

Impact of Participative Leadership on Proactive Work Behaviour: The Mediating Role of Psychological Capital Evidence of Higher Educational Institutions Pakistan

Dr. Nagina Gul^{a*}, Rabia Qurban^b, Dr. Muhammad Anwer^c, Dr. Niamatullah^d, Dr. Safdar Hussain^e, ^aAssistant Professor, Department of Management Sciences, Faculty of Management Sciences, Balochistan University of Information Technology, Engineering & Management Sciences, (BUIITEMS) Quetta 87650, Pakistan, ^bPh.D. Scholar Department of Management Sciences, Faculty of Management Sciences, Balochistan University of Information Technology, Engineering & Management Sciences, (BUIITEMS) Quetta 87650, Pakistan, ^cPrincipal Special Education Department Gilgit-Baltistan Pakistan, ^dAssistant Professor Department of Education, Faculty of Education LUAWMS Uthal, Balochistan, Pakistan, ^eDepartment of Educational Development, Karakoram International University, Gilgit. Pakistan. Email: ^{a*}nagina.gul@buitms.edu.pk, ^bmeelingsnow@gmail.com, ^cdr.manwer19@gmail.com, ^dniamat.edu@luawms.edu.pk, ^esafdar_tla@yahoo.com

This study explores the role of leadership style as an effectivemotivational mechanism in recent years that the effect mechanism of leadership will become a warm situation in organisational behaviour and management fields. The paper used structural equation modelling and go-sectional layout to test suggestion hypotheses based totally on the empirical statistics accrued from 378 contributors inside the higher schooling group of Quetta. The results of this found out the fine and essential impact of the mediating role of psychological capital in the relationship between participative leadership and proactive work behaviour. The findings highlighted the mediating role of psychological capital in the relationship between participative leadership and proactive work conduct. Through participation, the organisation may also improve the personnel' proactive work behaviour because the observation supported this argument. The examination has contributed to growing the relationship between the participative management and worker overall performance by including an



unexplored moderator, that is – positive psychological capital – in an overlooked social setting of the social public area organisation.

Key words: *Leadership Style, Participative Leadership, Proactive Work Behaviour, Psychological Capital*

Introduction

The world is shifting towards an economy where the essential resource of an organisation is its employee proactive work behaviour. The modern world is highly competitive and asserts too much pressure on stakeholders, especially employees to walk with the pace of competition. This requires emotionally sound human resources that can support their organisation to achieve competitive advantage and contribute to sustainable development. In recent years, the matters of participative leadership, proactive work behaviour, and psychological capital have been the interest of many researchers. Participative leadership has developed a management philosophy to promote the sustainable progress of educational institutions, and the development of psychological capital is a necessary condition for employees to increase their knowledge and skills to improve the quality of work-life. When the leaders give self-sufficiency to the employees, they would be more loyal and motivated to perform efficiently which would enhance organisational productivity with better outcomes (M. Kim & Beehr, 2018).

Within the era of globalisation, leadership style lets a corporation keep aggressive advantages by responding to changes in a dramatic marketplace (Frenkel & Bednall, 2016; Mom, Van Den Bosch, & Volberda, 2009). Intending to get revolutionary thoughts, leaders play a vital role (Jyoti & Bhau, 2015). Participative leadership in the agency's pinnacle management to encourage the employees to the fulfillment of excellent improvement programs (Teoman & Ulenin, 2018). There are numerous leadership styles; however, in this study, the main focal factor is participative leadership. As one of the most effective leadership styles, participative management has drawn more attention from researchers relative to participative leadership (Bhargavi & Yaseen, 2016). At the same time as both leadership styles assist to improve employees' work engagement (Breevaart, Bakker, & Demerouti, 2014; Ghadi, Fernando, & Caputi, 2013; Kovjanic, Schuh, & Jonas, 2013), some researchers argue that in comparison with participative leadership more probably enables a high-degree leader-member trade; for this reason, there is a stronger influence of personnel attitude and conduct (Bass, Avolio, & Atwater, 1996; Judge & Piccolo, 2004; Lian & Tui, 2012), due to the fact participative leadership focuses more on assembly and growing personnel high-degree wishes, riding their intrinsic paintings motivation (Zareen, Razzaq, & Mujtaba, 2015).

Studies on the relationship between participative leadership style, psychological capital, and proactive work behaviour are very diverse and rich. Usual findings include as follows:

participative leadership and proactive behaviour (Schmitt, Den Hartog, & Belschak, 2016). Conceptualising the relationships among leadership and psychological capital (Shahid, 2020), and taking a look at a mediation model of psychological capital conduct, (Bouzari & Karatepe, 2017). Participative leadership enables innovation and the function of character psychological capital (Lei, Leungkhamma, & Le, 2020), leadership styles on employees' performance with moderating role of nice psychological capital (Baig et al., 2019), management patterns, work engagement and psychological capital (Li, 2018), linking leadership patterns to paintings' engagement and psychological capital (Heng, Yang, Zou, Li, & Castaño, 2020), participative leadership (Chang, Hodgkinson, Hughes, & Chang, 2019), overall performance effects of participative leadership (Benoliel & Somech, 2014), performance evaluation, and proactive work behaviour (Ullah, Elahi, Abid, & Butt, 2020), leadership organisational citizenship behaviour and the role of psychological capital (Ramalu & Janadari, 2020), leadership style, psychological capital and job satisfaction (Hua, 2020), antecedents and results of psychological capital (Babalola, 2016; Hong, Cho, Froese, & Shin, 2016; I. S. Kim, Seo, Kim, & Min, 2015; W. G. Kim & Brymer, 2011; Wu, 2019), leadership style and psychological capital (Fang, Tang, Yang, & Peng, 2019; Gooty et al., 2009; Laschinger & Fida, 2014; McMurray, Pirola-Merlo, Sarros, & Islam, 2010; Yiing & Ahmad, 2009), leadership fashion and task delight (Alonderiene & Majauskaite, 2016; Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012; Lok & Crawford, 2004; Saleem, 2015; Yiing & Ahmad, 2009), psychological capital and organisational commitment (Allen & Meyer, 1996; Eleswed & Mohammed, 2013; Etebarian, Tavakoli, & Abzari, 2012; Gebremichael & Rao, 2013; Hua, 2020; Luthans, Youssef, & Avolio, 2007; Ozturk & Karatepe, 2019; Şen, Mert, & AYDIN, 2017), psychological capital (Idris & Manganaro, 2017).

By usage of psychological capital, the organisation will become extra successful as the psychological capital creates positivity among employees, improving the employee's level of performance (Tosten & Toprak, 2017). The public sector organisations of Pakistan have been facing many challenges, along with decreased employee satisfaction and overall performance. Through participative leadership, organisations may also improve the employee's performance because the examination supported this argument. The outcomes would have practical implications for policymakers, employees, and control. The study has contributed to growing the relationship between the leadership style and employee performance with the aid of adding an unexplored moderator, which is – wonderful psychological capital – in a neglected social setting of the fabric enterprise. In the end, the leaders of a business enterprise can also permit personnel to be concerned about decision-making and talk the selections, and as well as inspiring interactions among firm participants to boom coworker social assistance. These practices would benefit worker performance and proactive work conduct to raise worker improvement; they may be additionally not directly related to employees' proactive work behaviour and creativity based totally on developing and taking complete gain of employees PsyCap (Rego, Sousa, Marques, & e Cunha, 2012; Schuckert, Kim, Paek, &

Lee, 2018). However little a look has examined the antecedents and mediating mechanism of precise components of PsyCap in organisational behaviour constructs and relationships (Lei et al., 2020); for this reason, this aspect is important to provide further realistic evidence for explaining the separately feasible mediating impact of unique aspects of employees PsyCap inside the dating among participative leadership and skills. Consequently, to address this research gap, based on the psychological capital as a mediator of the results of participative leadership on employees' proactive work conduct, the usage of participative leadership as a sample on this observation allows making contributions to the know-how of the way leaders can assist followers to enhance psychological capital and keep proactive work behaviour.

Literature review and hypotheses development

Participative leadership

In recent years, the issues of participative leadership have turned out to be a management philosophy to promote the sustainable development of the organisation, and the improvement of psychological capital is a necessary circumstance for employees to improve their information and competencies to enhance the satisfaction of proactive work behaviour. Several motives help the prediction that participative management influences fans' psychological capital; but, despite a wealth of studies within the participative leadership region, empirically, research as to whether or not participative Such as, participative leadership may substitute for high diligence using imparting resources, which that trait would otherwise provide (Chang, Chang, Chen, Chen, & Chang, 2019). As such, we suppose that participative leaders may additionally show off their authority and competencies of social enchantment by using structuring surroundings that benefit leaders (e.g. open discussions with employees and collective involvement in decision-making), and employees will then stimulate personal identity. Consequently, we advocate that psychological protection will mediate the relationship between participative leadership and proactive work behaviour. Mom, Chang, Cholakova, and Jansen (2019) recommended that future researchers need to focus on a multilevel studies approach to look at the interaction among participative leadership and its results on outcomes at a specific level. In some situations, leaders must select right away; consequently, the leaders ought to have a few abilities to take immediate corrective movements (Dixon, Weeks, Boland Jr, & Perelli, 2017).

We add to this latest research and recommend that whether leadership style promotes proactive work behaviour relying upon employees' skilled level of job strain, as a result arguing for a model of mediation. Participative leadership significantly affects employees' work outcomes such as employee work performance and proactive work behaviour (Chandra, 2016; Javed, Hassan, & Arshad; Le & Lei, 2019; Li, Castaño, & Li, 2018; Wolfe, Elish, & Yao, 2014; Yildiz, Uzun, & Coşkun, 2017). From this perspective, participative leadership is

taken into consideration as a way to improve employee satisfaction, resulting in employee proactive work performance.

Comparison of different leadership styles with empowering nature

With the difference in leadership traits and natures, it is not possible to empower leadership with some legitimate ideas of leadership. The aforementioned characteristics of empowerment leadership distinguishes from other leaderships that are rooted in relationships with leaders such as participation, transformational/intellectual leadership, self-direction, exchange leadership (LMX), shared leadership. The broader terms of leadership are independent characteristics that are based on behavioural processes at the workplace and are therefore aimed at reducing or "localising the area of management, which builds". The regulatory authority requires bureaucratic structures to implement their authority and difference in the extension of the control and related control forces. The difference of empowering leadership with other types are as follows:

Empowering Vs participative

Both types of leadership encourage participants to participate in decision-making; leadership readiness reflects where the authority to make decisions differs in the workplace. The empowering leadership identifies skills and talents and subsequently provides authority to make decisions; however, participative leadership provides a forum to raise their voice and concerns.

Empowering Vs transformational

Though earlier empirical research has found a significant correlation between empowering and transformational leadership based on their contribution to growth, unlike change / influential leaders, it is often unique. It emphasises leaders involved in a series of behaviours that develop skills. Empowering leadership allows one to take appropriate steps to solve issues, while transformational focuses on the development of skills and capabilities that require one to make decisions. According to empowerment, the autonomy to make decisions helps to improve the psychological wellbeing of employees; however, the transformational improves the functional areas of work. Thereby both contribute to growth but through different practices. The element of autonomy is not included in the transformational leadership characteristics.

Empowering Vs Ethical

Another feature of leadership is the ethically accredited, which is different from empowering leadership and ethical leadership. Empowering leadership is the least concerned with high ethical standards because the objective is emphasised on improving decision-making skills,

which is not the domain of ethical leadership. It is not necessarily a classification that ethical values guarantee to become leaders. For example, ethical leaders may emphasise ethical principles and rules in various engagement processes, but if not shared or distributed by followers, they may retain most of their decision-making or management skills.

Empowering leadership Vs self-leadership

The self-directed leadership is more directed to the personnel qualification and experiences and try to centralise the decision-making. However, empowered leadership delegate authorities to other members to make decisions whenever required. Self-directed leadership inspires followers based on the traits, and charismatic personalities where each follower thinks capabilities are key for decision-making. Whereas, empowering leadership helps others to improve their psychological wellbeing that has a long-lasting effect on leader-member relationships. Self-leadership is the name of self-discipline and self-organisation that gives an extra edge to control the behaviour of other staff members through a one-way communication process that has an impact as well.

Proactive Work Behaviour

Proactivity is a goal-driven process where an individual sets a proactive goal after which he/she strives to achieve this goal. In other words, in preference to awaiting adjustments to occur, being proactive is to aspire and strive to bring about changes to at least one's environment and/or oneself (Parker and Collins 2010). The major dimensions of pro-active behaviour entail the change characteristics based on self-ignited and future-oriented behaviour. The pro-active is being explained as to improve the conditions of the respective environment and tries to control the factors that inhibit growth through anticipation of future goals by initiating on the self. The individuality in pro-active behaviours is the discretion behaviour that is not described in the job descriptions and not been rewarded by organisations formally.

Another dimension of proactivity is responsibility, which means employees make extra efforts to improve the methods of working (Morrison & Phelps, 1999), or create a conducive work environment if found contrary to benchmark standards (Ashford & Black, 1996), help and support coworkers to develop better social network ties (Morrison, 2002) and identify pitfalls to a respective chain of command (Dutton & Black, 1996, Ashford, 1993). All these actions fall under the domain of proactive work behaviour, which might vary from organisation to organisation based on the nature of the work.

Conceptualisation of Proactivity

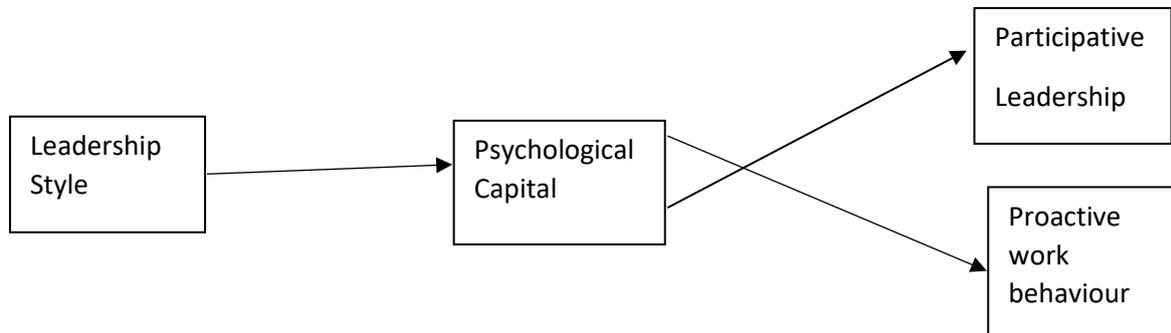
Proactivity is highly based on the individual personalities and situational factors that affect proactive behaviour. This personality effect varies from discipline to discipline for their

academic understanding. An understanding of entrepreneurship was considered variable availability. In this regard, the term “active personality”, who considers well situational meets the requirement of environmental changes factors that affect environmental changes. This means that an active individual plays an active role across multiple contexts in an emergency. Another aspect of cognitive activity is consistent with the understanding of cognitive functioning as a tool, not just an individual activity, but a process in unique ways. Grant and Ashford (2008) suggest that action activities involve several steps: action for anticipation, planning, and impact. Freese and Faye’s (2001) technical specification of work, information sharing and design, planning and implementation, monitoring, and response are important steps. To date, there have been empirical studies from this perspective, as described later in this chapter.

Psychological Capital

In recent years, studies on organisational behaviour theory have specifically stressed the essential roles of individual’ Psy Cap is taken into consideration because of the roots of various positive outcomes of an organisation which includes employee job performance, organisational commitment, job satisfaction, and employee knowledge management practice (Abbas & Raja, 2015). Excessive psychological capital and excessive process permit employees to provide a high working motivation from which they are willing to make efforts for the agency (Kaplan & Biçkes, 2013). Personnel with a high psychological capital often perceive an extra wonderful task and are therefore more glad about the scenario of the organisation (Bergheim, Nielsen, Mearns, & Eid, 2015). PsyCap is described as an individual’s positive psychological state of development; this is characterised by using the 4 dimensions of (1) hope, (2) self-efficacy, (3) resilience, and (4) optimism (Luthans, Avolio, Avey, & Norman, 2007). Theoretically, those four aspects of PsyCap may be distinctively measured and are impartial to each other. However, empirical research has established the existence of the linkages amongst these dimensions and via those four constructs; PsyCap is represented as a better-order high-quality assemble (Luthans, Avolio, et al., 2007). It is also noteworthy that the constructs of wish, self-efficacy, resiliency, and optimism are representative of the nice psychological capacities of worker proactive work behaviour. Consistent with Lei et al. (2020), PsyCap is a sort of invisible and treasured asset of corporations that contributes to higher stages of effectiveness and fulfillment for the company. Because of the significance of worker PsyCap to the improvement of an organisation, this study will investigate the mediating mechanism of specific components of PsyCap between participative leadership and proactive work behaviour.

Theoretical framework



Participative Leadership and Employees' Proactive Work Behaviour

Participative leadership is a leadership style wherein leaders allow employees to be collectively concerned in decision-making and consider employees' reviews. Leadership is shared and there's an equal style of making organisational decisions (Sagie, Birati, & Tziner, 2002) Organisational literature is replete with research on the direct hyperlink of participative leadership to employee outcomes (Bindl, Parker, Totterdell, & Hagger-Johnson, 2012; Somech, 2010). For example, leaders who often talk their attractive imagination and prescience and use an emotional and inspirational language, affect follower feelings. Consequently, in step with preceding theoretical and empirical work, we formulate the following:

H 1: participative leadership is related to worker proactive work proactivity. As an extension of previous research, the aim of this observation is to research underlying mechanisms and boundary conditions that would explain how and when participative leadership pertains to employee proactivity.

Leadership style and psychological capital

Leaders' empowering nature entails four key characteristics that differentiate it from other styles and are: project the importance and significance of work, improve confidence among employees to fulfill the task for good performance, and support followers, by alleviating the bureaucratic hurdles for benefit. According to positive psychology when empowering leaders inculcate confidence, create an environment of social interaction, and support their subordinates, it triggers positive thought, emotions, and perceptions that enhance the self-worth of an individual. In the aftermath, the employees consider leaders as trustworthy, supportive, transparent and that creates a strong psychological relationship with their leaders and develops a sense of fearlessness while taking actions. Moreover, this relationship reduces the uncertainty in the work environment, facilitates the social interaction process and promotes a sense of security. Similarly, it has been argued that empowering leadership allows employees to take active participation in their respective environment, which produces

positive work attitudes at the workplace (Walumbwa et al., 2010). The empowering leadership contributes to enhancing the motivation level of their employees through positive actions that enhance the positive attitude. The earlier studies have found the significant role of empowering leadership on self-efficacy, engagement, proactive work behaviour. Based on these, it is hypothesised that

H2: Empowering leadership has a significant role in the development of psychological safety

Research Design

The suitable and appropriate design and within the paradigms of the positivist approach is the survey design based on a self-administered questionnaire. In this approach, the earlier theories are used to develop the hypotheses that were subsequently tested through the approach of the questionnaire. Thereby the design used for this study is the Hypo-deductive method.

The number of studies on psychology had grown so rapidly. The modern study provides a universal estimate to clarify the empirical landscape of PsyCap. To attain the purpose of this paper, the subsequent process became installed. Literature search and inclusion criteria The terms “leadership style”, “ Participative leadership”, employee proactive work behaviour, “PsyCap,” and different variables covered within the conceptual framework had been entered into diverse scientific databases. Empirical studies have been collected electronically from ProQuest, SAGE, JSTOR, Emerald, Science Direct, Google scholar, and Wiley InterScience.

The subsequent criteria need to be met for a piece of writing to be eligible for inclusion in this study: best empirical and quantitative studies that applied hypotheses qualified.

The populace chosen for this study were faculty members of public and private universities of Quetta City. Because of this structure, participative leadership and proactive work behaviour can easily be examined. Consisting of teachers are of various designation and qualification that makes it more interesting to observe the leadership role in proactive behaviour and psychological capital.

Descriptive Statistics

Each item used in the questionnaire was assessed on a 5-point Likert scale. The mean and standard deviation for each variable highlights the preferences of each respondent. The leadership has a mean value of 3.81 and shows a tendency towards the agreeable scale, which means participative leadership is present in organisations. Moreover, for psychological capital, the mean value is 3.68 that shows respondents did not disagree but slightly agreed. The proactive behaviour at the workplace has a mean value of 3.62 showing that employees were agreed on proactive reflection at the workplace. Therefore all the variables are consistent towards an agreeable scale (Saunders & Lewis, 2012).

Table 1. Descriptive Statistics

	N	Mean	Std. Deviation
participative_led	278	3.8127	.65518
wor_eng	278	3.7882	.50709
psy_cap	278	3.6894	.72232
pro_beh	278	3.6274	.59765
Valid N (listwise)	278		

Inferential Analysis

1 Variables (Participative leadership, psychological capital, and proactive work behaviour) against Gender (male vs female)

The independent sample t-test was applied to classify the difference of opinion of males and females towards variables of the study (participative leadership, psychological capital, and proactive work behaviour). The criteria to classify the opinions is that the sig value to t-distribution should be significant (sig value < .05) and if it is significant then the difference of mean value would determine which gender is more inclined towards variables.

The table shows that the sig value of t-distribution for participative leadership is .007 less than .05, thus the participative leadership varies between male and female. Further, the males' mean value for participative leadership is 3.91, which is greater than females' mean value 3.70; thereby male teachers were more inclined towards participative leadership. The sig value of t-distribution for psychological capital is .001 less than .05, thus the psychological capital varies between male and female. Further, the males' mean value for psychological capital is 3.78 which is greater than females' mean value 3.58, thereby male teachers were more inclined towards psychological capital as compared to females. For proactive work behaviour, the sig value of t distribution is .276, which is greater than .05, hence the proactive work behaviour is not significantly different for males and females.

Table: 2 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Part_led	Equal variances assumed	13.726	.000	2.733	276	.007	.21250	.07776	.05942	.36558	
	Equal variances not assumed			2.690	230.756	.008	.21250	.07899	.05687	.36813	
psy_capital	Equal variances assumed	8.645	.004	2.351	276	.019	.20225	.08602	.03290	.37159	
	Equal variances not assumed			2.369	273.565	.019	.20225	.08536	.03421	.37029	
pro_beh	Equal variances assumed	54.848	.000	-.781	276	.436	-.05607	.07181	-.19742	.08529	
	Equal variances not assumed			-.794	254.254	.428	-.05607	.07065	-.19521	.08308	

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
part_led	Male	145	3.9144	.52145	.04330
	Female	133	3.7019	.76186	.06606
psy_capital	Male	145	3.7862	.77522	.06438
	Female	133	3.5840	.64635	.05605
pro_beh	Male	145	3.6006	.69527	.05774
	Female	133	3.6566	.46962	.04072

Effect of participative leadership on proactive work behaviour

To test the hypothesis, simple linear regression (SLR) was applied. The primary reason for applying SLR is because the hypothesis states there is one independent variable and one dependent variable. First, the sig value of F-distribution in the Anova table is .000 which is

less than .05 and shows that the model is fit and the impact of empowering leadership on proactive work behaviour is present.

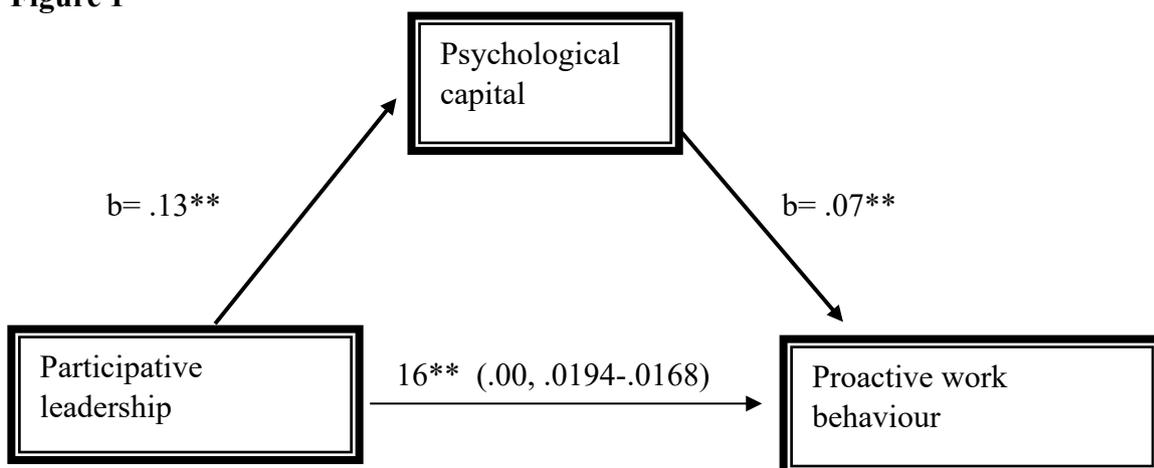
H3: Psychological capital mediates the relationship between participative leadership and proactive work behaviour

Hayes' process was applied to check the mediation; results were obtained through a 4 factor model based on Baron & Kenny (1986). Based on the first condition, that the participative leadership has a significant impact on psychological capital (beta value is .13), the second condition i.e. psychological capital, has a significant impact on proactive work behaviour (beta value is .07). The third condition i.e participative leadership, has a significant impact on proactive work behaviour (beta value is .16), and the fourth condition i.e. beta value, reduced the relationship of participative leadership and proactive work behaviour (beta reduces from .160 to .002); hence the psychological safety significantly mediates the relationship between participative leadership and proactive work behaviour.

Table 3: Mediation effect of Psy Cap between PL and PWB

Relationship	Coefficient (Beta)	Standard error	T	P-value	LICT	UICT	Effect
<i>Psy Cap</i> <--- PL	.1388	.0658	2.1078	.0359	.0092	.2684	Significant
PWB <--- <i>Psy Cap</i>	.0710	.0495	.1439	.0085	.1046	.0903	Significant
PWB <--- PL	.1608	.0546	2.9461	.0035	.0534	.2683	Significant
<i>Psy Cap</i> → PWB <--- PL	.0017	.0087			.0194	.0168	Full Mediation

Figure 1



Discussion

Figure 1 exhibited that the hypotheses of this study were tested which is subsequently accepted. The first hypothesis was established i.e. the empowering leadership significantly impacts psychological safety because of the empowering leadership responsibilities.

The results verify and test the established hypotheses. The first hypothesis was established i.e. ethical leadership impacts work engagement because the ethical actions stimulate the integrity, respect, and culture of harmony that force employees to perform their task well and get engaged in their work. In higher education institutes, respect is a highly important element because teachers feel their dignity as a more important factor and that forces them to teach, research, and contribute to students' development and growth. Theoretically, it is argued that leaders' action affects the employee's attitude and leaders' consistent ethical actions develop the trust among employees that force them to trust all the actions conducted by leaders. The results of this study confirmed that trust has a mediating effect between ethical leadership and work engagement. Earlier studies have found similar results where ethical leadership has been found to have a significant impact on work engagement through trust development.

Further, it is argued that psychological empowerment is a critical factor that forces employees to do the task even in the absence of ethical behaviour of leaders and trust deficit. The psychologically empowered people can bear the unethical actions, and have more understanding of the nature of actions due to which employees consider leaders' unethical actions as professional attitude and still focus on their work. Thereby psychologically empowered people are more oriented towards work engagement even in absence of ethical actions and trust deficit. Results of the study indicate that psychologically empowered people show high work engagement at a low level of ethical actions, and a low level of trust as compare to low psychological empowered people. The results are consistent with earlier studies where psychological empowerment found a significant moderator between ethical leadership and work engagement (Reference).

Conclusion

To obtain the difference of views about variables of study (empowering leadership, psychological safety, work engagement, and proactive work behaviour) from Gender (male and female) and different age groups, the independent sample test, and ANOVA was applied. The results show that males highlighted more approaches towards empowering leadership and psychological safety and no significant difference between males and females was found for work engagement and proactive work behaviour. From age-wise classification, the young age group 18-30 found a significant difference with 31-40 years, 41-50 years, and above 50 years for empowering leadership, work engagement, psychological safety, and proactive work behaviour.

The key conclusion of this is that psychological capital partly mediates the relationship between participative leadership and proactive work behaviour. In other words, the relationship between participative leadership and proactive work behaviour is direct in its direction, mediated even though psychological capital. The evidence of the indirect effect of psychological capital on the connection between participative leadership and positive workplace behaviour proves that psychological capital contributes significantly to the promotion of positive administrative behaviour, like proactive work behaviour. Further, in higher education institutes, teachers are primarily responsible for teaching, researching, and developing students' intellectual skills. To fulfill these responsibilities successfully and effectively, teachers require cognitive peace and autonomy in the workplace. The empowering leadership if coupled with positive psychological techniques can improve the psychological health of employees that would, in turn, increase work engagement and proactivity at the workplace. The effect of positive psychological safety does not only improve work behaviour the long-term consequences would also contribute to the psychological health of students, their learning attitude, and confidence that would carry in students' social lives .

Recommendations

Based on the results of the study, the following are recommendations:

1. Leaders should provide autonomy to take decisions to overcome challenges.
2. The dignity and integrity of teachers are more important that is linked with psychological capital; thereby leaders should take actions that do not derail the dignity and respect of teachers in front of others' colleague or especially students.

Leadership traits like a servant or ethical should also be incorporated with positive psychological aspects. This research was carried out among teachers of four higher education institutes, where the future research can be carried out among all public and private universities operating in Baluchistan Quetta. Moreover, this research did not compare the teachers' views from public and private universities that can be done in the future, where different aspects of leadership in public and private universities could be initiated.

Limitations and future research direction

Employee proactive work behaviour is a broadly described idea that consists of various types of behaviour (Jiang & Gu, 2015). We mirror our findings for the interactions for two styles of proactive behaviour: the broader construct of personal initiative and the extra narrowly described one in all voice (Bindl & Parker, 2011). Future studies should investigate whether our model additionally holds for other types of discretionary work behaviour (e.g., affiliative organisational citizenship behaviour) to recognise whether we can generalise the current findings to the broader domain of discretionary work behaviours. Further studies might



collect data on proactivity from various faculty/ administrative participants of HEIs of Pakistan to assist the level of agreement between evaluations or include exceptional sources consisting of self-reports and leader evaluations in addition to faculty job performance. To expand the generalisation of the studies, future researchers should further combine the self-identity idea and social identification theory to examine different leadership styles (e.g. direct management/ abusive. leadership vs participative leadership/ transformational leadership (Baškarada, Watson, & Cromarty, 2017; Chang, Chao, Chang, & Chi, 2018). In addition, there may be variables that regulate the relationship between leadership style, psychological capital, participative leadership, and proactive work behaviour; and the uncertainty of the performance of tasks of the worker. This is a potential research direction in the future. The sample focuses on public and private universities of Quetta, so future studies can expand into other providers such as public administration and banking services to comprehensively comprehend the task-oriented leadership style theory. Future research can also investigate the production industry to understand each job type, education level, salary, and age gap, which may have a positive impact on participative leadership and proactive work behaviour.

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