to recognize their subordinate characteristics and task characteristics, and establish a path that will lead to their motivation through the use of the appropriate leadership style. Incentives provided by managers at times are not valued or considered to be consequential by the followers. For example, as it relates to contingent rewards, a little increase in monetary reward, a private letter given by the leader, or a day off from work may not entice employees. Therefore, as it relates to Maslow hierarchy of Needs, the UB leaders need to recognize the level of need that their subordinates have already satisfied so that they can aim at satisfying the level of need that they value, leading to their motivation. As stated by Erkutlu (2008), transactional leadership may not be preferred by employees and so does not provide the outcomes desired by an organization because of reasons such that the organization may have defective methods of appraising employees' performances, instinctively issuing rewards and undesirable skills of managers in showing employees the link between remuneration and performance. These reasons sound very familiar to the UB's situation, which could possibly be reasons why transactional leadership style would have a negative effect on employees' motivation and the effectiveness of the organization, as shown by the results. The open ended questions result of this study clearly illustrate that employees yearn for their intrinsic needs to be fulfilled by their leaders. Therefore, satisfying extrinsic, lower level needs by applying transactional leadership behaviors (Shaari et al., 2022), will prove fruitless, of which the current study's quantitative analysis showed based on its negative correlation with motivation. Though motivation seems to be a transactional process, as stated by Bhandari et al. (2010), motivating people directly can be a difficult job; nevertheless, one medium through which leaders can motivate employees is by providing a favorable environment for them to work in, which transformational leadership provides.

The result of this study supports that of Alghazo and Al-Ananzi (2016), of which the employees of the private petrochemical company in the eastern province of Saudi Arabia claimed that transactional leadership had a negative correlation with their motivation. Employees stated that their manager only looks for mistakes (management by exception) and it creates a distance between them; and, that the environment is not a happy one when their manager silences their voices and always takes a decision alone. Al Kajeh (2018) study investigated the impact of leadership styles on the performance of the organization, and also revealed that transactional leadership resulted in a negative relationship with organizational performance. This signified that this leadership style does not persuade the employees to perform better and actually stimulate high turnover intention (Al Kajeh, 2018). Transactional leadership style was not considered as beneficial as it does not lead to employee development, nor does it bring out the expected performances from the employees (Al Kajeh, 2018). It can be concluded that these employees seem to value creating relationships, autonomy, decision making opportunities (higher level needs) rather than extrinsic rewards and punishments (lower level needs). This is also very similar to the context of the UB, thus the transactional leadership approach is not favored. Consequently, until leaders understand their employees' wishes, administer rewards in a timely and equitable manner, and stress on and take seriously the pay for performance connection, transactional leadership nay create confusion, uncertainty and minimal impact between leaders and their subordinates (Erkutku, 2008).

Important to note is that though the connection between transactional leadership and employee motivation and organizational performance proved negative, it was not significant. The non-significance can again be justified based on the different cultural factors of the culturally diverse sample used.

H3 and H6 Laissez faire leadership has a significant negative correlation with employees' motivation and organizational performance.

Laissez faire leadership is considered as the nonexistence of leadership through which leaders basically give up their responsibility and do not exercise their authority by leaving employees to do as they wish, and is therefore considered to be most ineffective leadership style based on most leadership style studies (Pihie et al., 2011). Valldeneu et al. (2021) study found that laissez faire leadership had a significant and negative relationship with organizational outcomes, thus suggesting that leaders avoid this leadership style. Aransi (2022) study also reported a significant, negative relationship between laissez-faire leadership style and teachers' productivity, suggesting that a unit increase in laissez fair leadership style, will result in employees' productivity declining. This is due to the fact that such leaders do not show imvolvement in their followers' tasks, have a care free attitude, they are absent when required and basically are unable to guide and provide feedback to subordinates. This in result discourages subordinated from investing all they can in order to be productive. Aransi (2022) finding concurs with Lumumba et al. (2021) which also found out that laissez faire leadership style has a negative association with organizational performance of primary teachers training colleges in Lake Victoria Region of Kenya, concluding that leaders should avoid this style so that organizational performance does not get affected negatively. Abu Shanab and Mohammadi (2021) study found that laissez faire leadership has no role in extrinsic motivation, though it could create either a negative or positive effect on intrinsic motivation. This makes sense because a laissez faire leader is an unbothered leader who gives free reign to their employees; so, there is no check and balance and feedback process in order to provide employees with extrinsic rewards for their performance. As a result, extrinsic motivation becomes non-existent. As for intrinsic motivation, laissez faire leadership may or not be effective, dependent on the type of employees one leads. Focusing on McGregor's Theory X and Theory Y motivational theories, if employees are Theory X employees, definitely laissez faire leadership would be a complete failure and ineffective, creating no form of intrinsic motivation for employees. For employees to be intrinsically motivated, they would normally be Theory Y employees who would have a desire for work, thus not needing much supervision; therefore, despite having a laissez faire leader, such employees would still aim to perform to the best of their ability because they are intrinsically driven. Also, when laissez faire leaders leave them alone to figure out the best ways to get tasks done, empower them to make decisions, etc, employees can become intrinsically motivated knowing that they are trusted and have certain power over their job. This notion is supported by Uddin (2019) study which revealed that the use of laissez-faire leadership significantly sparked intrinsic motivation within employees due the fact that when employees are left alone to do their job, it increases trust and confidence between the subordinate and leader, also offering flexibility to the subordinates, which in turn increases their motivation. Fiaz et al. (2017) study investigated autocratic, democratic and laissez faire leadership styles and their impact on employees' motivation and the results revealed that the laissez faire style enhances productivity of the enterprise. The rationale here is similar to that of Abu Shanab et al. (2021) and Uddin (2019) in that laissez faire leadership increases employees' morale when they are given free rein to complete tasks and make decisions, thereby increasing efficiency and effectiveness. This may be true if employees are established, have clear roles and responsibilities and possess requisite skills and training in getting the job done. As a result, they may not need much guidance and so are motivated to know that they are trusted in completing their tasks without supervision. The results of this current study is similar to Fiaz et al. (2017), Abu Shanab et al. (2021) and Uddin (2019) of which laissez faire leadership resulted in a positive correlation with employees' motivation and organizational performance. This current study also has similar results as of Olayisade and Awolusi (2021) study, which discovered that laissez faire leadership positively predicted employees' productivity, though not significant. As for the UB, this could also be due to the fact that because majority of employees are established (majority having 9+ years of service) coupled with the fact that their tasks are somewhat mundane, then it can be safe to say that employees already know what they need to do and how to do it; and, they are committed to their job, so they do not have an issue being led by a leader who exhibit laissez faire characteristics. They enjoy the "free rein" given to them by such leaders because these leaders basically provide their subordinates with full authority to operate based on subordinates own will, thereby allowing them to perform tasks based on how they think is best. Subordinates are given much freedom to make decisions (Sitthiwarongchai et al., 2020; Bhatti et al., 2012) and leader's interference in the subordinates' execution of their tasks is very low (Abasilim, 2019; Idowu, 2020). Laissez faire leaders give employees an opportunity to be creative and innovative, solving their problems how they best see fit, making decisions on their own, all of which are also exhibited by transformational leaders in order to meet employees' intrinsic, higher level needs. In this case, employees' higher order and intrinsic needs are being met by giving them a sense of accomplishment. In professional and academic organizations such as universities, where most employees are highly educated and possess expertise in different areas, they expect to be given the freedom, space and respect that they desire in order to do their work how best they see fit. For example, in the case of faculty at the UB especially, they prefer to make their own decisions on the content, delivery, assessments, etc of their courses; after all, they are the experts in what they deliver to students. Laissez faire leaders would be appreciated in these cases. As a result, as compared to the other studies mentioned above, the positive correlation of laissez faire leadership and employee motivation and organizational performance was not significant, insinuating that laissez faire leadership behaviors have the ability to increase motivational levels within UB employees because this style of leadership allows them to realize their potential without the leader unnecessarily interfering in the process. However, utilizing this approach would not necessarily alarmingly increase motivation and organizational performance. The result of this positive correlation was not significant. The non-significance can again be justified based on the different cultural factors of the culturally diverse sample used.

Summary

This research endeavor questioned the influence of leadership styles has on the motivation and organizational performance at the University of Belize. The trustworthiness of the data was achieved through guaranteeing internal validity (face and construct), external validity (random sampling), objectivity (EFA and CFA; model fit indices) and reliability (Cronbach Alpha; KMO and Bartlett's test). The data analysis involved determined the factorability of the data from 111 participants by performing a confirmatory factor analysis (CFA). Several model fit indices and their criteria were used to examine the goodness-of-fit of the model with the given dataset. These indices include: normed fit index (NFI), Tucker-Lewis Index (TLI), comparative fit index (CFI), fit index, Incremental Fit Index (IFI) and root mean square error of approximation (RMSEA) and PCLOSE. All the model fit indices used were within acceptable range, which led the researcher to conclude that the model was a good fit for the data. Construct reliability was measured using KMO and Bartlett's test of sphericity. After performing the CFA, the researcher extracted a more suitable factor structure fro m the new dataset. An exploratory factor analysis (EFA) with maximum likelihood factoring was also conducted. Finally, the reliability of items in each factor was examined by Cronbach's α. The researcher used SPSS version 16 and SPSS AMOS version 26 for descriptive statistics and inferential statistics, respectively. Much of the literature suggests that no leadership style is best; rather, a leader's success in leading all depends on the context in which they lead, suggesting that a leader could adopt different leadership styles simultaneously to be effective. Though different leadership styles can be used to be effective, much of the literature such as studies from Merry et al. (2022), Al Kajeh (2018), Bastari et al. (2020), Allozi, et al. (2022), Mahmood et al. (2021), Sunarsi et al. (2021), Widodo et al. (2019) and Aras and Jufri

(2022) revealed that transformational leadership seems to be the best leadership style for a leader to adopt.

Comparing the results of the study with the literature, this study agreed with most of the literature by likewise revealing that transformational leadership has a positive relationship with motivation and organizational performance. However, this study's results differed in relation to the significance of the results as compared to studies from the literature, which showed significance where stated. This study also revealed through the model used, that transformational leadership has the greatest effect on motivation and organizational performance. This is because the university's non managerial leaders seems to have a higher value/preference for intrinsic motivation, which is what transformational leadership is all about. While several literature has revealed that laissez faire normally has a negative effect on employees (Pihie et al., 2011; Erkutlu, 2008), this study does not support this claim as laissez-faire leadership resulted in a positive effect. This study suggests that due to the context of a university, of which faculty makes up a huge percentage of its employees, and who are expertise in their area of content, laissez faire leadership could be beneficial if certain employees are given a level of freedom and free rein to make decisions that they believe are best. This suggests that leaders may not necessarily need to interfere in employees' day to day tasks which are routine, mundane and which employees are very knowledgeable of. As a result, similar to this current study, Jamali et al. (2022) study likewise confirmed that transformational leadership had the greatest positive impact on faculty's performance; however, it also noted that laissez-faire leadership could be effective too, and therefore has a role to play in academic institutions. As for transactional leadership style, this style had a negative relationship with motivation and organizational performance, similar to results of Jamali et al. (2022), study of which transactional leadership was not desired by its faculty. Transactional leadership is more geared towards extrinsic motivation rather than intrinsic motivation (Shaari et al., 2022). Though external rewards are always appreciated, it does not necessarily improve motivation and performance because there are other intangibles such as feedback, recognition, empowerment, etcwhich serves as primary motivators for employees to be imspired and operate effectively (Pandey & Kumar, 2018). This study showed that as the UB leaders increase their usage of transactional leadership, the university's employees' motivation reduces and likewise its performance.

The findings of this study generally contributed to the literature on leadership styles by investigating the effects of transformational, transactional and laissez faire leadership styles on organizational performance as mediated by employees' motivation at the University of Belize. Erkulu (2008) opines that when a leader uses the laissez-faire style of leadership by not taking an active role in their subordinates' day to day tasks, guiding them and ensuring their well-being, or uses a transactional style of leadership by focusing only on the tasks in order to either reward or punish their subordinates, these styles may cause undesirable outcomes in organization. A finding of this study supports Erkulu (2008) opinion of transactional leadership but it does not support his opinion about Laissez-faire leadership. The findings also revealed that based on the perceptions of the subordinates, the UB leaders are currently using all leadership styles to lead them. Transformational style behaviors are exhibited more than the other styles, followed by transactional style and then laissez faire style. Employees' level of motivation and perceptions of organizational behavior are not currently high and therefore has room for improvement. As for the testing of the hypotheses, the results inform that the UB non managerial employees motivation will increase the most when its leaders adopt a transformational leadership approach, followed by a laissez faire leadership style; but, transactional leadership behaviors should be avoided. However, the results were not significant, implying that the data did not provide sufficient evidence to move the hypotheses from the default position that the null is true.

The UB, being at the forefront of transforming Belize's higher education into one of excellence, requires leaders who are willing and capable of encouraging innovation and creativity within employees in order to combat the institution's problems with a novel point of view. They should consider employees' needs as important and try as best as possible to delegate appropriate responsibility to them, coaching them to be able to respond to challenges and complicated situations.

Leadership styles matters! Many researchers who have extensively studied leadership suggested that leadership is an important ingredient that determines an organization's success or failure (Silva, 2016; Valldeneau et al., 2021). Bautista and Uy (2023) likewise concur that leadership styles have the ability to affect the performance of employees through motivation, thereby increasing their loyalty to the organization because they find meaning in what they do. This current study concludes such same notion via the standardized indirect effect in the model tested, that leadership styles does have an effect on organizational performance, mediated by employees' motivation.

Focusing on the education sector, Indrasari (2017, as cited in Jamali et al, 2022) states that leadership is an important factor to consider in higher education, with Thrash (2009, as cited in Jamali et al., 2022) stating that different types of leadership skills are needed in academic institutions in order for leaders to be effective. Especially in academic institutions such as universities, where the outputs are students who are expected to become future leaders and move the country forward, faculty members must have effective leaders who can lead them to produce solid students for the ultimate wellbeing of the country and its economic growth (Jamali et al., 2022). In developing countries, for example Belize, higher education is considered a primary method for creating and improving human assets in the form of students and for improving the existence of individuals to whom it should serve (Jamali et al., 2022). However, Obiwuru et al. (2011) states that many organizations' major problem is poor leadership because they seem to be unable to lead effectively without utilizing an authoritarian approach, which ultimately stifles creativity and productivity within the human factor. In professional and academic organizations such as universities, where most employees are highly educated and possess expertise in different areas, they expect to be given the freedom, space and respect that they desire in order to do their work how best they see fit. Transformational leadership had a positive correlation and the greatest effect on motivation and organizational performance in this study. According to Naylor (1999) as stated by Amanchuku et al. (2015), "effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change" (p. 6). Transformational leaders are able to make employees feel better about themselves, their job, cultivating healthy relationships that are just, supportive and trustworthy, all contributing to employees' intrinsic motivation (Khan et al., 2020). Employees who are highly intrinsically motivated are more effective and efficient in their work responsibilities, thereby enhancing organizational performance (Khan et al., 2020). Influential authors and researchers such as Block (2003, as cited in Taylor, 2021), Van Wart (2003, as cited in Taylor, 2021), Jui-Chen & Silverthorne (2005, as cited in Taylor, 2021), Sofi & Devanadhen

(2015), Cherian et al. (2020), Zeb et al. (2015), Diechmann & Stam (2015), Barth-Farkas & Vera (2016), Adriansyah et al. (2020), Chege & Gakobu (2017), Idowu (2020), Gonaim (2019), Miller (2022) have recognized leadership to be an essential element of enhancing organizational performance and employees' motivation (Ibrahim et. al, 2022). This study supports these claims because the results of the square multiple correlations (r^2) which explains the percent of variance explained by the predictor variables (Bloomenthal, 2020) as seen in table 51, revealed that leadership styles accounts for 65.1% of employees' motivation and 57.3% of organizational performance at the UB. Additionally, from table 51, it is seen that employees believe that their motivation is affected foremost based on the type of leader that they have. This concurs with the 65.1 percent of variance in table 51, which signified that leadership styles account for over 50% of employees' motivation. These results support Musinguzi et al. (2018), who claims that leadership style influences employee motivation. Similar to Uka and Prendi (2021) study, based on table 47, this study indicated that employee motivation and organizational performance have a positive correlation (positive coefficient of 0.523).

It is of great importance that leadership styles provide opportunities to employees, permitting them to engage in the decision making process so that they can take ownership due to having a feeling of belonging in the organization.

In organizations, professional development needs are mostly catered for subordinate employees, while the development of leaders often gets neglected (Jarret, 2021). As stated by Mitgang (2012, as cited in Jarrett, 2021), quality training and support for leaders must be a priority investment of schools. Given that leadership styles have a reported noteworthy effect on motivation and performance as reported in this study, it is therefore concluded that leadership at the UB must not be ignored. It is an increasingly accepted fact that because leaders are not necessarily born as is theorized by the Trait theory, but rather can be made, then in order for leaders to be effective, their requisites include experience, knowledge, commitment, patience, and most importantly the skill to collaborate and work with others in the attainment of goals (Amanchuku et al., 2015). No nation grows further than the quality if its educational leaders and managers (Amanchukwu et al., 2015). It is based on this premise that in the context of this study, given its positive correlation and greatest effect on the SEM model tested, the implication of this study suggests that the UB leaders should be trained to become transformational leaders in order to increase motivation within employees and consequently, the performance of the organization. This recommendation supports that of Chandan and Devi (2014) whose critical review of leadership styles recommends that organizations should train and encourage their leaders to be more transformational and to halt the old styles of leadership. At the UB, professional development and training on transformational leadership should be implemented for all levels of its leaders. This study has an important Human Resource implication of which it must be recognized that the UB must make it a priority to budget funding to train its leaders properly to be transformational leaders. Since employees prefer transformational leaders, training the leaders to become this type of leader should be a priority of the UB, especially given that most of its leaders are not recruited from business schools or do not have leadership credentials. Echoing the thoughts of Bass and Avolio (1990) and Pounder (2003, as cited in Erkulu, 2008), "if transformational leadership can be taught to individuals at all levels within an organization, it can positively affect a firm's performance" (p. 721). This study supports this view because as indicated by this study's results, working with leaders with a transformational leadership style is one way to increase motivation and organizational performance, as also concurred by Ibrahim et. al (2022); therefore, promoting individuals and training leaders with transformational leadership qualities is essential to increasing motivation and organizational performance at the UB. Job satisfaction, commitment to organizational goals and increased efficiency are just some of the advantages of transformational leadership over transactional leadership (Okolo, 2021). With these advantages, transformational leadership arouses performance and the capacity for leadership development among followers (Alkassabi et al., 2018). When motivation improves, it can likewise improve employee performance (Choi et al., 2016), and consequently organizational performance because they are all directly related. This study contributes to the existing knowledge by researching on leadership styles in a country that is considered a "melting pot;" that is, it is made up of many cultures. Given that different cultures have differing perspectives on leadership and their preferences, the study brought a new perspective when studying leadership in such a context. Different studies have resulted in different leaderships styles being preferred by subordinates, and though transformational leadership is known to have the most positive impact, researchers have also made it known that the sample participants and context in which the study took place, also play a role in subordinates' preferences. Given the context of this research and the representative participants of different cultures, this study supports other studies such as Buil et al. (2019), Ahmad and Ejaz (2019) and Arif and Akram (2018), by suggesting that out of the three leadership styles studied, transformational leadership will yield greater organizational performance at the UB, and therefore recommends that this leadership style be practice foremost by its leaders. This approach to leadership has vastly been reported to create positive effects such as great contentment and commitment, great motivation and great productivity levels in subordinates, thereby all positively contributing to the organization’s performance and success.

CHAPTER FIVE: IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

Introduction

Every study should be formulated based on an existing problem that exist, of which the study seeks to investigate. After the completion of data analysis and obtaining results, the results should provide a basis for which recommendations are made, implications are noted and conclusions are formed. Chapter five provided a discussion of the implications of the results by explaining how the research findings are important and making conclusions of the findings. Practical implications wered presented, discussing potential ramifications of this study for practice after which recommendations for practice were presented. The limitations of the study were identified from which recommendations for future research were developed. The chapter ends with a conclusion of the entire chapter.

Implication

In spite of the descriptive nature of this study, the findings do have practical implications. Countless studies have been conducted globally as it relates to the examination of motivation and performance of organizations. However, a very low number of studies are done for the Caribbean and Central America, especially Belize. Even though the topic of leadership seems prevalent, there have not been many studies considering higher education, more so, in Belize. In addition, Belize has a fascinating country profile (country with different cultures) for studying the relationship between the set variables and presents an interesting case; therefore, the obtained data and results will undoubtedly contribute to the academic research on the leadership situation of the UB in

Belize. Therefore, this study was very important because it laid the foundation for much more studies of its type in Belize. The topic of motivation has very barely been scientifically investigated in educational institutions in Belize and consequently, this study marked the beginning of such an era. From the researcher's knowledge, only one study from Watler (2012) has been empirically conducted, which investigated morale at the UB. In general, the literature of leadership in higher educational institutions is next to non-existent because it has not been scientifically investigated in Belize. Furthermore, when it came to studies involving the influence of leadership on motivation and organizational performance, the Belizean literature is non-existent. Therefore, this research study provided the ground work for future researchers in these areas.

Overall, this research study contributed to the expansion of existing research knowledge on the connection between leadership, motivation and organizational performance. Findings of this research, therefore, have important implications for leaders of educational institutions in Belize such as the UB, as far as adopting effective leaderships styles. This in turn would lead to employees being very motivated, which results in lower absenteeism and turnover as productivity improves, thereby contributing greatly to the performance of the organization., Consequently, in light of the relatively high employee turnover at the University, and within Belizean educational institutions in general, it is imperative that this body of empirical knowledge be expanded upon. Therefore, the high cost of employee turnover, should be the impulse for leaders at all level at the University to learn how to create a high morale environment by utilizing appropriate leadership styles. The result of the study provides support for the UB to increase employees' motivation by effectively adopting leadership styles that employees desire/prefer. This may be accomplished through the will of the top management in training its leaders at all levels. Though leaders have a crucial role to play in their organization, higher education institutions give little or no attention in preparing its leaders or those that would follow them into the role (Sessa & Taylor, 2000 as cited in Mohnot & Shaw, 2017). Leadership is most often times taught in business schools. However, many persons who become leaders in organizations, are not recruited from business schools; rather, many leaders are promoted to leadership positions because of their seniority status, technical and/or professional or research expertise or because of being a good faculty member. The issue is though, that the skills required to be a good faculty member or a good researcher are not necessarily the same set of skills required to be an effective leader (Mohnot & Shaw, 2017). These leaders would normally not have knowledge and/or skills in management and leadership in order to successfully lead others effectively. As a result, it becomes necessary to equip them with the required leadership skills to properly manage their units, departments or organization as a whole. Effective leaders are those who are able to motivate their subordinates in order to meet satisfactory performance targets (Bastari et al., 2020; Khan et al., 2020). While it is common for organizations to focus on the need for professional development of employees, they often forget how essential it is for their leaders to receive training as well. This situation seems familiar at the UB where many of the UB leaders either became leaders due to their seniority, technical and professional expertise and basically worked their way up the ladder; however, they do not actually emerge or were recruited from business schools or possess leadership courses' certificates. This may very well explain the leadership problem that seems to exist at the UB. Previous research such as from Darling-Hammond and Hyler (2020) and Mitgang (2012) suggested that leaders such as principals (at the UB, they would be called Chairs and Deans), do not engage in sufficient training to become effective leaders. As stated by Mitgang (2012), superior training and administrative support must be an important investment that must be prioritized by educational institutions. Professional development training obtained through superior training opportunities is what determines how effectives leaders are (Darling-Hammond & Hyler, 2020) and must not be forgotten.

Recommendations for Application

This study discovered that the transformational leadership style is what will lead to the greatest positive effect on organizational performance the UB, because this style leads to highest employyes' motivation. It also found out that laissez-faire leadership can also lead to positive results, if employed in the approporiate context. Given that universities are no longer operating as before as a physical building, but are becoming more competitive and global and embracing technology, organizational changes must occur so as to remain competitive. In today's global economy, it is imperative to keep abreast of the ever increasing competition. Hesselbein and Cohen (1999) exclaims that when institutions start to see importance in its leadership and invest in training and teachings for its leaders, then they would be a jump start ahead of their competition. It is a well-received fact that effective leaders must possess the experience, knowledge, dedication, endurance, and most importantly the skill to lead, which implies that leaders are made and not born (Amanchukwu et al., 2015). Though this position contradicts the Great Man theory, this study is in support of the fact that leaders are made and not born, and it is on this premise that it is recommended for the UB to invest in training for their leaders; and, that the trainings pertaining to leadership skills need to be focused on enhancing transformational leadership style, so that transformational leaders gets made. Therefore, the UB should implement training for its leaders on how to become effective transformational leaders, given that this style of leadership is what its employees seem to prefer, which will garner maximum motivation within employees and yield greatest organizational performance. Transformational leadership is considered as the style of leadership to foster change and to contribute to better performance in organizations that are facing demands of change and renewal (Bastari et al., 2020). This style of leadership has the ability to reduce employee turnover (Siew, 2017); and, in the case of faculty which represents a large percentage of employees and very essential for the university to provide services to its customer, when faculty retention increases, it ultimately influences student achievement (Jarrett, 2021). In Belize, it is not easy to recruit qualified and experienced faculty members; as a result, when the UB is able to obtain people of high caliber, they should do all that they can to ensure that these people remain with the institution. Therefore, the UB leaders must be trained on how to motivate employees through encouragement, create an open line of communication, improve the school climate, and help employees achieve their potential. The Path-Goal theory, although it is not used to develop many leadership programs, provides valuable views that can be adopted in real environments in order to enhance one's leadership capacity (Northouse, 2013). Its application is useful in different ways because it gives recommendations on ways to increase motivation within subordinates (Northouse, 2013). Generally, this theory reminds leaders of their purpose, as stated by Bans-Akutey (2021) which is to "motivate, inspire, encourage, direct and persuade people to willingly do what is expected of them" (p. 1). Based on this study's results, and as is explained by the Path goal theory, the UB leaders should ensure that they clarify the goals and the path of achieving those goals, providing the requisite support, whether concrete and/or abstract for the accomplishment of tasks. If any unforeseen issues evolve during task accomplishment, immediate intervention must be done by the leader to remove obstacles so as not to further disrupt employees' performances. Especially during the Covid 19 pandemic, it was evident that the UB has committed employees, as employees went above and beyond their normal expectations, making sacrifices to ensure that the UB remained afloat, especially financially. As the descriptive statistics also proves, approximately 57% of the sample population of employees have been with the UB for 9 years or more; this also shows commitment. It can be concluded then, that employees do want the best for the UB; however, there exists a high level of bureaucracy in the organization, which hinders the employees from being motivated and effective. Transformational leaders have the capacity and ability to clear these blocks as explained by the Path-Goal theory.

Additionally, as theorized by Abraham Maslow based on Maslow's Hierarchy of Needs, leaders of the UB are recommended to recognize the needs that their employees possess in order to formulate plans on how to meet those needs. Each employee is motivated differently; thus the leader's job becomes complicated in identifying the needs of their different employees, in order to meet those individual needs so that employees are and remain motivated. This explains the individualized consideration dimension of being a transformational leader which explains that the leader should be able to meet individual needs in ensuring motivation within the organization. As stated by Bastari et al. (2020), transformational leaders pay attention to the needs of their subordinates. As the descriptive statistics of this study shows, over 70% of the sample population possess a Bachelor's degree or higher. It is assumed and would suggest that majority of employees may be very well able to meet their survival (basic) needs of clothing, food, shelter, etc). Motivating these kind of employees using a transactional approach by simply providing external rewards for tasks accomplished, might prove useless and ineffective. Basically, the transactional approach is considered the "carrot and stick" approach of leading, in which leaders engage in task agreements with their followers and external rewards functions as the leaders' primary manner of increasing motivation in their followers (Khan et al., 2016; Zareen et al., 2015; Sheishi & Kercini, 2017; Wan Omar & Hussain, 2013). Employees who are not at the bottom of Maslow's hierarchy normally would not value or appreciate and would not be motivated when leaders use a "carrot and stick" approach in leading them. This is because transactional leadership approach is best suited for such employees who are at the bottom of Maslow's hierarchy (Ridwan et al., 2022). While external rewards would always be accepted, it does not necessarily increase motivation if employees yearn other intrinsic rewards from their leaders; therefore, if leaders at the UB use this transactional approach, it may very well not lead to increase motivation and performance because transactional leadership is geared towards the provision of lower level needs (Shaari et al., 2022, Ridwan et al., 2022). Watler (2012) study revealed that lecturer recognition at the UB could only explain about 12% of the variation in lecturer morale, signifying that such extrinsic reward which is a part of the transactional leadership approach, does not significantly affect employees' morales. As stated by Nurtjahjani et al. (2020), leaders can change and motivate their employees by enabling their higher order needs, which this study supports, given that employees seem to value intrinsic rewards more than extrinsic rewards. The UB leaders therefore need to recognize that their employees would be better motivated if their higher-order needs such as social, esteem and self-actualization needs are catered for. These are the intrinsic needs that are provided by leaders who are transformational (Shaari et. al, 2022; Ridwan et al., 2022). Leaders in universities include academic leaders such as Chairs and Deans, and their subordinates are lecturers. As stated by Nurtjahjani et al. (2020), "Transformational leadership brings positive changes in that it enables power transfer so that lecturers can work and use their competence to accomplish their tasks well and to satisfy themselves in terms of productivity and performance" (p. 98).

The results suggest that employees prefer transformational leaders, which signify that they prefer to be intrinsically motivated. Mc Gregor's Theory Y and Theory X theories of motivation state that for employees to be intrinsically motivated, they would normally be Theory Y employees who would have a desire for work, thus not needing much supervision. Majority of the UB employees are very committed to their job and wants what it best for the university; this is evident through their hard work and sacrifices made especially during the Covid pandemic. Also, though the university has several issues for a while now that employees are unsatisfied with such as lack of resources, lack of will to amend policies to benefit employees, workload issues for faculty, etc, employees continue to give it their best on the job. As a result, they would be considered as Theory Y employees which confirms their preference for transformational leaders.

This study is conducted at a higher education institution (HEI), the national university of the country Belize. HEIs are the backbone of the country's economic, political and social developments. Some major recommendations for practice evolving from this study can be stated as follows. The UB leaders should:

- try to mostly adapt the use of transformational leadership behaviors more than laissez-faire leadership behaviors and transactional leadership behaviors should be avoided
- establish and communicate a vision that provide subordinates with a feeling of identity and meaning within the organization
- become strong role models for their employees by establishing a set of ethical values and conveying solid principles

- become agents of change who introduce and execute novel directions in the institution
- create a caring climate in which they pay attention and attentively listen to the needs and desires of their employees, guiding and advising them while trying to aid employees in reaching self-actualization.

These can be accomplished through practicing the four I's of transformational leadership, which might prove more beneficial for educational leaders along with other organizations. Based on Avolio & Bass (2004), these 4 I's are:

1. Idealized influence, which is the leaders' abilities to garner appreciation, respect and trust in their subordinates. One of the open-ended questions from the study's questionnaire asked sample participants about the qualities they would want in their leader. The top response was that their leaders should be trustworthy. This finding concurs with that reported of Anglo countries' cultures of which individuals value high integrity in their leaders (Stareva, 2019). If the leaders can be trusted, they would automatically gain respect and subordinates would appreciate them more and want to imitate them. Important to remember is that respect is not given to a leader just because he/she is a leader; rather, it must be earned because of what the leader does and the qualities he/she possesses.

2. Inspirational motivation, referring to leaders who can express clear expectations of subordinate achievements, demonstrate commitment to organizational goals, and build team spirit within the organization through enthusiasm and optimism.

The UB leaders must ensure that employees are clear about their duties and what is expected of them, show commitment to meeting goals which include ensuring that employees have required resources to get their job done efficiently and effectively, and create a unified spirit among all so that everyone is excited in working towards the ultimate goal.

3. Intellectual stimulation, include fostering new ideas, providing creative solutions to the problems, and motivating subordinates to look for new approaches for organizational tasks.

The UB leaders can provide opportunities for the employees to take charge of their work. Many times leaders believe that they know what is best as it relates to how employees should do their work, forgetting that the employees who are in the situation knows their struggles and could cultivate ideas and solutions to their situations, if they would only be given a level of freedom to do so. If this is practiced, employees it could enhance motivation because employees know they are cared for, they are empowered to make best decisions based on their situation, even if it involve changes to the status quo. In an ever changing world with technology becoming more useful, changes should be welcomed and facilitated if it has a chance to increase performance.

4. Individualized consideration, involve being willing to listen attentively to the input of subordinates and pay attention to subordinate needs for career development.

Proper and timely communication is very important for efficiency and effectiveness purposes. The employees who are on the ground working, normally would have valuable feedback to share about their situations and provide recommendations to solve problems or to give ideas to better performance. However, if employees are silenced or are not listened to when they speak, then it means that they are not being considered. As revealed by Alghazo and Al-Ananzi (2016) study, employees were not happy because their managers kept silencing their voices and made decisions all alone, without incorporating their thoughts and opinions. This is a common practice of transactional leaders, of which the results have shown to have a negative effect on employee's motivation and organizational performance at the UB. Therefore, leaders need to involve employees in their decision making because after all, the decisions affect the same employees. Employees would be more willing to accept and abide by policies and decisions, if they were included during the process. Additionally, opportunities for growth must be provided by the University. Individually considering what employees need in relation to their motivation, trainings, etc is also important because it allows employees to feel valued, to be uplifted, to self-actualize, thereby wanting to do only their best for their organization who they know cares for them.

As stated by Nurtjahjani et al. (2020), in the context of leadership, HEIs are considered to be good if they apply transformational leadership, while Hardianto (2016), Tepper et al. (2018), Yukl and Mahsud (2010) and Schulze and Pinkow (2020, as cited in Shaari et al., 2022) opine that the most effective leadership style is the one that is flexible based on the situation of the organization and the maturity level of its employees. The findings of this study share similar conclusions. Based on the finding in this study such that transformational leadership is directly correlated with employees' motivation and organizational performance, but not transactional leadership, and that employee motivation and organizational performance is directly correlated, to a lesser extent, with laissez-faire leadership than transformational leadership within the study sample, the researcher concludes that transformational leadership behaviors seem to better positively forecast employees' motivation and organizational performance among the UB's employees in Belize. Ferreira et al. (2015, as cited in Nurtjahjani et al., 2020) stated that leaders in the education sector, should focus on arming themselves with leadership knowledge and skills that will yield transformation. More importantly, leaders should be able to develop their ability to create influence in their employees so that the effectiveness of the educational institution be enhanced, especially in this global environment in which it currently exists. As per table 6, the mean score of the current usage of laissez-faire leadership style by leaders as perceived by subordinates, is the least. The findings additionally revealed that laissez faire leadership has a positive correlation with motivation and organizational performance other than transactional leadership. As a result, it is recommended that the usage of Laissez faire leadership behaviors can also yield success by exhibiting certain behaviors in the appropriate context based on the employees' and tasks' characteristics as per the Path Goal theory, which can also prove beneficial for the UB. Concurring with Jamali et al. (2022), this study also reports that laissez-faire leadership has a role to play in academic institutions. Research has also shown that intrinsically motivated employees enjoy laissez faire leadership because it provides them with flexibility in not having to stick to their work schedules, allowing them to bring out their creative side.

Additionally, according to Altheeb (2020), this leadership approach theorizes that a conducive working environment can be facilitated by making everyone a part of the larger picture due to empowering them through individual decision making. Aa a result, this leadership style may seem to have an element of transformational leadership in that it fosters creativity of followers, and thus can also be useful. Though one leadership style has shown to have greatest impact and is foremost recommended to be adopted by the UB leaders, two of the three leadership styles have a positive correlation; therefore, as stated by Mews (2019), a blend of the two leadership styles could be effective in leading academic institutions.

This study adds to the very rare to nonexistent pool of knowledge as it relates to the repercussions of employing various leadership style in the Belizean university system. The findings of this study more importantly stresses the need for designing leadership, coaching and training programs as suggested by Nurtjahjani et al. (2020), in order to further develop transformational leaders at the UB and improve the organization's competitiveness and success. These programs could benefit new leaders for them to develop new skills, while simultaneously also harnessing or sharpening the skills of the experienced leaders.

Limitations and Recommendations for Future Research

Cunha and Miller (2014) sttes that when conducting research, certain factors are out of the researcher's control, and such limitations could potentially become weaknesses of the study. These weaknesses minimize the ability to generalize the study to outside populations or its applicability to practice. Limitations are normally aspects of the design or methodology that could possibly have an influence on the outcome of the study (Arnett, 2020). This study was limited in several ways, and each opportunity for future research stems from a limitation that the study experienced.

Due to the fact that certain employees such as the cleaners, security officers, etc do not have a formal office space with technology, it may have limited their access to technology while at work to complete the survey, thus restraining the participation of selected sample participants. Factor analysis is generally regarded as a technique for large sample sizes (de Winter et al., 2009). By increasing the sample size, the researcher will be able to see better results in the findings by getting a more accurate account among leadership, motivation and organizational performance. Therefore, the larger the sample size, the better, because sample size has an effect on significance of results and quality of findings (Ramirez, 2021). The power analysis provides a minimum sample size in order to yield a certain effect. Though this study utilized a sufficient sample size based on the power analysis conducted, because it was at the bare minimum as what was recommended by the power analysis, for future research, the sample size could be increased, probably using a census of the UB instead, give better insights of the results.

Due to the fact that the University of Belize is structured in a unique way, these findings may not be favorable with other work forces because this study was limited to one organization, the University of Belize, Belize, Central America. Drawing results based on one institution can be a little less generalized concept in relation to the other HEIs in the country; therefore, the study could be replicated in the future by increasing the research scope, that is, by expanding institutionally in including more HEIs in Belize in order to get a clearer picture of the HEI's leadership situation in the education sector of the country. Also, given that all the reviewed literature were from other countries, mainly from European and African countries, this recommendation could overcome the limitation of the shortage of literature review on the impact of leadership styles on motivation and organizational performance within the Belizean environment.

This study focused on 3 specific leadership styles that are contemporary and commonly used by leaders, which are the transformational, transactional, and laissez faire styles. In fact, there are other leadership styles that can be applied in Belizean universities to improve the performance of the organization. Future research can focus on other leadership styles such as servant leadership, to note their effects on motivation and organizational performance. Additionally, future research could investigate what other factors affect employees' motivation and the performance of the organization, apart from leadership styles.

This study only investigated the overall impact of leadership styles on motivation and organizational performance. Further quantitative research can be conducted toa examine how each component of transformational leadership (idelized influence, individualized consideration, inspirational motivation and intellectual stimulation) and each component of transactional leadership (contingent rewards, management by exception passive and active) impact employees' motivation as measured by the MLQ. With further research, these facets may be explored to provide additional detail to the views of employees.

With a correlational study, it was not possible to establish causation because the ability to formulate conclusions about cause and effect is not possible; this is because correlation among variables do not indicate causation (McCombes, 2021). For further research, a qualitative research design could be done to allow the researcher to garner more information from respondents in order to establish causation, of which the results could be matched with the results of this quantitative study in order to understand the facts and get a better understanding of the phenomena under study. For example, the researcher could employ qualitative methods such as interviews to collect data from the employees at the organization. Doing this will allow for the researcher to obtain more personal and accurate perceptions of the impact of leadership on employees' motivation and organizational performance. An advantage of conducting interviews is that the researcher is able to ask a question and follow up questions in order to gain a deeper insight into the leadership skills that impact the employees. Though data collection via quantitative methods such as surveying has its benefits, it is highly recommended that a study that uses data triangulation be conducted when conducting future research on leadership skills at the UB or other institutions. This is also important to add clarity to this study's results given that the quantitative data collected did not provide statistically significant evidence that the relationships that were discovered do exist.

Failure to fully incorporate more laissez faire leadership items on the survey questionnaire affected the Cronbach Alpha reliability measure for this specific variable. If the study is replicated, additional items for this variable could be included to increase the factor's reliability.

Data was acquired strictly from non-managerial employees since the purpose of the study was to get their perceptions on their leader's current leaderships style and on their preferences of leadership style in order to increase their motivation and organizational performance. Further studies can include the leaders themselves, using the MLQ rater form in order to get their perspective.

The findings are cross sectional and based on the subjective perceptions of employees. Participants' moods or current situation may have introduced response bias (Anney, 2014). Dependent on the timing of which participants responded to the survey, it could have affected their responses. As an example, some leadership positions of the UB had just changed months prior to employees responding to the survey, which could have impacted the results as they responded to questions about their leader. This is because feelings, moods, etc. changes as time changes. Generally, the researcher was unable to control the consistency in the method employed for survey questionnaires administration. Inconsistent data might have been provided by participants due to reasons such as: non-serious attitude of respondents (eg. surveys are just a waste of time), or fear of information leakage though anonymity was guaranteed, which all could leads to biases, as the questionnaires were completed. Any inconsistencies or biases in responses may have increased measurement error in data analysis. Also, generally, respondents have an inner desire to provide pleasing responses in studies they're participating in, thereby having the tendency in answering questions as the researcher might want instead of answering honestly. Especially in the case of organizational performance, more objective measures such as financial data, etc can be used to provided clearer measure of organizational performance.

This study did not consider whether gender, personality or culture had a role to play in employees' perceptions and preferences of leadership styles. Future studies could gear towards discovering how cultural elements influence relationships between leadership styles and motivation, such as how to include the development of leadership in institutions that has individuals of diverse cultures. This could potentially improve productivity of organizations and increase motivation and the organization's performance. In future studies, cultural influences need to be researched more.

Despite the limitations mentioned above and the fact that the results of the study were not statistically significant, the model used was confirmed to possess "good fit", which strengthened the usefulness and reliability of the study, thereby allowing the researcher to believe that the study offers valuable results of a unique research, which present the pedestal for similar research and practical application in other organizations in Belize or other countries.

This study considered the delimitations to be variables that a researcher has control over, describing the boundaries set for the study. These include things that the researcher could reasonably have been expected to do, but which she did not do. Though there are many leadership styles to study, the researcher chose to focus on three leadership styles only, since they are the most widely used and contemporary leadership styles in organizations today. A delimitation is such that though leadership seems to be a problem in the country of Belize and so several organziations could have been studied, the researcher chose to investigate about one organization, which is the national university, given that it has an important mandate to fulfill in the country and so must operate efficiently and effectively, of which leadership styles could be one avenue to increase both its effectivensss and efficiency, thereby setting an example for other organziations and setting a foundation for further studies in increasing the scope by investigating more organizations. The MLQ was the instrument used to assess leadership because it is valid and extensively used throughout the literature. Other variabless not investigated in this study include the demographic factors such as male versus females, recent hires versus established employees, culture of employees, etc.

The only conflict of interest that needed to be disclosed in this study was that the researcher is currently an employee at the University of Belize, serving as a faculty member for the past 11 years and Faculty Chair for 3 years out of the 11 years total. With such years being at the UB, being involved in its leadership and aware of the University's practices and leadership, she brought her own experiences and biases to the research; however, she did not participate in the study such that she did not make herself a part of the sample respondents.

Assumptions in this research include what the researcher assumed are true in the data collection process. The assumptions of this study were:

I. that the employees were honest in responding to the survey questionnaire given that they know the study would benefit them in enhanding the UB

II. that the sample of non managerial employees as determined by G-power (See Figure 6) is repetitive of the population of UB's non managerial employees

III. that tthe adapted MLQ measured aspects of transformational, transactional, and laissez-faire leadership of the UB non managerial employees correctly, given that a satisfactory internal consistency via Cronbach α was obtained for the leadership questions used.

IV. that the organizational performance and motivation questions measured those dependent variables correctly, given that a satisfactory internal consistency via Cronbach α was obtained for the questions used.

V. that the leadership of the UB will be interested in the research and outcomes. High levels of motivation within employees has been seen to improve productivity, thereby increasing value for all beneficiaries of the organization.

Conclusion

In this global environment in which organizations now exist, leadership is one important ingredient for an organization to experience success. Leadership is considered effective if it results in all stakeholders winning; that is, the leaders, the subordinates and the organization as a whole. Individuals who hold leadership positions in this novel epoch of high competition and diversity, must be equipped with leadership skills that have been connected with desired work outcomes. The purpose of this study was to inform leaders of their subordinates' preferred leadership styles to use in order to spark their motivation and improve the performance of the organization. The purpose was accomplished via a structural equation model analysis (SEM) to determine the connection between transactional, transformational and laissez-faire leadership styles and organizational performance as mediated by employees' motivation in an academic institution in Belize, the national University of Belize. The final model was perfectly fit in terms of goodness-of-fit indicators, indicating a very credible transformational, transactional and laissez faire leadership styles and employee motivation and organizational performance model of construct. The quantitative results obtained were strengthened with the survey instrument's three open ended questions' results.

Leadership is at the center of effective management and whether planned or unplanned, a leader's actions has an effect on their subordinates' engagements and outlook (Erkulu, 2008). This study has given credible reasons for future researchers to pursue the studying of leadership and its effectiveness on followers. Though this study has provided deep insights of the influence of leadership styles on motivation and organizational performance at the UB, it is not without limitations. Most importantly, it was very quantitative in nature, which has somewhat reduced the scope and applicability of the research. As a result, future researches should focus on using pertinent research methods, other than quantitative methods, in order to decipher the connection between leadership styles, motivation and the functioning of the organization and make comparisons with this quantitative study results. This study's data is useful for Belize's national university, as there has previously been little to no empirical data available. This study informs that if the UB is to be a healthy and sustainable institution as stated in its 4 R's, it must invest in developing its leaders to be transformational leaders, who fosters a relationship oriented approach, recognizing the importance of understanding and respecting their employees who are at the creators of the organization's success. In a country where leadership problems seem evident, this study sets a good basis for further research on this topic.

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Appendices

Appendix A - Participants' Informed Consent

Dear Respondent,

I am Deserie Avila, a current lecturer at the Faculty of Management and Social Sciences at the University of Belize (UB). I am currently pursuing a Doctorate degree at Unicaf University and I'm in the dissertation process. As a result, I am humbly asking your participation with the completion of this survey questionnaire, focusing on leadership, motivation and organizational performance at the UB.

The questionnaire should take approximately 15 minutes to complete and it includes 62 items, comprised of four main parts. The first part has 20 statements to assesses various elements of your supervisor's leadership. The second part has 17 statements to assess your level of motivation. The third part has 16 statements and it aims to assess your opinion on the organizational performance; the fourth part consists of 3 open ended questions that allows you to elaborate on your thoughts; and, the fourth section consists of 6 demographic questions.

I would like to ask you to be realistic and objective when responding to the statements. I assure complete anonymity of the gathered data. These will be represented on aggregate level alone. Please provide answers on all questions even though you feel that they may repeat themselves occasionally. This is the only way we can assure statistical validity of the questionnaire.

By participating in this survey, you are indicating that you understand that your responses are anonymous and will not be identified with you in any way. You have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In this case, any data collected will be deleted.

With the above mentioned said, do you provide consent in partaking in this survey?

Yes______No ______

If yes, kindly proceed in responding to the statements below. Please follow the instructions.

Appendix B - Data Collection Tool: Survey Questionnaire Instrument

PART 1: Leadership: This section assesses your supervisor's leadership. You are provided with some statements concerning leadership. Think about your immediate supervisor and rate the level of agreement with each statement. based on the key provided.
(1 = strongly disagree, 2 = disagree, 3 = neutral, 4 =agree, 5 = strongly agree)

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mind garden

www.mindgarden.com

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below.
Sample Items:

As a leader ....

I talk optimistically about the future.
I spend time teaching and coaching.
I avoid making decisions.

The person I am rating....

Talks optimistically about the future.
Spends time teaching and coaching.
Avoids making decisions

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

PART 2: Motivation: I would like to assess your level of motivation at the UB. Based on your current situation, describe/rate the level of agreement with each statement.

(1 = strongly disagree, 2 = disagree, 3 = neutral, 4 =agree, 5 = strongly agree)
21. These days I feel motivated to work as hard as I can. ………………………………..1 2 3 4 5
22. I only do this job so that I get paid at the end of the month. ………………………1 2 3 4 5
23. I do this job as it provides long term security for me. ………………………………..1 2 3 4 5
24. I feel emotionally drained at the end of every day. ……………………………………1 2 3 4 5
25. Sometimes when I get up in the morning, I dread having to face another day at work.1 2 3 4 5
26. I am satisfied with my supervisor. ………………………………………………………1 2 3 4 5
27. I am satisfied with the opportunity to use my abilities in this job …………………….1 2 3 4 5
28. I am satisfied that I accomplish something worthwhile in this job ..………………….1 2 3 4 5
29. I think that my work in this university is valuable these days. ………………………..1 2 3 4 5
30. I am proud to be working for this university……………………………………………..1 2 3 4 5
31. I find that my values and this university's values are very similar…………………..…1 2 3 4 5
32. I am glad that I work for this university than for other universities in the country……1 2 3 4 5
33. I feel very committed to this university. ……………………..…………………….….1 2 3 4 5
34. This university really inspires me to do my very best on the job. ………………….…1 2 3 4 5
35. I do things that need doing without being asked or told…………………………….…1 2 3 4 5
36. I am punctual to work. …………………………………………………………...…1 2 3 4 5
37. I am always or almost always present at work. ………………………………………1 2 3 4 5

PART 3: Organizational performance: You are provided with some statements concerning your organization's performance. Please evaluate organizational performance in the last three years using the following key provided.
(1 = strongly disagree, 2 = disagree, 3 = neutral, 4 =agree, 5 = strongly agree)
38. Relations with suppliers are very good………………………………………………1 2 3 4 5
39. UB have long-term partner relationships with its suppliers…………………………. 1 2 3 4 5
40. We strongly involve our suppliers in research and development processes……….... 1 2 3 4 5
41. There are lots of cases in our company of people leaving for internal reasons……….1 2 3 4 5
42. Employees' trust in the UB's leadership is high...…………………………….…….. 1 2 3 4 5
43. There is strong trust among employees……...………………………………..……1 2 3 4 5
44. Work organization is efficient. ………………………………………………..........1 2 3 4 5
45. Employees feel committed to the organization...……….…………………….…....1 2 3 4 5
46. Employees are prepared to go an extra mile for the company………………………..…1 2 3 4 5
47. Absenteeism is in our company (relative to competition) is very low…………....…...1 2 3 4 5
48. Employees are very satisfied with the situation within the UB. ……………………..…1 2 3 4 5
49. Learning ability and adaptability of employees is high……………………….....…1 2 3 4 5
50. Amount of customer complaints within the last period has decreased significantly... 1 2 3 4 5
51. Speed of dealing with customer complaints is high. ………………………………..…..1 2 3 4 5
52. We maintain existing customers and manage to attract new-ones. ………………...…1 2 3 4 5
53. Reputation of the UB in the eyes of the customers has improved…………………..….. 1 2 3 4 5
54. State 4 or 5 words that come to mind when you think about the leaders at the UB.
55. Explain what affects your motivation level the most at the UB.

56. In your opinion, what factors mostly affect the performance of the UB?

Part 4: Demographic data:

57. How many years have you been with the University? _______

58. What is your gender?
a. male
b. female
c. prefer not to say

59. How old are you? _______

60. On which campus are you stationed?
a. Belmopan
b. Belize City
c. Central Farm
d. Punta Gorda

61. Are you a faculty or staff member?
a. Faculty
b. Staff

62. What is the highest degree or level of education you have completed?
a. Primary or high school, but incomplete
b. High school diploma
c. Associate’s degree
d. Bachelor’s degree
e. Master’s degree
f. Doctorate degree

I would like to thank you very much for your kindness and patience

Appendix C - Email Sent to Sample participants

Deserie Avila <davila@ub.edu.bz> Apr 19, 2022, 7:52 AM

Good morning UB employee,

Hope that you are doing well as this email reaches you. I am Deserie Avila, Faculty member at UB, FMSS, Belmopan. I am collecting data for my doctoral dissertation. I am inviting you to fill out a google form using this link https://docs.google.com/forms/d/e/1FAIpQLSd10D1ZTDHVd4hufurivkC7iqefH9QDAl-aN9mt1-7nx9vksA/viewform?usp=sf_link.

Kindly click the link for further information and once you give consent on page 2, please proceed to fill out the form. I'd be very grateful if you can meet this request within the next 2 days.

Please note that though you are required to sign in to complete the form, this is only to ensure that each person fills out the form only once. No email addresses are collected, which means that ALL responses are **anonymous**.

Thank you very much for your assistance. It means a lot to me.

P.S. If you have filled out the form already, I say thank you.

Have a fruitful and blessed week!

Best regards,

University of Belize
UB
Education Empowers a Nation
LET'S BUILD UB TOGETHER

Ms. Deserie Avila, MBA
Lecturer/Former Faculty Chair
Faculty of Management and Social Sciences
davila@ub.edu.bz +501-822-3680 ext 137
www.ub.edu.bz

Appendix D - Reminder Email Sent to Sample Participants

Deserie Avila davila@ub.edu.bz Apr 21, 2022, 5:14 PM

Dear UB employee,

This is a gentle reminder to please assist me in collecting my dissertation data by completing the google form questionnaire based on the link below. Thanks so much for your time and consideration.

Thank you if you have done so already. I appreciate it!

Best regards,

Ms. Deserie Avila

Appendix E - Unicaf Research Ethics Committee (UREC) Research Ethics Application Form (REAF) Approval

UNICAF UNIVERSITY

UREC Decision, Version 2.0

Unicaf University Research Ethics Committee Decision

Student's Name: Deserie Avila

Student's ID #: R1905D8381826

Supervisor's Name: Dr. Ali Malik

Program of Study: UU-DBA-900-3-ZM

Offer ID /Group ID: O3381G35894

Dissertation Stage: DS 3

Research Project Title: Structural equation modeling analysis of the impacts of leadership styles on employee motivation and organizational performance: A case of Belize"s National University

Comments: Tools:
8. What is your gender? - add option 'other' or 'prefer not to say'

Decision*: B. Approved with comments for minor revision

Date: 30-Sep-2021

*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.

Appendix F - Letter Seeking Permission to Obtain Preliminary Approval to Conduct Study at the UB

12th April, 2021

Dr. Mariot Simon
Vice President
Office of the Vice President
University of Belize
City of Belmopan

RE: Permission to Conduct Research Study

Dear Dr. Simon:

I am writing to request permission to conduct a research study at the University of Belize. I am currently enrolled in the Doctorate of Business Administration program with Unicaf University, and I am in the process of writing my dissertation. The study is entitled, **"Structural equation modeling analysis of the impacts of leadership styles on employee motivation and organizational performance: A case of Belize's National University."**

I hope that the UB's administration will allow me to use a percentage of UB's non managerial employees to anonymously complete a questionnaire. Participating employees will be asked to give their consent to the primary researcher at the beginning of the survey process.

If approval is granted, employees will complete the survey questionnaires online. The survey results will be pooled for the dissertation and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either the UB or the individual participants.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call by the end of this work week and would be happy to answer any questions or concerns that you may have at that time. You may also contact me via my email davila@ub.edu.bz or my phone number 501-601-7050.

If permission is granted, kindly provide me with a signed letter of permission on UB's letterhead acknowledging your consent and permission for me to conduct this survey/study at the UB.

Sincerely,

Ms. Deserie Avila, MBA (Hons).
UB employee, Belmopan Campus
DBA student, Unicaf University

Appendix G - University of Belize Approval to Conduct Study with the University's Employees

Office of Human Resource Director

P. O. Box 340
Hummingbird Avenue
Belmopan City, Cayo District,
Belize C.A.

Tel: (501) 822-3115/3680
Fax: (501) 822-1107
Email: trequena@ub.edu.bz
Website: www.ub.edu.bz

Ref. P0398/21(HS)

May 18, 2021

Ms. Deserie Avila
Lecturer
Faculty of Management and Social Sciences
Belmopan Campus

Dear Ms. Avila,

Please be advised that your request to conduct a survey for your dissertation between January to May 2022 with non-managerial employees of the University of Belize has been approved.

Upon the commencement of the distribution of the survey in January 2022 kindly send an official notification to the Human Resource Department of the University advising of the official date of the distribution of the surveys.

Sincerely,

UNIVERSITY OF BELIZE
Director of Human Resources

Ticola Requena
Interim Human Resource Director

Appendix H - Official Gatekeeper Letter

UNICAF UNIVERSITY

UU_GL - Version 2.0

Gatekeeper letter

Address: Maya Vista, San Ignacio, Cayo

Date: 04-Feb-2022

Subject: Permission to conduct study

Dear President Palacio,

I am a **doctoral** student at Unicaf University, **Zambia**.

As part of my degree I am carrying out a study on **[leadership and its impact on employees' motivations and organizational performance at the University of Belize.**

I am writing to inquire whether you would be interested in/willing to **grant me permission to conduct this study at the University of Belize, and collecting data from its non** managerial employees.

Subject to approval by Unicaf Research Ethics Committee (UREC) this study will be using **an online questionnaire to collect data which will be analyzed using a structural equation modeling technique.**

The study will focus on three leadership styles and its impact on the motivation level of employees and the performance of the University of Belize. The project is supervised by Dr. Ali Malik.

I would be requiring for the Human Resource department to provide me with the list of non managerial employees per campus, so that a sample can be selected. I also request permission to collect data from the selected University's employees.

Thank you in advance for your time and for your consideration of this project. Kindly please let me know if you require any further information or need any further clarifications.

Yours Sincerely,

Student's Name: Deserie Ann Avila
Student's E-mail: desavilabze@gmail.com
Student's Address and Telephone: Maya Vista Area, San Ignacio, Cayo 501-601-7050
Supervisor's Title and Name: Dr. Ali Malik
Supervisor's Position: Unicaf University tutor
Supervisor's E-mail: a.malik@unicaf.org

Appendix I: Request and Approval to Use Organizational Performance Questions from Previous Study

Deserie Ann Avila <desavilabze@gmail.com>
to cmusinguzi

Fri, Jul 1, 2022, 2:08 PM

Hello,

Hope that this email finds you well. I am currently conducting a study on organizational performance and leadership and I would like to seek permission from you to use the organizational performance questions from the questionnaire you used for the study that you completed cited as
Musinguzi, C., Namale, L., Rutebemberwa, E., Dahal, A., Nahirya-Ntege, P. & Kekitiinwa, A. (2018). The relationship between leadership style and health worker motivation, job satisfaction and teamwork in Uganda. *Journal of Healthcare Leadership*, 10, pg 21 - 32.

Hope to hear from you soon. Thank you for considering this request.

Best regards,
Deserie

Conrad Musinguzi <cmusinguzi@baylor-uganda.org>
to me

Sun, Jul 3, 2022, 11:12 AM

Dear Deserie
Thank you for reaching out to me.
Please feel free to use this tool as you wish. Kindly send me your adapted tool so that I can learn the new modifications.

Best wishes

Kind regards
Musinguzi Conrad
Leadership and Governance coordinator
Baylor Uganda

Appendix J: Request and Approval to Use Motivation Questions from Previous Study

Deserie Ann Avila <desavilabze@gmail.com> Fri, Jul 1, 2022, 2:13 PM
to amir_khp29

Hello,

Hope that this email finds you well. I am currently conducting a study on motivation and leadership and I would like to seek permission from you to use some of the motivation questions from the questionnaire you used for the study that you completed cited as

Maktabi, S. H. & Khazaei, A. (2014). The Impact of Organizational Learning on Organizational Performance and Organizational Innovation: Evidence from Bank Industry of Iran. *International Journal of Economy, Management and Social Sciences*, 3 (10). Retrieved on January 10, 2022 from https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.683.5223&rep=rep1&type=pd

Hope to hear from you soon. Thank you for considering this request.

Best regards,
Deserie

amir kh Sat, Jul 2, 2022, 12:17 AM
Hello, no problem. Best Regards Amir Khazaei Ph.D in Marketing