



Universiteit
Leiden
The Netherlands

GOAL CLARITY IN PRIMARY EDUCATION: The role of Transformational Leadership, Employee Motivation and Job Performance

Thepass, Tahnee

Citation

Thepass, T. (2021). *GOAL CLARITY IN PRIMARY EDUCATION: The role of Transformational Leadership, Employee Motivation and Job Performance*. Retrieved from <https://hdl.handle.net/1887/3160812>

Version: Not Applicable (or Unknown)

License: [License to inclusion and publication of a Bachelor or Master thesis in the Leiden University Student Repository](#)

Downloaded from: <https://hdl.handle.net/1887/3160812>

Note: To cite this publication please use the final published version (if applicable).

GOAL CLARITY IN PRIMARY EDUCATION

*The role of Transformational Leadership, Employee Motivation and
Job Performance*

The University of Leiden; Faculty of Governance and Global Affairs

Master Public Administration; Public Management & Leadership

Name: Tahnee Thépass

Student number: 1758241

Course: Master Thesis 2019-2020

Advisor: Petra van den Bekerom

Wordcount: 13373

Date: 12-03-2021



**Universiteit
Leiden**

“Don’t tell people how to do things, tell them what to do and let them surprise you with their results.”

George S. Patton¹

¹ Source: <https://www.projectmanager.com/blog/the-25-most-inspiring-leadership-quotes>, accessed on 05-01-2021

Abstract

Aim: The lack of empirical evidence to support the interaction between theories on transformational leadership, goal clarity, job performance and employee motivation makes it necessary to obtain this. The dataset is used to get more insight into these interactions in the field of educational settings.

Methods: Data was collected through two surveys, a self-perceived leadership survey, and an employee-perceived leadership survey. The first was distributed to school principals only, who in turn were asked to distribute the employee-perceived survey to at least five of their direct employees ($N = 208$). To test the hypotheses, multivariate linear regression analyses and a moderated mediation regression analysis were conducted.

Results: H1, H2 and H3 are accepted, as the linear regression analyses prove there is a statistically significant correlation. Employee motivation does have a mediating effect and partly explains the indirect effect between goal clarity and job performance. Transformational leadership does not have a moderating effect on the relationship between goal clarity and employee motivation. Also, there is no significant moderated mediation effect for the proposed model. H4 and H5 are thus rejected.

Conclusion: The analysis confirms the indirect effect of employee motivation in the relation between goal clarity and job performance. Goal clarity provides employees with a clear and specific goal. Knowing the expected tasks increases motivation and therefore their job performance.

According to the moderated mediation regression analysis, there is no significant moderated mediation in our proposed conceptual model. Transformational leaders do not have the expected positive effect on employee motivation. The results are in contrast with the theory on transformational leadership, as it is argued that transformational leaders have a motivating and enriching effect on employees through their abilities to support, communicating the organization's mission, and stimulating (Bass & Riggio, 2006).

Keywords

Transformational Leadership, Goal Clarity, Employee Motivation, Job Performance, Primary Education

Content

| | |
|--|----|
| Abstract | 3 |
| Content | 4 |
| Introduction | 5 |
| Theoretical Framework | 9 |
| Performance management | 9 |
| Employee motivation and its effect on job performance..... | 12 |
| Effect of goal clarity on employee motivation; Goal-setting theory | 14 |
| Transformational leadership | 16 |
| Effect of transformational leadership on the relationship between goal clarity and employee motivation..... | 19 |
| Methodology | 21 |
| Research Design | 21 |
| Sampling | 22 |
| Data Collection | 23 |
| Measurement | 25 |
| Analytical strategy..... | 27 |
| Empirical Findings | 29 |
| Factor analysis | 29 |
| Descriptives | 30 |
| Hypotheses-testing | 32 |
| Moderated mediation..... | 32 |
| Conclusion..... | 37 |
| Discussion..... | 39 |
| References | 41 |
| Appendix | 46 |
| 1. Scales..... | 46 |
| 1.1 Scales Leader-perceived questionnaire..... | 46 |
| 1.2 Scales Employee-perceived questionnaire..... | 48 |
| 2. Introduction letter..... | 52 |
| 3. Factor loadings | 53 |

Introduction

From 2017 on, primary education in The Netherlands has been on strike multiple times. The Hague in particular served as a meeting point for the striking participants and acted as a stage for their voices to be heard. Sometimes accompanied by secondary and higher education, they took the opportunity to express their dissatisfaction about the low salaries in the sector, the teacher shortage, and the high workload. They demand the government to make more money available for education so that these problems can be tackled structurally. With an extra budget, for example, trainees and teaching assistants can be used to support teachers in their daily tasks. Despite this situation, teachers and schools are expected to provide a certain quality of education that is constantly improving to get better student outcomes.

This day and age are marked by the so-called performance society (Van Zanten, 2010), which indicates that the society we live in is based on values such as (cost)efficiency and effectiveness. Societal achievement or performance is often associated with the public sector and thus refers to economic prosperity and increasing production. However, achievement as a concept has more to it than only its monetary aspects, such as military, political, artistic, or intellectual achievement, or perhaps even greater achievement of peace of mind' (McClelland, 1967: 63). When in the 1980's the New Public Management reforms were implemented, the pursuit for efficiency and effectiveness caused high workloads and pressure on employees in the public sector. Public organizations were treated as businesses, which caused a trade-off between values and business objectives. While prosperity might seem to be increased, social problems seem to get worse (Van Zanten, 2010). Reports of burn-outs and high workload among employees in the public sector are a regular occurrence. According to the Central Bureau of Statistics, 23,5% of the teachers working in Dutch educational organizations have burn-out complaints such as tiredness and exhaustion (CBS, April 15th, 2020). Primary teachers also seem to be affected here, as the many strikes of recent years have shown.

Performance management aims to measure the outcomes and use this information to improve the organization's policies and thus increase organizational performance (West & Blackman, 2015: 74). While this might be effective in the private sector, as output is often based on profit and economic factors, the public sector tends to struggle with ambiguous goals as they are often dependent on different values. The stakeholders in the public sphere together try to determine the maximum profit for society. As a result, there is no clear definition of output. As employees are the force of the organization, the organization's vision must be clear to

them, as they are the ones who carry out this message to society. The lack of clarity might affect the employee motivation, in this thesis also referred to as teacher motivation, and in turn affect organizational outcomes such as job performance. One can speak of employee motivation when this is motivation conceptualized at a contextual level. This ‘refers to the various reasons that people engage in a specific domain’ for example in their work (Fernet et al., 2017: 147).

The outcomes of performance management can be measured on multiple levels such as macro-level, meso-level, and micro-level (Van der Hoek & Van den Bekerom, 2018). Micro-level looks at performance management on an individual level. Through individual performance management, employees can receive feedback and support. Job performance or individual performance is directly affected by employee behaviors, such as commitment and motivation, as is illustrated in the ‘black box’ of HRM from Wright & Nishii (2007). Since individuals might react differently to organizational policy, the behavioral outcomes might differ per person. This can reflect on their job performance as well. This and the often ambiguous goals make performance management a challenge for organizations. A way for performance management to be effective in the public sector is goal setting. Goal-setting theory (Locke & Latham, 2002) can help explain the effects of performance management on an individual level on employee motivation and serves as a mechanism between both. Van der Hoek and Van den Bekerom (2018: 236) explain that ‘in goal-setting theory, the relationship between goals and performance at the level of the individual is central. This theory states that different properties of goals are important to achieve good results. Goals must be clear, specific and challenging’. This thesis focuses specifically on goal clarity and its effect on employee motivation and job performance. Goal clarity aims at providing the employees with clear and specific goals. The more clear a goal, the more likely an individual is to achieve this which could stimulate individual performance, or job performance (Van der Hoek et al., 2018). Setting goals helps one to focus and provides direction and stimulation. I will thus research the mediating role of employee motivation on the relationship between goal clarity and job performance. Motivated employees are more eager to contribute to the organization. An increase in motivation might thus positively affect job performance (Wright & Nishii, 2007), and will in their turn effectuate that the set goals will be achieved.

I will also look at the moderating effect of transformational leadership on the relationship between goal clarity and employee motivation. Research has shown that transformational leaders strongly believe in one’s Public Service Motivation (PSM), and have an urge for the

individual development of their employees (Kirby et al., 1992). Also, Podsakoff et al. (1996) and Nguni et al. (2006) confirm the positive effect of transformational leadership on an individual's affective behavior, which can also be described as attitudinal reactions, which include one's motivation. Transformational leaders actively communicate the organization's vision to its employees and try to find a fit between both their objectives. The essence of the effectiveness of transformational behaviors thus lies in the fact that they can increase employee motivation and performance through their ability of effective communication. Berson & Avolio (2004: 629) summarize this as follows: 'They [transformational leaders] achieve greater organizational performance by aligning individuals with the strategic vision, mission, and collective goals of their organization'. In this way, employees will identify better with the set goals, and it is more likely that they will achieve them. We can interpret this as a positive effect of a transformational leadership style on the relationship between goal clarity and employee motivation.

How do public leaders manage job performance? Do employees need clear goals to perform? Is performance dependent on the level of motivation of employees? What role does leadership style play in this process? These questions have led to the following research question, which is twofold:

What is the effect of goal clarity on job performance, and how is this relationship mediated through employee motivation? Also, what is the effect of goal clarity on employee motivation, and how is this relationship moderated by transformational leadership?

I will research the relationship between goal clarity, employee motivation, individual performance, and transformational leadership by distributing questionnaires to school leaders and their employees of a randomly taken sample of primary schools throughout the Netherlands ($N = 2013$).

The societal relevance of this research is illustrated by the fact that the research question was drawn up in consultation with the Wereldkidz organization. The Wereldkidz elementary school's organization has approximately 550 employees, who together teach and support around 4700 students every day who are divided over 31 elementary schools. Even though the research has eventually been extended to a national level, instead of only limiting it to the Wereldkidz organization, the research question is still applicable to primary education in general. The results can be applied in practice by management as they will give more insight

into how the relationships between goal clarity, transformational leadership, employee motivation, and job performance relate to each other. In this way, management can respond effectively. Also one will get a better understanding of the positive effect goal clarity and transformational leadership can have on employee outcomes such as motivation and performance, and will on their turn improve organizational performance (Bass & Riggio, 2006: 47; Jacobsen & Andersen, 2015; Shamir & Howell, 1999). As different educational organizations work under comparable circumstances, this research can also be of relevance to other levels of education such as secondary education and higher education. The surveys serve as an evaluation of, among other things, the leader-self perceived qualities against the employee-perceived ratings about their leader. By using this method I can evaluate whether transformational leadership is perceived by the teachers in practice as intended by the leader, and the effect it has on their reactions and behavior.

Over the years, much has been written on transformational leadership and its effect on organizational performance (Bass & Riggio, 2006:47; Jacobsen & Andersen, 2015; Shamir & Howell, 1999). These theories have already given us much insight into what transformational leaders do, and the effect of their practices on public organizations in particular. It is a given that transformational leaders have an uplifting effect on their employees through the ways of supporting and stimulating them in their journey to individual development. The more motivated your employees are, the better the organization will perform. It fosters to achieve its mission through its employees, and transformational leaders seem to play an important role in this process. Likewise, many theories have been developed on employee motivations, such as PSM (Moynihan & Pandey, 2007) and the distinction between intrinsic and extrinsic motivation (Le Grand, 2010; Kreps, 1997).

Previous research has been conducted bringing these two concepts together, in education settings also (e.g. Kirby et al., 1992; Nguni et al., 2006). Kirby et al. (1992) research the effect transformational leaders in education can have on organizational performance and their employees. One of the conclusions is that their urge for development and effort was based on their strong belief in intrinsic motivation (Kirby et al., 1992: 309). The authors thus confirm that intrinsic motivation can be fostered by certain leadership qualities. Additionally, the model of Nguni et al. (2006) indicates a strong influence of transformational leadership on teachers' affective behaviors, such as job satisfaction and organizational commitment, which fall in the same category as motivation (Wright & Nishii, 2007). According to these studies, there thus seems to be a relationship between transformational leadership and employee

motivation. Nevertheless, empirical evidence is scarce for this specific public sector. Most research has been written on public organizations in general. By also including the concepts of goal clarity (Locke & Latham, 2002; Sawyer, 1992; Van der Hoek et al., 2018) and job performance on micro-level (O'Boyle, 2013; Thoonen, 2012; Wright & Nishii, 2007), this study aims to add to the theory by combining these four concepts which are not yet studied in relation to each other and to provide empirical data to support this. The data obtained with the questionnaires will be analyzed and will provide more theoretical insights into the relationships between transformational leadership, goal clarity, job performance, and employee motivation. The results will therefore complement current knowledge of public administration in the semi-public sector concerning education and the effects of management policy on employees.

The first chapter will elaborate on the theoretical framework this research is built on, and the state of the art on my thesis subject. Next, I will explain and justify the research design used as well as the research methods. In the third chapter the empirical findings are presented, as well as the analysis of the collected data. Based on the results, the hypotheses will be accepted or rejected. I will end this thesis with a conclusion and discussion.

Theoretical Framework

Performance management

With the introduction of New Public Management (NPM) in the late 20th century, a new way of governing was implemented. Public organizations were treated as businesses, which caused a trade-off between values on one side and cost-efficiency and effectiveness on the other. With an emphasis on quantification, leaders were to do 'more with less' for their organization which eventually became the new standard. The focus changed from input to output and outcome, and performance management became key within public management reform (Hvidman & Andersen, 2014). Public organizations were in a way forced to constantly 'prove' themselves based on their results; 'The public sector is expected to be able to demonstrate its value and to constantly seek new ways that foster performance' (Moynihan, 2008: 3).

To fully understand what performance management is, we first need a definition of performance itself. Performance is a broad understanding and includes many different forms of organizational performance. Van Dooren et al. (2015: 2) describe performance as intentional behavior, or as deliberate action and define performance as ‘the realization of public values such as efficiency, effectiveness, equity, robustness, openness and transparency’ (Van Dooren et al., 2015: 39). The first two -efficiency and effectiveness- are characterizing for NPM especially. According to them, performance has three aspects. The first is that it is ‘carried out by the performing agent’ (ibid.). There is thus an actor who acts intentionally. Another aspect is the level of quality (ibid.), which can range on a continuum from low to high. A third aspect is that ‘performance equals results’ (Van Dooren et al., 2015: 4) when performance is to be considered as the quality of the goal, such as output, instead of the means. Performance stands for change and improvement, which is also what NPM is based on. Performance management then includes the entire process from input to outcome and how this process is managed throughout the entire organization.

The main purposes of performance management, which was a direct consequence of the introduction of NPM, were to accomplish transparency, understanding, mobilization, and improvement within the public sector (De Lancer Julnes, 2008). Through performance management, one would be able to use performance information generated through measurement, evaluate and adjust policy, and implement this back into the organization (Van Dooren et al., 2015: 39). Hvidman & Andersen (2014: 38) imply that ‘performance management systems rest on the assumption that when performance information is generated, managers will use it to make better decisions’.

Performance management usually takes place on three levels; at macro-level, meso-level and micro-level (Van der Hoek & Van den Bekerom, 2018). Research at macro-level would be across public organizations within the same sector, such as all primary schools in the Netherlands. Meso-level would be at an organizational level, for example across one organization constituting of multiple primary schools. Micro-level is the individual level, on which this research takes place. I will focus only on the individual level, due to the nature of teaching activities. Another level of research referred to by Van der Hoek et al. (2018) is team level. This level of research has been given more attention over the years, as teamwork has become a more popular way of working within organizations. However, as teachers generally perform their work alone, and work independently in front of the classroom to reach their goals, I am more interested in analyzing performance management on micro-level. Research

on the team level is therefore not relevant or fitted for this current research. O'Boyle (2013: 157) explains that 'as the individual employee contributes to improving the performance of the organization, it is essential that an individual performance management system is in place that helps them understand their role in achieving strategic objectives'. Employees will be receiving feedback and get the opportunity to constantly improve themselves and thus increase their contribution to organizational performance.

It is important to note here that the meaning of outcome for the public sector is not as clear as in the private sector, where it usually aims at maximizing profits. The underlying assumption that this kind of management could be 'copied' from the private sector and implemented in the public sector raised some questions about its effectiveness. Can these techniques be transferred from one sector to the other? Can effectivity be maintained under different contextual circumstances? Hvidman & Andersen (2014: 38) have researched the fit between performance management in the private sector as well as in the public sector. They argue that this fit is mainly based on three factors called intra-organizational characteristics, which are usually more related to the private sector and businesses, namely: capacity, incentives and goal clarity. Capacity indicates the managerial capacity for autonomy, and the possibility to make use of performance information. Since the public sector is often related to a high level of bureaucracy, they expect a lower level of autonomy and thus less chance for successful implementation of performance management within these public organizations. Incentives refer to the reward, punishment or something else that can be offered for a person to get triggered enough to perform. In businesses for example monetary rewards are more common than in the public sector. A bonus might be what can motivate an employee to work hard, and be involved with the business. In the public sector, incentives are more often intrinsic such as Public Service Motivation (PSM). I will elaborate on (employee) motivation later on.

The last factor that is of importance is goal clarity, which is about setting clear and specific goals. In contrast to private organizations, public organizations are not focused on economic output or profit. The goals are often ambiguous and vague, as public organizations have to deal with many actors and thus many interests. The public sector can therefore be called a 'complex and dynamic system of political representation, fuelled by interests, power, ideology and political judgement' (Van Dooren et al., 2015: 22). The stakeholders in the public sphere together try to determine the maximum profit for society. As a result, there is no clear definition of output. A consequence then is the difficulty to evaluate whether public organizations sufficiently provide public services and measure public sector output. Setting

clear goals can provide a vision for the organization as a whole and a clear direction in which to head. As employees form the basis of a public organization, without them no work will be completed. To achieve the highest performance levels possible, an organization needs motivated and committed personnel. HRM thus often poses the question of how to motivate their employees and how to keep them motivated in the long term. One of the answers to this question is by setting clear goals, or in other words goal clarity.

Goal clarity is of substantial importance and can be best explained according to the principal-agent theory, where the relationship between the principal or leader and the agent or employee, is based on an exchange (Caillier, 2016). This exchange, mainly performance of the employee for rewards from the leader, can only be beneficial when the employee knows which goals need to be reached. Caillier (2016: 302) states that ‘the value of it [the relationship] is based on whether or not managers adequately communicate to subordinates exactly how their activities or roles are to be performed’. The clear communication of expectations could help the agents achieve the goals set by the organization and in this way attribute to its purpose.

Employee motivation and its effect on job performance

Motivation is part of the employee reactions or behavior described by Wright and Nishii (2007). They state that ‘employees’ behavior influences the firm’s operating performance, which leads to profitability, growth, and market value’ (Wright & Nishii, 2007: 8). This suggests that motivation directly affects organizational performance. There are three types of employee reactions; affective, cognitive and behavioral reactions (Wright & Nishii, 2007: 11). I will focus on the first, affective or attitudinal reactions, which include motivation.

In the public sector, there are different types of motivation. The most common distinction is made between intrinsic motivation and extrinsic motivation (Le Grand, 2010; Kreps, 1997). The people that work in public service who are intrinsically motivated are called knights, the ones who are extrinsically motivated are called knaves (Le Grand, 2010). Grand (2010) explains that the effectiveness of the policies you implement depends on the nature of the individuals. If they are knaves, we have to set performance indicators, and for example, set monetary incentives. We then assume that people need these incentives to perform. Motivation is then based on market-exchange, efforts for rewards. If they are knights, the

policies have to be based on a trust-model. You can trust the people to do their job as the incentives are already there. They do what they need to do to perform well.

Fernet et al. (2017: 147) conceptualize motivation at a contextual level, which ‘refers to the various reasons that people engage in a specific domain’ for example in their work. They argue that the higher the intrinsic or autonomous motivation to engage in one’s job, the more committed these individuals are, and the better their job performances. This is again confirmed by another study on teacher motivation by Katz & Shahar (2015), who argue that autonomously motivated teachers can have a significant effect on their students’ outcomes and behaviors. They also state that intrinsically motivated teachers ‘achieve more than those who are engaged as a result of controlled [extrinsic] motivation’ (Katz & Shahar, 2015: 577). This thesis examines this statement within the context of primary education and its employees, teachers.

According to Thoonen et al. (2011), there is a distinction between motivated behavior and motivational factors, where the latter are influencing the first. According to the three components of motivational factors -the expectancy component, the value component and the affective component- the following scales have been composed to operationalize and measure teacher motivation; Teachers’ sense of self-efficacy, internalization of school goals into personal goals, tolerance of uncertainty and employee well-being. The expectancy component refers to a ‘teachers’ belief about their ability to perform a task’ (Thoonen et al., 2011: 504), also called self-efficacy. The higher the level of self-efficacy, the more likely one is to persevere. The value component implicates how important a teacher considers the task and depends on one's personal goals. Therefore the internalization of school goals into personal goals is considered one of the factors of teacher motivation. The last component, affectivity, refers to emotions and feelings concerning their job, tasks, or school. Uncertainty can cause avoiding risks and being less innovative in their ways of working. The last scale of employee well-being can also be grouped under the affective component, as this has also to do with one's state of mind and thus one's emotions and feelings towards their tasks and the school.

Hypothesis 1: Employee motivation positively influences job performance.

Effect of goal clarity on employee motivation; Goal-setting theory

One might wonder how to actively manage individual performance when public organizations often face difficulties due to ambiguous and vague goals. Goal-setting theory (Locke & Latham, 2002) can help explain the effects of performance management on an individual level on employee motivation and serves as a mechanism between both.

The goal-setting theory tries to find the answer to the question; ‘How can employees be motivated for tasks?’. It also looks at the effect of goal setting on employees and organizational performance. Setting specific goals makes it easier, in the end, to measure whether the set goals have been achieved or not. Goal-setting theory is a motivation theory (ibid.) and the underlying mechanism is an important factor that explains the effect of performance management, on the individual level, on employee motivation and eventually job performance. Van der Hoek et al. (2018: 475) confirm that ‘the [goal setting] theory proposes that goals activate motivational mechanisms that stimulate performance’. Setting goals helps you to focus. It provides direction and stimulates effort into the direction of your goal, as ‘goals specify the desired outcomes or performance that should be realized, whereas performance refers to what is actually accomplished’ (Van der Hoek et al., 2018: 474). When you know what is expected, you are more likely to persevere. It can help you to find appropriate strategies. There should be a fit between the organizational goals and Human Resources practices. To achieve the goals, you need (human) resources, which means that there should be alignment between how you manage your people. Locke & Latham (2002: 706) and Seijts et al. (2013) argue that the more clear a goal is, the less ambiguity this causes in what needs to be achieved, and therefore reduces variation in performance levels. This is called ‘goal clarity’.

We can distinguish two types of goals; performance goals and learning goals (Seijts et al., 2013). Performance goals focus on the result, were learning goals focus on the development throughout the process. They require different types of cognitive processing. For performance, you need the skills, ability, and self-efficacy, which an individual can obtain by learning first. Ability and self-efficacy are important conditions, as they will enable one to choose the appropriate strategy. To both goal types apply that the more specific, clear and challenging the goal, the higher performance will be. Caillier (2016) has researched the relationship between PSM and goal clarity, and the individual's behaviors that this relation produces, specifically organizational commitment and extra-role behaviors. He found that the

two were positively associated and that these behaviors are linked to performance (Caillier, 2016: 301).

The level of difficulty of a goal could also affect one's performance (Locke & Latham, 2002: 706). The more difficult a goal, the higher employees perform. When asking people to 'do their best', by performing without the pressure of accomplishing a specific goal, you will not get the same results. Commitment is needed from employees to get the best out of them. Another important factor in the goal-setting theory is self-efficacy, which refers to the belief that you can achieve a self-set goal. A high level of self-efficacy will lead to more positive results than individuals with low self-efficacy since they are more committed and tend to handle constructive criticism better as well (ibid.). Even though relevant within the goal-setting theory, I will lay the focus within this research on goal clarity and exclude goal difficulty and self-efficacy.

Goal clarity, however, comes with complications. As argued before, the public sector usually experiences highly ambiguous goals (Rainey & Jung, 2015), for example, because of competing values and conflicting logic. Goals can be vague because they encompass many and are created from many interests. One may argue that goal clarity might be achieved in public organizations, as 'having clear goals and choosing measurable objectives are the starting point of the performance management concept' (Hvidman & Andersen, 2014: 39). However, while this might, in theory, be assumable, in practice public organizations still struggle with goal ambiguity and confusing objectives due to many different values on the organizational level. The focus on cost-efficiency leads to an increase in work pressure and job demands on public sector employees. This can cause a decrease in employee motivation.

Also, managers might have different goals than professionals; 'Such ambiguity exists because public goals often contain multiple subgoals that are linked to various values simultaneously, some of which are hard to capture in numbers' (Van der Hoek et al., 2018: 475). Due to their vagueness, goals can become subject to different interpretations which even increases their ambiguity (ibid.). Performance management, in which employee goal setting is combined with performance appraisal (or incentives) (Marsden, 2007) might thus be a challenge within public organizations especially.

These theoretical insights have led to the following hypotheses;

Hypothesis 2: Goal clarity positively influences job performance.

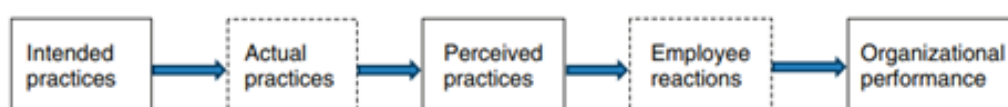
Hypothesis 3: Goal clarity increases employee motivation.

Transformational leadership

We can distinguish between two ways to measure ‘performance’ as a result of transformational leadership (Bass & Riggio, 2006: 47); the first is to subjectively measure a leader’s performance, by evaluating external parties their perceptions such as followers. The second is to objectively measure the output of performance, ‘such as measures of productivity, goal attainment, sales figures, or unit financial performance’ (ibid.). While I focus on employee motivation in this thesis, it is important to note that leaders actively try to motivate their employees *in order to* increase organizational performance. This is their main goal. To understand this process, we go from the organizational level back to the individual level to see how transformational leadership affects employees and their affective behaviors.

Wright & Nishii (2007) argue that management contributes to organizational performance, however acknowledge that this relationship is influenced by different mediating variables occurring at each level. Intended practices on the management-level are those practices that ‘decision-makers believe will effectively elicit the employee responses desired’ (Jacobsen & Andersen, 2015: 830). These are influenced and adjusted throughout the levels, to be implemented on an individual level as actual behavior which influences organizational performance. Figure 1 illustrates the process of leadership practices to the eventual outcomes on organizational performance.

Figure 1. Process Model of Leadership Practices (Wright & Nishii, 2007 in: Jacobsen & Andersen, 2015: 830)



In early leadership research, no distinction was made between the different roles leaders and managers filled within an organization. The term ‘old leadership’ was mostly task-related.

This idea changed during the '70s, as people realized the different functions each one had (Levine et al., 2010). 'New leadership' made its introduction and shed a different light on leadership. The interest in leadership and its effect on organizations and people grew extensively, as was assumed that leadership could have such an effect on individuals, organizations and societies. This has led to much research in this area. One of the most influential works in this area is that of Bass & Riggio (2006). Building on Burns' work, they make the (now) common distinction between transactional and transformational leadership. They argue that a transactional leadership style is based on an exchange relationship, in which (the lack of) productivity is exchanged for rewards or punishment. Through a focus on the self-interest of their employees (Jacobsen & Andersen, 2015: 829) they try to achieve the goals they have set for themselves, the team, or the organization. The Full Range of Leadership Model (Bass & Riggio, 2006: 9) illustrates transformational leadership as an extension to transactional leadership, where leadership goes beyond pure exchange and emphasizes the collective on the organizational level. Transformational leaders are described to be supporting and able to provide vision and mission for the organization and its individuals, focussing on the greater good and achievement. They are innovative and aware of one's personal needs. This active leadership style can lead to more commitment and motivation to perform above expectations, and can thus increase performance (Bass & Riggio, 2006: 10). Bass & Riggio (2006: 3) have defined transformational leadership as follows, which is also the definition I will keep throughout this thesis;

'Transformational leaders [...] are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity.

Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group and the larger organization.'

This definition is conceptualized through four components, that can be measured with their Multifactor Leadership Questionnaire (MLQ). The first component is idealized influence – or charisma (Antonakis, 2012: 265) – which means that the leader serves as a role model for his or her followers. The employees look up to their leader and ascribe ideal attributes to him or her (Bass & Riggio, 2006; Jacobsen & Andersen, 2015). Inspirational motivation refers to a leader that motivates the followers and provides meaning to the work they do. It offers them a vision and a direction (ibid.). Intellectual stimulation is the drive for innovation and personal development. The leader encourages creativity and uses different perspectives to analyze a

problem or a new opportunity instead of only taking into account his personal view (ibid.). The last component is individualized consideration. The leader takes on a role as coach or mentor, to focus on individual needs and support each employee throughout their development process (ibid.).

Transformational leadership is often compared to charismatic leadership. Many authors draw on Weber (1947; in Antonakis, 2012: 260), who was ‘the first to conceptualize ‘charisma’ and describe the leader as ‘one who could bring about social change’. Bass & Riggio (2006: 5) argue that conceptually ‘leadership is charismatic’, and that the two indeed have many characteristics in common. Nevertheless, it would be better to see charisma as a part of transformational leadership, instead of equating them. Both styles focus on the leader-follower relationship, whose effectiveness is accomplished through communication; ‘Without the communication skills necessary to articulate, inspire and motivate, the leader will have a more difficult time “transforming” the followers to either adopt or embrace the vision and the mission of the organization as their own and to begin to satisfy their self-actualization needs’ (Levine et al, 2010: 579). Despite the similarities between the transformational and charismatic leadership styles, the latter is argued to be more personal; both in terms of the relationship between the leader and the follower, as well as the personal characteristics of the charismatic individual. Even though there is no clear definition of charisma, terms as ‘obedience’, ‘commitment’ and ‘power’ are often related. The leader holds a certain power over the individual, through their charismatic personality traits which makes them stand out against others (ibid.). Antonakis (2012) explains that they have the ability to influence others as their followers tend to identify themselves with their leader. Since the leader will be set as a role model, followers take over their values and ideals, and will go above and beyond to accomplish these supported and encouraged by the charismatic leader; ‘Charismatic leaders communicate symbolically, use imagery, and are persuasive in communicating a vision that promises a better future. In this way, they create an intense emotional attachment with their followers’ (Antonakis, 2012: 265). The relationship they have with their followers is very dependent on context, and whether there is a possibility for charismatic leadership to emerge (Shamir & Howell, 1999). These leaders are more likely to gain in popularity in turbulent times -regardless of whether this turbulence was created by the leader or not- during which high emotional levels and stress tend to steer people towards following a charismatic leader. The need for guidance in uncertain times also applies to transformational leadership (Bass &

Riggio, 2006: 59), who can effectively help their followers cope with the situation and can provide solutions.

Effect of transformational leadership on the relationship between goal clarity and employee motivation

Kirby et al. (1992) research the effect transformational leaders in education can have on organizational performance and their employees. One of the conclusions is that their urge for development and effort was based on their strong belief in intrinsic motivation (Kirby et al., 1992: 309). By acknowledging and recognizing one's hard work, the employees noticed their proudness in their accomplishments. This resulted in motivated and committed employees which is summarized in the following quote: 'The opportunity to engage in further activities was often perceived as the reward for extra effort' (Kirby et al, 1992: 309). This may, in turn, enhance individual-, unit- or organizational performance. The authors thus confirm that transformational leadership can be found in educational settings (ibid.), and that intrinsic motivation can be fostered by certain leadership qualities.

Another research that supports this statement was performed by Nguni et al. (2006) at a primary school in Tanzania. Even though the context differs extensively from the primary schools in the Netherlands and they do not look into employee motivation specifically, these insights are a valuable extension to this thesis. Their model indicates a strong influence of transformational leadership on teachers' affective behaviors, such as job satisfaction and organizational commitment, which fall in the same category as motivation (Wright & Nishii, 2007). This again is confirmed by many different studies on the effect of transformational leadership on employees such as Podsakoff et al. (1996: 260) who state that 'by articulating a vision of the future of the organization, providing a model that is consistent with that vision, fostering the acceptance of group goals, and providing individualized support, effective leaders change the basic values, beliefs, and attitudes of followers so that they are willing to perform beyond the minimum levels specified by the organization'.

The essence of the effectiveness of transformational behaviors thus lies in the fact that they can increase employee motivation through their ability of effective communication. Nemanich & Keller (2007: 53) state that 'by communicating their own motivation and enthusiasm for the new vision leaders instill in their followers a motivation to change toward that vision and

enthusiasm for attaining it. Subordinate motivation to achieve the leader's vision provides the impetus to build a social construction of the goals that are critical to vision attainment'. In other words, transformational leaders can set the right example by conveying their own motivation to their employees, who in their turn are more likely to attain the set goals through being more motivated. Berson & Avolio (2004: 626) add to this that 'they [transformational leaders] encourage followers to question assumptions, methods, and the goals to discover better ways to understand and translate them into specific actions and deliverables. By creating an open learning environment, they help foster a climate that promotes a deeper understanding of the goals, mission, and vision, which is likely to foster greater alignment, identification, and strategic focus throughout an organization'. This again refers to their ability to communicate the goals effectively to the employees. In this way, employees will identify better with the set goals, and it is more likely that they will achieve them. We can interpret this as a positive effect of a transformational leadership style on the relationship between goal clarity and employee motivation.

Transformational leaders thus have the ability to motivate their employees through these practices of inspiring, communicating and supporting, which in turn enhances the behavioral outcomes. We may conclude that a low level of transformational leadership has the opposite effect on the relationship between goal clarity and employee motivation. Lack of transformational leadership characteristics might limit the effective forward carrying of the organization's mission and vision through goal clarity, which in turn negatively affects employees' motivations. Based on these theoretical insights, the following hypotheses were formulated;

Hypothesis 4: Transformational leadership positively influences employee motivation.

Hypothesis 5: Transformational leadership positively influences the relationship between goal clarity and employee motivation.

To summarize the proposed hypotheses I have constructed the following theoretical model (Figure 2). This will be used and evaluated after data collection and analysis to answer the main research question; 'What is the effect of goal clarity on employee motivation, and how is this relationship moderated by transformational leadership? Also, what is the effect of goal clarity on job performance, and how is this relationship mediated through employee

motivation?.

Figure 2. Theoretical model according to formulated hypotheses

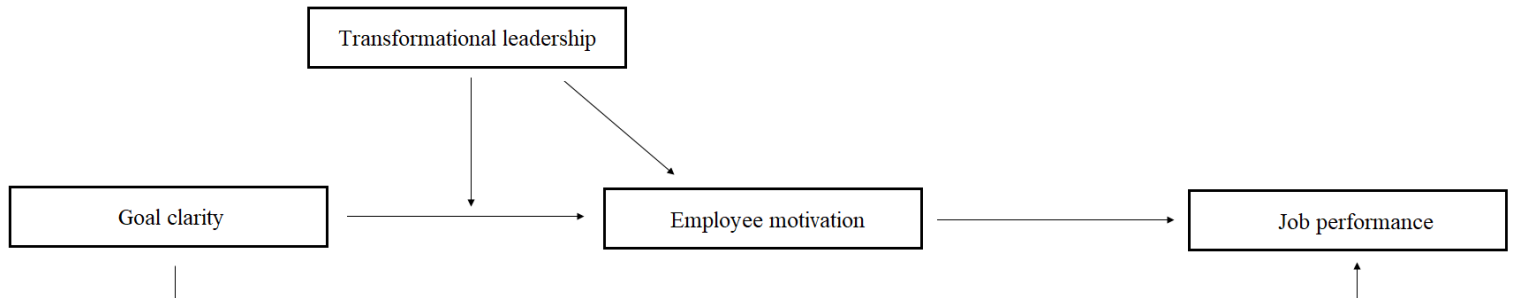


Table 1 gives a summary of the suggested H₁-hypotheses since we expect positive effects of the analyses.

Table 1. Suggested H₁-hypotheses

| Hypotheses | H ₁ |
|------------|---|
| H1 | Employee motivation positively influences job performance |
| H2 | Goal clarity positively influences job performance |
| H3 | Goal clarity increases employee motivation |
| H4 | Transformational leadership positively influences employee motivation |
| H5 | Transformational leadership positively influences the relationship between goal clarity and employee motivation |

Methodology

Research Design

The research was quantitatively performed, as I have chosen to distribute questionnaires to collect data. The surveys are distributed using Qualtrics, an online tool to create and distribute these. The number of respondents and used methods implicate that this is a large N research, however with a relatively small sample ($N = 208$). This research has a cross-sectional design, which means that the data was collected at one moment, with multiple respondents (Bryman,

2012: 59). Since there was no intervention done by the researcher, the research can be labeled as observational.

I will focus only on the individual level, due to the nature of teaching activities. As teachers generally perform their work alone and work independently in front of the classroom to reach their goals, I am more interested in analyzing performance management on a micro-level.

Sampling

The research methods of this particular research have been changed throughout the process. In the first instance, the focus was put on one educational organization only, the Wereldkidz organization. This organization exists of 31 different primary schools, all located in Utrecht and its surroundings. The schools are divided into six clusters, all led by a member of the board. A lack of response made me decide to upscale my research to a national scale and to approach more schools outside of the Wereldkidz organization.

To find more schools that were willing to participate, a file of DUO (Dienst Uitvoerend Onderwijs)² was used. This file contains details of most, if not all, primary schools in The Netherlands (special education excluded), up to 6148 schools. It is updated every month to keep the data as recent as possible. Thus the version used for this research might not completely match the version currently on the website of DUO.

The used file has been adjusted slightly to make sure the sample would be taken as randomly as possible. I have removed all the Wereldkidz locations as they were already approached earlier. Also, for some schools (806 schools) the URL was missing, so this has been supplemented where possible. The schools without a URL (27 schools) were removed from the list as well. From the eventual list of remaining schools, I selected a random sample of 2013 primary schools by using ‘=ASELECTTUSSEN/RANDBETWEEN(1;6121)’. Of the selected schools a separate file was made, adding a column for the email address which could eventually be used for a contact list.

² https://duo.nl/open_onderwijsdata/databestanden/po/adressen/adressen-po-1.jsp, accessed on the 27th of November 2020.

Data Collection

Data is collected through two surveys, a self-perceived leadership survey (Appendix 1.1; 30 items) and an employee-perceived (Appendix 1.2; 57 items) leadership survey. This methodology is based on Jacobsen & Andersen (2015: 829), who argue that ‘leadership is a matter of both intentions and perceptions’. Self-ratings tend to be higher than the employee-ratings due to the social desirability- and leniency bias (Atwater & Yammarino (1992, 1997); in Jacobsen & Andersen, 2015: 830). The first indicates overreporting one’s behaviors that are seen as appropriate and socially acceptable. This is originated in the need for social approval (Crown & Marlowe (1964); in *ibid.*). A leniency bias refers to the tendency to rate positive qualities better than negative ones. It is thus important to compare the two perspectives to analyze whether there is a discrepancy between the scores.

The first questionnaire was distributed to school principals only ($N=2013$). After completing their survey, they are asked to send the employee-perceived questionnaire to at least five of their direct employees. This is a more convenient way to distribute the questionnaire internally as the school leader has direct contact with his or her employees daily. Even though school leaders were asked to send the questionnaire to at least five employees, this was not always the case in practice. Some did not send the link to their employees at all, some did not collect enough responses (at least five employee-perceived questionnaires per leader). This resulted in a response of $N=140$ for the employees and $N=68$ for the school leaders. Since the questionnaires were sent directly to the school leaders, the response rate is 3,38%. In table 2 the number of employee responses per leader is shown.

Table 2. Employee responses per leader

| Number of leaders ($N=68$) | Number of employee responses ($N=140$) |
|--|--|
| 19 | 1 response |
| 7 | 2 responses |
| 6 | 3 responses |
| 5 | 4 responses |
| 13 | 5 or more responses |
| 2 | Missing data/did not specify |
| 16 | Not forwarded to employees |

One can argue that the sample would not be randomly chosen, since the participation of the school leaders is predetermined as there only is one per school. On a managerial level, this indeed applies, however, on a follower level this research can be identified as stratified random sampling. Each school represents a stratum. Per stratum, the school leader will randomly pick (at least) five of his or her followers to fill out the survey. The surveys are distributed using Qualtrics, an online tool to create and distribute these. The number of respondents and methods used implicate that this is a large N research, however with a relatively small sample. In the introduction letter it is stated that by filling out the complete survey, respondents give their informed consent for the data to be used and to be processed for this research only. In total six employee-surveys have missing values, mainly on the demographic questions. Therefore I have still included these surveys in the analysis, as they contain valuable data on the variables measuring transformational leadership, goal clarity, job performance and employee motivation. A total of $N=140$ of employee responses remains. Accordingly, the leader data set has been checked for missing data. The two surveys with missing data are not removed from the leader-survey dataset, as these missing values are mainly on the demographic questions. Likewise the employee-data set, there is still valuable data on other variables that can be used for further analysis. All cases remain, resulting in a total $N=68$.

The data has been analyzed to get a better view of the demographics of the sample used for this research. A total of 60.3% of the leaders is female, 35.3% identify as male. One person does not define as male or female, however did not specify their gender. The remaining 2.9% is a missing value. The average age of this group is 51 years, ranging from 33 years to 67 years. At the time of filling out the questionnaire, they work on average as a school leader for eleven years. They work on average twelve years for their current organization.

For the employees, 9.3% identify as male and 85,7% as female. The 5% left was a missing value. The average age is 43 years, ranging from 21 to 66 years. On average, they work eleven years as a primary school teacher, and three years for the organization they are currently employed with. At the time of filling out the survey, they worked with their current school leader for 3,1 years. The variables of age and gender of the employees were used as control variables in the analyses.

Measurement

The measurement of the different variables was based on previously used and validated scales, which will be explained separately per concept. All concepts are measured on a five-point Likert scale, ranging from 1 (*totally disagree*), 2 (*disagree*), 3 (*neutral*), 4 (*agree*) to 5 (*totally agree*). Cronbach's α was applied to every concept to check the inter-item validity of each scale. Besides the operationalization of the concepts used, also a few demographic questions were asked to get a better understanding of the population.

Transformational leadership: This concept is measured using the Dutch School Improvement Questionnaire (Thoonen, 2012). The items for this scale are based on the MLQ (Multifactor Leadership Questionnaire). Over the years more measurement instruments have been developed due to criticism on the validity of the MLQ factor structure (Antonakis, 2012: 264). An example is that some items tend to have been formulated in a very general way, and a chance exists that they can be interpreted differently. Despite this criticism, this scale has nevertheless been included in my research, as has proven its validity and its reliability in previous studies.

Originally the author used a four-point Likert scale, ranging from 1 (*totally disagree*) to 4 (*totally agree*). Considering that this research does not focus on team outcomes, but rather on individual employee motivation and the moderating effect of transformational leadership on individuals, I have modified the items to fit this context. To ensure a standard response format, the scale has been changed to a five-point scale. The reason for this is that the other concepts of origin are measured at five points. According to Geijsel et al. (2009), transformational leadership can be divided into three dimensions; vision, individual support or consideration and intellectual stimulation. Cronbach's α is .93 in the employee-perceived dataset and .82 for the leader-perceived dataset, and thus indicates the internal consistency of this part in both datasets.

Initiating and identifying a vision; five items

Individualized consideration and support; five items

Providing for intellectual stimulation; eight items

All items included in this part will be adjusted to either the leader self-perceived survey or the employee perceived survey. An example of this is the statement '*I help teachers to put their emotions into words*' for the leader self-perceived survey. This statement is changed to '*The*

school leader of our school helps teachers to put their emotions into words' in the employee-perceived survey. This method has been applied to all statements where relevant, which included the items of the other concepts as well.

Goal clarity: Caillier (2016) developed a model to examine, among others, the relationship between goal clarity and PSM, where he found a positive correlation between both. He used a seven-point Likert Scale to measure the five items of goal clarity developed by Sawyer (1992). To fit this research, this was adjusted to a five-point Likert Scale. The items used are '*My duties and responsibilities are clear*', '*The goals and objective for my job are clear*', '*The expected results of my work are clear*' and '*It is clear what aspects of my work will lead to positive evaluations*' (Caillier, 2016: 317). The last item '*It is clear how my work relates to the overall objectives of my work unit*' has been modified to '*It is clear how my work relates to the overall objectives of the organization*' as this better fits with the context teachers work in. Cronbach's α is .91.

Employee motivation: Employee motivation is also, like the concept of transformational leadership, measured with items from the Dutch School Improvement Questionnaire (Thoonen, 2012). Likewise, the scale has been increased from four points to a five-point Likert scale, ranging from '*totally disagree*' to '*totally agree*'. I have selected the DSIQ to use for employee motivation, as this questionnaire was based on teachers specifically. Cronbach's α is .71 and thus proves inter-item validity for the items of this measurement scale. According to Thoonen (2012), teacher motivation has four aspects;

1. Internalization of school goals into personal goals; six items
2. Teachers' sense of self-efficacy; six items
3. Tolerance of uncertainty; seven items
4. Employee well-being; eight items

Some examples of items to be found in these measurement scales are '*In the school team I often feel alone*', '*I am recognized as a professional*', '*I like to try new things, even if it is fruitless to me*' and '*I feel we have a pleasant school team*'. The concept of employee motivation is only applied to the employees and therefore only included in the employee-perceived questionnaire. The statements are especially aimed at teaching staff.

Job performance: Job performance was measured with a seven-item questionnaire (Williams & Anderson, 1991). These items have been adjusted to an employee-perceived perspective. The scores were evaluated on a five-point Likert scale (1 = strongly disagree, 5 = strongly

agree). The following items are included to operationalize job performance; ‘*My employees adequately complete assigned duties*’, ‘*My employees fulfill responsibilities specified in the job description*’, ‘*My employees perform tasks that are expected of them*’, ‘*My employees meet formal performance requirements of the job*’, ‘*My employees engage in activities that will directly affect their performance evaluation*’, ‘*My employees neglect aspects of the job they are obligated to perform*’ and ‘*My employees fail to perform essential duties*’.

Cronbach’s α is .59.

Analytical strategy

For the analyses, it was only the employee data was included without involving the leader data. I chose this strategy because analyzing both would become too big of research and I do not want to risk losing the essence of this research. It would mean to compare data on two different levels, however, in this thesis we focus specifically on individual/employee level. To not fully exclude the data of the leader questionnaire, I have compared the means of the scores with each other by aggregating data from teachers at the level of the school leader. I have also analyzed whether there is a correlation between the scores of the employees and the scores of the leaders' self-perceived scores. The results of both comparisons are discussed below.

Table 3. Pearson’s bivariate correlations teams and leaders

| Variable | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------------|--------|--------|--------|--------|-------|---|
| Transformational leadership employee | - | | | | | |
| Transformational leadership leader | .107 | - | | | | |
| Goal clarity employee | .450** | -.004 | - | | | |
| Goal clarity leader | .020 | .572** | .016 | - | | |
| Job performance employee | .458** | -.140 | .437** | .105 | - | |
| Job performance leader | -.250 | .259 | .206 | .387** | -.187 | - |

** . Correlation is significant at the 0.01 level (2-tailed)

Note: $N = 50$ (Listwise).

Table 3 provides the results of Pearson’s correlation analyses. Of the 68 leaders, a total of 50 have received questionnaire responses from their employees. To investigate whether there is a correlation between the scores of the leaders and the scores of their employees, I took the average scores for each leader and of their corresponding employees on transformational leadership, goal clarity and job performance. Employee motivation was left out of this analysis as this is only measured for the employees. Of these averages, six new variables were constructed as defined in table 3, which were used to perform Pearson’s analysis with.

From the results, we can conclude that there is no significant correlation between the leaders' scores and their employees. The results do imply that there is a significant correlation between the different factors for the employees. The same goes for the leaders. There is for example a significant relation with a medium effect ($r = .458, p < .01$) between the scores on job performance for the teams, and their scores on transformational leadership. This implies that if the teams score higher on job performance, it is also likely that they will consider their leader to be more transformational.

As self-ratings tend to be higher than the employee-ratings due to the social desirability- and leniency bias (Atwater & Yammarino (1992, 1997); in Jacobsen & Andersen, 2015: 830), I have compared the scores from the employees with the scores of the leaders on the scale of the three different factors of transformational leadership. For this comparison, again the 50 leaders were linked to their corresponding employees. Table 4 displays the results of the means, which confirm the theory posed by Atwater & Yammarino (ibid.). The self-perceived scores are higher than the employee-perceived scores. Leaders thus tend to give themselves higher ratings when it comes to their transformational leadership style and the clarity of the set goals within their organization. The employees however tend to score themselves higher on their own performance than their leaders score their performance.

Table 4. Means and standard deviations from teams and leaders on different factors

| Factor | Teams (N=50) | Leaders (N=50) |
|-----------------------------|---------------------|-----------------------|
| Transformational leadership | M = 3.84, SD = .41 | M = 4.04, SD = .31 |
| Goal clarity | M = 3.96, SD = .52 | M = 4.25, SD = .44 |
| Job performance | M = 4.22, SD = .33 | M = 3.42, SD = .28 |

Empirical Findings

IBM SPSS version 26 is used to perform the factor analyses. Through factor analysis, we can determine whether the different concepts of goal clarity, transformational leadership, employee motivation and job performance each exist of one factor only, or multiple. The factor loadings per variable/item are displayed in Appendix Table 3.

The analyses were performed only on the employee-perceived dataset since further analysis will also be only done on this data. Factor analyses were performed, as well as the descriptives and reliability analyses.

Factor analysis

The scales of ‘transformational leadership’ (KMO = .908 $\chi^2 = 1428,506$; $df = 153$; $p < .001$) and ‘goal clarity’ (KMO = .883; $\chi^2 = 450,602$; $df = 10$; $p < .001$) have been proven to be suited for a factor analysis. Goal clarity loaded only on one factor, as the eigenvalues indicated. This was again confirmed by the scree plot. Both have communalities all above .3. Transformational leadership loads on three different factors, identified as *stimulation*, *vision* and *support*, together responsible for 65,136% of the variance. This result corresponds with the method of measuring transformational leadership using the three different scales. Three factors were identified with an eigenvalue higher than 1,0. The scree plot however was a bit more unclear, as there was no clear point of inflexion. Despite this, I decided to keep the three factors based on the eigenvalues, as this corresponds best with the scales of transformational leadership and its components. The pattern matrix however implies multiple items with cross-loadings, where we maintain a limit of more than .2 difference (Howard, 2016) between two factor charges on different factors. There are three items with cross-loadings that have been removed from the analysis; TL_Stimulation_1 (*‘Helps teachers to express and explain their personal views on education’*) and TL_Stimulation_8 (*‘Creates sufficient opportunities for teachers to work on their professional development’*). The eventual factor loadings are displayed in Appendix Table 3. The scale now has a Cronbach’s alpha of .92 for 16 items.

Job performance is measured with seven items. According to the Kaiser-Meyer-Olkin test, this scale is also suitable for factor analysis (KMO = .733; $\chi^2 = 360,968$; $df = 21$; $p < .001$). We also find a significant outcome for Bartlett’s Test of Sphericity. All communalities were above .3, except for item JobPerformance_5 (*‘I consciously participate in activities that make*

me stand out positively’). After the factor analysis was performed on the scale of job performance, the results presented a two-factor solution, where items one to five load on the first factor, and items six and seven on the second factor. However, Cronbach’s α (.59) was not satisfied with these items, as the rule of thumb sets .7 as cut-off point (Field, 2013). By removing items five, six and seven (*‘I consciously participate in activities that make me stand out positively’*, *‘I neglect aspects of the job I am obligated to perform’*, *‘I fail to perform essential duties’*), Cronbach’s α would increase to .85, which would give this scale more reliability and therefore more use to this research. Another factor analysis gives us the result of only a one-factor solution, with $KMO = .804$; $\chi^2 = 240,913$; $df = 6$; $p = < .001$.

The last scale of employee motivation is measured through the DSIQ (Thoonen, 2012) which has 27 items that measure four aspects of teacher motivation. The scale proves to be suitable for factor analysis ($KMO = .804$; $\chi^2 = 1700,730$; $df = 351$; $p = < .001$). Factor analysis shows us that all communalities are above .3, therefore no items have to be excluded at this point. This results in a five-factor solution, that all have eigenvalues above 1.0. Together they are responsible for 57.65% of the variance explained. The scree plot confirms this, as the point of inflexion clearly distinguishes five factors. However, in the pattern matrix there is a total of four items that go beyond the boundary set for cross-loadings and are therefore removed from the analysis; *TM_Selfefficacy_1* (*‘I am recognized as a professional’*), *TM_Internalization_1* (*‘My personal goals are in line with the school’s vision’*), *TM_Uncertainty_1* (*‘I like it when exciting situations are caused at school’*) and *TM_Uncertainty_2* (*‘I let unfamiliar events take their course’*). After removal, Cronbach’s α would increase from .710 to .740. The results of the KMO and Bartlett’s test were also adjusted ($KMO = .808$; $\chi^2 = 1451,463$; $df = 253$; $p = < .001$).

Descriptives

To perform correlation analyses, new variables are created named *‘Mean Transformational Leadership’*, *‘Mean Goal Clarity’*, *‘Mean Employee Motivation’* and *‘Mean Job Performance’*, using only the data obtained from the employees. These are calculated with all variables measuring these scales except those that have been excluded due to the factor analysis. Table 5 is the result of the Pearson Correlation. From these results, we can draw some interesting conclusions. According to the bivariate correlation analysis, there seems to be a significancy between all variables for $p < 0.01$. The effect sizes seem to be of medium

strength. The variables of age and gender of the employees were also added as control variables. There is no significant correlation for the control variable age. Gender is negatively significantly correlating with transformational leadership and with employee motivation.

Table 5. Means, standard deviations, bivariate correlations, and Cronbach's alphas

| Variable | M | SD | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|-------|-------|--------|--------|---------|-------|------|
| Transformational leadership | 3.91 | .52 | (.92) | | | | |
| Goal clarity | 4.09 | .59 | .431** | (.91) | | | |
| Employee motivation | 3.69 | .25 | .441** | .443** | (.74) | | |
| Job performance | 4.25 | .46 | .307** | .600** | .543** | (.85) | |
| Age | 42,93 | 12,15 | -.013 | .076 | -.034 | .025 | |
| Gender | 1,92 | .27 | -.208* | -.083 | -.263** | -.029 | .001 |

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

Note: N = 140 (Listwise). Cronbach's alphas are in parentheses

From table 5 one can see the positive statistical significance between goal clarity and employee motivation ($r = .443, p < .01$), as well as the positive statistical significance between goal clarity and job performance ($r = .600, p < .01$). From these results, we however cannot draw conclusions about causality. To test the hypotheses, a moderated mediation regression analysis must be performed. Through a moderated mediation regression analysis, we can see whether there is an effect from transformational leadership as a moderator for the relationship between goal clarity and employee motivation. Also, the function and effect of employee motivation as a mediator between goal clarity and job performance can be tested.

Hypotheses-testing

Moderated mediation

Through multivariate linear regression analyses, we can test whether employee motivation (H1) and goal clarity (H2) are positively associated with job performance. Two regression analyses were performed, one excluding employee motivation (Table 6) and one including employee motivation (Table 7). The other factors included in both analyses are transformational leadership and goal clarity, controlled for by covariates age and gender. The goal of this method is to see what the effect of employee motivation is on goal clarity and to test whether there is a mediation effect in our model. The results of both analyses are shown in tables 6 and 7.

Table 6. Results linear regression analyses with job performance as dependent variable, excluding employee motivation

| <i>Independent variable</i> | B | SE | β | p | sr² |
|-----------------------------|-------------------------|-----------|----------|------------|-----------------------|
| Constant | 2.091 [1.240, 2.941] | .430 | | $p < .001$ | |
| Trans. leadership | .058 [-.087, .203] | .073 | .066 | $p = .427$ | .003 |
| Goal clarity | .454 [.328, .581] | .064 | .576 | $p < .001$ | .267 |
| Age | -.001 [-.006, .005] | .003 | -.018 | $p = .801$ | .000 |
| Gender | .054 [-.196, .305] | .127 | .032 | $p = .669$ | .001 |

Note. $R^2 = .364$, Adjusted $R^2 = .343$

sr² is the squared semi-partial correlation.

Table 7. Results linear regression analyses with job performance as dependent variable, including employee motivation

| <i>Independent variable</i> | B | SE | β | p | sr² |
|-----------------------------|--------------------------|-----------|---------------------------|------------|-----------------------|
| Constant | -.102 [-1.300, 1.095] | .650 | | $p = .866$ | |
| Empl. motivation | .726 [.426, 1.027] | .152 | .385 | $p < .001$ | .102 |
| Trans. leadership | -.032 [-.087, .203] | .070 | -.037 | $p = .643$ | .000 |
| Goal clarity | .358 [.235, .481] | .062 | .454 | $p < .001$ | .149 |
| Age | .000 [-.005, .005] | .003 | .002 | $p = .972$ | .000 |
| Gender | .173 [-.063, .409] | .119 | .102 | $p = .149$ | .009 |

Note. $R^2 = .467$, Adjusted $R^2 = .445$

sr² is the squared semi-partial correlation.

The results in Table 7 confirm the statistically significant effect of employee motivation on job performance (.726, $p < .001$). We can thus accept H1, H₀₁ can be rejected. The results displayed in Table 6 confirm the direct effect of goal clarity on job performance (.454, $p < .001$). We can thus accept H2, H₀₂ is rejected.

Our results meet the four conditions for mediations, set by Baron & Kenny (1986). They have set the following criteria which are applied to this thesis; Goal clarity must be correlated with job performance (Table 6; .454, $p < .001$), goal clarity must be correlated with employee motivation (Table 8; .133, $p < .001$) and employee motivation must be correlated with job performance (controlling for X on Y) (Table 7; .726, $p < .001$). The last step is to check whether goal clarity and job performance are no longer correlated, or have a reduced correlation when the effect employee motivation is controlled for on job performance. From

the results (Table 7) we can indeed confirm that the correlation is reduced when we add employee motivation to the analysis. Our B-value for goal clarity reduces from .454 ($p < .001$) to .348 ($p < .001$). According to Baron & Kenny (1986), our data meet all four criteria for mediation. Since the correlation between our X and Y is reduced, we may conclude that multiple mediating factors are operating. The variables of age and gender of the employees were also added as control variables in this analysis, however, there were no significant correlations for these control variables.

Another multivariate linear regression analysis is performed to test whether goal clarity (H3) and transformational leadership (4) are correlating with employee motivation. The results can be found in Table 8. According to the results, goal clarity is indeed statistically significant with employee motivation (.133, $p < .001$). We can accept H3, H₀₃ can be rejected.

Transformational leadership is not correlating with employee motivation (.125, $p = .003$). Therefore we fail to reject H₀₄, H4 is thus rejected. Again, the analyses were controlled for age ($p = .972$) and gender ($p = .149$) of the employees, however again there were no significant correlations.

Table 8. Results linear regression analyses with employee motivation as dependent variable

| <i>Independent variable</i> | B | SE | β | p | sr² |
|-----------------------------|-------------------------|-----------|----------|------------|-----------------------|
| Constant | 3.020 [2.549, 3.490] | .238 | | $p < .001$ | |
| Trans. leadership | .125 [.045, .205] | .040 | .265 | $p = .003$ | .055 |
| Goal clarity | .133 [.063, .203] | .035 | .317 | $p < .001$ | .081 |
| Age | -.001 [-.004, .002] | .002 | -.054 | $p = .479$ | .003 |
| Gender | -.163 [-.302, -.025] | .070 | -.181 | $p = .021$ | .031 |

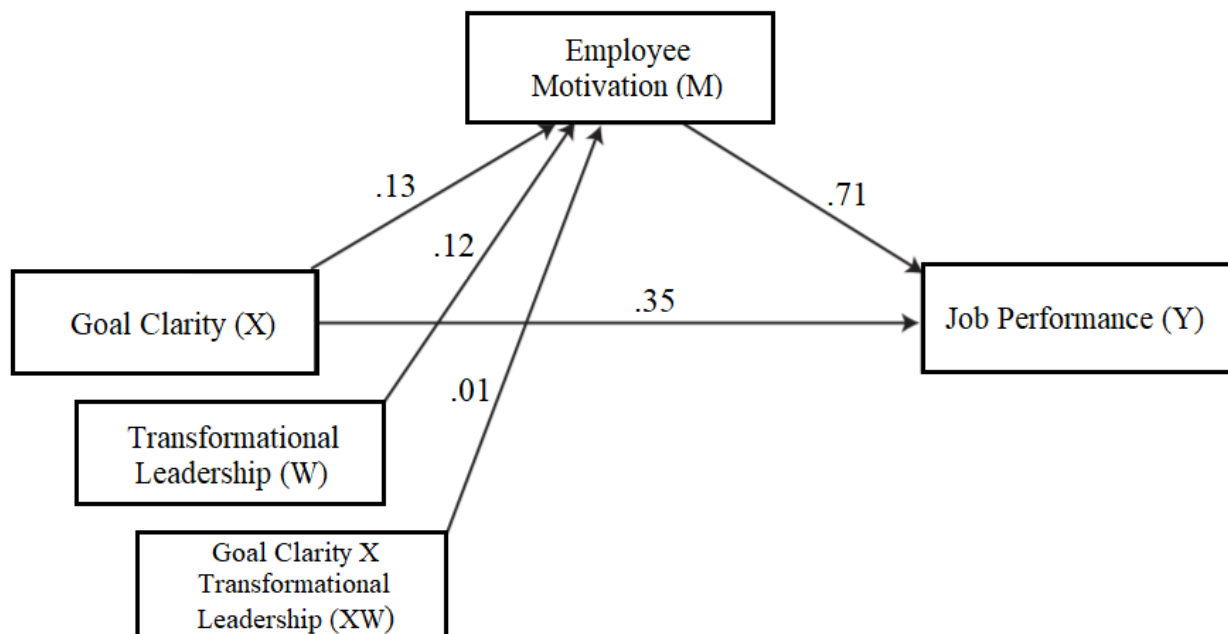
Note. $R^2 = .307$, Adjusted $R^2 = .284$

sr² is the squared semi-partial correlation.

The conceptual model for this thesis includes an imposed moderated mediation effect of employee motivation between goal clarity and job performance. In this context ‘mediation refers to a situation when the relationship between a predictor variable and an outcome variable can be explained by their relationship to a third variable (the mediator)’ (Field, 2013). Because we have included a moderator (transformational leadership) in the conceptual model, we will also have to take this into account in the following analysis. According to Field (2013), ‘moderation occurs when the relationship between two variables changes as a function of a third variable’.

Whether this is a significant moderated mediation effect, we need to look at the indirect effect of goal clarity on job performance through the mediator (employee motivation), including the effect the moderator (transformational leadership) has on the relationship between the independent variable (goal clarity) and the mediator. If the effect is positive and the lower and upper confidence intervals are above 0, the effect is significant for the alpha level of 0.05. When this is controlled for you can confirm that the moderated mediation effect exists and is significant. I have used the PROCESS-function version 3.5 by Andrew F. Hayes (2018; Model 7) to perform the moderated mediation regression analysis. Figure 3 provides the results, including the interaction effect of [goal clarity x transformational leadership] on employee motivation.

Figure 3. Results moderated mediation regression analysis and summary



1. **X predicting M: $b = .13$, $t(119) = 3.74$, 95% CI [.063, .204], $p < .001$**
2. W predicting M: $b = .12$, $t(119) = 3.07$, 95% CI [.044, .205], $p = .003$
3. Interaction predicting M: $b = .01$, $t(119) = .17$, 95% CI [-.108, .129], $p = .864$
4. **M predicting Y: $b = .71$, $t(120) = 4.86$, 95% CI [.419, .995], $p < .001$**
5. **X predicting Y: $b = .35$, $t(120) = 5.92$, 95% CI [.233, .466], $p < .001$**

Covariates predicting M:

6. Gender: $b = -.16$, $t(119) = -.231$, 95% CI [-.302, -.023], $p = .023$
7. Age: $b = -.00$, $t(119) = -.71$, 95% CI [-.004, .002], $p = .481$

Covariates predicting Y:

8. Gender: $b = .18$, $t(120) = 1.53$, 95% CI [-.053, .413], $p = .129$
9. Age: $b = .00$, $t(120) = .05$, 95% CI [-.005, .005], $p = .960$

Note. Results in bold represent a significant association.

From the results of the moderated mediation regression analysis, we can conclude that there is no significant interaction effect of [goal clarity x transformational leadership] on employee motivation ($p = .864$), controlling for covariates gender and age. Transformational leadership thus does not positively influence the relationship between goal clarity and employee motivation. This means there is no moderation effect. We fail to reject H_0 , H_5 can thus be rejected.

To test whether there is evidence of moderated mediation, we should look at the Index of Moderated Mediation (Hayes, 2015). According to Hayes (2015), we may conclude there is a moderated mediation effect if the bootstrap confidence interval does not include the value of zero. Table 9 shows the result of the moderated mediation analysis. As zero is a probable value on the confidence interval, we may conclude that transformational leadership is not moderating the mediating effect of employee motivation on the relationship between goal clarity and job performance.

Table 9. Index of Moderated Mediation

| <i>Mediator</i> | Index | SE | 95% bootstrap CI |
|---------------------|--------------|-----------|-------------------------|
| Employee motivation | .007 | .067 | [-.127, .132] |

Conclusion

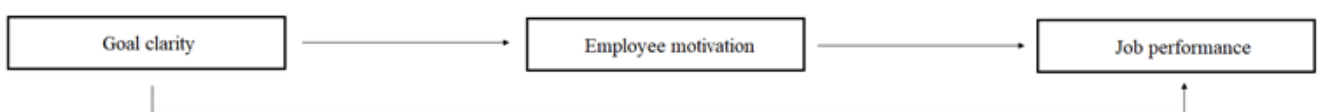
This research aims to shed some light on the relationship between four variables namely; goal clarity, job performance, transformational leadership and employee motivation. I have tried to look into this using the following research question, which is twofold; What is the effect of goal clarity on job performance, and how is this relationship mediated through employee motivation? Also, what is the effect of goal clarity on employee motivation, and how is this relationship moderated by transformational leadership? Data was collected with two surveys, a self-perceived leadership survey and an employee-perceived leadership survey. A total of $N=208$ useful surveys have been used to form the sample for this research. The first part of the research question ‘What is the effect of goal clarity on job performance, and how is this relationship mediated through employee motivation?’ was tested with multiple multivariate linear regression analyses. With these analyses, I have tried to confirm the direct effect of employee motivation on job performance ($H1: .726, p < .001$) and the direct effect of goal clarity on job performance ($H2: .454, p < .001$). Both hypotheses have been confirmed, in line with the view of Fernet et al. (2017), who argue that a person's performance depends on his or her intrinsic motivations. In other words, the more motivated the employee, or in this case the teacher, the higher their performance results will be. With the acceptance of H2, we provide empirical evidence on an individual level to support the goal-setting theory (Locke & Latham, 2002). Setting goals helps you to focus. It provides direction and stimulates effort into the direction of your goal.

Another linear regression was done to predict the variance of employee motivation accounted for by goal clarity ($H3: .133, p < .001$). All these correlations confirmed significant. The results confirm the effects of goal clarity on motivation stated by Van der Hoek et al. (2018), who argue that the more clear a goal is, the more likely it is for one to be motivated to achieve this goal. Locke & Latham (2002) add to this, that the less goal ambiguity, the less variation in motivation, and thus performance levels. This confirmed mediation effect contributes empirical data to the theories on the relationship between employee motivation, individual behaviors (such as job performance) and goal clarity, as posed by Caillier (2016). Clearer goals will make it easier for employees to know what needs to be achieved and therefore have a positive effect on individual performance (Seijt et al., 2013). Employee motivation also has a positive effect on performance, as employees’ behavior directly influences the organizations operating performance (Wright & Nishii, 2007).

The answer to the second part of the research question ‘What is the effect of goal clarity on employee motivation, and how is this relationship moderated by transformational leadership?’ was researched with another multivariate regression analysis and a moderated mediation regression analysis. Transformational leadership is not correlating with employee motivation (H4: $.125, p = .003$). According to the results of the moderated mediation regression analysis, there is no moderating effect of transformational leadership on the relationship between goal clarity and employee motivation (H5: $.010, p = .864$). From the results of the moderated mediation analysis, we can also conclude there is no moderated mediation in our proposed model (95% CI $[-.127, .132]$). This means that the transformational leaders from our dataset do not have a significant positive effect on the employee motivation of employees from the researched sample when goals are more clear and specific. These results do not support the theories on transformational leadership, that state that transformational leaders are active in their way to emphasize the collective and are described to be supportive of individuals' initiatives for self-development. One of the components on which transformational leadership is measured (according to the MLQ) is inspirational motivation, which refers to leaders that motivate their followers and provide meaning to the work they do. Nemanich & Keller (2007: 53) state that ‘by communicating their own motivation and enthusiasm for the new vision leaders instill in their followers a motivation to change toward that vision and enthusiasm for attaining it.’. According to Bass & Riggio (2006), this pro-active leadership style can lead to more commitment and motivation. The data, however, do not confirm that this is the case for the sample used. It could be there was no significant effect because our sample is not representative, and too small ($N = 140$). To gain more insight into this, a follow-up study should be set up using more qualitative research methods such as in-depth interviews with the employees of the sample.

Because of the rejection of H4 and H5, a new conceptual model should be suggested (Figure 4):

Figure 4. Revised conceptual model according to results of the moderated mediation regression analysis



Transformational leadership might play an important role in how the different concepts relate to each other, however in a different way than initially proposed. For example, there may be a direct effect on goal clarity and job performance. However, this has not been investigated and provides material for further investigation.

This thesis has provided empirical evidence to support the theories on goal clarity and its relation to job performance and employee motivation. It clarifies how these concepts relate to each other, within educational settings. This does not limit itself to primary education, because the discussed phenomena occur in any public organization that intends to contribute something to society with and through its employees. It also brings together concepts that have not been previously explored together in a context and shows there is indeed a connection, as well as an interaction. The insights can be applied to, and used for, managerial practices. Setting clear goals appears to be very important for the level of motivation among employees, and for the ultimate individual performance that follows. It is therefore important that management within the educational sector invests time to set this up, to create a clear direction for their employees.

The notion that transformational leaders would not have a direct effect on employee motivation raises questions. Perhaps there is still too much distance between the leader and employees that the intended practices of the leader are distorted by hierarchical structures and do not reach the employee as they are intended. As mentioned earlier, additional research should confirm or invalidate this statement. Another reason may be that the dataset used is not sufficient and significance will be found under different circumstances.

Discussion

This study has some limitations.

First, there has only been collected a limited amount of data. During the research, I have received many emails from school leaders and their reasons for not filling out the questionnaire, or not being willing to send the questionnaire to their employees. Some mentioned the lack of staff and high workload and therefore lack of time to participate in this research. Others felt they were approached too often with the request to participate in a research and refused to participate in this one. The lack of response might have a negative influence on the validity and reliability of this research, as it makes it harder and more

questionable to generalize the results. To improve this, future research might be done with a bigger sample size.

Second, one could argue the randomness of the selection of the sample. The schools have been randomly chosen, and since each school usually has one school leader there could not be much improvement in selection. However, the school leaders have also been asked to send the employee-perceived questionnaire to at least five of their direct employees. Because the leaders knew that their leadership qualities, among other things, were being researched, it could be possible that they had a preference for certain employees who would favor him or her in their review.

Third, not all variables that could affect the researched relationships have been included in this research. For example, the fact that most primary schools are currently understaffed could have a significant impact on employee motivation and job performance, as well as the possibility for transformational leaders to correctly and effectively perform.

Fourth, I have not performed a nested analysis, including the data of the employees as well the data of the leader-perceived questionnaires. A nested analysis could provide for more in-depth research. However, this would become disproportionately large research for this thesis as we would have to perform multiple multilevel analyses next to the analyses already performed on the employee level. Also, not every leader has forwarded the employee-perceived questionnaire to his employees, which may raise doubts about the reliability of the data. Including the data could lead to more practical useful insights. Wright & Nishii (2007) argue that organizational performance depends (among other factors) on the intended practices of management. More insight into management practices can therefore be of added value for the formulation and implementation of policies within the organization taking into account the actual effect that these policies have in practice at the employee level.

Finally, this research took place under unforeseen circumstances. The questionnaires were distributed during the COVID-19 pandemic. These external circumstances might have had a substantial impact on schools and their staff. Primary schools had to close their doors multiple times during the pandemic and had to find new ways of educating their students. This is time-consuming and requires new innovative ways to provide children with an adequate education. This likely took up all their attention, as they have often had to adapt to new situations.

References

Antonakis, J. (2012) 'Chapter 8: Transformation and Charismatic Leadership' in: Day, D. V. & J. Antonakis (2012) *The Nature of Leadership* (2nd ed.) Sage Publications, 256-289.

Baron, R. M. & D. A. Kenny (1986) 'The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations' *Journal of Personality and Social Psychology* 51-6: 1173-1182.

Bass, B. & R. Riggio (2006) *Transformational leadership* (2nd ed.) Mahwah, New Jersey: Lawrence Erlbaum.

Berson, Y. & B. J. Avolio (2004) 'Transformational leadership and the dissemination of organizational goals: A case study of a telecommunication firm' *The Leadership Quarterly* 15-5: 625-646.

Bryman, A. (2012) *Social Research Methods* (4th ed.) Oxford, New York: Oxford University Press.

Caillier, J. G. (2016) 'Does Public Service Motivation Mediate the Relationship between Goal Clarity and both Organizational Commitment and Extra-Role Behaviours?' *Public Management Review* 18-2: 300-318.

CBS (April 15th, 2020) Accessed on January the 21st 2020
<https://opendata.cbs.nl/statline/#/CBS/nl/dataset/83157NED/table?ts=1611260325094>.

De Lancer Julnes, P. (2008) *International handbook of practice-based performance management* Los Angeles, California; London: SAGE.

Fernet, C., J. Chanal & F. Guay (2017) 'What fuels the fire: Job- or task-specific motivation (or both)? On the hierarchical and multidimensional nature of teacher motivation in relation to job burnout' *Work & Stress* 31-2: 145-163

Field, A. (2013) *Discovering Statistics Using IBM SPSS Statistics(4th ed.)* London, The United Kingdom: SAGE Publication Ltd. Accessed on the 1st of November via <file:///C:/Users/tthepass/Downloads/DiscoveringStatisticsUsingSPSS2013.pdf>

Geijsel, F., P. Slegers, R. Stoel & M. Krüger (2009) 'The Effect of Teacher Psychological and School Organizational and Leadership Factors on Teachers' Professional Learning in Dutch Schools' *The Journal of Modern History* 109-4: 406-427.

Hayes, A. F. (2015) 'An index and test of linear moderated mediation.' *Multivariate Behavioral Research* 50: 1–22.

Howard, M. C. (2016) 'A Review of Exploratory Factor Analysis Decisions and Overview of Current Practices: What We Are Doing and How Can We Improve?' *International Journal of Human-Computer Interaction* 32-1: 51-62.

Hvidman, U. & S. C. Andersen (2014) 'Impact of performance management in public and private organizations' *Journal of Public Administration Research and Theory* 24-1: 35-58.

Jacobsen, C. B. & L. B. Andersen (2015) 'Is leadership in the eye of the beholder? A study of intended and perceived leadership practices and organizational performance' *Public Administration Review* 75-6: 829-841.

Katz, I. & B. Shahar (2015) 'What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style' *School Psychology International* 36-6: 575-588.

Kirby, P., L. Paradise & M. King (1992) 'Extraordinary Leaders in Education: Understanding Transformational Leadership' *The Journal of Educational Research* 85-5: 303-311.

Kreps, D. M. (1997) 'Intrinsic Motivation and Extrinsic Incentives' *The American Economic Review* 87-2: 359-364.

Le Grand, J. (2010) 'Knights and Knaves Return: Public Service Motivation and the Delivery of Public Services' *International Public Management Journal* 13-1: 56-71.

Levine, K., R. Muenchen & A. Brooks (2010) 'Measuring Transformational and Charismatic Leadership: Why isn't Charisma Measured?' *Communication Monographs* 77-4: 576-591.

Locke, E. A. & G. P. Latham (2002) 'Building a practically useful theory of goal setting and task motivation: A 35-year odyssey' *American Psychologist* 57-9: 705-717.

Marsden, D. (2007) 'Individual employee voice: renegotiation and performance management in public services' *The International Journal of Human Resource Management* 18-7: 1263-1278.

McClelland, D. (1967) *The achieving society (new ed.)* New York; The Free Press.

Moynihan, D. P. (2008) *The Dynamics of Performance Management: Constructing Information and Reform* Washington D.C.: Georgetown University Press.

Moynihan, D. P. & S. K. Pandey (2007) 'The Role of Organizations in Fostering Public Service Motivation' *Public Administration Review* 67-1: 40-53.

Nemanich, L. A. & T. R. Keller (2007) 'Transformational leadership in an acquisition: A field study of employees' *The Leadership Quarterly* 18-1: 49-68.

Nguni, S., P. Slegers & E. Denessen (2006) 'Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case' *School Effectiveness and School Improvement: Transformational School Leadership* 17-2: 145-177.

O' Boyle, I. (2013) 'Individual Performance Management: A Review of Current Practices' *Asia Pacific Management and Business Application* 1-3: 157-170.

Podsakoff, P., S. Mackenzie & W. Bommer (1996) 'Transformational leader behaviors

and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors' *Journal of Management* 22-2: 259-298.

Rainey, H. G. & C. S. Jung (2015) 'A conceptual framework for analysis of goal ambiguity in public organizations' *Journal of Public Administration Research and Theory* 25-1: 71-99.

Sawyer, J. E. (1992) 'Goal and Process Clarity: Specification of Multiple Constructs of Role Ambiguity and a Structural Equation Model of Their antecedent and Consequences' *Journal of Applied Psychology* 77-2: 130-142.

Seijts, G. H., G. P. Latham & M. Woodwark (2013) 'Learning goals: A qualitative and quantitative review' In E.A. Locke & G.P. Latham (Eds.), *New developments in goal setting and task performance* 195-212, New York: Routledge.

Shamir, B. & J. M. Howell (1999) 'Organizational and contextual influences on the emergence and effectiveness of charismatic leadership' *The Leadership Quarterly* 10-2: 257-283.

Thoonen, E. E. J. (2012) *Improving classroom practices: the impact of leadership, school organizational conditions, and teacher factors*.

Thoonen, E. E. J., P. J. C. Sleegers, F. J. Oort, T. T. D. Peetsma & F. P. Geijsel (2011) 'How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices' *Educational Administration Quarterly* 47-3: 496-536.

Van der Hoek, M & P. E. A. Van den Bekerom (2018) 'Prestatiemanagement' In Noort, W. J. & T. Ashikali (2018) *Publiek management*, Bussum: Uitgeverij Coutinho.

Van der Hoek, M., S. Groeneveld & B. Kuipers (2018) 'Goal Setting in Teams: Goal Clarity and Team Performance in the Public Sector' *Review of Public Personnel Administration* 38-4: 472-493.

Van Dooren, W., G. Bouckaert & J. Halligan (2015) *Performance management in the public sector* (2nd ed.) Abingdon, Oxon: Routledge.

Van Zanten, M. (2010) 'De dwang van de prestatie maatschappij' *Slow Management* 24-35.

West, D. & D. Blackman (2015) 'Research and Evaluation: Performance Management in the Public Sector' *Australian Journal of Public Administration* 74-1: 73-81.

Williams, L. & S. Anderson (1991) 'Job Satisfaction and Organizational Commitment as Predictors of Organizational Citizenship and In-Role Behaviors' *Journal of Management* 17-3: 601-617.

Wright, P.M. & L. H. Nishii (2007) 'Strategic HRM and organizational behavior: Integrating multiple levels of analysis' CARR Working paper series, Working Paper 07-03: Cornell University.

Appendix

1. Scales

1.1 Scales Leader-perceived questionnaire

Goal clarity (Sawyer, 1992 from; Caillier, 2016).

The next section will address your view on goal clarity within your organization. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

1. The duties and responsibilities of my employees are clear.
2. The goals and objectives for my employees' jobs are clear.
3. It is clear how the employees' work relates to the overall objectives of the organization.
4. The expected results of my employees' work are clear.
5. It is clear what aspects of my employees' work will lead to positive evaluations.

Job performance (Williams & Anderson, 1991).

The next section will address your view on job performance within your organization. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

1. My employees adequately complete assigned duties.
2. My employees fulfill the responsibilities specified in the job description.
3. My employees perform tasks that are expected of them.
4. My employees meet the formal performance requirements of the job.
5. My employees engage in activities that will directly affect their performance evaluation.
6. My employees neglect aspects of the job they are obligated to perform.
7. My employees fail to perform essential duties.

Transformational leadership (Thoonen, 2012 from; Geijsel et al., 2009).

The next section will address your view on your own leadership style and practices within your organization as well as in relation to your employees. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

‘I feel that as a leader of this school...’

Initiating and identifying a vision;

1. I make use of all possible opportunities to communicate the school’s vision to the team, the pupils, parents and others.
2. I refer explicitly to the school’s objectives during the decision-making process.
3. I explain to the team the relationship between the school’s vision and initiatives taken by the school board, consortiums of schools, or the national government.
4. I clearly define current problems from the perspective of a vision of the future of the school.
5. I outline during meetings how the vision of the future of the school affects school life at present.

Individualized consideration and support;

1. I take the beliefs of individual teachers seriously.
2. I show appreciation when a teacher takes the initiative to improve teaching in the school or to engage in other forms of professional development.
3. I listen carefully to the ideas of members of the team.
4. I help teachers to put their emotions into words.
5. I look out for the problems teachers experience during the implementation of reforms.

Providing for intellectual stimulation;

1. I help teachers to express and explain their personal views on education.
2. I encourage teachers to try new things in line with their own interests.
3. I help teachers to reflect on new experiences that they have gained on the job.
4. I encourage teachers to always think about how to improve our school.
5. I encourage teachers to seek and discuss new information and ideas that are relevant to the direction in which the school is developing.
6. I engage individual teachers in an ongoing discussion about their personal professional goals.
7. I encourage teachers to experiment with new teaching methods.
8. I create sufficient opportunities for teachers to work on their professional development.

1.2 Scales Employee-perceived questionnaire

Teacher motivation (Thoonen, 2012 from; Geijsel et al., 2009).

The next section will address your view on your own motivation as an employee. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

Internalization of school goals into personal goals;

1. My personal goals are in line with the school's vision.
2. I make an effort to put the school's vision of education into practice.
3. I have noticed that I am expanding my own repertoire as a teacher in order to put the school's vision into practice.
4. I know exactly what is meant with the vision of our school.
5. I do my best to understand what implications the school's vision has for the way I teach.
6. I know what the next steps are that I should take in order to be able to put the school's vision into practice.

Teachers' sense of self-efficacy;

1. I am recognized as a professional.
2. I feel that I am becoming a better professional.
3. I feel that I am able to work effectively.
4. I am satisfied with the quality of my work.
5. I feel that I am being successful in my work.
6. I have sufficient self-confidence to defend my own points of view about the work.

Tolerance of uncertainty;

1. I like it when exciting situations are caused at school.
2. I let unfamiliar events take their course.
3. It gives me trouble if the whole thing is mixed up.
4. My work must proceed smoothly.
5. I like to know what will happen.
6. I like to try new things, even if it is fruitless to me.

7. I love it if surprises occur.

Well-being;

1. At school the atmosphere is good.
2. I would like to work at another school (negatively formulated item).
3. At school I feel at home.
4. In the school team I often feel alone (negatively formulated item).
5. I have good contact with my colleagues.
6. I would like to be part of another school team (negatively formulated item).
7. I feel we have a pleasant school team.
8. I get along well with my colleagues.

Goal clarity (Sawyer, 1992 from; Caillier, 2016).

The next section will address your view on goal clarity within your organization. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

1. My duties and responsibilities are clear.
2. The goals and objectives for my job are clear.
3. It is clear how my work relates to the overall objectives of the organization.
4. The expected results of my work are clear.
5. It is clear what aspects of my work will lead to positive evaluations.

Job performance (Williams & Anderson, 1991).

The next section will address your view on your own job performance within your organization. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

1. I adequately complete assigned duties.
2. I fulfill the responsibilities specified in the job description.
3. I perform tasks that are expected of me.
4. I meet the formal performance requirements of the job.
5. I engage in activities that will directly affect my performance evaluation → I consciously participate in activities that make me stand out positively.
6. I neglect aspects of the job I am obligated to perform.
7. I fail to perform essential duties.

Transformational leadership (Thoonen, 2012 from; Geijsel et al., 2009).

The next section will address your view on your school leaders' leadership style and practices within the organization as well as in relation to you as an employee. Please indicate to what extent you agree with the following statements (5-point Likert scale, ranging from strongly disagree to strongly agree).

'I feel that the school leader of this school...'

Initiating and identifying a vision;

1. Makes use of all possible opportunities to communicate the school's vision to the team, the pupils, parents and others.
2. Refers explicitly to the school's objectives during the decision-making process.
3. Explains to the team the relationship between the school's vision and initiatives taken by the school board, consortiums of schools, or the national government.
4. Clearly defines current problems from the perspective of a vision of the future of the school.
5. Outlines during meetings how the vision of the future of the school affects school life at the present time.

Individualized consideration and support;

1. Takes the beliefs of individual teachers seriously.
2. Shows appreciation when a teacher takes the initiative to improve teaching in the school or to engage in other forms of professional development.
3. Listens carefully to the ideas of members of the team.
4. Helps teachers to put their emotions into words.
5. Looks out for the problems teachers experience during the implementation of reforms.

Providing for intellectual stimulation;

1. Helps teachers to express and explain their personal views on education.
2. Encourages teachers to try new things in line with their own interests.
3. Helps teachers to reflect on new experiences that they have gained on the job.
4. Encourages teachers to always think about how to improve our school.
5. Encourages teachers to seek and discuss new information and ideas that are relevant to the direction in which the school is developing.

6. Engages individual teachers in an ongoing discussion about their personal professional goals.
7. Encourages teachers to experiment with new teaching methods.
8. Creates sufficient opportunities for teachers to work on their professional development.

2. Introduction letter



Universiteit
Leiden

Beste,

Hartelijk dank voor uw deelname in dit onderzoek!

In het kader van mijn scriptie voor het masterprogramma Public Management & Leadership aan de Universiteit te Leiden, doe ik onderzoek naar het effect van prestatie management op werknemer motivatie. Ook onderzoek ik de rol van leiderschap in deze relatie.

Het invullen van de enquête zal ongeveer 5 minuten duren. Ik verzoek u de enquête te voltooien binnen 10 dagen nadat u de link heeft ontvangen.

De vragenlijst bestaat uit verschillende onderdelen. Per onderdeel zullen bijbehorende instructies worden gegeven.

U kunt op elk moment de enquête afbreken en u terugtrekken uit het onderzoek. Met het volledig invullen en versturen van de enquête gaat u akkoord met het verwerken van de data voor uitsluitend deze thesis. De verkregen data zal niet worden gedeeld, overeenkomstig met de AVG-privacywet, of worden gebruikt voor andere doeleinden.

Mocht u vragen of opmerkingen hebben over de enquête, dan mag u uiteraard contact met mij opnemen via t.j.thepass@umail.leidenuniv.nl.

Vriendelijke groet,

Tahnee Thépass

3. Factor loadings

Table 6. Factor loadings for exploratory factor analysis for transformational leadership using Oblimin rotation.

| Item | Factor 1 | Factor 2 | Factor 3 |
|--|-------------|-------------|----------|
| 'I feel that the school leader of this school...' | | | |
| Makes use of all possible opportunities to communicate the school's vision to the team, the pupils, parents and others. (vision) | .684 | | |
| Refers explicitly to the school's objectives during the decision-making process. | .768 | | |
| Explains to the team the relationship between the school's vision and initiatives are taken by the school board, consortiums of schools, or the national government. | .827 | | |
| Clearly defines current problems from the perspective of a vision of the future of the school. | .882 | | |
| Outlines during meetings how the vision of the future of the school affects school life at the present time. (vision) | .858 | | |
| Takes the beliefs of individual teachers seriously. (support) | | .856 | |
| Shows appreciation when a teacher takes the initiative to improve teaching in the school or to engage in other forms of professional development. | | .741 | |
| Listens carefully to the ideas of members of the team. | | .857 | |
| Helps teachers to put their emotions into words. | | .723 | |
| Looks out for the problems teachers experience during the implementation of reforms. (support) | | .579 | |

| | |
|---|--------------|
| Helps teachers to express and explain their personal views on education. (stimulation) | |
| Encourages teachers to try new things in line with their own interests. | -.638 |
| Helps teachers to reflect on new experiences that they have gained on the job. | -.628 |
| Encourages teachers to always think about how to improve our school. | -.742 |
| Encourages teachers to seek and discuss new information and ideas that are relevant to the direction in which the school is developing. | -.923 |
| Engages individual teachers in ongoing discussion about their personal professional goals. | -.486 |
| Encourages teachers to experiment with new teaching methods. | -.768 |
| Creates sufficient opportunities for teachers to work on their professional development. (stimulation) | |

Note. $N = 140$; Factor loadings $> .40$ are printed in bold.

Table 7. Factor loadings for exploratory factor analysis for employee motivation using Oblimin rotation.

| Item | F1 | F2 | F3 | F4 | F5 |
|--|--------------|-----------|-----------|-----------|-----------|
| At school the atmosphere is good. (well-being) | .800 | | | | |
| I would like to work at another school. (negatively formulated item). | -.509 | | | | |
| At school I feel at home. | .738 | | | | |
| In the school team I often feel alone (negatively formulated item). | -.622 | | | | |
| I have good contact with my colleagues. | .743 | | | | |

| | |
|---|--------------|
| I would like to be part of another school team. (negatively formulated item). | -.557 |
| I feel we have a pleasant school team. | .904 |
| I get along well with my colleagues. (well-being) | .867 |
| My personal goals are in line with the school's vision. (internalization) | |
| I make an effort to put the school's vision of education into practice. | .711 |
| I have noticed that I am expanding my own repertoire as a teacher in order to put the school's vision into practice. | .559 |
| I know exactly what is meant with the vision of our school. | .676 |
| I do my best to understand what implications the school's vision has for the way I teach. | .737 |
| I know what the next steps are that I should take in order to be able to put the school's vision into practice. (internalization) | .637 |
| I like it when exciting situations are caused at school. (uncertainty) | |
| I let unfamiliar events take their course. | |
| It gives me trouble if the whole thing is mixed up. | .644 |
| My work must proceed smoothly. | .758 |
| I like to know what will happen. | .763 |
| I like to try new things, even if it is fruitless to me. | .721 |
| I love it if surprises occur. (uncertainty) | .870 |
| I am recognized as a professional. (self-efficacy) | |

| | |
|---|--------------|
| I feel that I am becoming a better professional. | -.511 |
| I feel that I am able to work effectively. | -.770 |
| I am satisfied with the quality of my work. | -.756 |
| I feel that I am being successful in my work. | -.780 |
| I have sufficient self-confidence to defend my own points of view about the work. (self-efficacy) | -.720 |

Note. $N = 140$; Factor loadings $> .40$ are printed in bold.

Table 8. Factor loadings for exploratory factor analysis for job performance using Oblimin rotation.

| Item | Factor 1 | Factor 2 |
|---|------------------------|------------------------|
| I adequately complete assigned duties. | .720 | |
| I fulfill responsibilities specified in the job description. | .883 | |
| I perform tasks that are expected of me. | .828 | |
| I meet the formal performance requirements of the job. | .876 | |
| I consciously participate in activities that make me stand out positively. | .510 | |
| I neglect aspects of the job I am obligated to perform. | | .913 |
| I fail to perform essential duties. | | .890 |

Note. $N = 140$; Factor loadings $> .40$ are printed in bold.

Table 9. Factor loadings for exploratory factor analysis for goal clarity using Oblimin rotation.

| Item | Factor 1 |
|--|-----------------|
| My duties and responsibilities are clear. | .840 |
| The goals and objectives for my job are clear. | .919 |

THE EFFECT OF GOAL CLARITY ON EMPLOYEE MOTIVATION: An Analysis of Primary Education

| | |
|--|-------------|
| It is clear how my work relates to the overall objectives of organization. | .882 |
| The expected results of my work are clear. | .878 |
| It is clear what aspects of my work will lead to positive evaluations. | .733 |

Note. $N = 140$; Factor loadings $> .40$ are printed in bold.