Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45

Relationship between the Genuine Leadership Style and Withdrawal Behavior and Teacher Motivation in District Sargodha, Mediated by Psychological Empowerment

Uzma Batool*

**M.Phil Researcher, UOS Sargodha, Pakistan.*

*Corresponding Email: *muzamilqurtuba@gmail.com*

Received: 13 June 2022 **Accepted:** 08 September 2022 **Published:** 03 October 2022

Abstract: ***School performance is significantly impacted by psychological empowerment. Assessment of teachers' psychological empowerment conduct, real leadership, withdrawal behavior, and motivation is crucial. Examining the relationship between psychological empowerment, genuine leadership, withdrawal behavior, and motivation among public secondary school teachers in the district of Sargodha was the goal of the current study. The study's primary goal was to determine how psychological empowerment mediated the relationship between motivation, withdrawal behavior, and authentic leadership. Data were gathered using an effective and trustworthy tool. Data gathering involved the use of a questionnaire. 70 items were present. 457 public secondary school teachers were chosen as the study's sample from the general population. For the purpose of gathering data for this study, convenient sampling was employed. The information gathered was examined.***

Keywords: ***Leadership Relationships – Behavior – Learner Motivation – School Performance.***

1. INTRODUCTION

Study Overview

The educational system spends a lot of money creating genuine leadership programmers to support teachers and enhance school efficiency (Starratt, 2007; Ben-David, 2010; Hairon & Dimmock, 2012). The motivational concept of psychological empowerment contributes to teachers' improved performance (Spreitzer, 1995a). Teachers that are psychologically empowered exhibit confidence and complete control over their work. In the educational system, psychological empowerment gives a teacher a great deal of control over the actual methods, procedures, and choices for teaching tactics. According to Arefin et al. (2015), psychological empowerment among instructors is essential to take into account their capacities

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45

for job completion, foster a sense of the task, and have beneficial effects on the workplace. In both formal and informal settings, motivational strategies are employed to

A particular feature of the head teacher's psychological leadership's mediating role has received a lot of attention in recent years. Instead than trying to control the instructors, the schools concentrated on helping them improve. When teachers are given the right feedback, they are empowered to encourage creativity and innovation. (2013) Muceldili, Turan, and Erbil A specific, real leadership style and psychological support for teachers can change their capacities to achieve the highest goals. "Authentic leadership is ingrained in an area called positive organizational scholarship (POS)," says the principal.

Teachers are motivated to pursue their professions by their experiences and psychological empowerment. Additionally, the principal's genuine leadership style has an impact on the results of the teaching process. At various stages of their careers, teachers typically experience ups and downs in their job satisfaction and motivation. Withdrawal behaviors are one of the results of low job satisfaction. Unfortunately, very little research has been done in the Pakistani context to determine the relationship between teachers' withdrawal behavior and the aforementioned motivating variables. The purpose of the study was to investigate how this missing component affected teachers' conduct. Teachers' withdrawal tendencies and levels of motivation were discussed.

This study was created to look at the mediating role of psychological empowerment on three different forms of behavior, including motivation in public secondary school teachers, authentic leadership, and withdrawal behavior. Different behaviors are affected by psychological empowerment in different ways. Despite being distinct dimensions, they are connected. In the establishment of the school, psychological empowerment is crucial. The teacher's confidence is a direct result of the principal's authentic leadership style, which is closely tied to psychological empowerment. First and foremost, psychological empowerment is thought to be crucial for decision-making, self-assurance, and the capacity to resolve school-related issues that hinder the school's success.

Cognitive Empowerment

Teachers that have psychological clout are confident in their skills. They have faith in their skills and talents to handle the issues at school. The growth of freedom of action and choice is empowerment. In particular, it entails gaining more authority and control over the options and choices that have an impact on one's life. People get more power over their lives as they make genuine choices. As a result, "psychological empowerment can also be described as the act of empowering people to take independent action in pursuit of their self-identified goals." (1995; Zimmerman). The personality structure, for instance, is known to be slightly influenced by the environment.

Empowerment has many facets, and a single concept cannot capture its spirit (Thomas & velthouse 1990). They gave a broader definition of empowerment, calling it greater internal motivation. Small and medium-sized empowerment activities can be seen as a source of well-being encouragement and, more specifically, as a means of enhancing instructors' knowledge and comprehension in order to foster achievement and advancement. Teachers were motivated by psychological empowerment to accomplish their objectives and have a better understanding of how to manage the issue.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45

Therefore, the majority of research indicate that teachers' psychological empowerment has a significant impact on the development of the school. It is the responsibility of the schools to give instructors opportunity to learn how to handle issues at school and how to manage a dangerous scenario there. A study that looked at the relationship between psychological empowerment and school commitment in 19 different areas of Tehran Education School came to the conclusion that there was a relationship. Among the various dimensions of empowerment (feeling of competence, importance of job, effectiveness, choice, and trust of others), feeling of effectiveness and trust had an impact on school commitment (Mogholy, et al. 2009).

Psychological of Empowerment Theory by Spreitzer

The psychological empowerment idea by Spreitzer is essentially the topic of this investigation. In the psychological process of empowerment, teachers develop confidence in their abilities and acquire control over personal and interpersonal problems. The idea of self-efficacy and views of competence are included in empowerment. Self-control and a favorable view of oneself (Zimmerman, 2000). In psychology, psychological empowerment has been a notable topic for more than three decades. Rappaport was a pioneering and prominent empowerment theorist (1981),

Teachers who are aware of their empowerment use their work more effectively, achieving goals. Additionally, instructors' psychological empowerment boosted their motivation and the quality of their job.

Psychological empowerment's components

The elements of psychological empowerment are effect, competence, meaning, and self-determination. The psychological empowerment was defined by Conger and Kanungo as the motivating idea of self-efficacy. Meaning is determined by comparing the work's goal or purpose to the teacher's own standards and goals (Thomas & velthouse, 1990). Meaning is the significance of tasks and goals, or evaluating how well teachers' standards and ideals align with their work. Meaning involves a match between the demands of ideas, values, and actions related to the work role. Meaningfulness offers a compelling theoretical case for how it contributes to work satisfaction.

It has been emphasized since the late 1950s that finding one's work personally meaningful is a necessary condition for finding work satisfaction (Herzberg et al., 1959). It is the individual's conviction that their work matters to them and their attachment to what they are doing. It is the worth of a work aim and a person's beliefs, assessed in light of that person's ideal (Thomas & Velthouse, 1990). Meaning is defined as the teachers' view of the worth of their own work. It refers to the regard and gratitude that educators feel they receive from their peers for their knowledge and skill on the subject of teaching.

It is possible to define competence as a person's confidence in their ability to carry out tasks using their talents (Gist, 1987). When teachers are competent, they have confidence in their judgment. The dimension takes into account how self-assured teachers are of their abilities. The capacity of teachers to carry out their job duties with proficiency is referred to as competence. It speaks to how well a person can carry out task-related activities. Competency is defined as the teachers' conviction that their students have the knowledge and abilities required to complete the activity successfully. It refers to the teachers' belief that they possess

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45

the knowledge and expertise necessary to create lesson plans for pupils and support their academic progress.

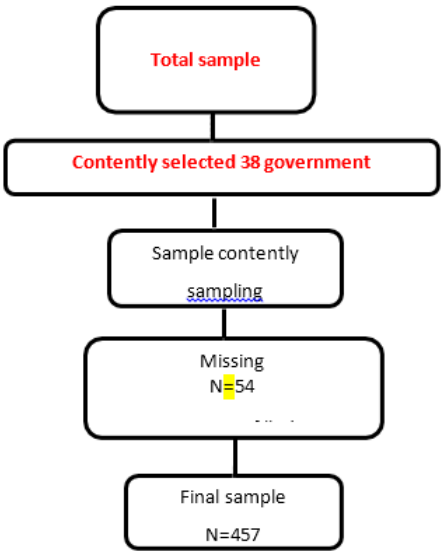
Morality as Internalized Perspective

A true leader has a moral foundation. They are guided by a concern for legitimacy and are keenly aware of what is morally correct. Basic values, beliefs, relational thinking, and sentiments serve as guidelines for behavior in terms of moral and ethical issues. In order to get greater results, this approach entails being entirely honest with followers about one's motivations, objectives, and principles. 427 hypotheses and theories in use: The effects of authentic leadership style on job satisfaction and team commitment (Avolio & Gardner, 2005). in chronological order Being a real leader is a very challenging endeavor. To make the best choice, one must be highly motivated and self-reflective. It incorporates some self-reflection. As more individuals look for authentic leadership, the theory has gained a lot of traction.

Genuine leadership and mental empowerment

It was convincingly shown that psychological empowerment and authentic leadership go hand in hand. Previous research emphasized the importance of true leadership in helping teachers function effectively and appropriately. Utilizing supervisors fosters a positive workplace culture that benefits subordinates (Deci et al., 1989). Therefore, both the principal and the teachers' self-awareness and self-regulated behaviors are positively influenced by authentic leadership. Genuine leaders inspire their people to pursue personal development and improvement (Ilies et al., 2005). Along with being real, leaders examine all pertinent data and freely share it with teachers. Information from trustworthy authorities

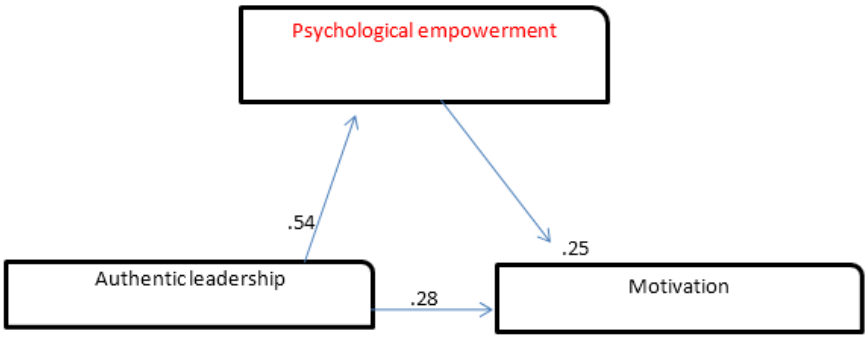
Table Diagram



Figure

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45



Study Findings

The vast majority of teachers had psychological power. The study's findings suggest that instructors who were competent, self-assured, and confident in their abilities had favourable sentiments regarding the principal's genuine leadership style. Teachers who felt empowered by their principal had higher levels of satisfaction. The findings show that the psychologically empowered teachers had a bad opinion of withdrawal symptoms. They paid less attention to tardiness, absence, and turnover. As a result, empowered teachers exhibited favorable attitudes about motivation. The majority of instructors demonstrated empowerment, self-assurance, favorable conduct regarding the principal's genuine leadership, negative attitudes concerning withdrawal behavior, and positive responses regarding motivation.

2. STUDY DISCUSSION

The first research question focused on the relationship between public secondary school teachers' motivation, withdrawal behavior, and psychological emancipation. The study's findings suggest a strong link between psychological empowerment and authentic leadership. The study's findings indicated a bad relationship between psychological empowerment and withdrawal tendencies. A positive association between psychological empowerment and motivation is demonstrated by the results. The scale that was utilised for data collecting is supported by the analysis of the data.

The findings of a recent study on the impact of gender differences on psychological empowerment, real leadership, withdrawal behavior, and teacher motivation. According to the study's findings, female teachers were significantly more assured, more positive about their skills, and more complimentary of their principal. Results on withdrawal behavior showed that male and female teachers exhibited equally bad withdrawal behavior. There was no discernible difference in the motivation of male and female teachers.

Study recommendation

- High levels of authenticity in leadership should be encouraged in educational institutions since they empower instructors, improve their skills, and lessen their withdrawal behavior. Authentic principals also increase teachers' motivation.
- Teachers who are confident in themselves and approach their work with a positive attitude should be supported.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45

- There should be seminars where the focus is on empowering instructors to perform better in classroom activities.
- Additionally, it will assist policy makers in designing legislation while keeping in mind the relationship between the behavior of instructors and true leaders.
- Keeping in mind the findings of this study, principals of schools can develop their real leadership, which will affect the development of schools and teachers.

3. REFERENCES

1. Abawi, K. (2013). Data collection instruments: questionnaire and interview. Geneva: Geneva Foundation for Medical Education and Research.
2. Adler, S. & Golan, J. (1981). Lateness as a withdrawal behavior. Journal of Applied Psychology, 66(5), 544-554.
3. Al-Hyari, K., Alnsour, M., Al-Weshah, G., & Haffar, M. (2012). Religious beliefs and consumer behavior: from loyalty to boycotts. Journal of Islamic Marketing, 3(2), 155-174.
4. Amoli, F. A. & Youran, M. (2014). Delving the relationship between teacher empowerment and job satisfaction among Iranian EFL teacher in Tehran Aviation University. Theory and Practice in Language Studies, 4(4), 771-777.
5. Arefin, S., Arif, I. & Raquib, M. (2015). The mediating role of psychological empowerment in the relationship between high-performance work systems and organizational citizenship behavior. European Scientific Journal, ESJ, 11(2).
6. Ashforth, B. E. & Mael, F. (1989). Social identity theory and the organization. Academy of management review, 14(1), 20-39.
7. Ashforth, B. E., (1989). The experience of powerlessness in organizations.
8. Organizational Behavior and Human Decision Processes, 43, 207–242.
9. Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. The leadership quarterly, 16(3), 315- 338.
10. Avolio, B. J. & Wernsing, T. S. (2008). Practicing authentic leadership. Positive psychology: Exploring the best in people, 4, 147-165.
11. Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F. & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders' impact follower attitudes and behaviors. The Leadership Quarterly, 15, 801 – 823.
12. Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. Journal of Organizational Behavior, 25, 951–968.
13. Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. Annual review of psychology, 60, 421-449.
14. Baldoni, J. (2005). Great motivation secrets of great leaders. New York, NY: McGraw-Hill.
15. Bame, N. k., (1991). Teacher Motivation and Retention in Ghana. Accra: Ghana University Press.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Learning and Educational Policy
ISSN: 2799-1121
Vol : 02 , No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JLEP
DOI: https://doi.org/10.55529/jlep26.39.45

16. Bargh, J.A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. Journal of Personality and Social Psychology, 71(2), 230–244.
17. Bayram Özdemir, S., Cheah, C. S., & Coplan, R. J. (2015). Conceptualization and Assessment of Multiple Forms of Social Withdrawal in T urkey. Social Development, 24(1), 142-165.
18. Begley, P. (2001). In pursuit of authentic school leadership practices. International Journal of Leadership in Education, 4, 353-365.
19. Begley, P. (2006). Self-knowledge, Capacity and Sensitivity: Prerequisites to Authentic Leadership by School Principles. Journal of Educational Administration, 44 (6), 570–589.
20. Ben-David, D. (2010). Public Spending in Israel over the Long Run. State of the Nation: Society, Economy and Policy, 87-90.
21. Berrin, E., & Bauer, T. N. (2009). Perceived over qualification and its outcomes: The moderating role of empowerment. Journal of Applied Psychology, 94, 557- 565.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)