



EMPOWERING SCHOOL TEACHERS: EXPLORING THE INTERPLAY BETWEEN TEACHERS' PSYCHOLOGICAL EMPOWERMENT, ORGANIZATIONAL BEHAVIOR, AND LEADERSHIP EFFECTIVENESS

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Abstract

This study aimed to gather teachers' psychological empowerment on their principals' leadership skills, and their organizational behaviors. The study aimed to examine the link among all stated factors and assess the mediating influence of psychological empowerment on the organizational behaviors of public sector teachers in their schools. A questionnaire was created to accomplish these objectives, utilizing insights from literature analysis and expert consultations. 361 instructors were recruited for the research using convenience sampling. After data collection, information was coded and input into SPSS for tabulation and result generation. The study's findings indicated that, according to instructors, all dependent and independent factors were at a high level of agreement among teachers. A substantial positive correlation existed between psychological empowerment and effective leadership, positive organizational behavior, and negative behavior. It is advisable that this type of study be undertaken independently across different educational levels and employ a mixed-methods approach to provide a more comprehensive understanding and analysis.

Keywords: Psychological empowerment, Effective leadership, organizational behavior, schoolteachers, correlational study

Introduction

Leadership in all aspects of life, including education, is crucial for dynamism and transformation. It emphasizes managing human resources and directing them for maximum advantages in the context of organizational transformations. Society requires leaders capable of transforming the entire system to attain success, growth, development, and high performance (Nadler & Nadler, 1998).

Over the past two decades, there has been a growing focus on employees' diverse behaviors and their connections to the type of leadership they operate under. Included in this were negative behaviors such as disengagement from work and/or a lack of positive organizational behavior (Barth, & Tsemach, 2023; Shapira-Lishchinsky, 2012; Bachrach, 2006), influenced by Effective leadership (Zhang et al, 2021; Leroy et al, 2011; Bird et al, 2012). This

study aimed to highlight the advantages of value-driven leadership styles by identifying Effective, moral, and ethical approaches to leadership (Ghanbari & Majooni, 2021; Bird et al, 2009).

Effective leadership equips leaders with specific qualities and beliefs that can be highly advantageous in educational settings; Avolio et al. (2004) characterized these qualities as ethical, collaborative, and marked by a conscientious nature. The leader's conscientiousness is linked to the behaviors and beliefs he possesses, which extend beyond himself to encompass others; these behaviors and beliefs stem from the values he imparts to those around him (Avolio et al, 2004). The collaborative approach of a leader encourages followers to share their ideas and suggestions freely, as they feel supported in expressing diverse perspectives (Avolio et al, 2004).

Psychological empowerment denotes an increase in motivation, readiness, and engagement towards a specific job task. The foundation consists of four distinct levels of awareness: meaning, competence, self-determination, and impact (Khan et al, 2021; Spreitzer, 1995). Psychological empowerment pertains to the beliefs that employees hold regarding the significance of their work and their abilities to achieve it, their dedication to their tasks, and their evaluation of anticipated outcomes (Sun, 2023; Quinn & Spreitzer, 1997).

Identification of the Gap

Individuals who possess psychological empowerment can yield impactful outcomes in educational and institutional settings. The significance of human assets within an organization was emphasized, leading to the design of a model analytical frame of leadership (Suleman et al, 2021; Bolman & Deal, 2003). If the leaders of the school can adhere to a human resource management framework, they will be able to assemble a significant number of psychologically empowered individuals. Strategies, rewards, and approaches to engage educators in enhancing effectiveness and efficiency for the benefit of schools and students' positive outcomes. The absence of genuine commitment and character in school leadership poses a significant risk to the success of new initiatives aimed at recognizing the collective challenges faced by school leaders and teachers striving for effective learning.

In an educational context, the positive organizational behavior exhibited by teachers is indicative of their confidence, autonomy, and freedom. These factors enable them to contribute additional efforts towards achieving educational or institutional goals. Furthermore, they recognize that their extra efforts are unlikely to be rewarded financially (Van der Hoven et al, 2021; DiPaola & Tschannen-Moran, 2001). In recent years, schools worldwide have undergone significant reform and reorientation (Priestly et al, 2011). While job descriptions are adhered to, the roles outlined within them are not seen as definitive; adhering strictly to a specific job description for teachers may not yield effectiveness within an educational organization (Ertürk, 2023; Somech & Drach-Zahavy, 2000). The current investigation seeks to examine the mediating influence of psychological empowerment on educators' perceptions of Effective leadership, as well as their organizational citizenship and negative behaviors.

Research Significance

The study could be important for schools and government in understanding the current local conditions of school leaders and educators regarding leadership and organizational behaviors. The results of this study could prove valuable for those involved in academia, as well as decision-makers, in crafting effective strategies for the implementation and acceptance of Effective leadership and the psychological empowerment of educators in educational institutions.

Educators will gain insights into the genuine responsibilities of their leaders, enabling them to adjust their professional conduct accordingly. School administrators will have the opportunity to explore existing literature and research findings to better understand their own leadership strengths and weaknesses, as well as the work-related behaviors of teachers.

Review of Related Literature

Effective Leadership in Education

Effective leadership in educational settings fundamentally relies on the moral and ethical responsibilities embraced and personally developed by school leaders (Jafari et al, 2021; Begley & Stefkovich, 2007). This is indeed a product of leaders' own understanding as well as their sensitivity towards others within an institution (Begley, 2003). An essential trait of a effective leader is their ability to remain true to themselves while also being Effective in their interactions with others (Ghanbari, S., & Majooni, 2021; Wang & Bird, 2011). Several authors have examined the self-awareness of effective leaders, noting that they possess a clear understanding of their own self, personality, beliefs, worth, behaviors, and attitudes. In addition to this awareness, they communicate with one another in an unobtrusive and effective manner (Avolio et al, 2004).

The self-descriptions and understanding of an effective leader stem from their personal experiences in the workplace. These experiences arise from the experiments they conducted while translating their values into practice, and by applying those values within organizational contexts, leading to various outcomes, whether positive or negative (Ertürk, 2023; George et al, 2007). An Effective leader is able to harmonize their personality with their internal self, encompassing their feelings, emotions, strengths, and weaknesses, thanks to a diverse range of experiences. He/she is fully aware of his/her strengths and weaknesses, as well as their own limitations and advantages (Avolio et al, 2007; Rahman et al, 2010).

Teachers' Psychological Empowerment

Empowerment can be associated with external systems or internal systems. This approach facilitates the empowerment of others (Sun, 2023; Menon, 2001). Intrinsic systems focus on the process by which individuals gain empowerment (Jafari et al, 2021; Thomas & Velthouse, 1990). Psychological empowerment focuses primarily on psychological aspects and encompasses a range of definitions. This serves as a motivational factor, acting as a catalyst for enhancing self-awareness among employees through organizational training techniques, as well as through subtle, ongoing guidance and support (Schermuly et al, 2022; Conger & Kanungo, 2000).

According to Short et al. (1994), psychological empowerment in education is a series of processes that help school stakeholders improve their dedication and abilities. This, in turn, allows them to take responsibility of their own development and solve their difficulties when they arise. Another study revolved around Mishra & Spreitzer's (1998) work on psychological empowerment, which defines it as "a feeling, sense or extent of self-control by which employees control their emotions, beliefs and thinking system within an organization." This definition is based on their perceptions of self-control, among other sources. Meaning, competence, self-determination, and influence were the four primary components of their work (Buksnyte-Marmiene et al, 2022).

Identification of Association among Effective Leadership and Psychological Empowerment

Prior research has established a correlation between genuine leadership and psychological empowerment (Zue et al., 2004). An Effective leader is someone with high moral standards who

can turn his organization into a place where people are valued and respected, not only a means to an end (making money). As a result, workers would have a stronger sense of purpose and value in their work, which is essential for psychological empowerment in the workplace (May et al, 2004). An important part of psychological empowerment is the ability to make one's own decisions, which is a hallmark of a genuine leader (Meyerson & Kline, 2008). From a managerial point of view, prior research has shown a connection between genuine leadership and employee psychological empowerment (Wong & Cummings, 2009; Weichun, 2008), with the implication that a leader must embrace genuine leadership if he wishes for his employees to feel empowered psychologically. These results in management have piqued the interest of researchers in Pakistan, who are hoping to establish a similar connection between school administrators and classroom instructors.

Negative Organizational Behaviors

The workers' unfavorable attitude or conduct toward their job, task, profession, or organization is connected to negative behavior. As a consequence, the employees actually desire to leave their job or exhibit greater absenteeism in the workplace. Negative behavior is related to the employees' bad intentions (Muntean et al, 2022). According to Kaplan et al. (2009), this conduct is typically shown by employees who have poor levels of performance or who have low capacity. In the context of an educational environment, teachers that typically exhibit this sort of negative behavior are those who do not believe in making attempts to improve the effectiveness or performance of the school or the pupils (Shaw et al, 2005). According to Shapira-Lishchinsky and Rosenblatt (2009), instructors who withdraw from their classrooms on a regular basis are a source of pressure on their colleagues, putting them under additional work expectations, and contributing to a decline in the ethical educational standards of schools. According to the research that was conducted, there are three types of negative behaviors that teachers exhibit. These behaviors include tardiness, absenteeism, and the intention to quit their employment (Rave et al, 2023).

The extensive body of literature presents numerous models for illustrating different types of employee negative behavior, such as independent, spillover, compensatory, or progressive. However, none of these models effectively elucidate the relationship between the various forms of employee negative behaviors (Töre, & Çetin, 2022; Johns, 2003). The findings of the researchers were inconsistent; one study indicated that no association was explored (Ross, 1988), while another reported a negative association between the two variables, suggesting that one increases as the other decreases (Rave et al. 2023; Nicholson & Goodge, 1976). Additionally, a positive significant association was identified in another study (Iverson & Deery, 2001). Furthermore, many researchers concluded that there was no association among various types of employee negative behaviors (Benson & Pond, 1987).

Positive Organizational Behavior

Positive organizational behavior serves as additional contributions from employees to their organizations that are not formally required by organizational authorities, meaning employees exceed the limits of mandatory obligations (Kartiko et al, 2023; Somech & Drach-Zahavy, 2000). The behaviors discussed align closely with organizational expectations; however, they are crucial for the profitability, advancement, and competitive viability of any organization (Vigoda-Gadot et al, 2007). These are recognized as behaviors that employees engage in beyond

their formal roles, which provide significant advantages to organizations (Van Dyne & LePine, 1998).

The concept of positive organizational behavior was initially conceived of by Organ (1988), who provided an explanation that these kinds of behaviors are not carried out out of the desire to obtain some kind of sanction or incentives from the organization or on the basis of reward gaining. Rather, it is demonstrated beyond the boundaries of formal reward or organizational systems that are present in a workplace (Qurtubi, 2022). These are done only for the aim of advancing and developing an organization, and they are carried out by the personnel of that company. These tasks are not mentioned in the job descriptions of the employees, nor are they mandated by the authorities of the company; yet they are essential in order to support the vision and purpose of the business (Organ, 1997).

In the context of an educational institution, these behaviors are referred to as the desire of instructors to perform schoolwork by giving their services during times of need, despite the fact that they are aware that they will not be compensated for their efforts (Hermanto & Srimulyani; 2022; DiPaola & Tschannen-Moran, 2001). According to Somech and Drach-Zahavy (2000), these positive organizational behaviors can be further subdivided into the orientation of add-on roles to peer groups, students, or schools.

Methods and Procedures

A quantitative research study using the descriptive survey approach was conducted for this study. An investigation using a cross-sectional methodology was carried out. Lahore district teachers were asked their thoughts on the variables that were being investigated in this study. A questionnaire was constructed for this purpose, and it was based on the primary variables, components, and sub-factors that were investigated in this study. In this study, which was based on an exploratory research design, the objective was to collect opinions about a number of different factors. According to Fraenklen and Wallen (2006) and Creswell (2013), the most acceptable method for measuring views about or any variable in a certain time and location is to conduct a survey. The cross-sectional survey is the most ideal method to use.

Population and Sample

The participants in this study were comprised of all of the male instructors working in the public sector in Lahore education institutions. The researcher made the decision to pick participants from the whole pool of male instructors in the Lahore district using a simple sample procedure. This decision was made in response to the several types of research limitations that were encountered over the course of this study. The sample was determined to be 365 participants out of a total of 5864 male instructors working in the public sector, and after the instruments were administered, 361 instruments were received back.

Instrumentation

To this study, a questionnaire was developed as a survey instrument. While the researcher was working on the instrument, educational professionals were evaluating its validity. The researcher was the one who created the instrument. Following an in-depth assessment of the relevant literature, it was developed based on a theoretical framework that was tied to the variables. The four most important variables were effective leadership, psychological empowerment, and organizational behavior.

The instrument was composed of the foundational section, which included biographic information of the participants that was pertinent to educational views. This information included age, academic qualification, professional qualification, school location, teaching experience, topic taught presently, and class taught currently. The initial component consisted of a total of 15 things, the second factor consisted of 12 items, and the final factor was comprised of 12 items.

All of the items were designed using a Likert scale with five points, beginning with strongly disagreeing and ending with strongly agreeing. This was done with the intention of gathering the thoughts of instructors on the number of variables that exist between administrators and teachers. The rating scale was distributed as:

5= Strongly Agree, 4= Agree, 3= Uncertain, 2= Disagree, 1= Strongly Agree

Prior to the final distribution for the purpose of data collection, the instrument was translated into Urdu, which is the official language of Lahore and is a language that everyone can interact in with ease. The objective of translation is to ensure that the instrument is clearly comprehensible to the individuals who are being surveyed.

Reliability and Validity

Tests were conducted to determine the instrument's reliability and validity in accordance with the established research criteria, which are mostly outlined in research literature. According to Gay et al. (2011), validation is the process of determining whether an instrument actually measures what it claims to measure at all. Expert comments were taken into consideration in order to determine the validity of the instrument. To do this, three educational professionals from various institutions in Lahore were contacted. Additionally, they assisted with the translation of the instrument into the local language and made suggestions on the adjustments. The dependability of the instrument, also known as its trustworthiness, was evaluated with the use of a statistically based coefficient known as Cronbach alpha. There were 39 different elements on the instrument, and the coefficient value was determined to be 0.96. This demonstrated that the elements contained within the instrument were quite reliable for measuring the ideas that were contained within it.

Results and Interpretations

Demographic Analysis

The aims of the study were accomplished by the utilization of several statistical methods, including demographic analysis, frequency distribution analysis, correlation analysis, and mediation analysis. The demographic attributes were distributed as:

Sr.	Demographic	Attributes	N (%)
1.	Locality	Urban	312 (86.4)
		Rural	49 (13.6)
2.	Age	20-30	41 (11.4)
		30-40	77 (21.3)
		40-50	92 (25.5)
		50 & above	151 (41.8)
		3.	Academic Qualification
Intermediate	17 (4.7)		
Bachelors	89 (24.7)		
Masters	221 (61.2)		
M.Phil	25 (6.9)		
4.	Working Experience	0-5 years	42 (11.6)
		5-10 years	60 (16.6)
		10-20 years	100 (27.7)
		20-30 years	115 (31.9)
		30+ years	44 (12.2)
5.	Class Taught	ECE	15 (4.2)
		Primary	53 (14.7)
		Elementary	137 (38.0)
		Secondary	156 (43.1)

The following table details the characteristics of several demographic factors. There were more people living in cities (N=312, 86.4% of the total) than in rural areas (N=49, 13.6% of the total). More instructors aged 50 and over (N=151, 41.8% of the total) took part in the survey. The second largest age group was that of those aged 40 to 50 (N=92, or 25.5%). The third largest group of educators belonged to the 30–40 age bracket (N=77, or 21.3% of the total), while the 20–30 age bracket had the lowest representation among the teaching staff (N=41, or 11.4% of the total). N= 221, or 61.2% of the total, had degrees equivalent to a master's degree. The second largest group consisted of individuals with a bachelor's degree (N=89, 24.7%). Thirteen percent of the teachers had twenty to thirty years of experience or more (N= 115). Having ten to twenty years was the second most common (N=100, or 27.7%). Sixty people, or 16.6%, had 5-10 years of experience, whereas forty-four people, or 12.2%, had 30+ years of experience, and forty-two people, or 11.6%, had 0-5 years of experience. Most of the educators were secondary school instructors (N=156, 43.1%). As for the second majority, elementary school teachers made up 38.0% of the total (N=137).

Descriptive Analysis

Based on four sub-factors of effective leadership, namely self-awareness, moral dimensions, balanced processing, and transparency, the opinions of instructors were gathered and analyzed. The data of the mean score and the standard deviation were utilized in order to collect the views that are presented downstairs.

The total mean scores as well as the standard deviation scored for the primary parameters that were investigated in this study. When compared to all of the other criteria, it was found that positive organizational behavior had the highest mean score (M = 4.22, SD = 0.68), indicating

that instructors considered that their OCB was fairly high. The Effective leadership of the principals came in second position (mean = 3.98, standard deviation = 0.82), which indicates that teachers have a high degree of perception of the level of Effective leadership that their principals provide. In third place, with a mean score of 3.88 and a standard deviation of 0.76, was the psychological empowerment of the instructor, which, according to them, was also judged to be at a high level. The negative behavior of instructors was characterized by a tendency toward disagreement (mean = 2.54, standard deviation = 1.29), which indicates that teachers did not exhibit negative behavior in their respective schools.

Correlation Analysis

The succeeding section of this thesis is dependent on establishing a link between the primary components that were investigated in this study. The correlation coefficient developed by Pearson was applied from SPSS for this function. In addition to that, the hypothesis of the study is examined in this section as well.

Relationship of Effective Leadership and Psychological Empowerment

Regarding the association between real leadership on the part of principals and psychological empowerment on the part of teachers, the table that follows provides an illustration. The reliability of the following hypothesis was evaluated using Pearson's correlation coefficient.

H°1: *There was no significant relationship among principal's Effective leadership and teachers' psychological empowerment*

Table 1. *Relationship between Principal's Effective Leadership and Psychological Empowerment*

		Effective Leadership	Psychological Empowerment
Effective Leadership	Pearson Correlation	1	.695**
	Sig. (2-tailed)		.000
	N	361	361
Psychological Empowerment	Pearson Correlation	.695**	1
	Sig. (2-tailed)	.000	
	N	361	361

A correlation value of $r=.695^{**}$ ($p<0.01$) was determined for the association between school administrators' Effective leadership and teachers' psychological empowerment. The table that was presented above represented the results of the test.

The results showed that there is a substantial positive association between the two categories of factors. As a result, the null hypothesis was rejected, and the alternative hypothesis, which stated that there was a substantial positive link between principals' true leadership and teachers' psychological empowerment, was accepted.

Relationship of Effective Leadership and Negative Behavior

The following table provides an illustration of the association between the negative behavior of teachers and the Effective leadership of principals on the part of principals. The reliability of the following hypothesis was evaluated using Pearson's correlation coefficient.

H^o2: *There was no significant relationship among principal's Effective leadership and teachers' negative behavior*

Table. 2. Relationship among Principals' Effective Leadership and Teachers' Negative Behavior

		Effective Leadership	Negative Behavior
Effective Leadership	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.000
	N	361	361
Negative Behavior	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.000	
	N	361	361

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

A correlation value of $r=.546^{**}$ ($p<0.01$) was determined for the association between school administrators' true leadership and teachers' negative behavior, as seen in the table above. This correlation was evaluated and found to be significant.

The results showed that there is a substantial positive association between the two categories of factors. As a result, the null hypothesis is rejected, and the alternative hypothesis, which states that there is a substantial positive link between principals' true leadership and teachers' negative behavior, is accepted.

Relationship of Effective Leadership and Positive organizational behavior

The following table provides an illustration of the association between the genuine leadership of administrators and the organizational citizenship conduct of teachers. Pearson's correlation coefficient was utilized in order to evaluate the following hypothesis.

H^o3: *There was no significant relationship among principal's Effective leadership and teachers' positive organizational behavior*

Table. 3. Relationship among Effective Leadership and Positive organizational behavior

		Effective Leadership	Positive organizational behavior
Effective Leadership	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	361	361
Positive organizational behavior	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	361	361

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

A correlation value of $r=.554^{**}$ ($p<0.01$) was determined for the association between school principals' Effective leadership and teachers' organizational citizenship conduct. The

information shown in the table above illustrates that this relationship was tested and found to be significant.

The results showed that there is a substantial positive association between the two categories of factors. As a result, the null hypothesis was rejected, and the alternative hypothesis, which stated that there was a substantial positive link between principals' Effective leadership and teachers' organizational citizenship conduct, was accepted.

Relationship of Teachers’ Psychological Empowerment and their Negative Behaviors

Detailed information about the relationship between psychological empowerment and negative behavior among educators is included in the table below. The reliability of the following hypothesis was evaluated using Pearson's correlation coefficient.

H°4: *There was no significant relationship among teachers’ psychological empowerment and negative behavior*

Table. 4. *Relationship among teachers’ psychological empowerment and negative behavior*

		Psychological Empowerment	Negative Behavior
Psychological Empowerment	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.000
	N	361	361
Negative Behavior	Pearson Correlation	.775**	1
	Sig. (2-tailed)	.000	
	N	361	361

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

A correlation value of $r=.754^{**}$ ($p<0.01$) was obtained for the association between instructors' psychological empowerment and negative behavior, as seen in the table above. This correlation coefficient was found to be statistically significant.

The results showed that there is a substantial positive association between the two categories of factors. As a result, the null hypothesis is rejected, and the alternative hypothesis, which states that there is a strong positive link between instructors' psychological empowerment and negative behavior, is accepted.

Relationship of Teachers’ Psychological Empowerment and Positive organizational behavior

In the following table, we present an illustration of the association between the psychological empowerment of instructors and the organizational civic conduct of their students. The reliability of the following hypothesis was evaluated using Pearson's correlation coefficient.

H°5: *There was no significant relationship among teachers’ psychological empowerment and positive organizational behavior*

Table. 5. Relationship among Teachers’ Psychological Empowerment and Positive organizational behavior

		Psychological Empowerment	Positive organizational behavior
Psychological Empowerment	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	N	361	361
Positive organizational behavior	Pearson Correlation	.811**	1
	Sig. (2-tailed)	.000	
	N	361	361

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

A correlation coefficient of $r=.811^{**}$ ($p<0.01$) was determined for the association between teachers' psychological empowerment and positive organizational behavior, as seen in the example table above. This correlation value was found to be statistically significant.

The results showed that there is a substantial positive association between the two categories of factors. As a result, the null hypothesis is rejected, and the alternative hypothesis, which states that there is a substantial positive link between teachers' psychological empowerment and positive organizational behavior, is accepted.

Conclusion and Discussion

It may be said that the findings and conclusions of this study have offered results that are compatible with the findings of previous investigations. The fact that this study is the first one of its sorts to be carried out on the educational sector, particularly in the context of Pakistan, is a well-known fact. The researchable function of genuine leadership with psychological empowerment in the education sector is still in its early stages, but it has recently garnered the attention of educational researchers and managers.

According to the findings of the current study, instructors have the perception that their principals possess a high level of genuine leadership abilities. However, they also mentioned that they are heavily decorated with high psychological empowerment as well as organizational civic conduct. This was something that they said about themselves. Because of this, they also stated that they never or very seldom exhibit negative behavior. In other words, the more psychological empowerment an employee has, the less likely it is that they would withdraw from their work (Zhang et al, 2021; Meyerson & Kline, 2008; Seibert et al, 2011; Berrin & Bauer, 2009; Fook et al, 2011). This offers the foundation for confirming the findings of previous studies where it was shown that the inverse relationship holds true.

This result is also aligned with the findings of some of the previous studies that depicted that Effective leadership had a positive relationship with the psychological empowerment (Khan et al, 2021; Zue et al, 2004; Wong & Cummings, 2009; Weichun, 2008). This is because the correlation analysis showed that there is a positive significant relationship between the Effective leadership of school principals and the psychological empowerment of teachers in this study. While Zubair and Kamal (2017) discovered a positive association of Effective leadership upon employees' psychological capacities and strengths, Adil (2015) also measured the same

relationship earlier by taking psychological strength similar to psychological empowerment between higher education sector of Pakistan. This association had also been supported by some of the previous underlying studies of Pakistan, which were somewhat related to the current scenarios. For example, Zubair and Kamal made this discovery. The findings of this study also shown a favorable correlation between genuine leadership and positive organizational behavior. This finding was supported by Feldman (2004) & Erturk (2023), who said that Effective leaders have an influence on the good working behaviors of workers. The association between psychological empowerment and positive organizational behavior (OCB) was also found to be substantial and favorable. This conclusion was in line with the findings of Van der Hoven et al (2021) & Iftikhar et al. (2015), who conducted research on non-educational organizations; nevertheless, these findings were compatible with the findings of the study.

5.3 Recommendations of the Study

Based on his study's findings, the researcher made the following recommendations:

- Educational managers and administrators should understand the benefits of Effective leadership in empowering their employees and generating more positive behaviors.
- Teachers should trust their leaders more to create an environment of trust, which would help them empower their students, profession, and school. It would also help them lower their negative instincts if they ever feel overwhelmed by their job
- Educational trainers and policymakers should prioritize the moral and ethical qualities of effective leaders.
- This study laid the groundwork for future research in the field, thus it's important that similar studies be carried out at all levels of schooling in Pakistan and with different demographics.

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