JOURNAL OF ADVANCED ACADEMIC RESEARCH (JAAR)

Influence of Leader's Goal Setting, Inspirational, Motivational, and Intellectual Stimulation Behavior on Organizational Performance of Nepalese Engineering Colleges with Mediating Role of Monetary Reward

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Received 5 January 2026 | Accepted 19 January 2026 | Published 20 January 2026

ABSTRACT

This paper examines how the leader's transformational leadership behaviors such as goal setting, inspirational, motivational and intellectual stimulation, influence organizational performance and how one of the transactional leadership style – monetary reward – mediates the effect through senior level administrative staff and teaching faculty members as respondents at the engineering colleges setting in Nepal. By identifying the components of the transformational leadership practices, the study aims to improve academic environment and growth of the colleges as organizations. The calculated sample size using Slovin's equation was 181, for which, 285 questionnaires were administered to all thirty engineering colleges operating in Kathmandu valley. The response questionnaires collected were 225, out of which 24 were screened out and the valid response questionnaires from 201 respondents were used for analysis. Stratified purposive random sampling was used for final survey in Nov. 2024-Jan, 2025, whereas stratified convenient random sampling was used for pilot survey in July 2024-Aug 2024. Reliability for pilot survey data was confirmed with Cronbach's Alpha .965 and validity was ensured through past model questions, expert review and factor analysis. For the final survey data analysis, descriptive statistics, ANOVA and regression analyses were performed with PROCESS Macro in SPSS. The findings revealed that in the Nepalese context, all the four components of transformational leadership behavior have statistically positive and significant influence on the organizational performance of the engineering colleges showing the highest impact with regression coefficient .5844 for the first variable, 'goal setting behavior' for simple linear and .5471 also for the first variable for multiple linear regression models. For mediating effect of the variable monetary reward, however, the findings revealed mixed results showing statistically positive and significant effect for the second and the third variables, namely, 'inspirational' and 'motivational' variables and statistically positive but insignificant effect for the other two leadership styles, e.g., goal setting and intellectual stimulation. The study found that largely the influence of transformational leadership behavior on organizational performance was significant for the organizational improvement and growth. The findings and recommendations of the research may be generalized to the leaders of engineering colleges under all universities in the Nepalese context.

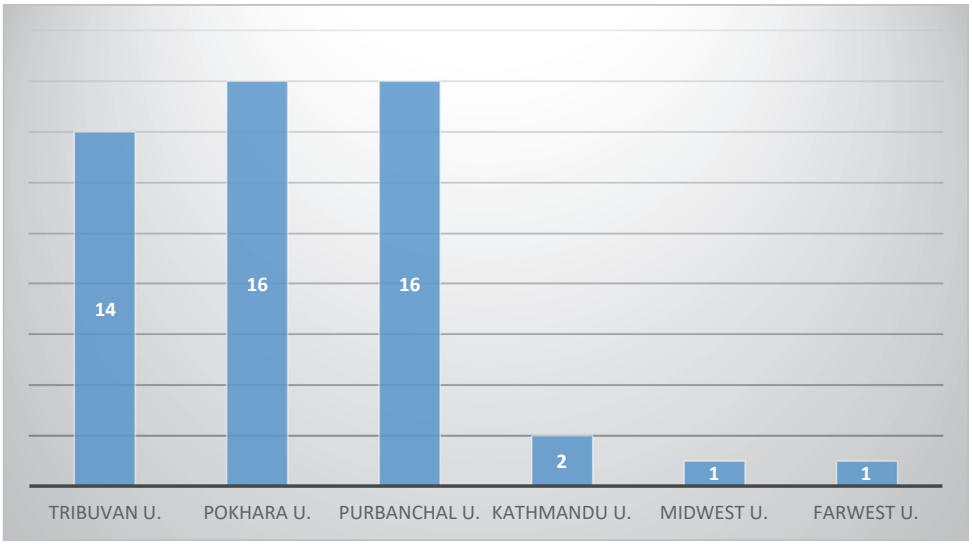
KEYWORDS

Goal setting, Intellectual stimulation, Inspirational leadership, Monetary rewards, Motivational leadership, Transformational leadership

INTRODUCTION

In Nepal, there are fifty engineering colleges operating under six universities (Giri, Khanal, & Bariyait (Eds.), 2021) The universities include the oldest one, the Tribuvan University (TU),

Purbanchal University (PU), Pokhara University (PoU), Kathmandu University (KU), Mid-western University (MWU) and Far-western University (FWU), the latter two being the latest editions. Fourteen engineering colleges are affiliated with TU, whereas sixteen colleges are affiliated with PU and PoU each, two colleges with KU and one engineering college each is affiliated with the MWU and FWU (Figure 1).



Legend: U.: University

Figure 1: Number of Engineering Colleges under Different Universities in Nepal

The research takes a direction from what Gregory Aarons of University of California said in his article in 2006. According to him, leadership is associated with organizational and staff performance (Aarons, 2006). Leadership has been defined in a number of ways by many researchers and authors. Still, the search for definition, understanding and exploration of leadership continues. The subject of leadership remains one of the most complex and multidimensional phenomena in the social sciences (Benmira & Agboola, 2021).

However, the subject of leadership in an organization is all about the leader and the followers, their relationship, actions, moves and about achieving the goals. Leadership in organizations involves evaluating long term strategies, influencing followers, and driving collective efforts toward achieving common goals. Leadership entails motivating groups to act in alignment with organizational objectives (Ward, 2023). L

Statement of the problem

The researcher was pulled in by an article published in a proceeding of a conference organized by IAJC-ASEE in 2011, some fifteen years ago. The paper was titled "Where is the transformational leadership in engineering education?" authored by Peter Hylton (Hylton, 2011). The publication doubtlessly looks too old to be cited in 2025. The point of attraction here, however, is the theme of the international conference which highlighted the importance of leadership in engineering education and emphasized in preparation of engineers for the demands of the 21st century, the century where we still survive in.

The title of the paper puts forward a gap whose significance spans over the 21st century as a whole, which is as true in Nepalese engineering colleges even after around fifteen years of publication of the article.

Shaflu, Manaf, and Muslim (2019) examine and claim that among many factors resulting to the poor delivery of the institution, ineffective leadership is one and is notably significant.

Upadhyay in his insightful paper titled *University education in Nepal: Issues, Challenges and Roles of University Education* on his blog Prakash Antro (2018) discusses the issues and challenges facing higher education in Nepal mentioning in particular the instable leadership. The paper then highlights the urgent need for further research into the role of leadership in the organizational effectiveness of Nepalese engineering institutions, with a focus on transformational leadership and its impact on institutional growth and development. Another study has stated, while leadership in higher educational institutions has been extensively studied in developed countries, there has been limited research in less-developed, developing and low-income countries (Khanal, Gaulee, & Simpson, 2021).

The scenario underscores the critical importance of leadership in the effective functioning of universities and engineering colleges in Nepal. However, the lack of scholarly research on leadership in Nepali higher education specifically in engineering sector illustrates a significant gap. Further shocking online news on December 17, 2023 published a list of thirteen leading engineering colleges in Nepal after the enrollment of students within the deadline given. It showed that out of the thirteen engineering colleges, only two had less than ten percent vacant seats, one had more than ten percent, three had more than twenty percent, five of them were in trouble zone with forty-five to around sixty-five percent and the last two were in critically intensive trouble zone with more than seventy-eight to eighty-nine percent seats vacant or unfulfilled. Or, if the data number (13) is considered to be a sample representing the number of engineering colleges in Nepal, the pattern showed that more than fifty percent of the engineering colleges are already in 'danger' zone prompting the college leaders to ponder to do something to revert the trend.

All these data and literature show that there exist gaps causing problems and challenges. There may be a number of causal factors for the gap. The ineffective leadership or the lack of application of transformational leadership may be one.

The study makes an academic attempt to see the problem from the perspective of transformational leadership behavior impact considering its well established four components and certain extensions proposed and assessing their implementation in the colleges.

Hypothesis formulation

For the relationships of four independent variables with the dependent variable, following null hypotheses (H_o) were assumed and tested.

For X_1: Leader's goal setting behavior

H_o There is no statistically significant relationship between leader's goal setting behavior and organizational performance of engineering college

For X_2: Leader's inspirational behavior

H_o There is no statistically significant relationship between leader's inspirational behavior and organizational performance of engineering college

For X3: Leader's motivational behavior

H_o There is no statistically significant relationship between leader's motivational behavior and organizational performance of engineering college

For X4: Leader's intellectual stimulation behavior

H_o There is no statistically significant relationship between leader's intellectual stimulation behavior and organizational performance of engineering college

Upon testing, in case the null hypothesis is rejected, the alternate hypothesis (H_1) will be accepted in which case the statistically significant relationship between the two variables will be considered established.

Literature review

Introduced first by James MacGregor Burns (1978) and later expanded by Bernard M. Bass (1985), transformational leadership involves inspiring and motivating followers to achieve beyond expectations (Burns, 1978) and (Bass, 1985). Burns stated that transformational leaders interact with their followers, inspire each other to advance together towards a common goal and gain transformation. He typically distinguished management more as a characteristics and the leadership more as a combination of personality, vision and style of interaction or behavior.

Bass theory of transformational leadership, an extension of Burns' makes a shift of focus more towards the followers. His theory postulates, if the followers feel that they can trust the leader that is if the leader can stimulate a sense of loyalty and respect so as to cause admiration, the followers go beyond what was originally expected of them and will do so happily.

Bass identified four core elements of transformational leadership behavior, namely, inspirational motivation, intellectual stimulation, idealized influence and individualized consideration. This research has made an attempt, through the data analysis, to expand the model of four elements of transformational leadership behavior into the one with seven elements, namely, goal setting, inspirational, motivational, intellectual stimulation, idealized influence, individualized consideration and focusing on effectiveness. These are taken as the independent variables (X_i) that will act upon the dependent variable (Y).

Organizational performance of the engineering colleges in Nepal is the dependent variable (Y) of the research.

Further, the study uses an incentive of monetary reward as a mediating variable or mediator and assesses its mediating effect on the dependent variable.

Leader's goal setting behavior

Goal setting according to original theory encourages behavioral change when two requirements are satisfied: (a) the objective (goal) must be conscious and specific, and (b) the goal must be relatively demanding (not too difficult or too easy) (Gkizani & Galanakis, 2022). Thus goal setting may be taken as a typical behavior modification technique.

Locke started his odyssey of research on goal setting theory from 1968, when he published a paper titled '*Towards a Theory of Task Motivation Incentives'* (Locke, 1968). He teamed up with Latham, and came up with a seminal work in the form of book titled *'A theory of goal*

setting and task performance' in 1990. In 1996, Locke came up with a solo book titled 'Motivation through conscious goal setting (Locke, 1996).

Since the late 1960s, the goal setting theory has been making a considerable impact on organizational behavior theory and practice (Locke, 1968). According to Locke and Latham, five goal setting principles can improve the chances of success: clarity, Challenge, Commitment, Feedback, and Task Complexity (Locke & Latham, 2006).

Goal setting is a critical component in assisting individuals to regulate their behavior and has been used in a variety of fields, including education (Clements & Kamau, 2018), social behaviors (Madera, King & Hebl, 2013), and work related behaviors (Lunenburg, 2011).

Locke and Latham (1990) compare the effectiveness of self-set goals versus assigned goals. Their review shows, for example, that self-set goals are not always superior to assigned goals in either goal commitment or performance improvement (Al-Hoorie, & Al-Shlowiy, 2020). Setting goals that are concrete and challenging frequently result into better performance than just encouraging the staff to do their best. This is because encouraging others 'to do-your-best' does not provide sufficient clarity to the goals and lacks an external referent (Georgiou & Galanakis, 2022). Since no specific goal level is set, a wide range of acceptable performance levels are possible.

On the other hand, goal specificity alone is not sufficient to ensure guarantee of excellent performance because the complexity of individual goals varies (Locke & Latham, 2002). Sometime even setting clear, challenging goals do not provide greater results. Setting goals that are challenging but appear threatening to others may not be so helpful. Performance of followers apparently depends on whether they view a high goal as a challenge or a danger (threat). People who view a situation as a threat and focus on failure will do much worse than those who view the situation as a challenge and focus on success (Locke & Latham, 2006).

Given challenging targets with limited time, people frequently focus more on the target set and neglect to consider other options so the chances of success become higher (Locke, & Latham, 2013). The best outcomes in such situations are possible when a learning goal, or a goal to acquire the necessary task knowledge, is assigned followed by the task of performance goal. The best course of action is to set difficult but clear learning goals first, followed by performance goal. As long as the cognitive load is not too high, learning and performance goals can actually be assigned simultaneously (Locke & Latham, 2019).

While assisting other individuals to regulate their behaviors for task and performance, it is primarily important that the leaders prepare themselves and internalize with goal setting behavior making it easy and natural to influence others. Thus it has been proposed as the concept behind considering goal setting not just a theory alone but also as a leader's behavior and accepting as one independent variable in the study.

Leader's inspirational behavior

The term 'inspire' or 'inspiration' appears separately and independently form the very prime definition of transformational leadership. Even if it is used with the term 'motivation', the term 'inspiration' is used to qualify the term 'motivation', but it is not as same as the tem motivation. The researcher's argument is, while the term 'motivational' refers to a 'push' factor, the term 'inspirational' refers to a 'pull' factor, which though they look overlapping, make them distinctly different from each other.

Transformational leadership, introduced by Burns (1978) and expanded by Bass (1985), is a leadership style that inspires followers to move across self-interest for collective organizational goals (Pokhrel, & Gyawali, 2025). Inspirational leaders are distinguished from other leaders by their ethical behavior and commitment to responsible and accountable actions (Bass & Riggio, 2006). They actively engage and inspire in continuous self-improvement, striving to enhance their leadership skills and deliver exceptional results. (Bass, & Riggio, 2006) emphasize that inspirational leader's lead not just by words but by example, consistently demonstrating the values they advocate for.

Inspirational leadership therefore influences, inspires and motivates followers to go beyond their interest and desires to achieve the organizational goals for the benefit of the school (Robbins, Judge & Vohra, 2013) in (Shrestha, 2022). According to (Shrestha, 2022), inspirational leadership principally energizes the school teachers to attempt a demanding vision of the future by symbolizing and approving the organizational values in each facet of their work. It takes into account the concerns of the followers and facilitates with extra efforts to perform better by inspiring and exciting them.

Inspirational leaders promote teamwork, encouraging employees to achieve organizational objectives through collective effort (Afsar et. al, 2019). Transformational leaders utilize inspiration to instill a sense of purpose in employees, fostering intrinsic motivation for goal achievement.

Inspirational leaders inspire, personalize, and stimulate intellect (Rabiul, & Yean, 2021). Employees are inspired by leader's intellectual stimulation to evaluate difficulties (Burns, 1978), (Kark, Shamir & Chen, 2003). Transformational leadership has been linked well to work engagement in a recent study (Amor, Vazquez & Faina, 2020) and new empirical evidence backs this up.

Leader's motivational behavior

Motivation constitutes the third independent variable examined in this study. While closely related to inspiration, motivation focuses on fostering employee engagement and performance through leadership strategies. People use the terms 'motivation' and 'inspiration' interchangeably. But there is a difference between the two.

Craig Groeschel, an MA lecturer in his Youtube leadership podcast, presents that the term 'motivation' is rooted with the primary word *'motive'*, that means a certain external motive is needed to take an action, e.g., people are motivated by a pay cheque. An external motive pushes a person or a team to make a progress. The root of the term 'inspiration' on the other hand, comes from the primary word *'in-spirit'*, which implies a surge to act that comes from within. Thus, while an inspirational leadership ignites internal passion through vision, values and purpose creating deep commitment (driven by 'pull' factor), while motivational leadership uses external drivers like rewards, deadlines, goals to push for specific actions (driven by 'push' factor) for short-term results Google search on *'distinction between inspirational and motivational leaderships'*.

Motivation is an essential part of success and business prosperity in the existing dynamic and competitive market (Ismael, 2023). Employee motivation measures the commitment, creativity, and energy the individuals bring into given tasks. In an organization, employee motivation can induce an incremental influence on growth and organizational performance

(Ismael, 2023). On the other hand, lack of work force motivation can be harmful to the organization causing such problems as complacency, disinterest, and widespread discouragement (Lazaroiu, 2015). Taking into consideration of individual views leading to positive results give the employees a feeling of accomplishment and valuable (Yahaya, & Ebrahim, 2016).

Motivational leadership is founded on one or more of the five major motivational theories, namely, Maslow's need-hierarchy theory, Herzberg's two-factor theory, Vroom's expectancy theory, Adam's equity theory and Skinner's reinforcement theory.

Leader's intellectual stimulation behavior

Intellectual stimulation, the fourth independent variable, involves leaders fostering innovation and creativity among followers by encouraging them to explore and implement novel solutions to challenges (Avolio, Walumbwa, & Weber, 2009). Leaders employing intellectual stimulation encourage followers to identify problems and resolve those using innovative methods, promoting creativity and critical thinking (Khan, Amin, & Saif, 2022).

This leadership attribute emphasizes expectations and intellectual capabilities, fostering followers' confidence in tackling complex issues (Bass, & Avolio, 2004). By challenging traditional assumptions and promoting novel approaches, leaders stimulate employees' cognitive abilities, enabling them to develop independent thinking and effective problem-solving skills (Nasser, & Aini, 2016).

Hosna *et al*., (2019) note that intellectual stimulation equips employees to explore opportunities and enhance their performance through innovative thinking (Hosna, Islam, & Hamid, 2021). By involving employees in discussions and encouraging diverse perspectives, leaders create an empowering environment that fosters creativity and collaboration (Boamah, et. al, 2018).

DATA COLLECTION AND METHODOLOGY

The study was based on positivist research philosophy, deductive approach and followed quantitative method. The study being a cross-sectional in time horizon adopted survey as methodology for data collection using the closed questionnaire as an instrument designed on five-point Likert Scale as measuring scale.

Based on explanatory research design, senior staffs in administrative and academic faculty wings of engineering colleges were considered to be the target population and the engineering colleges located in Kathmandu valley were the unit of measurement or the scope of the research. This could be considered as delimitation of the scope as the engineering colleges operating within this valley numbered to be thirty accounted for sixty percent of the total engineering colleges spread all over Nepal.

Sampling technique used to determine sample size was stratified non-probability convenience sampling for pilot survey and with purposive sampling for the final survey, and with senior staff of administrative and academic faculty wings as sampling unit. Slovin formula was used to determine the minimum sample size (181).

Six engineering colleges were chosen based on convenience for data collection to determine validity and reliability of the questionnaires, the instrument. Responses from the sixty-two

respondents (or the sample size of sixty-two) were used for the analysis. The questionnaires were fundamentally prepared based on a previously published study (Jyoti, & Bhau, 2016) and expanded to suit the study. Reliability was confirmed by Cronbach's Alpha securing .965, which showed sufficiently an acceptable degree of consistency among the independent variables.

In the final survey, valid responses from two hundred and one (201) samples were recorded, entered and analyzed using SPSS-27 and using PROCESS Macro v 4.2 developed by Andrew F. Hayes (2022) loaded in SPSS.

ANALYSIS AND RESULTS

At the first place, a demographic profile of the respondents as prepared covering basic data such as gender, age and profession is presented in Table 1. The table shows that of the total 201 respondents, female constitutes of around 14 percent and the male 86 percent of the total. By profession, the administrative staff constitutes around 31 percent and the academic faculty staff shares 69 percent. Considering the age distribution among the respondents, a major chunk, a little more than 62 percent is governed by the respondents in the range of 30-40 years of age followed by around 24 percent by the respondents with the age ranging 40-50 years of age. Interestingly, the respondents of the age range below 30 and the one between 50-60 years of age constitute almost the same percentage, 6.5 percent, of the total.

Table 1: Demographic Profile

	Total	Gender		Age					Profession	
		Male	Female	< 30	30-40	40-50	50-60	> 60	Admin	Faculty
No.	201	173	28	13	125	48	13	2	62	139
% age	100	86.1	13.9	6.5	62.2	23.9	6.4	1	30.9	69.1

Descriptive statistics values are the preliminary statistics that present the descriptive values such as the minimum, maximum, mean and standard deviation of the independent variables depending on the responses on the questions within each of them. The Table 2 presents the outputs of the descriptive statistics.

Table 2: Descriptive Statistics

Variables (X_i)	N	Minimum	Maximum	Mean	Std. Deviation
Goal setting behavior	201	1.50	5.0	4.1294	.61171
Inspirational behavior	201	1.40	5.0	4.1075	.63741
Motivational behavior	201	1.50	5.0	4.1279	.62795
Intellectual stimulation behavior	201	1.50	5.0	4.0761	.62380

The Table 2 shows that in the 5-point Likert Scale, the majority of the responses are inclined somewhat more than 4.0 towards 5.0, which means 'agree' towards 'strongly agree'. The

table also shows that in each of the independent variable, the individual members are in average more than half way away but not too far away from the mean.

Simple Linear Regression Test

Simple linear regression test is carried out to assess the relationship between the independent variables and the dependent variable without taking consideration of the intermediate variable. It is done by determining the inferential statistics values such as correlation direction (R), the correlation coefficient (R^2), the group test (F) with its significance level, the individual test (t) with its significance (p) level along with regression coefficients of intercept (α) and of the independent variable, X_i (β).

The values of the simple linear regression test results are presented in the Table-3. The table also shows the results of Durbin-Watson test for autocorrelation of residuals.

Table 3: Simple Linear Regression Test Results

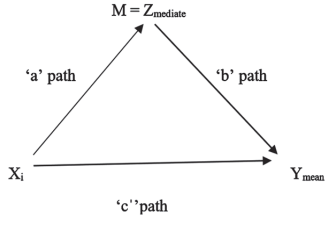
Variables (X_i)	Correlation			ANOVA		Regression Coefficient			
	R	R^2	DW	F	Sig.	α	β	t	p
Goal setting behavior	.561	.314	1.645	91.279	.000	1.404	.584	9.554	.000
Inspirational behavior	.551	.303	1.572	86.655	.000	1.555	.551	9.309	.000
Motivational behavior	.534	.285	1.620	79.468	.000	1.579	.542	8.915	.000
Intellectual stimulation behavior	.514	.265	1.573	71.599	.000	1.675	.526	8.462	.000

Multiple Linear Regression Test

Multiple linear regression test on the other hand is carried out to assess the relationship between the independent variables (X_i) and the dependent variable (Y_{mean}) taking consideration of the intermediate variable, in this study the mediating variable denoted by $Z_{mediate}$. It is done by determining the inferential statistics values such as correlation direction (R), the correlation coefficient (R^2), the group test (F) with its significance level, the individual test (t) with its significance (p) level along with regression coefficients of intercept (α) and of the independent variable, X_i (β). In order to assess the multiple regressions, tests are carried out first with regression of X_i on $Z_{mediate}$, then of X_i on Y_{mean} and of X_i on Y_{mean} through $Z_{mediate}$.

The multiple linear regression assessment is explained by a Simple Mediation Model as shown in the Fig. 2. The influence of individual independent variables (X_i) on the mediating variable ($M=Z_{mediate}$) is shown by 'a' path, and the influence of the mediating variable ($M=Z_{mediate}$) on the dependent variable (Y_{mean}) is shown by 'b' path. Similarly, the influence of the independent variables (X_i) on the dependent variable (Y_{mean}) is shown by 'c' ' path. All the three paths are indicated in the figure by vector lines.

Figure 2: Simple Mediation Model



The values of the paths in the multiple linear regression models are expressed by the regression coefficients of the independent

variables and the mediating variable as explained below in the subsequent tables.

The values of the multiple linear regression test results with regression of X_i on $Z_{mediate}$ illustrated in the mediation model figure above by 'a'-path are presented in the Table 4 below.

Table 4: Multiple Linear Regression: Regression of X on $Z_{mediate}$ ('a' path)

Variables (X_i)	Correlation		ANOVA		Regression Coefficient			
	R	R^2	F	Sig.	α	β	T	P
Goal setting behavior	.3035	.0921	20.1865	.0000	2.4231	.3449	4.4929	.0000
Inspirational behavior	.2538	.0644	13.6956	.0003	2.7105	.2768	3.7008	.0003
Motivational behavior	.2256	.0509	10.6692	.0013	2.8164	.2497	3.2664	.0013
Intellectual stimulation behavior	.3113	.0969	21.3483	.0000	2.4333	.3469	4.6204	.0000

The values of the multiple linear regression test results with regression of X_i on Y_{mean} illustrated in the mediation model figure above by 'c'-path are presented in the Table 5 below.

Table 5: Multiple Linear Regression: Regression of X on Y_{mean} ('c'- path)

Variables	Correlation		ANOVA		Regression Coefficient			
	R	R^2	F	Sig.	A	β	T	p
Goal setting behavior	.5719	.3271	48.1251	.0000	1.4041	.5844	9.5540	.0000
Inspirational behavior	.5688	.3236	47.3606	.0000	1.5547	.5509	9.3089	.0000
Motivational behavior	.5579	.3113	44.7479	.0000	1.5786	.5424	8.9145	.0000
Intellectual stimulation behavior	.5290	.2798	38.4644	.0000	1.6746	.5257	8.4616	.0000

The values of the multiple linear regression test results with regression of X_i on Y_{mean} through $Z_{mediate}$ are presented in the Table 6. This table presents the regression coefficients of X_i on Y_{mean} ('c'-path) and the coefficients of $Z_{mediate}$ on Y_{mean} ('b'-path).

Table 6: Multiple Linear Regression: Regression of X on Y_{mean} through $Z_{mediate}$ ('c' and 'b' path)

Variables	A	β_1	β_2	t_1	t_2	p_1	p_2	$(LLCI)_2$	$(ULCI)_2$
Goal setting behavior	1.1418	.5471	.1082	8.5800	1.9293	.0000	.0551	-.0024	.2189
Inspirational behavior	1.1892	.5136	.1349	8.4973	2.4336	.0000	.0158	.0256	.2441
Motivational behavior	1.1518	.5045	.1515	8.2086	2.7297	.0000	.0069	.0421	.2610
Intellectual stimulation behavior	1.3849	.4844	.1190	7.4687	2.0455	.0000	.0421	.0043	.2338

The Mediation Effect

Mediation effect is the effect of the mediating variable, the incentive of monetary reward, in the influence of the independent variables on the dependent variable, the organizational performance of the engineering colleges. The multiple linear regression tests assesses whether the direct relationships between the independent variables (X_i) and the dependent variable (Y_{mean}) are significant and also whether the indirect relationships continue to remain significant after taking consideration of the mediating variable, $Z_{mediate}$.

Values of direct effects are the values of β_1 presented in the Table 6. Values of the indirect effect are determined by computing the product of the regression coefficient of Xi on $Z_{mediate}$ (β) ('a'-path) given by Table 4 and the coefficient of $Z_{mediate}$ on Y_{mean} (β_2) ('b'-path) given by Table 6 above. The product value is presented with explanation in the Table 7.

The values of the direct (c'), indirect (a*b) and the total effects (c= c'+ a*b) determined from the mediation model using multiple linear regression are presented in the Table7.

Table 7: Total, Direct and Indirect Effects (Total c = c' + a*b)

Variables	Total (c)	Direct (c')	Indirect (a*b)	Explanation a * b	Boot LLCI	Boot ULCI
Goal setting behavior	.5844	.5471	.0373	.3449 * .1082	-.0061	.0927
Inspirational behavior	.5509	.5136	.0373	.2768 * .1349	.0024	.0878
Motivational behavior	.5424	.5045	.0378	.2487 * .1515	.0042	.0877
Intellectual stimulation behavior	.5257	.4844	.0413	.3469 * .1190	-.0047	.0970

FINDINGS AND DISCUSSION

Overall findings of the analysis and results is that the group tests (F-test) for all the independent variables for simple and multiple linear regression tests are all significant allowing the researcher to go ahead for individual tests (t-test) and, also, suggesting that the null hypotheses for the direct influence of the four transformational leadership behaviors on the organizational performance are rejected. Further findings based on the individual tests (t-test) including the direct and indirect or mediated effect and the discussions are presented in the following paragraphs.

Influence of goal setting behavior on organizational performance and the mediation influence

The descriptive statistics results (Table 2) show that the goal setting behavior's overall mean value is 4.1294, which means the sample responses in general tend to incline from 'agree' towards 'strongly agree' for the questions on Likert's scale. This means that goal setting behavior of the leader has a direct and positive influence on the organizational performance. Standard deviation (.61171) shows that the items within the variable are slightly at higher side but are fairly closely spread around the mean.

Durbin-Watson (DW) statistic is a test for autocorrelation in the residuals in which a value of 2.0 indicates there is no autocorrelation detected in the sample, and a value ranging from zero to less than two (2) indicates to a positive correlation. Goal setting behavior data analysis giving DW statistic of 1.645 indicates that there exists a positive correlation suggesting positive relationship (Table 3).

Table 4 shows that the leader's goal setting behavior's influence on the incentive of monetary reward, the mediating variable ('a'- path), is significant (t= 4.4929, p=.0000), though not very strong (β=.3449). Table 5 shows that the variable's total linear influence on the organizational performance (total 'c'- path) of Nepalese engineering colleges is significant (t= 9.5540, p=.0000) and strong (β=.5844).

On the other hand, Table 6 shows the regression coefficient of the leader's goal setting behavior (β_1=.5471) and of the regression coefficient of monetary reward, the mediating variable (β_2=.1082). The direct linear influence on the organizational performance of the goal setting behavior is found strong and significant (t=8.5800, p=.0000). The influence of the mediating variable, however, on the organizational performance is much weak (β_2=.1082) and is not significant (t=1.9293, p=.0551), the value of p being greater than .05, though marginally. The mediating variable (monetary reward) is shown insignificant by the fact that its lower level of confidence interval begins with -.0024 and ranges to the upper level of .2189, which means the range of confidence level contains zero.

Table 7 shows the results of the direct influence of leader's goal setting behavior and the indirect or the mediated behavior of the same independent variable on the organizational performance (dependent variable), their strength and the statistical significance. Then, the table also shows the total effect, which is in fact the regression coefficient value given by the reviewed simple linear regression model (Table 5). Value of the indirect influence is given by the product of the β value of 'a'- path (Table 4) and the β_2 value of 'b'- path (Table 6). The mediated effect value is .0373, which is very weak. The mediated effect values are tested with bootstrapped values of upper and lower limits of confidence intervals. The mediated effect for leader's goal setting behavior is found to have lower limit of -.0061 and upper limit of .0927, which means the bootstrapped confidence intervals range contains zero, in which case the mediated effect is to be considered as statistically insignificant.

Influence of inspirational behavior on organizational performance and the mediation influence

The descriptive statistics results (Table 2) show that the leader's inspirational behavior's overall mean value is 4.1075, which means the sample responses in general tend to incline from 'agree' towards 'strongly agree' for the questions on Likert's scale. This means that there is a direct and positive influence of the leader's inspirational behavior on the organizational performance. Standard deviation (.63741) shows that the items within the variable are slightly at higher side but are fairly closely spread around the mean.

For Durbin-Watson (DW) statistic test for autocorrelation in the residuals, the inspirational behavior data analysis giving DW statistic of 1.572 (< 2) indicates that there exists a positive correlation suggesting positive relationship (Table 3).

Table 4 shows that the leader's inspirational behavior's influence on the incentive of monetary reward, the mediating variable ('a'- path), is significant (t= 3.7008, p=.0003), though not very strong (β=.2768). Table 5 shows that the variable's total linear influence on the organizational performance (total 'c'- path) of Nepalese engineering colleges is significant (t= 9.3089, p=.0000) and strong (β=.5509).

Table 6 shows the regression coefficient of the leader's inspirational behavior (β_1=.5136) and of the regression coefficient of monetary reward, the mediating variable (β_2=.1349). The direct linear influence on the organizational performance of the inspirational behavior is found strong and significant (t=8.4973, p=.0000). The influence of the mediating variable, on

the organizational performance is weak (β_2=.1349), but is significant (t=2.4336, p=.0158, p<.05). The mediating variable (monetary reward)'s influence is significant as the lower and upper levels of confidence interval begins with .0256 and .2441, both positive, which means the range of confidence level does not contain zero.

Table 7 shows the results of the direct influence of leader's inspirational behavior and the indirect or the mediated behavior of the same independent variable on the organizational performance (dependent variable), their strength and the statistical significance. Then, the table also shows the total effect, which is in fact the regression coefficient value given by the reviewed simple linear regression model (Table 5). Value of the indirect influence is given by the product of the β value of 'a'- path (Table 4) and the β_2 value of 'b'- path (Table 6). The mediated effect value for this variable (inspirational behavior) is also found to be .0373, which is still very weak. However, the mediated effect values tested with bootstrapped values of upper and lower limits of confidence intervals for leader's inspirational behavior is found to have lower limit of .0024 and upper limit of .0878, indicating that the bootstrapped confidence intervals range does not contain zero suggesting that the mediated effect is statistically significant.

Influence of motivational behavior on organizational performance and the mediation influence

The descriptive statistics results (Table 2) show that the leader's motivational behavior's overall mean value is 4.1279, which means the sample responses in general tend to incline from 'agree' towards 'strongly agree' for the questions on Likert's scale. This means that motivational behavior of the leader has an influence that is inclined more towards the organizational performance. Standard deviation (.62795) shows that the items within the variable are slightly at higher side but are fairly closely spread around the mean.

For Durbin-Watson (DW) statistic test for autocorrelation in the residuals, the motivational behavior data analysis giving DW statistic of 1.620 (< 2) indicates that there exists a positive correlation suggesting positive relationship (Table 3).

Table 4 shows that the leader's motivational behavior's influence on the incentive of monetary reward, the mediating variable ('a'- path), is significant (t= 3.2664, p=.0013), though not very strong (β=.2497). Table 5 shows that the variable's total linear influence on the organizational performance (total 'c'- path) of Nepalese engineering colleges is significant (t= 8.9145, p=.0000) and strong (β=.5424).

Table 6 shows the regression coefficient of the leader's motivational behavior (β_1=.5045) and of the regression coefficient of monetary reward, the mediating variable (β_2=.1515). The direct linear influence on the organizational performance of the motivational behavior is found strong and significant (t=8.2086, p=.0000). The influence of the mediating variable, on the organizational performance is weak (β_2=.1515), but is significant (t=2.7296, p=.0069, p<.05). The mediating variable (monetary reward)'s influence is significant as the lower and upper levels of confidence interval begins with .0421 and .2610, both positive, which means the range of confidence level does not contain zero.

Table 7 shows the results of the direct influence of leader's motivational behavior and the indirect or the mediated behavior of the same independent variable on the organizational performance (dependent variable), their strength and the statistical significance. Then, the table also shows the total effect, which is in fact the regression coefficient value given by the reviewed simple linear regression model (Table 5). Value of the indirect influence is given by

the product of the β value of 'a'- path (Table 4) and the β_2 value of 'b'- path (Table 6). The mediated effect value for this variable (motivational behavior) is found to be .0378, which is still very weak. However, the mediated effect values tested with bootstrapped values of upper and lower limits of confidence intervals for leader's motivational behavior is found to have lower limit of .0042 and upper limit of .0877, indicating that the bootstrapped confidence intervals range does not contain zero suggesting that the mediated effect is statistically significant.

Influence of intellectual stimulation behavior on organizational performance and the mediation influence

The descriptive statistics results (Table 2) show that the leader's intellectual stimulation behavior's overall mean value is 4.0761, which means the sample responses in general tend to slightly incline from 'agree' towards 'strongly agree' for the questions on Likert's scale. This means that intellectual stimulating behavior of the leader has a direct and positive influence on the organizational performance. Standard deviation (.62380) shows that the items within the variable are slightly at higher side but are fairly closely spread around the mean.

Durbin-Watson (DW) statistic is a test for autocorrelation in the residuals in which a value of 2.0 indicates there is no autocorrelation detected in the sample, and values ranging from zero to less than two (2) indicate to a positive correlation. Leader's intellectual stimulation behavior's data analysis giving DW statistic of 1.573 indicates that there exists a positive correlation suggesting positive relationship (Table 3).

Table 4 shows that the leader's intellectual stimulation behavior's influence on the incentive of monetary reward, the mediating variable ('a'- path), is significant (t= 4.6204, p=.0000), though not very strong (β=.3469). Table 5 shows that the variable's total linear influence on the organizational performance (total 'c'- path) of Nepalese engineering colleges is significant (t= 8.4616, p=.0000) and strong (β=.5257).

On the other hand, Table 6 shows the regression coefficient of the leader's intellectual stimulation behavior (β_1=.4844) and of the regression coefficient of monetary reward, the mediating variable (β_2=.1190). The direct linear influence on the organizational performance of the intellectual stimulation behavior is found strong and significant (t=7.4687, p=.0000). The influence of the mediating variable, on the organizational performance is much weak (β_2=.1190), but is significant (t=2.0455, p=.0421, p< .05). The effect of the mediating variable (monetary reward) is shown significant by the fact that its lower level of confidence interval begins with .0043 and ranges to the upper level of .2338, which means the range of confidence level does not contain zero.

Table 7 shows the results of the direct influence of leader's intellectual stimulation behavior and the indirect or the mediated behavior of the same independent variable on the organizational performance (dependent variable), their strength and the statistical significance. Then, the table also shows the total effect, which is in fact the regression coefficient value given by the reviewed simple linear regression model (Table 5). Value of the indirect influence is given by the product of the β value of 'a'- path (Table 4) and the β_2 value of 'b'- path (Table 6). The mediated effect value is .0413, which is the highest among the four variables, but still very weak. The mediated effect values are tested with bootstrapped values of upper and lower limits of confidence intervals. The mediated effect for leader's intellectual stimulation behavior is found to have lower limit of -.0047 and upper

limit of .0970, which means the bootstrapped confidence intervals range contains zero, in which case the mediated effect is to be considered statistically insignificant.

CONCLUSION

The research study based on 201 samples from the thirty engineering colleges operating in Kathmandu valley has come up with findings that are also in line with previous findings.

The analysis of the data by running simple and multiple regression through SPSS-27 and using PROCESS Macro v. 4.2 software developed by Andrew F. Hayes, PhD (2022) loaded in SPSS for direct and mediated effect yielded the results that the four components of the transformational leadership behavior, namely, goal setting, inspirational, motivational and intellectual stimulation behaviors, discussed in this paper show the influence on the organizational performance of the engineering colleges, the dependent variable statistically positive and significant. The indirect influence or the mediated effect on the organizational performance due to the monetary reward as an incentive to the senior staff shows mixed results.

The regression results obtained concur with the past studies. Leader's goal setting behavior is fundamentally associated with setting challenging goals for the organization, high expectation, decision making and assigning clear tasks which were included in the questionnaires served. Studies of (Mpungu, 2009), (Sophon, 2013), Long *et al.* (2014) (Long, 2014), Gomes (2014) (Gomes, 2014) and (Chebon, Chirchir, & Aruasa, 2019) have established that the characters of leader's goal setting behavior in the form of effective communication have an important role to achieve the goals set for the organization.

(Gomes, 2014) Further states that transformational leaders who communicate the goal setting with higher and challenging goals inspire the followers; promote team spirit, and fuel enthusiasm and optimism among the members. Bass and Riggio in their study indicate that inspirational leaders are able to create a strong sense of team spirit among followers as a means of inspiring them towards the realization of stated organizational outcomes (Bass, & Riggio, 2006).

A study by (Rajhans, 2012) on the relationship between communication and motivation on staff performance revealed that the role of communication plays an important role in employee motivation and staff performance of the organization. The study recommended that the organization should maintain a vertical and horizontal communication flow so that creative suggestions from the staff can be disseminated and used to assist management in decision making and improvement of the company.

Besides, the findings of the research agree with the findings of the study by (Barine, & Minja, 2014) which recommend that inspiration and motivation if combined are very much effective in motivating employees to a higher level of contribution and productivity. In such situation, the employees dedicate their attention to a higher cause and increasing their intrinsic motivation, commitment, and effort, which culminate in performance improvement.

Finally, the results of the research on intellectual stimulation also concur with the findings of the studies by (Nwagbara, 2013), (Northouse, 2013), (Avolio, 2005), (Jung, Chow, & Wu, 2014), (Chebon, Aruasa, & Chirchir, 2019), which in general establish that supervisors encouragement is key to creativity and innovation for higher productivity. Particularly, Northouse study noted that transformational leaders through their intellectual stimulating

initiatives encourage followers to be creative and innovative, and to challenge their own beliefs and values as well as those of the leader and the organization (Northouse, 2013).

The mixed results of Monetary rewards' mediating effect could be explained as below.

The incentive of monetary rewards as mediating variable on inspirational and motivational behaviors of the leaders in the engineering colleges has shown the mediating effect significant. It indicates that employing the incentive by the leaders worked positively in general in the Nepalese engineering colleges setting, suggesting that it created inspiration and also motivation to the followers. For the goal setting and intellectual stimulation behaviors, however, it appears that with the incentive of monetary rewards, the mediating effect is insignificant. It indicates that employing the incentive by the leaders failed to work positively in the Nepalese engineering colleges setting suggesting that the incentive did not create additional influence on the two behaviors. So, the leaders may choose to shift their choice for mediating variable.

Contribution to the existing body of knowledge

Among the four components of transformational leadership dealt in this paper, two are new propositions to those established by James McGregor Burns in 1978 and expanded by Bernard M. Bass in 1985, the existing body of knowledge. The first such component is leader's 'goal setting behavior' and the second component is the one obtained after disintegration of the existing component 'inspirational motivation behavior' into 'inspirational' and 'motivational' behaviors. These new components were proposed, hypotheses tested and all the null hypotheses rejected by the data analysis, suggesting that the propositions could be statistically considered as new knowledge additions to the existing body of the knowledge regarding transformational leadership.

These findings are believed to provide policy contribution to the engineering education industry in Nepalese setting. The exhaustive sample data collected from the thirty engineering colleges and their analysis using the widely accepted tools such as SPSS-27 and PROCESS Macro v. 4.2 present a pattern of leader-follower relationship existing in these engineering colleges. The findings show that the linear relationships are strong and statistically significant and suggest that more efforts need to be invested for the sustainability and growth of these colleges.

The findings while express the relationship between all the independent variables and the dependent variable (organizational performance) statistically significant; the findings also indicate that the indirect effect or the mediated role of the monetary reward as an incentive to the staff is statistically not significant for the case of leader's goal setting and intellectual stimulation behaviors.

LIMITATIONS

The study carried out the analysis work using advanced version of SPSS and the PROCESS Macro v 4.2, which is also advanced version software. However, the researcher wished to analyze the data using structural equation modeling (SEM) with the software of PLS.

Despite of brief explanation, some extent of communication gap might have crept in with the respondents regarding understanding the spirit of the questionnaires which might have caused some kind of bias. That bias may be in filling up the questionnaire forms about their own boss, their likes or dislikes about the boss in practice and, also, their indifference in filling up such questionnaires that keep on coming to them with ultimately of little usefulness. Certain

self-report bias may have crept in also because the respondents had to evaluate their own leaders (bosses).

This study, being based on a cross-sectional survey undertaken in a point of time, shows somewhat imbalance in gender (over-representation of males- 86%) and in profession (over-representation of academic faculty- 69%). However, this could be attributed to the freedom given to randomness sampling.

RECOMMENDATIONS

After the conclusions and discussion over the findings, following recommendations are suggested for further research and development.

1. It is recommended that the two new additions to the existing body of knowledge, namely, 'goal setting behavior' and the disintegration of the existing 'inspirational motivation' behavior into 'inspirational' and 'motivational' behaviors be put under further research and test before declaring them as permanent elements of the transformational leadership.
2. It is recommended to spend more time space by the researcher with the units of analysis for briefing the questionnaires so that respondents understand the theme and are ready to give correct response in the questionnaires so that number of possible outliers is minimized. It is of prime importance as the individual feelings and attitudes of the respondents are to be recorded and converted into quantitative data.
3. It is recommended that both sides need to show readiness for reciprocation of support and willingness for the research to yield realistic outcomes.
4. It is recommended to also analyze the data using SEM with PLS and see the comparative position of results/ outcomes with PROCESS Macro loaded in SPSS.
5. Further research is recommended with certain potential confounders, e.g., college size, years of operation, leader (Principal) tenure as control variables, and, also using secondary data available in the engineering colleges about their growth trend, the problems and challenges faced over the period of their operation.
6. The mediating variable of monetary reward was chosen considering that the transactional leadership may also be a pre-requisite to an organization being led by a transformational leader, because an organization while striving for transformation must at the same time follow certain laws and regulations. It is recommended that the research of transformational leadership be conducted with factors such as trust, connectivity, work culture, growth as mediators instead.
7. The research experience has guided the researcher to specifically recommend encouraging engineering practitioners and teaching professionals to carryout research works in the leadership field and publishing academic articles in journals so that the real nature of the problems, issues and challenges together with the opportunities over the periods are manifested and practical solutions can evolve.
8. It is recommended to carry out further research in the engineering colleges on the topics such as comparative study of leadership, going beyond management, the employability of the graduates.

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