

Organizational leadership, incentive policy, and organizational performance: Inputs to business operations improvement framework

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Abstract

This quantitative research study established organizational leadership, and incentive policy as significant predictors of organizational performance in the context of educational institutions. It also offers practical insights for organizations aiming to improve their operations. The university's organizational leadership was evaluated using a self-constructed survey-questionnaire consisting of three parts. This survey tested for validity and reliability. The assessment focused on ethical, strategic, and people leadership. Additionally, the survey aimed to describe the implementation of incentive policies related to performance, loyalty, and innovation initiatives. Lastly, the survey measured organizational performance in terms of collaboration, operational efficiency, and learning and development. The Weighted Mean and Composite Mean were utilized to evaluate the respondents' assessment of organization leadership, incentive policy implementation, and organizational performance. Additionally, Spearman rho was employed to ascertain any significant relationships between organizational leadership, incentive policy implementation, and organizational performance. The study's findings indicated positive relationships among the three factors that were assessed and revealed a substantial correlation between Organizational leadership, Incentives policy, and Organizational performance. The results suggested that an efficient organizational leadership and a carefully developed incentives system can both make a substantial contribution to enhanced organizational performance. The study suggests that private universities should adopt the crafted organizational performance improvement framework which emphasizes the significance of leadership development, transparent incentive structures, alignment of performance measurements, and ongoing feedback as essential elements for achieving organizational success.

Keywords: organizational leadership, incentives policy, organizational performance, performance improvement, private universities

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1. Introduction

In the realm of higher education, academic institutions are facing an array of challenges that mirror the complexities of the corporate world. The pursuit of excellence, financial sustainability, and fulfilling their educational mission necessitates effective organizational leadership, well-crafted incentive policies, and sustained organizational performance. These elements are not only vital for their success but are also integral to the development of a robust business operations improvement framework tailored to the unique context of academic institutions.

Chin-Ju (2022) defined leadership is a complicated term that includes a variety of styles and tactics, each having their own consequences for organizational success. Leadership builds organizational culture, motivates employees, and ultimately determines the direction and effectiveness of an organization's activities. Furthermore, leadership alignment with the design of incentive programs may be beneficial in directing employee behaviors and activities toward accomplishing corporate objectives. Organizational leadership in the academic sector extends beyond administrative roles; it encompasses the guidance, vision, and strategic direction set by institutional leaders, including academic deans and department chairs. Effective leadership fosters an environment conducive to innovation, faculty and staff motivation, and the pursuit of academic excellence. Moreover, leadership in academia plays a pivotal role in shaping the institutional culture, influencing decision-making processes, and steering institutions through times of change as discussed by Gumusluoglu, et. al., (2009) as cited in Sultan (2003). Organizational incentive policies go beyond monetary incentives to include non-monetary motivators like as recognition, career progression chances, and intrinsic work satisfaction Deci, et. al., (2001) as cited in Mugaa (2017). Incentive policy design and execution may be a strategic lever for building a culture of high performance and innovation while aligning employee efforts with company goals.

In tandem with leadership, the design and implementation of incentive policies are critical considerations in academic institutions. Organizational performance, according to Kapla , et. al.,(1996) as cited in Gimhani (2020) is a multidimensional concept, is an important result of good leadership and incentive programs. High-performing organizations demonstrate characteristics such as increased operational efficiency, higher product/service quality, increased innovation, and superior financial performance. Understanding how organizational leadership and incentive policies impact many characteristics of organizational performance is thus critical for building effective frameworks for improving corporate operations. In line with the aforementioned, this research endeavored to explore the intricate interplay between organizational leadership, incentive policies, and organizational performance within the specific context of academic institutions, thereby contributing to the development of a comprehensive operations improvement framework tailored to their unique needs. By investigating how these factors interact and influence each other, this study aims to offer insights that can inform best practices for academic institutions seeking to enhance their operational performance, financial sustainability, and educational outcomes. In this pursuit, this research will consider the implications of various leadership models, incentive policy, and performance measurement approaches. Furthermore, it will explore the potential moderating and mediating factors that may influence the relationship between leadership, incentive policies, and organizational performance.

This research may contribute to the broader field of organizational management by shedding light on the interconnectedness of leadership, incentives, and performance, and by providing actionable insights for organizations seeking to optimize their operations. Ultimately, the findings of this study will serve as a valuable resource for leaders, managers, and policymakers striving to develop effective strategies that lead to sustainable business operations improvement.

The insufficient investigation of the contextual uniqueness of organizational leadership, incentive policy, and performance inside academic institutions is one prominent research gap. While these ideas have been widely researched in the corporate sector, their specific dynamics inside academic contexts with diverse aims, stakeholders, and operational systems have received less attention. Understanding how leadership and incentives work in the context of academic institutions is critical for developing successful solutions that address these organizations' unique demands and difficulties. Likewise, present research in academic institutions mostly depends on short-term performance measures, such as enrollment numbers and research outputs, to assess organizational success. There is an urgent need for research on the long-term effects of leadership and incentive programs, such as their influence on academic quality, institutional reputation, and sustainability, all of which are important to academic institutions' missions. Moreover, while most studies focused on leadership from the viewpoint of senior administrators, faculty members have been underrepresented as a critical stakeholder group in academic institutions. Exploring how faculty view leadership and incentive programs and how these perceptions impact their performance and job satisfaction is a research gap that might shed light on the intricacies of academic organizational dynamics.

Objectives of the Study - This study aimed to determine the Organizational Leadership, Incentive Policy and Organizational Performance to come up with Business Operations Improvement Framework in China. To address this identified research gaps, this study proposed to establish organizational leadership, and incentive policy as significant predictors of organizational performance in the context of educational institutions. Specifically, it aimed to determine the organizational leadership of private universities in China in view of Ethical leadership, People leadership and Strategic leadership; assess the employee incentives policy in terms of performance; loyalty; and innovation initiative; determine organizational performance in terms of Collaboration; Operational; and Learning and development; test the significant relationship between organizational leadership, incentive policy, and organizational performance; and develop a business operation improvement framework that can be used in the academic institutions.

2. Methods

Research Design - This study used a cross-sectional predictive non-experimental quantitative research design. This was based on Johnson's (2001) new classification of non-experimental research designs. According to Johnson, two dimensions were considered when identifying what non-experimental research design was ideal for use. The first dimension was the time of data collection, while the second dimension was based on the intent of the research undertaking. He further explained that in the element of time, cross-sectional defined the one-time collection of data. Meaning, when one questionnaire was disseminated, and collection took place at one point in time. Regarding intention, if the study intended to establish prediction or identify variables that were predictors of a certain phenomenon or a dependent variable, the appropriate design would be called "predictive design." Putting both the time element and the intention, it is therefore conclusive that this research undertaking utilized the cross-sectional predictive design (Johnson, 2001).

Participants of the Study - The participants of this study were the 385 teaching and non-teaching personnel of selected private universities in China. Specifically, the researcher used convenience sampling because of time constraints. According to Sedgwick (2013), convenience sampling is a non-probability sampling method used in several studies because of its convenience and accessibility. In this type of sampling, participants are not selected at random from the population, implying that not all population members were given an opportunity to be selected. Although it was not randomized, quality results could still be achieved as long as the sample's characteristics were reviewed to be the ideal sample to represent the population. In this case, they were teaching or non-teaching personnel in the selected university. Likewise, the acceptability of convenience sampling could be established through internal validity, in this case, the use of construct validation in the final data collected.

Instruments of the Study - This study utilized a self-constructed survey questionnaire created from various sources to assess organizational leadership, incentive policy implementation, and organizational performance.

The statements were specifically designed for this study, aligning with the structured questions outlined in the problem statement. To enhance and refine the questionnaire, consultations were conducted with the research adviser, College Dean, and faculty experts. The questionnaire consisted of three parts. The first part evaluated the university's organizational leadership in terms of ethical, strategic, and people leadership. The second part included statements on incentive policy implementation, encompassing performance, loyalty, and innovation initiatives. Conversely, the third part focused on organizational performance concerning collaboration, operational aspects, and learning and development.

To validate the content of the survey questionnaire, input was sought from the Research Adviser, Dean of the department, panel members, faculty experts, and external experts. Additionally, a dry run involved 30 non-respondents to ensure reliability and assess the clarity, length, and conciseness of items. The internal consistency of the survey questionnaire was pilot-tested by computing Cronbach's alpha coefficient based on data collected from 30 non-respondents before the actual survey. Administered through Google Forms, the questionnaires were retrieved, tabulated, and analyzed using statistical tools with the assistance of a professional statistician.

Respondents in the constructed questionnaire were asked to rate each item on a four-point scale, accompanied by a designated verbal interpretation.

Numerical Rating Value	Verbal Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

To interpret the computed weighted mean and composite mean of the assessment on respondents on organizational leadership, incentive policy implementation, and organizational performance, the following mean ranges and their corresponding verbal interpretation were used:

Statistical Limit	Verbal Interpretation
3.25 – 4.00	Strongly Agree
2.50 – 3.24	Agree
1.75 – 2.49	Disagree
1.00 – 1.74	Strongly Disagree

Reliability Test Results

ORGANIZATIONAL LEADERSHIP, INCENTIVE POLICY AND ORGANIZATIONAL PERFORMANCE: INPUTS TO BUSINESS OPERATIONS IMPROVEMENT FRAMEWORK		
Variable	Cronbach's Alpha	Remarks
1A. Ethical Leadership	0.857	Good
1B. People Leadership	0.800	Good
1C. Strategic Leadership	0.752	Acceptable
2A. Performance	0.784	Acceptable
2B. Loyalty	0.853	Good
2C. Innovation Initiative	0.792	Acceptable
3A. Collaboration	0.755	Acceptable
3B. Operational	0.919	Excellent
3C. Learning and Development	0.874	Good
Legend: George and Mallery (2003) provided the ff rule of thumb: ≥ 0.90 = Excellent; ≥ 0.80 = Good; ≥ 0.70 = Acceptable; ≥ 0.60 = Questionable; ≥ 0.50 = Poor; < 0.50 = Unacceptable		

Data Gathering Procedure - First, the researcher submitted a letter to the Ethics Review Committee for the approval of the questionnaire to be used. After its approval, there was the final drafting of the questionnaire based on the feedback of the Committee. A pilot testing followed since parts of the questionnaire were self-made

to ensure the validity and reliability of the scale. Once the questionnaire was psychometrically validated with acceptable internal consistency reliability and construct validity measures affirming such a claim, the final data gathering was facilitated using online survey forms like Google Forms. If the set number of samples was achieved, analysis of data was carried out, and interpretation followed. The final paper was written, and the final presentation of the results was implemented.

Ethical Considerations - This research considered three important ethical practices, namely, informed consent, data privacy, and autonomous participation. On informed consent, every participant was asked to fill out an informed consent form included in the online survey. This was to ensure that all necessary information needed was made clear prior to their participation. On data privacy, the researcher used password-protected files to ensure that access to pertinent information and data provided by the participants was restricted to the researcher per se. On autonomous participation, every participant was informed that at any point in the survey, they could choose to stop if they saw the need for such action. Their participation as a volitional act was clearly emphasized during the process of their participation as respondents.

Data Analysis - Based on the identified objectives of the research undertaking, the researcher used the following statistical treatment: Weighted Mean and Composite Mean. These were used to assess the respondents' assessment of the respondents on organization leadership, incentive policy implementation, and organizational performance which are stated in the objectives 1, 2, and 3. Spearman rho. This was used to determine significant relationships between organizational leadership, incentive policy implementation, and organizational performance which is stated in objective 4.

3. Results and discussions

Table 1

Summary Table on Organizational Leadership of Private Universities

Key Result Areas	Composite Mean	VI	Rank
Ethical Leadership	3.16	Agree	2
People Leadership	3.16	Agree	2
Strategic Leadership	3.16	Agree	2
Grand Composite Mean	3.16	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

As reflected in Table 1, the grand composite mean computed for the three key result areas is 3.16. Specifically, Ethical Leadership, People Leadership, and Strategic Leadership of the university leaders equally obtained the same composite mean of 3.16 expressing agreement from majority of the employees.

In total, this suggests a generally positive perception of all three leadership styles. This could indicate that employees are overall satisfied with the leadership approach at the university. These three styles are likely interconnected and influence each other. Strong ethical leadership may likely contribute to better people leadership and strategic decision-making. The respondents who may have perceived their leaders as ethical may have also been more trusting and receptive to their guidance in other areas.

This is connected to the findings of Siddiqui Siddiqui (2017) as cited in Rasool et al. (2019), which lays the groundwork for highlighting the benefits and drawbacks of educational leadership in school organizations. The research findings indicate that the level of achievement of determined tasks of school organization, namely educational administration, increase in enrollment, skilled pedagogy, pupil improvement in achievement level, co-curricular activities, effective participation of parents, and In this approach, recent research suggests that the measure of reinvigorating leadership for the benefit of school organizations is dependent on leadership performance rather than stressing costly and unavailable physical amenities. So that the educational organization may make the best use of its existing personnel and material resources. opens the path for the pros and cons of educational leadership in school organizations to be highlighted.

Table 2*Summary Table on Employee Incentives Policy*

Key Result Areas	Composite Mean	VI	Rank
Performance	3.11	Agree	2
Loyalty	3.08	Agree	3
Innovation Initiative	3.13	Agree	1
Grand Composite Mean	3.11	Agree	

Legend: 3.50-.400=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

As shown in Table 2, the agreement on Employee Incentives Policy garnered a grand composite mean of 3.11. The highest composite mean of 3.13 was received by the innovation initiative. It is followed by 3.11 composite mean of performance. Finally, loyalty had the lowest composite mean of 3.00. All these key result areas were assessed by the respondents as agree. The Employee Incentives Policy has received a positive response from employees, indicating that they value the company's initiatives to inspire and compensate them. Nevertheless, the discrepancies in rankings among various types of incentives emphasize particular areas that may require enhancements. The greater score for innovation activities implies that employees appreciate a culture that fosters creativity and embraces risk-taking. The lower score for loyalty incentives suggests that it is necessary to evaluate the program's structure, guarantee its impartiality and clarity, and enhance the communication of its advantages to employees. Likewise, according to Fryer (2013) as cited by Kozlowski, et. al., (2019), the formulation, implementation, and management of policies or initiatives aimed at motivating and influencing different stakeholders within the education system, including students, instructors, administrators, and schools, is referred to as incentive policy implementation in an educational setting. These rules are intended to support certain behaviors, activities, or results that are consistent with the institution's or system's educational aims and objectives. Incentives, which may take many forms, such as money prizes, recognition, or professional development opportunities, are utilized as tools to motivate desirable behaviors and improve academic achievement.

Table 3*Summary Table on Organizational Performance*

Key Result Areas	Composite Mean	VI	Rank
Collaboration	3.02	Agree	3
Operational	3.05	Agree	2
Learning and Development	3.09	Agree	1
Grand Composite Mean	3.05	Agree	

Legend: 3.50-.400=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

As illustrated in Table 3, the highest composite mean of 3.09 was received by Learning and Development. It is followed by 2.68 composite mean of Operational. Finally, Collaboration gained the lowest composite mean of 2.57. All these Organizational Performance areas were assessed by the respondents as agree garnering a grand composite mean of 3.05.

Overall, the findings suggest that the employees are content with the organization's performance in these specific domains. The good rating can be attributed to robust L&D programs that encompass a wide range of offers, deliver high-quality training, and have a clear influence on skill development and career progression. In addition, the implementation of efficient communication strategies, the establishment of supportive team frameworks, and the accomplishment of fruitful joint endeavors may contribute to the development of a favorable perception of collaboration. Finally, effective procedures, sufficient resources, and prompt delivery of services can lead to a favorable perception of operational performance.

These factors can be ascribed to colleges prioritizing ongoing education. Universities intrinsically prioritize knowledge acquisition and education, fostering a culture that organically promotes and motivates engagement in L&D programs. Additionally, this could have originated from their dedication to excellence and effectiveness, as

universities aim to uphold rigorous academic criteria and operational efficiency, thus impacting employee perspectives in both domains.

Likewise, the employee's positive perception of the organizational performance areas ultimately leads to their satisfaction. It was established that Employee happiness is directly tied to efficiency, which is then tied to company profitability. Employee happiness has a positive effect on corporate efficiency. In comparison, business profitability has a fair non-recursive impact on the productivity of workers. Ensuring employee satisfaction is crucial for maximizing company sustainability and enhancing organizational efficiency, as well as the quality of products and services. The collaboration between employees and organizations plays a pivotal role in the success of each organization. Innovation is essential in meeting the demands of the dynamic landscape. Managers are tasked with establishing work relationships where their decisions and actions contribute to the organization's benefit (Sadiq et al., 2020b).

Table 4

Relationship between Organizational Leadership and Employee Incentives Policy

Variables	Rho	p-value	Interpretation
Ethical Leadership			
Performance	0.410**	<.001	Highly Significant
Loyalty	0.335**	<.001	Highly Significant
Innovation Initiative	0.320**	<.001	Highly Significant
People Leadership			
Performance	0.227**	<.001	Highly Significant
Loyalty	0.264**	<.001	Highly Significant
Innovation Initiative	0.174**	0.001	Significant
Strategic Leadership			
Performance	0.340**	<.001	Highly Significant
Loyalty	0.231**	<.001	Highly Significant
Innovation Initiative	0.155**	0.002	Significant

***. Correlation is significant at the 0.01 level*

As seen in Table 4, the computed rho-values ranging from 0.155 to 0.410 indicate a very weak to moderate direct relationship among the sub variables of organizational leadership and employee incentives policy. There was a statistically significant relationship between organizational leadership and employee incentives policy because the obtained p-values were less than 0.01. The observed correlation indicates that changes in organizational leadership have an impact on the creation and execution of employee incentive policies. Robust leadership techniques might potentially yield more efficient and all-encompassing incentive programs, whilst feeble leadership may lead to less refined and influential policies. Nevertheless, the modest to moderate correlation suggests that the link is not very strong. Additional elements, apart from leadership, are likely to have a substantial impact on the development of employee incentive plans. These factors may include organizational culture, industry conventions, or budgetary limitations. In addition, particular elements of organizational leadership, such as communication or transparency, may indirectly impact the perception or utilization of the employee incentives strategy by employees. According to Lawrence (2023), effective leadership is a crucial element in the success of any organization, particularly in the realm of employee incentives. Proficient leadership has the capacity to mold employee motivation, propel performance, and ultimately contribute to the overall advancement of the company. Recognizing the integral role of leadership in employee incentives is paramount for the effective design and implementation of incentive programs. Leadership influences incentives through various means, including the establishment of an innovative culture, the formulation of goals, and the development of strategies to attain them. Leaders who articulate their vision and objectives clearly, inspiring their employees to reach these goals, can foster heightened engagement, productivity, and overall performance. Moreover, leaders who actively engage in employee rewards and recognition contribute to the creation of a work environment that nurtures both employee development and satisfaction.

Table 5*Relationship between Organizational Leadership and Organizational Performance*

Variables	rho	p-value	Interpretation
Ethical Leadership			
Collaboration	0.348**	<.001	Highly Significant
Operational	0.356**	<.001	Highly Significant
Learning and Development	0.292**	<.001	Highly Significant
People Leadership			
Collaboration	0.207**	<.001	Highly Significant
Operational	0.172**	0.001	Significant
Learning and Development	0.220**	<.001	Highly Significant
Strategic Leadership			
Collaboration	0.226**	<.001	Highly Significant
Operational	0.241**	<.001	Highly Significant
Learning and Development	0.265**	<.001	Highly Significant

***. Correlation is significant at the 0.01 level*

Table 5 shows the results of a correlation analysis between sub-variables of organizational leadership and organizational performance. The computed rho-values, which represent correlation coefficients, range from 0.172 to 0.356. The interpretation of these values is that there is a very weak to weak direct relationship among the sub-variables. The range suggests that the strength of the relationship among the sub-variables is low. Conversely, there was a statistically significant relationship between organizational leadership and organizational performance based on the p-values obtained from statistical tests, which were less than 0.01.

Therefore, this indicates that despite the low strength, there is a genuine and statistically significant relationship between organizational leadership and organizational performance. Consequently, proficient organizational leadership can significantly influence multiple facets of an organization, encompassing its performance. Leaders play a crucial role in shaping the culture of a business, establishing the strategic path, and exerting impact on employee engagement. These factors all contribute to the overall effectiveness of the firm. Moreover, as organizational leaders bear the responsibility of formulating strategic decisions that shape the course and operations of the organization, their knowledgeable and efficient decision-making can have a favorable effect on performance indicators, such as collaboration, operations, and learning and development.

The findings of the present study align with the possibility supported by Selamat, et. al., (2013), as cited in Khan (2019). They postulated the role of school leaders' behavior and teachers' behavior in the composition of organizational performance as observed in the climate it projects. According to them, a performing school reflects a positive climate that does not have aloof leaders. Also, it has a leadership that successfully emphasizes and promotes innovation and exudes an atmosphere of trust and consideration. Moreover, a performing school has highly engaged teachers who are given opportunities for growth, teamwork, and positive working relationships.

In addition, a study conducted among teachers in Palembang, Indonesia confirmed the correlational link of leadership with the human capital performance of the organization, specifically their human resource development. According to the results of the study, 98.7% impact rested on the leadership style when teacher performance is considered. This implies that when leadership is congenial to the precursors of teacher performance, there is a high chance for the teacher to perform well in her/his field of expertise. Specifically, the people leadership model who incites positive motivation for teachers to perform well because of good interpersonal relationships with their immediate superiors. This is a well-established phenomenon in any industry or organization, particularly works as well within educational institutions where stakeholders are not only the students but also their parents (Andriani, et. al.,2018).

Table 6*Relationship between Employee Incentives Policy and Organizational Performance*

Variables	rho	p-value	Interpretation
Performance			
Collaboration	0.268**	<.001	Highly Significant
Operational	0.309**	<.001	Highly Significant
Learning and Development	0.204**	<.001	Highly Significant
Loyalty			
Collaboration	0.237**	<.001	Highly Significant
Operational	0.220**	<.001	Highly Significant
Learning and Development	0.278**	<.001	Highly Significant
Innovation Initiative			
Collaboration	0.177**	<.001	Highly Significant
Operational	0.191**	<.001	Highly Significant
Learning and Development	0.189**	<.001	Highly Significant

** : Correlation is significant at the 0.01 level

As seen in the table, the computed rho-values ranging from 0.177 to 0.309 indicate a very weak to weak direct relationship among the sub variables of employee incentives policy and organizational performance. There was a statistically significant relationship between employee incentives policy and organizational performance because the obtained p-values were less than 0.01. Hence, the utilization of compelling incentives can inspire personnel to exert greater effort, enhance their productivity, and assume supplementary duties, resulting in enhanced outcomes for the university. Furthermore, appropriately structured rewards that are in line with the objectives of the institution can motivate staff members to prioritize particular activities and initiatives that enhance the overall performance of the company. Also, implementing competitive and appealing incentives can assist colleges in both attracting and retaining highly skilled individuals, which is essential for attaining academic superiority and operational effectiveness. However, the limited link implies that although the employee incentives strategy has some impact on organizational performance, it is probable that other factors are also involved. Organizations may need to investigate supplementary variables or fine-tune their incentive schemes to achieve a more significant influence on performance.

It may be beneficial to conduct further analysis to understand the specific aspects of the employee incentives policy that are correlated with organizational performance. Additionally, exploring potential moderating or mediating variables could provide a more nuanced understanding of the relationship. This is related to the findings about the turn-over rate of personnel in universities in Nigeria. Based on studies, this is due to the compensation and incentive packages that are afforded to competent employees, hence, attracting them to move from one university to another. Following the survey results gathered from 111 samples from academic and non-academic workforce of a university, it was realized that incentive packages are significant predictors of employee retention and performance, more so, their development in the organization. From these findings, it was recommended that management and leaders in the organization must have periodic review of compensation packages and incentives at various levels so that employee retention and fast turn-over will be minimized if not eliminated (Osibanjo, et. al., 2014 as cited in Zafar et al., 2020). Additionally, the influence of incentive policies on performance is substantiated by Danish et al. (2015), as referenced by Chan, et. al., (2023). Their analysis of data revealed a positive impact of intrinsic rewards on the task performance of bank employees. Moreover, the relationship was mediated by motivation and its dimensions, encompassing intrinsic motivation, extrinsic motivation, and job satisfaction. Recognizing the significance of acknowledgments received by bankers in the form of rewards and their consequential impact on extra-role performance and sophisticated management, policymakers should take necessary measures to enhance the reward management system. This enhancement is anticipated to boost the task performance of employees, driven by their motivation through these performance appraisal techniques.

This organizational performance improvement framework incorporates the important connections between organizational leadership, incentive policies, and organizational performance. The method highlights the

importance of considering leadership development, transparent incentive structures, alignment of performance measurements, and ongoing feedback as crucial factors in achieving organizational success. Continuous review and adjustment guarantee that the framework remains flexible and adaptable to the changing requirements of the company and its teams.

The next figure shows the framework of the business operations improvement.

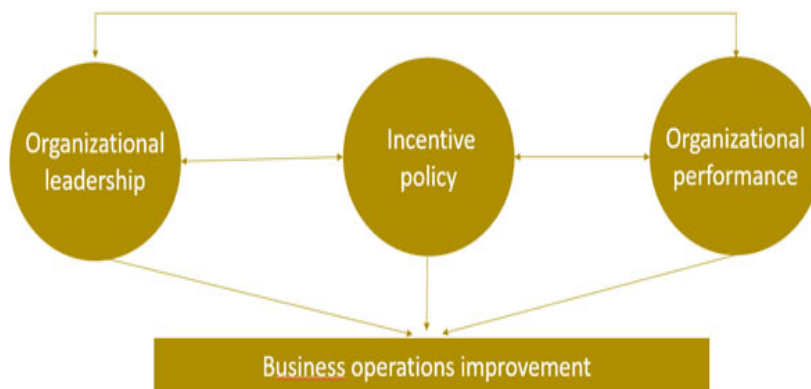


Fig. 1. Business Operations Improvement Framework

In the context of educational institutions, organizational leadership, incentive policies, and organizational performance are the foundational pillars of a business improvement framework that jointly guide academic achievement. Organizational leadership guides the institution's vision, mission, and strategic direction. Effective leaders in educational institutions inspire a common sense of purpose, encourage creativity, and foster a collaborative culture that drives continual growth. Their involvement in setting clear goals and fostering a healthy learning environment is critical to the institution's overall performance.

In addition to leadership, incentive policies have a considerable impact on how the educational landscape evolves. Well-designed incentive structures are critical for motivating educators, staff, and administrators to succeed in their responsibilities. Recognition, awards, and opportunities for professional development serve as potent motivators, establishing a culture of devotion, innovation, and commitment to educational goals. By aligning incentives with institutional goals, educational institutions can harness their workforce's collective passion to achieve success.

Organizational performance, as the third basic component, is the ultimate indicator of an institution's success. It describes how efficiently and effectively an educational institution runs, from academic outputs to administrative operations. A strong organizational performance framework promotes accountability, transparency, and an ongoing cycle of evaluation and improvement. It lets educational institutions respond to changing issues, apply best practices, and maximize resources to provide quality education.

By focusing on these three critical components—organizational leadership, incentive policies, and organizational performance—educational institutions can create a dynamic business improvement framework that not only improves internal processes but also elevates the overall educational experience for both students and stakeholders.

4. Conclusions and recommendations

The participants expressed general agreement toward the organizational leadership practiced in their company in terms of ethical leadership, strategic leadership, and people leadership. The participants moderately agreed on employee Incentives Policy implemented by their universities in terms of performance, loyalty, and

innovation initiative. The participants are moderately satisfied with the organization's performance in terms of collaboration, operational; and learning and development of employees. There is a significant relationship among Organizational leadership, Incentives policy, and Organizational performance which contribute significantly to improve organizational performance. A Business Operations Improvement Framework was developed that can be used by the universities in China.

To foster continuous improvement in organizational leadership, the university may establish mechanism to conduct evaluation on leadership effectiveness in the key positions. The universities may review their incentive policy in regular basis ensure that it is at par with other institutions to uplift teachers' work engagement. The universities in China may consider for use the developed business operations improvement framework for the continuous improvement of their operations and performance. Future researchers may conduct similar study by including additional factors potentially influencing organizational performance, such as organizational culture, employee well-being, or technological innovations.

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