



RESEARCH PAPER

Servant Leadership and Teachers' Empowerment: A Case Study of Higher Secondary Schools of Azad Jammu and Kashmir

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ABSTRACT

This research study examined the relationship between servant leadership and teachers' empowerment in the field of educational leadership. Servant leadership and empowerment has a potential to meet the present day demands of educational administration by seeking humanity within both the leader and follower. In order to investigate these two core elements of organizational success, a sample of 279 subjects was drawn from the academic staff of higher secondary schools on the basis of stratified random sampling technique. SPSS software version 20 was used to analyze the data by regression technique. Results of this study revealed that different dimensions of servant leadership, except the educational leaders' attitude of forgiveness, were positively correlated with teachers' empowerment. It is therefore necessary for educational administrators to comprehend the influencing power of servant leadership style for getting the teachers' positive outcomes. For this purpose, higher authorities should encourage and promote the servant leadership culture in educational institutions

Introduction

In this era of globalization educational institutions are shifting towards more collaborative, collegial and service approach in the whole learning society. According to Murphy and Seashore Louis (1999) and Litz (2011), these changes involve important educational leadership modifications in responsibilities and roles, change in conventional models of relationships, the authority becomes less hierarchical as compared to past 80 years, more flexibility becomes visible in role

definitions, the whole concept of leadership has focused largely upon the competence and cooperative work of human element instead of formal position independence and isolation. Now the educational institutions are placing much more emphasis on the development of democratic environment for learning within the organization.

In the present scenario, servant leadership theory proposed by Greenleaf in 1970 is of vital importance and significance, as it results in the addition of one more component in transformational leadership which is the component of social responsibility (Graham 1991). According to Patterson (2003) this theory explicitly place strong significance on the needs of the followers. In leader-follower relationship the servant leadership exhibits the potential to change the focus of leader's influence by placing emphasis on the ideal of service in this relationship. Van Dierendonck (2011) revealed that servant leadership approach has the ability to meet the present needs of organizations for good moral, ethical and people-centered management. Similarly, Hussain and Ali (2012) examined that servant leadership approach has positive influence on follower's job performance that result is improving their work performance. Likewise, Sepahvand and Ghodsi (2014) observed that servant leadership approach has positive and meaningful role in the success of different projects. Thus, it is extensive to study the antecedents of servant leadership approach.

Literature Review

The notion of servant leadership is defined by different scholars in different ways. Servant leadership theory was proposed by Robert Greenleaf (1977). According to Greenleaf (1977) servant leader is a servant by nature, "the real man, not bestowed, not assumed, and not to be taken away" (p.21).

After Greenleaf's seminal work, several scholars have tried to refine and explain the construct of servant leadership (Spears, 1996; Farling, et al., 1999; Page & Wong, 2000; Russell & Stone, 2002; Patterson, 2003; Barbuto & Wheeler, 2006; Sendjaya, et al., 2008; Liden et al., 2008; Van Dierendonck & Nuijten, 2011). However, this study has selected the servant leadership conceptualization of Van Dierendonck and Nuijten (2011) because it is based upon the integration of different earlier conceptual models with empirical proof in the field of servant leadership. Thus, it has the ability to provide a wider and more comprehensive perspective on servant leadership theory. In the view of Van Dierendonck and Nuijten (2011), the concept of servant leadership is based upon empowerment, standing back, accountability, forgiveness, courage, authenticity, humility and stewardship.

Extravagantly, servant leadership can be practiced in self, organization or community by looking at the matter of empowerment. Empowerment is a phenomenon of allowing employees to put their efforts towards best by investing in them even at the risk of making mistakes which results in their development (Page & Wong, 2000). Servant leadership theory also put emphasis on the empowerment

of employees, serving them and being committed to developing them (Page & Wong, 2000). Similarly, Mehrara and Bahalo (2013) investigated that servant leadership indexes (like humility, service, trust and kindness) increase the empowerment level of employees.

According to the Hanney (2009) servant leaders show belief in the potential of their followers by enabling them to share power, use abilities and do their best. Also, Russell (2001) investigated servant leadership gives importance to each individual in the organization and enables the followers to achieve their goals efficiently and effectively which is the core value of servant leadership. However, Murari and Gupta (2012) investigated that the servant leadership has positive impact on the employee empowerment which in turn result in higher performance of the organization.

Based on the above discussion, it is assumed that servant leadership is positively correlated with teachers' empowerment.

H (a). Empowerment is positively correlated with teachers' empowerment.

H (b). Standing back is positively correlated with teachers' empowerment.

H (c). Accountability is positively correlated with teachers' empowerment.

H (d). Forgiveness is positively correlated with teachers' empowerment.

H (e). Courage is positively correlated with teachers' empowerment.

H (f). Authenticity is positively correlated with teachers' empowerment.

H (g). Humility is positively correlated with teachers' empowerment.

H (h). Stewardship is positively correlated with teachers' empowerment.

Material and Methods

Population

This research study is explanatory in nature. The population of study comprises the teachers of higher secondary schools in selected divisions of Azad Jammu & Kashmir. More specifically the population consists of 995 teachers from selected divisions. In this research the sample size was chosen on the basis of probability sampling technique. This sampling technique gives an equal chance to each individual of the population of being chosen as a sample subject (Sekaran, 2003). The major advantage of this technique is that the selection of sample subjects is not affected by the bias of the researcher (Salkind, 2003). High generalize ability is also observed in this technique (Cavana, et al., 2001).

Stratified random sampling is a technique of classifying elements of whole population into different strata and then selection of elements from this strata on the basis of simple random sampling (Sekaran, 2003). According to Biemer and Lyberg (2003), stratified random sampling is the most suitable sampling technique for a subdivided population where each subdivision is treated as a stratum for getting the estimates of known precision. Therefore, stratified random sampling was considered to be most appropriate for this study because it was intended to draw sample of teachers from different districts (i.e. districts of Bhimber, Kotli, Mirpur, Poonch, Haveli, Bagh and Sudhnoti) of Mirpur and Poonch divisions respectively. The details of sample from the whole population are given below in the following table.

Table 1
Sample size of the study

Divisions	Districts	Number of H/S Schools	Number of teachers	From each district	From each school
Mirpur	Bhimber	6	132	37	6
	Kotli	13	253	71	5
	Mirpur	4	96	27	7
Poonch	Poonch	10	249	70	7
	Haveli	1	23	6	6
	Bagh	10	218	61	6
	Sudhnoti	1	24	7	7
Total		45	995	279	

Source: Annual budget of Azad Jammu & Kashmir, Education Department (2013-2014) Developed by researcher

A total of 300 professional teachers from Government higher secondary schools filled the survey questionnaires. More specifically, teachers from Government Higher Secondary Schools of two divisions namely, Mirpur Division (involving districts of Bhimber, Kotli, and Mirpur) and Poonch Division (involving districts of Poonch, Haveli, Bagh and Sudhnoti) returned the survey questionnaires. Out of these returned questionnaires, a total of 279 questionnaires were retained for further analysis. The remaining 21 responses were rejected for these two reasons. Firstly, some questionnaires were not suitable for further analysis because of having missing values. Secondly, multivariate and univariate outliers were also a major reason of rejection of these questionnaires. According to Hair et al., (1998), such questionnaires do not represent the sample so it is important to exclude them.

Instrumentation

Different dimensions of servant leadership were measured by the instrument of Van Dierendonck & Nuijten (2011). School participant empowerment scale designed by Short & Rinehart (1992) was used to measure teachers' empowerment.

Data Analysis

To analyze the data SPSS version 20 was used. Cronbach alpha coefficient was used to measure the reliability of the items. Linear regression technique was used to investigate the effect of different dimensions of servant leadership on teachers' empowerment. The regression technique allows the researcher to examine the effect of independent variable on a dependent variable (Zikmund, 2000).

Results and Discussion

Reliability of research instrument

The reliability of the questionnaire is analyzed by using Cronbach's alpha coefficients indicator. In accordance to Nunnally (1994), the least Cronbach alpha of 0.6 is adequate for the analysis the research. These values are above the generally accepted level of 0.6 which indicates that these instruments are reliable enough to meet the basic requirements of research.

Table 2
Cronbach's Alpha

S No.	Variables	Cronbach's alpha
1.	Empowerment	0.710
2.	Standing back	0.777
3.	Accountability	0.780
4.	Forgiveness	0.937
5.	Courage	0.910
6.	Authenticity	0.838
7.	Humility	0.780
8.	Stewardship	0.787
9.	Teachers' empowerment	0.808

Descriptive analysis

The descriptive analysis of the study construct is done by appropriate tests for testing the assumptions of linearity, normality and multicollinearity of data. The results of these calculations for all the constructs of study are explained below

The results of descriptive analysis in table (3) reveal that the mean values of all the study constructs is greater than 3 and standard deviation is smaller than 0.9. The skewness and kurtosis of majority of items fell in the range of -1.00 to + 1.00 which is in accordance to the Mardia, K. V. (1970) index of relative multivariate kurtosis.

**Table 3
Descriptive Statistics**

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Emp	279	3.4188	0.3759	-.448	.146	1.382	.291
Stb	279	3.3214	0.5422	.169	.146	-.001	.291
Acc	279	3.3464	0.5952	.017	.146	-.062	.291
For	279	3.2090	0.7150	.091	.146	-.209	.291
Co	279	3.0519	0.7657	.096	.146	-.140	.291
Au	279	3.3683	0.6063	-.198	.146	.344	.291
Hu	279	3.3992	0.5224	-.379	.146	.716	.291
St	279	3.3763	0.5428	-.099	.146	.220	.291
TE	279	3.3915	0.2708	-.256	.146	1.423	.291
Valid N	279						

**Table 4
Collinearity Statistics**

	Tolerance	VIF
Emp	.827	1.210
Stb	.825	1.213
Acc	.745	1.342
For	.966	1.036
Co	.949	1.054
Au	.855	1.170
Hu	.799	1.251
St	.780	1.282

The above table reveals that the values of tolerance lie in the acceptable range i.e. 0.10 to 1.00. Similarly, the values of VIF are also in the acceptable range of 1.00 to 10.00. If values of tolerance and VIF are closer to 1 then it represents less multicollinearity problems. In social sciences the acceptable range of tolerance is equal to or greater than 0.2 and the acceptable range of VIF is equal to or less than 5.0 (Saunders, et al., 2011; Gujarati, 2012)

Correlation analysis

The results of correlation analysis revealed that the different dimensions of servant leadership are positively correlated with teachers' empowerment. Therefore, the possibility of multicollinearity is ruled out (Lee-Rodgers & Nicewander, 1988).

Table 5
Correlation Analysis

		Emp	Stb	Acc	For	Co	Au	Hu	St	TE
Emp	Pearson Correlation	1								
	Sig. (2-tailed)									
Stb	Pearson Correlation	.112	1							
	Sig. (2-tailed)	.062								
Acc	Pearson Correlation	.287**	.377**	1						
	Sig. (2-tailed)	.000	.000							
For	Pearson Correlation	.001	.154*	.130*	1					
	Sig. (2-tailed)	.992	.010	.030						
Co	Pearson Correlation	.039	.152*	.056	.000	1				
	Sig. (2-tailed)	.514	.011	.348	.997					
Au	Pearson Correlation	.159**	.113	.090	-.023	.176**	1			
	Sig. (2-tailed)	.008	.060	.132	.698	.003				
Hu	Pearson Correlation	.272**	.146*	.269**	-.008	.076	.295**	1		
	Sig. (2-tailed)	.000	.014	.000	.895	.208	.000			
St	Pearson Correlation	.336**	.123*	.286**	.028	.097	.265**	.322**	1	
	Sig. (2-tailed)	.000	.041	.000	.639	.106	.000	.000		
TE	Pearson Correlation	.211**	.209**	.209**	-.210**	.213**	.216**	.210**	.210**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	

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

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

Empirical Model Testing

Table 6
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.455 ^a	.207	.184	7.09672	1.810

a. Predictors: (Constant), St, for, co, stb, au, emp, hu, acc

b. Dependent Variable: TE

The result of table (6) reveals the model summary of independent variables (i.e. empowerment, standing back, accountability, courage, forgiveness, authenticity, humility and stewardship). The value of R² is 0.207 which indicates that all the independent variables explain 20.7 percent change in the dependent variable i.e. teachers' empowerment. Previous studies like Mehrara and Bahalo (2013) also investigated that various indexes of servant leadership were linked with the empowerment level of employees. The Durbin Watson value of this relationship is 1.810 is also in the acceptable range of 1.5 to 2.5; therefore there is no problem of autocorrelation in the data.

**Table 7
ANOVA**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3553.727	8	444.216	8.820	.000 ^b
	Residual	13598.144	270	50.363		
	Total	17151.871	278			

a. Dependent Variable: TE

b. Predictors: (Constant), St, for, co, stb, au, emp, hu, acc

The results of above table reveal ANOVA statistics of dependent and independent variables of the study. The value of F is 8.820 which is the result of residual mean square value of 50.363 and regression mean square value of 444.216.

Hypotheses Testing

The results in table (8) and figure (1) depicted that seven out of the eight hypothesized relationships between servant leadership dimensions and teachers' empowerment were positive and significant. These include empowerment and teachers' empowerment ($\beta=.6287$, $t=3.59$, $p<.0004$), standing back and teachers' empowerment ($\beta=1.009$, $t=3.56$, $p<.0004$), accountability and teachers' empowerment ($\beta=.918$, $t=3.55$, $p<.0004$), courage and teachers' empowerment ($\beta=1.09$, $t=3.62$, $p<.0004$), authenticity and teachers' empowerment ($\beta=.698$, $t=3.68$, $p<.0003$), humility and teachers' empowerment ($\beta=.632$, $t=3.58$, $p<.0004$), stewardship and teachers' empowerment ($\beta=1.01$, $t=3.57$, $p<.0004$). One of the eight significant relationships appear to be negatively significant i.e. forgiveness and teachers' empowerment ($\beta= -.768$, $t=-3.57$, $p<.0004$).

**Table 8
Results depicting the effect of servant leadership dimensions on teachers' empowerment**

Path coefficients	Standardized beta value (β)	Standard error	t-values	Decision Taken
Emp-> TE	.629*	0.1753	3.59	H(a) Supported
Stb-> TE	1.01*	0.2837	3.56	H(b) Supported
Acc-> TE	.918*	0.2585	3.55	H(c) Supported
For-> TE	-.768*	0.2151	-3.57	H(d)Not supported
Co -> TE	1.09*	0.3011	3.62	H(e) Supported
Au-> TE	.698*	0.19	3.68	H (f) Supported
Hu-> TE	.632*	0.1766	3.58	H(g)Supported
Ste-> TE	1.01*	0.2833	3.57	H(h) Supported

** Represents that the item is significant at $p<.0001$ and * represents that the item is significant at $p<.0005$.

Elaborately, the regression analysis revealed that seven dimensions of servant leadership have positive relationship with teachers' empowerment (table 8). The strong significant relationship between dimensions of servant leadership and teachers' empowerment may be justifiable on the basis of this fact that servant leaders show belief on the capabilities of their followers by enabling them to share power, exercise abilities and do their best.

However it is quiet difficult for them to forget the mistakes of the followers because they believe on putting all their efforts towards the achievement of best. In other words, servant leadership dimensions of empowerment, standing back, accountability, courage, authenticity, humility and stewardship have strong influence on teachers' empowerment than servant leadership dimension of forgiveness. There is an inverse relationship between forgiveness and teachers' empowerment i.e. teachers' empowerment decreases with the increase in forgiveness dimension of servant leaders. As, educational leaders believe on the achievement of best therefore it is quiet difficult for them to let go the mistakes of followers. If the followers are unable to achieve their goals then ultimately this behavior of followers will negatively affect the teachers' empowerment.

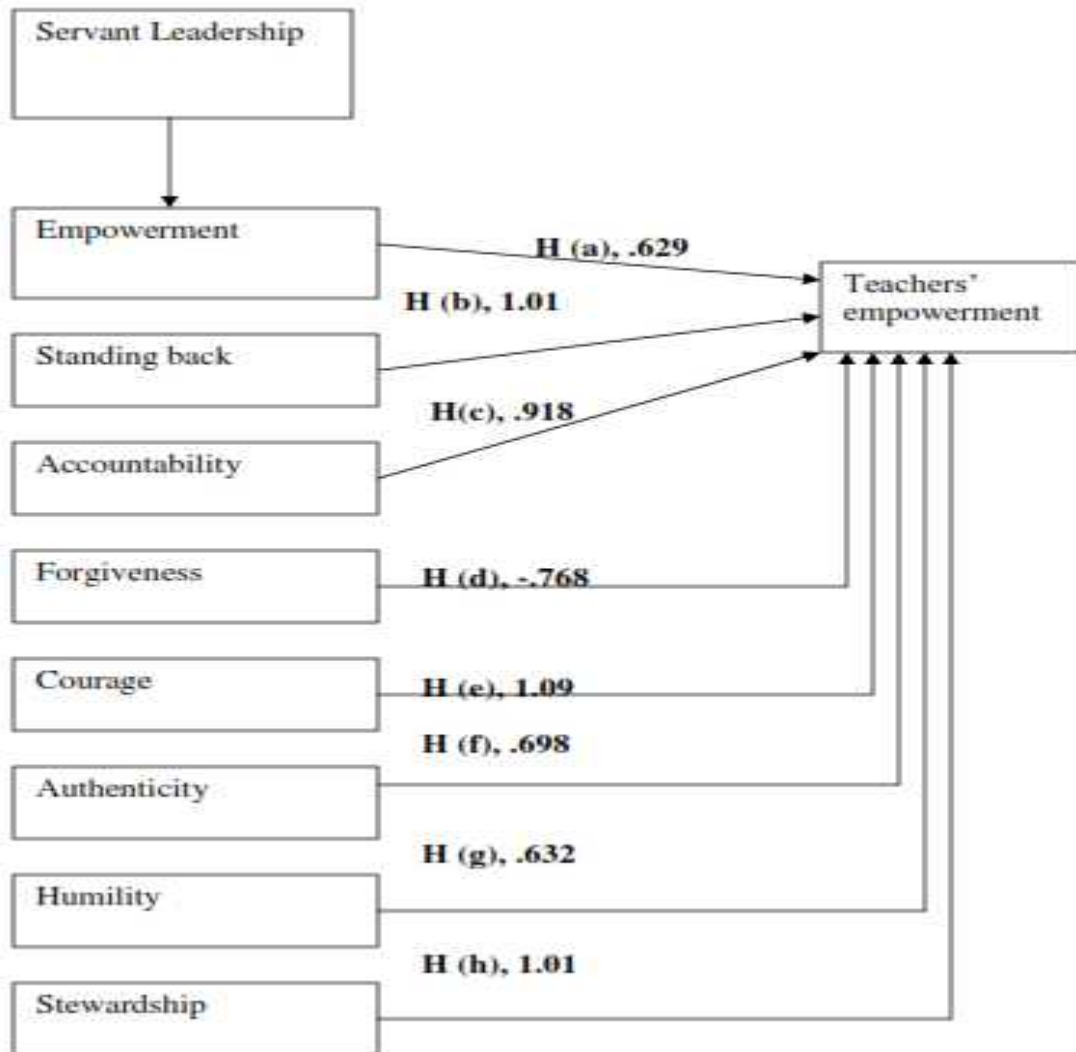


Fig : Effect of servant leadership on teachers' empowerment.

Specifically, the results of regression analysis reveal that there is a positive relation between empowerment dimension of servant leadership and the whole construct of teachers' empowerment. Any increase in empowerment dimension of servant leadership ultimately increases teachers' empowerment. Additionally, when the educational leaders put emphasis on the needs of followers first (standing back) then it also results in the increase of teachers' empowerment dimensions.

Likewise, when educational leaders show trust in the capabilities of their followers and make them responsible for the outcomes (i.e. accountability) then it eventually results in increasing teachers' empowerment. Similarly, the courage of educational leaders to take risks for solving followers' problems is also positively associated with teachers' empowerment. Moreover, the results also depict that the ability of educational leaders to express their true self (authenticity) is also positively associated with teachers' empowerment. In the same way, the results also

demonstrate that educational leaders as servant leaders are open to accept criticism from teachers which eventually results in developing a sense of empowerment among teachers. Finally, the educational leaders' belief on teamwork and cooperation (stewardship) is also helpful in inculcating a feeling of empowerment among teachers.

Above all, the results of this study reveal that among the seven predictors of servant leadership has the highest significant beta coefficient ($\beta=1.09$) that identifies the most significant independent variable in predicting empowerment.

Thus, on the basis of these results seven out of hypothesized relationships (i.e. H (a), H (b), H(c), H (e), H (f), H (g), H (h)) among servant leadership and teachers' empowerment are empirically supported and are therefore accepted. However, only one hypothesis i.e. H (d) is not supported because of its negative values of 't' and beta coefficients. It depicts an inverse relationship between forgiveness dimension of servant leadership and teachers' empowerment. Therefore hypothesis H (d) is rejected.

Result and Discussion

The relationship of servant leadership and teachers' empowerment was evaluated on the basis of eight hypotheses: (1) H (a), which reveals that there is a noteworthy relationship between empowerment (Emp) dimension of servant leadership and teachers' empowerment (TE); (2) H (b), which states that standing back (Stb) is positively correlated with teachers' empowerment (TE); (3) H (c), which depicts that accountability (Acc) is positively correlated with teachers' empowerment (TE); (4) H (d), which depicts that forgiveness (For) is positively correlated with teachers' empowerment (TE); (5) H (e), which states that courage (Co) is positively correlated with teachers' empowerment (TE); (6) H(f), which states that authenticity (Au) is positively correlated with teachers' empowerment (TE); (7) H(g), which states that humility (Hu) is positively correlated with teachers' empowerment (TE); (8) H(h), which states that stewardship (Std) is positively correlated with teachers' empowerment (TE).

Out of these eight hypotheses, seven hypotheses (Ha, Hb, Hc, He, Hf, Hg, Hh) were found to be positively significant and supported. However, one hypothesis (Hd) showed significant negative relationship. The results are discussed on the basis of positive and negative relationship between dimensions of servant leadership and teachers' empowerment.

Hypothesis H (a) depicts the positive significant relationship between empowerment and teachers' empowerment. The findings of the study empirically supported this hypothesized relationship indicating that when principals show belief in the capabilities of teachers by enabling them to share power to do their best then ultimate result is increase in the level of teachers' empowerment. This scenario is consistent with the belief of servant leadership theory which put emphasis on the

empowerment of employees, serving them and being committed to developing them (Page & Wong, 2000). Therefore, the conclusion of the predictor variable of empowerment and teachers' empowerment are reciprocal to each other.

Similarly, the next hypothesis H(b) reveals that there is positive relationship between standing back and teachers' empowerment. The results are empirically supported. It means that when principals give priority to the interest of the teachers first then they in turn feel more empowered in fulfilling their job responsibilities. The characteristic of principals to keep themselves in the background after the successful completion of task recognize them as the best supportive servant leaders in the view of teachers. Consequently, this supportive nature of the principals enables the teachers to perform their job with zeal, devotion and confidence. This state of affair of principals depicts their attitude towards empowerment of teachers. As, empowering others is the ability of leaders by which they can develop their constituents through power sharing, giving visibility and credits to their employees (Kouzes & Posner, 2002).

The next hypothesis H(c) depicts a significant relationship between accountability and teachers' empowerment as well. Results of study have also provided empirically support to this hypothesis. It indicates that when principals show trust in the capabilities of employees and provide them boundaries to achieve their specific goals and tasks; in return the teachers feeling of empowerment is increased. These outcomes are consistent with the findings of Mehrara and Bahalo (2013), who investigated that servant leadership indexes (like humility, service, trust and kindness) increase the empowerment level of employees.

Hypothesis H (d) of this study states that there is a positive relationship between forgiveness dimension of servant leadership and teachers' empowerment. The findings of the study reveal negative significant effect of forgiveness on teachers' empowerment. Hence, this hypothesis is not empirically supported by the results of the study. It indicates that there is an inverse relationship between forgiveness and teachers' empowerment i.e. teachers' empowerment decreases with the increase in forgiveness dimension of servant leaders. As, educational leaders believe on the achievement of best therefore it is quiet difficult for them to let go the mistakes of teachers. So, the frequent mistakes of the teachers in their daily routine activities depict an increase in educational leaders' forgiveness attitude. In this scenario, educational leaders prefer to decrease the sphere of independence of teachers so that the frequency of doing mistakes can be decreased. This in turn results in decreasing their level of empowerment. Another possible reason for the negative findings may be that most principals exercise bureaucratic style of leadership. So, it is quite difficult for them to do compromise on the mistakes of teachers due to their habit of strict following of the written rules and regulations.

Hypothesis H (e) of the study reveals that courage is positively related with teachers' empowerment. This hypothesis is empirically supported by the results of this study. It means principals as servant leaders are competent enough to solve the problems of followers and bring innovation in the organization through new approaches. Under specific circumstances, they are not only willing to take risks themselves but also allow the followers to do so for bringing innovation in the organization. Consequently, this attitude of principals results in increasing the sense of empowerment among their followers. These findings are consistent with previous research which reveals that successful principals as servant leaders create a collaborative culture in schools and they are capable enough to predict vital issues before they begin to arise in the institution (Spears & Lawrence, 2002).

The study also demonstrated a positive and significant relationship between authenticity and teachers' empowerment. Hence, this result of the study provide empirical support to hypothesis H(f). It indicates that principals as servant leaders express their true self to realize the inherent potential of the individual. This attitude of principal allows them to encourage the personal development of the individuals and also fosters an attitude of self confidence among followers as well as enables them to exercise personal power (Laub, 1999).

Next significant finding of the study is related with the relationship stated in hypothesis H (g) which reveals that humility and teachers' empowerment are positively correlated. It indicates that educational leaders are capable enough to get benefit from the expertise of the followers by providing them support during job performance. The positive behavior of principal towards teachers results in encouraging the teachers to take their own decision, share information and prepare them for creative performance. In other words, the positive behavior of the principals towards teachers results in raising their level of empowerment. Findings of this study is consistent with the previous findings of Mehrara and Bahalo (2013), which revealed that servant leadership indexes (like humility, service, trust and kindness) increase the empowerment level of employees.

Finally, hypothesis H (h) indicates that there is positive relationship between stewardship and teachers' empowerment. It is empirically supported by the results of the study. It indicates that principals are willing to take the responsibility for the whole society instead of just keeping focus on their self interest. For this purpose, they show belief in the capabilities of their followers by enabling them to share power, exercise abilities and do their best (Hanney, 2009). In this way, they are able to bring a positive transformation in the whole society as servant leaders (stramba, 2002).

Conclusion

In conclusion, this study revealed the positive effects of different dimensions of servant leadership i.e. empowerment, standing back, accountability, courage, authenticity, humility and stewardship on teachers' empowerment. So, educational

leaders can upsurge their efficiency by adopting servant leadership behavior in daily routine activities. This study has provided an empirical proof of the significant relationship between servant leadership and teachers' empowerment. In this way, it has further contributed to the existing literature by validating the previous studies on servant leadership and empowerment (Murari & Gupta 2012; Mehrara & Bahalo 2013). On the other hand, the study results also reveal that teachers' empowerment decreases with the increase in forgiveness dimension of servant leaders. It may be due to the fact that most principals exercise bureaucratic style of leadership. So, it is quite difficult for them to do compromise on the mistakes of teachers because of their habit of strict following of the written rules and regulations.

It is therefore necessary for educational administrators to comprehend the influencing power of servant leadership style for getting the teachers' positive outcomes. For this purpose, higher authorities should encourage and promote the servant leadership culture in educational institutions. This can be done by making sure the precedence of servant leadership style over other leadership styles in human resource policies and practices.

On the other hand, this research study also has certain limitations. Firstly, it is based on self-report survey in which same respondent provide data for the analysis of both predictor and criterion variable. Consequently, the issue of common method bias may arise in the dataset. However, it was quite difficult to obtain data from independent sources in accordance to the methodology of study. In this regard, Conway and Lance (2010) suggested that self-reports are most appropriate to analyze the processes of work behaviors. Therefore, it is quite natural to analyze these processes through self-reports. Secondly, the cross sectional nature of study has limited its scope. It is necessary to conduct longitudinal studies in future to examine the casual effect of different study variables in the long run. Thirdly, findings are more specifically applicable to education sector of Azad Jammu & Kashmir. More studies can be conducted in future to generalize the relationship of these variables in different organizational settings.

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