

## UNRAVELLING THE IMPACT OF EMPOWERMENT AND ACCOUNTABILITY ON JOB CRAFTING WITHIN SERVANT LEADERSHIP FRAMEWORK

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### ABSTRACT

Since teachers have a critical role in influencing the future, it is imperative in today's educational environment to ensure their sustainability. This study explores the complex relationship between empowerment and accountability—which is ingrained in servant leadership frameworks—and how it affects the job crafting behavior teachers at public high school level for their long term sustainability. This research is survey research in which the population consisted of all public high school teachers of Karachi. Through the multistage sampling method, 40 teachers were selected from public high schools of Karachi Central. A questionnaire was used as a research tool which consisted of 15 proposed scenarios in relation to the two constructs of servant leadership and job crafting behavior and evaluated on the basis of the Likert Scale. Regression Analysis using SPSS version 22 was used to analyze the responses and null hypotheses were rejected. Findings revealed that empowerment and accountability positively impact the job crafting behavior of teachers. The results further indicate that empowerment along with accountability can be utilized to enhance the task crafting, cognitive crafting, and relational crafting behaviors in teachers which can help to promote teacher sustainability at high school level. The research study is limited to teachers with a small sample size from public high school in two towns of Karachi which were selected through convenience sampling due to organizational structure difference and limited time constraints. The findings highlight that for the success of the organization Principals should enhance both personal accountability along with empowerment within the servant leadership style parameters in public high schools because it increases the scope, size, timings and duration of teachers' work related activities thus promoting teacher well-being and sustainability. The experiences and perceptions of teachers in public high schools of Karachi regarding empowerment, accountability and job crafting is underrepresented in literature, this study adds to the body of knowledge on educational leadership and teacher sustainability in diverse cultural and socio-economic settings.

**Keywords:** Servant Leadership, Empowerment, Accountability, Job Crafting Behavior, High School Teacher, Teacher Sustainability

### INTRODUCTION

Servant leadership is found to be highly effective in various organizations as it is assembled on the belief that the most operational leaders strive to serve others, rather than promote a culture of control and ensuing power. The term servant leadership was enlightened by Robert Greenleaf as the servant leader

is initially and primarily a servant... It all initiates with the inborn craving to assist... Then, by premeditated choice, one aims to lead. That individual is noticeably dissimilar from one who is a leader originally and chiefly, probably due to the longing to conciliate a special power drive or to

hoard worldly goods (Tucci, 2018). When this leadership style is practiced in schools, an added advantage of it is that it is formulated to develop leadership prospects among underprivileged students. This benefit is particularly applicable in educational setups because students come from diverse backgrounds, and they are not resistant to poverty. Several communities live at or below the poverty line across the world and this ratio continues to be on the rise after the pandemic has hit the economy of different countries. So, by promoting servant leadership qualities among students, teachers can assist the students and communities on the whole. When teachers practice servant leadership traits in front of students, then they learn how to grow themselves and be beneficial to others (Schroeder, 2016). The characteristics of servant leadership are empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. The importance of the principal's role in imparting servant leadership practices is highlighted in different research where it is related to enhanced teacher effectiveness and an increase in self-efficacy. It is found that those principals who employ behavioral practices based on trust and promote verbal commitment among staff members will lead towards intensification of self-efficiency among teachers (Cerit, 2009). The link between servant leadership and job crafting is well established. In a multi-regression analysis conducted on primary school teachers in Turkey, it was found that servant leadership was an important predictor of teachers' job crafting (Cerit, 2009). Tims et al. (2012) define job crafting as the alterations that the staff makes to make a balance between their job stresses and job resources keeping in view their requirements and capabilities. Job Crafting behavior of employees is found to have to counteract monotony at work (Van Hooff & Van Hooff, 2014). Although educational organizations claim to observe leadership practices in their setups. It has been observed by the researcher that in most public sector organizations monocratic leadership is adopted. On the contrary, in public schools in Pakistan democratic style of leadership is observed. The researcher has also observed similar practices in the education career that the leadership practices are not employed at their fullest in the educational organizations despite their claims. Mainly in government organizations, there is a lack of empowerment and accountability. Servant leadership is an emerging

concept in the educational context (Cerit, 2009). Servant leadership is grounded on the idea of helping others rather than to lead. A servant leader should focus on serving first, give priority to others' requirements, and then set an example of leading while serving others. The main theme of servant leadership is to search for success and power in the growth of others (Wikipedia, 2022). The goal of this study is to discover the consequence of two principles of servant leadership: empowerment and accountability on the job crafting behavior of high school teachers. Further, job crafting behavior is considered one of the crucial factors which can help to build up organizations and focus on personal career growth. This study will investigate the degree to which high school leadership observes the two principles of servant leadership: empowerment and accountability and the various customs in which employee job crafting behavior of teachers is influenced by it.

The objectives of the research are

- To scrutinize the link between servant leadership behavior of accountability and teachers' job crafting behavior
- To examine the connection among servant leadership behavior of empowerment and teachers' job crafting behavior

### **Research Hypothesis**

The following basic assumptions arise for this research study:

- H1(a): There is no significant effect of empowerment on teachers' cognitive crafting.
- H1(b): There is no significant effect of empowerment on teachers' relational crafting.
- H1(c): There is no significant effect of empowerment on teachers' task crafting.
- H2(a): There is no significant effect of accountability on teachers' cognitive crafting.
- H2(b): There is no significant effect of accountability on teachers' relational crafting.
- H2(c): There is no significant effect of accountability on teachers' task crafting.

### **Literature Review**

Educational leaders are the call of the 21<sup>st</sup> century. Professional teachers are required for the contemporary development of the education sector (Luqman et al., 2012). Educational leaders have to deal with a lot more challenges for researchers, students, and the teaching staff in the age of globalization. Furthermore, 21<sup>st</sup>-century classrooms are different from those that the teachers have experienced themselves in the past. Educational leaders face the problem of managing the diversity of academics, students, and teaching in this period of fast change and globalization. According to a research study, the condition of school education in the twenty-first century is anticipated to be drastically different from classrooms where many instructors have previously served. They are, for example, more distinguishable in several ways. Schools must commit to being learning spaces for students aged 3 to 17 since diversity is a reality. New school demographics, increased technology, and new theories about how children learn need teachers to change their present approaches (Hargrove & Prasad, 2010). As a result of these changes, educational leaders, particularly administrators, are under more pressure to provide outputs in a range of circumstances. Additionally, leaders in the 21<sup>st</sup> century should foster democratic characteristics that help them to respect others' emotions and overall performance. (Reimers, 2006).

With time, people's perspectives on leadership change. The current desire for a follower-centered management model demonstrates what firms require. Nowadays, corporate policies place a strong emphasis on social responsibility. Long-term earnings are said to be achieved through paying attention to all stakeholders. As a result, in the current situation, leaders' compassion and moral behavior are becoming increasingly vital. Recently, it has been stated that effective leadership is a critical component of successful firms and employee engagement (Luthans 2002). In today's world, Greenleaf's servant leadership idea, first articulated in 1970, is crucial. This approach, according to Patterson (2003), overtly stresses the interests of the followers. Servant leadership has the capacity to shift the focus of the leader's influence in the leader-follower relationship by stressing the ideal of service throughout this relationship. According to Van Dierendonck (2011), the servant leadership style may address businesses' identified needs for more ethical, empathic, and people-centered management.

Kumar (2018), on the other hand, saw servant leadership as a universal approach to directing businesses in the future.

Job crafting, as described by Wrzesniewski and Dutton (2001), is "the physical and cognitive adjustments individuals make in the task or relationship boundaries in their work." The term "physical changes" refers to changes in the amount or kind of employment activities, whereas "cognitive changes" refers to changes in the job outlook. The term "change" refers to a shift in one's perspective on the work. The determination of relational alterations is referred to as employee interaction frequency and whom they contact at work Job's most important feature. Employees change work qualities on their own initiative, which is known as crafting (Peeters et al., 2013). The meaning of one's work and one's life will eventually be influenced by job crafting.

Job crafting was described as "the modifications that employees may make to combine their job expectations and job resources with their own strengths and requirements" in a study (Tims & Bakker, 2010). It has been investigated in this description by identifying four characteristics of job crafting: 1) more structural job resources, 2) more social job resources, 3) more difficult job demands, and 4) less impeding job demands. The effect of job resources is the difference between the two categories of job resources. Social job resources have an influence on the social components of the job, such as social support and feedback, whereas structural job resources have an impact on job design characteristics, such as chances for autonomy and growth (Tims et al., 2012).

### **School Principals as Ethical Leaders**

Principals in schools are familiar with a variety of external and internal issues. Then, as a front-runner of a squad of teachers, these self-leaders advance to the level of "super leader." As a result, all outstanding leaders and self-leadership teams of teachers interact to attain the educational sector's 21<sup>st</sup>-century universal goals. As a response, universal people who are prepared to satisfy their obligations in this period of globalization will rise. A principal can function as a servant leader by helping followers gain self-efficacy through three main types of influences: mediated practices, commanding practices, and spoken encouragement. By building a vision of the teacher's position in the school environment, a servant leader may put the mastery

experiences into effect (Patterson 2003). Teacher self-efficacy rises when the principal's rewards and effective behavior are based on productivity. As servant leaders, the idea ensures that teachers are involved in decision-making that impacts their quality of life since servant leadership develops a relationship between ethical practices of leaders. As a result, instructors who believed they made a more substantial contribution to the decision-making process had higher ethical practices.

### **Job Crafting and Effect of Principal's Ethical Leadership Behavior on Teachers**

In the current era, the servant leadership model is accepted as the most effective one. Principals in schools who follow this paradigm, inspire and empower teachers which further contributes to building up the school community. This also impacts the teachers' effectiveness as they feel privileged and honored by their principals. In return, students, co-workers, and parents feel satisfied. The notion of keeping the organization's needs first and giving respect to colleagues the servant leaders provide the ultimate benefit to students. Teachers learn to serve them on an immediate basis and then positively guide them into learning (Schroeder, 2016).

Job Crafting is found to have a direct correlation with organizational success (Alalousi, 2019). In a research study conducted in a hospitality context, positive outcomes were found for job crafting behavior of employees playing a mediating role in the affiliation between servant leadership and employees' collaborative citizenship behaviors for both internal and external investors (Bavik et al., 2017). However, this research study aims to find out the effect of two constructs of servant leadership i.e empowerment and accountability as practiced by principals on the job crafting behavior of teachers. In a similar research study, it was deciphered that the job-crafting behavior of teachers acts as a mediator between the servant leadership behavior of principals and work alienation along with affective commitment. Research studies have highlighted the influence of the job-crafting behavior of teachers as a mediator. Empowerment somewhat facilitates the association amid servant leadership of principals and job crafting. This job-crafting behavior of teachers also intercedes the connection between empowering leadership of principals and work alienation and affective commitment (Dash and Vohra, 2018).

Previous research studies have argued that job crafting behavior has a mediator role in promoting servant leadership of principals. However, the direct impact of servant leadership behavior of principals on job crafting behavior has not been investigated yet. In this research study, the potential impact of only two constructs of servant leadership: empowerment and accountability will be examined on the job-crafting behavior of teachers in high schools in Karachi. Job crafting behavior is considered one of the crucial factors which can help to build up organizations and focus on personal career growth (Yoon et al., 2019). Although there are several previous types of research done in the educational leadership domain still there is a dire need for further research to be done in this regard. Apart from this, there are insignificant numbers of research being performed on the idea of servant leadership in the educational sector. Therefore, this study will cater to a model of servant leadership for enhancing the job-crafting behavior of teachers at the higher secondary school level. The contemporary study is a beginner effort to enhance the present literature in connection with servant leadership and job crafting behavior. It is also novel research in the context of Karachi. The current research explores the impact of two constructs of servant leadership: empowerment and accountability on teachers' job-crafting behavior. The two constructs are considered for this research because the researcher has observed that these two are extremely important for teachers to prosper in educational organizations. Thus, the area of this study is to examine the importance of empowerment and accountability in the job-crafting behavior of teachers in the context of Karachi. Further, this study will also investigate the degree to which high school leadership observes the two principles of servant leadership: empowerment and accountability, and the various ways in which employee job-crafting behavior of teachers is influenced by it.

### **Theoretical Framework**

#### **Servant leadership theory**

The paradigm of servant leadership emerged as a result of the 1960s and 1970s societal instability in America (Trivers, 2009). Greenleaf (1977) highlighted that a servant leader is a servant by nature, "the original man, not conferred, not presumed, and not to be taken away". As a core feature of servant leadership, Greenleaf advocates



"reaching beyond one's self-interest." The view of servant leadership is dictated by various scholars in diverse scenarios after its initial introduction by Robert Greenleaf.

Ehrhart (2004) defined the concept of servant leadership as a pattern that aims to satisfy the desires and needs of followers. Servant leaders are intended to fulfilling the needs of their followers, particularly the disadvantaged members of society. Effective leadership, in their belief, is centered on the notion of serving others (Ehrhart, 2004). Likewise, Adamson (2009) claimed that servant leadership focuses on people.

Stone and Patterson (2005) emphasize servant leadership is to develop followers in a way that they might actively practice innovative ways and become more accountable for achieving the organization's objectives. Each of these efforts, however, appeared to be successful in a context where participants' desire to organize their activities and exhibit entrepreneurship is valued (Fields et al., 2006). Yukl (2002) believes that servant leaders grant followers a chance to speak by appreciating and promoting them and asserting that they are worried about their concerns. Servant leadership can be defined as a concept that organizational goals can be achieved via the growth and overall comfort of workforces (Kumar, 2018).

Several modifications have been made to Greenleaf's significant effort and numerous researchers have attempted to polish and describe the notion of servant leadership in their manner. This research study has nominated the servant leadership conceptualization of Van Dierendonck and Nuijten (2011).

Currently, Van Dierendonck and Nuijten (2011) highlighted by distinguishing between mediating processes, antecedents' actions, and consequences, and by combining preceding conceptual models with empirical proof in this field of research, six components of servant leadership theory were found. These six dimensions of servant leadership are: empowering, interpersonal acceptance, authenticity, humility, providing direction, and stewardship. They created a multidimensional measure of these features and authenticated it in the context of the United Kingdom and the Netherlands via a sample of 1571 participants from diverse backgrounds. It is, however, not likely for a single servant leader to show off these entire features. Therefore, these constructs of servant leadership are dependent upon the research paradigm in a particular culture and

background. So, this model has a holistic and more inclusive perspective of servant leadership theory.

In this research study, only two constructs of servant leadership: empowerment and accountability are considered. The two principles of servant leadership i.e empowerment and accountability are considered important practices for servant leaders. Empowerment: For a servant leader, it is essential to promote empowerment among the employees through effective practices of listening, giving value to building up peoples' feelings, putting the focus on teamwork, escalating the love among employees, and maintaining quality (Van Dierendonck, 2011). Servant leadership is a leader-supporter connection that can change the attention of leaders' inspiration by emphasizing the model of service in this relationship (Peterson, 2003). So, servant leadership can be regarded as one of those having extreme potential. Servant leaders entirely support their followers to the finest.

Empowerment is an inspirational idea that allows individuals to reach their aims (Conger, 2000). It promotes people's self-improvement and promotes a sense of self-assurance among followers, as well as permitting them to wield special influence. The key obstacle for the servant leader is to recognize and respect the individual's innate potential, as well as what he may learn more about in this regard (Greenleaf, 1998).

Accountability is a crucial element in ensuring that servant leadership is practiced (Ragnarsson et al. 2018). It is a method of holding workers accountable for their actions by instilling self-assurance in their talents and establishing boundaries within which they may achieve their individual goals and objectives. It benefits both employees and the institution by ensuring that everybody is aware of the organization's aspirations of them.

### **Job Crafting Theory**

Job crafting theory recommends that employees are interested to alter their work roles because of 1) intrinsic desires e.g social connection, independence, and optimistic image, and 2) out of a wish to develop meaningfulness and uniqueness via practices at work (Wrzeniewski & Dutton, 2001). Job Crafting is described as the people who work in close relationships with their jobs and can alter their job activities and increase their performance. The importance of job crafting is that it develops a balance between job demands and resources while

accomplishing performance goals (Baker and Demerouti, 2014). The yearning to harmonize basic needs with the work environment motivates employees to do the physical effort. Employees aim to meet their basic needs by managing results, positive self-image, and connecting with others (Demerouti, 2014; Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

(There are three dimensions through which employees can alter their work environment: cognitive crafting, task crafting, and relational crafting (Wrzesniewski & Dutton, 2001). These can be utilized in combination or separately to achieve work goals (Berg et al., 2008; Wrzesniewski & Dutton, 2001). These are described as follows:

### **Cognitive Crafting**

People develop a cognitive aspect of their work and build a positive self-image for overall happiness (Demerouti, Bakker, & Gevers, 2015; Wrzesniewski & Dutton, 2001). Cognitive craftsmen have adopted a trio of approaches to shape their work. It is reframing reformation, and rearrangement (Ashforth & Kreiner, 2013; Wrzesniewski & Dutton, 2001). Reframing can be described by the fact that employers' perceptions of work change. Readjustment can be seen as altering people's perceptions of less important tasks into more determined tasks. Refocus supports craftsmen supervising the defamed side of the work and seeing the work as a prospect for learning and development. These strategies help individuals preserve an optimistic self-image and help them complete their career goals (Ashforth & Kreiner, 2013).

### **Task Crafting**

Those staff members who craft their work potentially search the dimensions through which they can alter their task by maximum usage of their strengths and talents (Berg et al., 2013). Employees can alter the structure, scope, and number of tasks in response to the physical demands of their work (Wrzesniewski & Dutton, 2001). Task Crafting is also important for job crafters because of which they can make adjustments in the work as per their achievements and hold openings for enduring advancements in their careers (Singh and Singh, 2016). Further, these novel tasks also help to stay motivated at work (Wrzesniewski & Dutton, 2001).

### **Relational Crafting**

A person can craft tasks with the aid of the extent of interaction with colleagues, coworkers, and customers (Wrzesniewski & Dutton, 2001). By doing this, task crafter thinks that they can foster meaningfulness in the task (Berg et al., 2013). Explaining the position of crafting courting, Berg et al., (2013) propose 3 approaches via which crafting relationships domesticate meaningfulness on the task. These are constructing courting: forging courting with others that makes personnel experience, an experience of pride, dignity, or self-worth. Reframing courting: alternate the character and the content material of the courting, and adapting courting: alternate the present courting at a task to facilitate meaningfulness. Job crafters might also additionally select to sign up for a small or massive organization at work, which might also additionally impact relational crafting.

### **Material and Methods**

This is a quantitative study. The population of this research consisted of all the high school teachers in Karachi. A sample is a subset of the population that shares the same characteristics as the rest of the population.

### **Sampling**

The observations and inferences are drawn from the sample data (Momoh and Scott, 2021). In Karachi there are total 7 districts and 26 towns. Multistage sampling method is used for this study. Initially, due to limited time constraints, criterion sampling method (Yang et al., 2023) is used and Karachi central is selected on the basis of most thickly populated district among others. There are total 5 towns in Karachi Central which consists of total 394 high school teachers (RSU, 2019). Through simple random sampling method (Noor & Golzar, 2022) 10% of the total number of high school teachers in 5 towns are considered for the study. This sampling method is selected by the researcher because of limited time constraints and the ease of approach of the researcher.

Karachi → Total 7 districts + 26 towns → (Criterion Sampling) Karachi Central → 5 towns → 394 public high school teachers → (Simple Random Sampling) 10% of sample → 39.4 = 40 teachers.

### **Research Instrument**

The research study employed a structured questionnaire based on 25 Likert Scale-based

questions. The survey instrument includes six questions related to demography and 25 closed-ended questions about two different aspects of servant leadership i.e empowerment and accountability and their impact on the job-crafting behavior of teachers at the high school level. The questionnaire is divided into three parts:

Part 1 is related to the demographic information of the participants. Servant Leadership: Part 2 is related to the 10 assessment questions related to the ethical leadership qualities of the principal which will be assessed by the high school teachers through a questionnaire. The dimensions of Servant leadership were investigated using the Servant Leadership Scale (Van & Nuijten, 2011). Originally, this scale has 30 items that measure the eight constructs of servant leadership. All these factors are measured on a 5-point Likert scale which ranges from '1' strongly disagree to '5' strongly agree. The internal consistency of all the subscales falls within the range of .69 to .89 which is considered as good. The SLS scale is also found to be valid and reliable in China (Cai et al., 2018). Further, this scale is also used in the Pakistani context specifically in various research (Afaq et al., 2017). The following two constructs will be considered in the study:

**Empowerment:** It's an encouraging concept that comprises recognizing employees' abilities and allowing them to take on new responsibilities. An example of an item that pertains to the empowerment dimension is: My principal gives me the information I need to do my work well.

**Accountability:** It is the practice of holding employees accountable for their actions by having faith in their abilities and establishing boundaries within which they can chase their individual objectives. An example of an item is: My principal holds me responsible for the work I carry out.

**Job Crafting Behavior:** Part 3 comprises 15 assessment questions for measuring the job crafting behavior of teachers in high schools. The JCQ is based on three constructs: task crafting, relational

crafting, and cognitive crafting which are considered as valid and reliable measures to measure research on job crafting (Slemp & Brodrick, 2013).

The content validity of the instruments was assessed in three stages i.e during the development, early review, and reformation of the questionnaire. The first stage was confirmed after carefully reviewing the literature by the researcher. The second stage was reviewed from peer advice by an expert, and the third stage was confirmed after assessing the minor word changes in the questionnaire by the researcher and an expert.

### **Procedure**

The survey questionnaire was used to collect data in this study. The questionnaire approach is the most extensively employed in social science research, according to Sekaran & Bougie (2010). Its purpose is to gather information about respondents' individual activities. During the entire phase of data collection, a major problem faced by the researcher was at the point of collecting back the finished questionnaires on time. The reason was the too-slow response of the respondents. At the initial stage, it was expected that data collection will take only 15 days, but the whole process took one month. The researcher visited the higher secondary schools personally and phone calls were made often to the respondents.

40 teachers from the Government Higher secondary schools and colleges of Karachi Central have filled out the survey questionnaire. The questionnaire response rate was maintained at 100% because of the small sample size of the study.

### **Statistical Analysis**

A pilot study was conducted to check the reliability of the instrument based on the value of Chronbach Alpha which was 0.85. The reliability analysis was performed using SPSS version 22. After this, the instrument was sent to high school teachers in public sector organizations.

**Results**

The frequencies and percentages related to the background information of the respondents is given in the table below:

| <i>Variable</i>          | <i>Statistics</i> |          |          |            |             |
|--------------------------|-------------------|----------|----------|------------|-------------|
|                          | <i>N</i>          | <i>F</i> | <i>%</i> | <i>M</i>   | <i>SD</i>   |
| <b>Gender</b>            | 40                |          |          |            |             |
| Male                     | 20                | 20       | 50.0     |            |             |
| Female                   | 20                | 20       | 50.0     |            |             |
| <b>Education</b>         | 40                |          |          |            |             |
| Masters                  | 38                | 38       | 95.0     |            |             |
| Doctorate                | 02                | 02       | 5.0      |            |             |
| <b>Teaching Position</b> | 40                |          |          |            |             |
| Lecturer                 | 29                | 29       | 72.5     |            |             |
| S. Lecturer              | 11                | 11       | 27.5     |            |             |
| <b>Age</b>               | 40                |          |          | <b>2.7</b> | <b>0.82</b> |
| 21-30                    | 3                 | 3        | 7.5      |            |             |
| 31-40                    | 12                | 12       | 30.0     |            |             |
| 41-50                    | 19                | 19       | 47.5     |            |             |
| 50+                      | 06                | 06       | 15.0     |            |             |
| <b>T.Experience</b>      | 40                |          |          | <b>3.1</b> | <b>0.95</b> |
| 1-5 yrs                  | 3                 | 3        | 7.5      |            |             |
| 6-10 yrs                 | 6                 | 6        | 15.0     |            |             |
| 11-15 yrs                | 12                | 12       | 30.0     |            |             |
| 15+ yrs                  | 19                | 19       | 47.5     |            |             |

According to the findings of Table 1, most of the respondents were aged between 41-50. This outcome shows that most of the research population is primarily composed of persons in their middle-ages. However, the participants aged between 21-30 least participated in the study. Further, the ratio of male and female respondents was kept equal by the

researcher on 50% basis because it is a small sample study, and gender biases can be avoided. Additionally, the findings reveal that most of the respondents hold a Master’s degree. Similarly, more participants were lecturers in college as compared to senior lecturers. So, all the participants in the study have a diverse backgrounds.

**Table 2**  
**Descriptive Analysis of Study Variables**

*Descriptive Statistics of Study Variables*

|                              | <i>Variables</i>   | <i>N</i> | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|------------------------------|--------------------|----------|------------|------------|----------|-----------|
| <b>Independent Variables</b> | Empowerment        | 40       | 17         | 35         | 25.89    | 4.78      |
|                              | Accountability     | 40       | 6          | 15         | 10.62    | 2.34      |
| <b>Dependent Variables</b>   | Task Crafting      | 40       | 13         | 30         | 20.85    | 4.94      |
|                              | Cognitive Crafting | 40       | 6          | 30         | 19.62    | 5.58      |



|                     |    |   |    |       |      |
|---------------------|----|---|----|-------|------|
| Relational Crafting | 40 | 7 | 30 | 18.13 | 4.91 |
|---------------------|----|---|----|-------|------|

N= number of participants Source: Developed by the researcher

The results of Table 2 show that Empowerment has a comparatively highest mean value of 25.89 as compared to a value of 10.62 for other constructs of leadership behavior i.e accountability. Similarly, in the mean values of Study constructs of Job Crafting

Behavior, the highest value is of task crafting which is 20.85 whereas the lowest value is of relational crafting which is 18.13. Cognitive crafting has a value of 19.62 which stands in between the two.

**Table 3**  
*Results Depicting the effect of predictor variables on outcome variables*

| Summary  |             |           |                |          |                  |
|----------|-------------|-----------|----------------|----------|------------------|
| Path     | Coefficient | $\beta^*$ | Standard Error | t-values | Decision Taken   |
| Emp->TCB | .288        | .288      | .159           | 1.8      | H1 (a) supported |
| Emp->CCB | .100        | .100      | .185           | 1.5      | H1 (b) Supported |
| Emp->RCB | .382        | .382      | .152           | 2.5      | H1 (c) Supported |
| Acc->TCB | .150        | .150      | .337           | 1.9      | H2 (a) Supported |
| Acc->CCB | .150        | .150      | .338           | 1.9      | H2 (b) Supported |
| Acc->RCB | .261        | .261      | .340           | 1.7      | H2 (c) Supported |

p-value= p<0.005 Source: Developed by the researcher

Table 9 specifies that the servant leadership dimension of empowerment has the strongest  $\beta$  values with domains of job crafting behavior with H1 (a) ( $\beta=.288, t=1.8, p<0.005$ ). H1 (b) ( $\beta=.100, t= 1.5, p<0.005$ ), H1 (c) ( $\beta=.382, t=2.5, p<0.005$ ). The accountability domain of servant leadership has less-stronger  $\beta$ -values with the dimensions of job crafting behavior with H2 (a) ( $\beta=.150, t=1.9, p<0.005$ ), H2 (b) ( $\beta=.150, t=1.7, p<0.005$ ), and H2 (c) ( $\beta=.261, t=1.7, p<0.005$ ).

Overall, the results of Table 9 reveal that the dimensions of empowerment and accountability have a positive connection with job-crafting behavior. The empowerment domain of servant leadership has a positive impact on all three dimensions of job crafting behavior i.e. task crafting behavior ( $\beta=.288, t=1.8, p<0.005$ ), cognitive crafting behavior ( $\beta=.100, t= 1.5, p<0.005$ ), and relational crafting behavior ( $\beta=.382, t=2.5, p<0.005$ ) of teachers. Further, the results of the accountability domain of servant leadership also have a positive impact on all three dimensions of job crafting behavior i.e task crafting behavior ( $\beta=.150, t=1.9, p<0.005$ ), cognitive crafting behavior ( $\beta=.150, t=1.7, p<0.005$ ), and relational crafting behavior ( $\beta=.261, t=1.7, p<0.005$ ) of teachers. H1 (a), H1 (b), H1 (c), H2 (a), H2 (b), and H2 (c) are all supported by the results of the analysis.

**Discussion**

The multivariate investigation of the data through REGRESSION Analysis has statistically proved that the servant leadership domains of empowerment and accountability depict an imperious apparatus through which different aspects of teachers’ job-crafting behavior are influenced. The results of this study supported all the hypothesized relationships. Results of this study revealed two noteworthy relationships main effects affecting the relationship between (1) Empowerment and job crafting behavior (Emp and JCB) and (2) accountability and Job crafting behavior (Emp and JCB). The exogenous variables and empowerment and accountability and the endogenous variable are job crafting behavior. Empowerment leads to a high level of conviction between themselves and their followers. Job crafting particularly depends upon the empowerment of the individual. They evade nitpicking and set clear prospects for them. They give productive feedback and heed to employee notions for performing things otherwise. Servant leaders always empower their followers when they delegate them a task. They empower them to finish their work in ways according to their own skills and practices (John, 2019). In this study, hypothesis H1 (a) states that empowerment has a significant effect on teachers’ task-crafting behavior. The results of this research support this

hypothesis. It means that a higher rate of empowerment gives more autonomy to practice task-crafting behavior to teachers. With the principal's empowerment, teachers can alter activities related to their classrooms and student needs. They can focus more on the scope, size, timings, and duration of their work-related activities. H1 (b) states that empowerment has a significant effect on teachers' cognitive crafting behavior. The results of this study also support this hypothesis. The cognitive crafting factor of job crafting behavior is considered the basis for which the teachers pursue crafting the job. It emphasizes the desires of the individual and how they associate, emerge, and are buoyed by the work. Teachers practice cognitive crafting more by finding their work meaningful and getting a feeling of connection with their work if they are empowered by the principals. H1 (c) states that empowerment has a significant effect on teachers' relational crafting deals with the relationships which are developed through work among colleagues. With empowerment by the principals, teachers can certainly find meaningful relationships play a huge role in day-to-day tasks and they also impact the institution on the whole. The study also resembles some of the previous research studies which highlighted the importance of empowerment and job-crafting behavior (Thun & Bakker, 2018; Dash., 2017). Accountability is the act of holding employees accountable for the results by placing faith in their talents and empowering them to complete their tasks within the predetermined parameters. To put it another way, it is the action of creating those who are responsible for their output. Hypothesis H2 (a) of the study illustrates that there is a positive relationship between accountability and task-crafting behavior. Accountability is the acceptance of responsibility for truthful and moral conduct towards others. Principals can make workers accountable by putting their faith in their potential and giving them the tools of task-crafting which can help them to succeed within the prescribed parameters. H2(b) of the study demonstrates that there is a significant effect of accountability on the cognitive crafting behavior of teachers. The results demonstrate that accountability is related positively to the cognitive crafting behavior of teachers. Cognitive crafting helps to alter the mindsets about the tasks they do. Accountability helps teachers in becoming responsible for their work. H2 (c) of the study highlights that there is a significant effect of accountability on the relational

crafting behavior of teachers. Relational crafting exerts more impact on the teachers when they are held accountable by their principals. In relational crafting, teachers aim to alter work-related boundaries and excel to develop better relationships with preferred individuals in the organization. Accountability aids in the development of relational crafting behavior. Some research studies in tandem with accountability and job crafting behavior have established similar results (Renkema et al., 2022);

### Conclusions

This study revalidates the positivity of the servant leadership construct of empowerment on job-crafting behavior in an entirely novel context. It also revalidates the impact of the servant leadership construct of accountability on the job-crafting behavior of teachers in high schools in Karachi. It also develops a connection between servant leadership theory and job crafting theory. On the basis of the current study, it can be established that some dimensions of servant leadership behavior facilitate the development of job-crafting behavior of teachers making them more efficient in achieving their goals. It is recommended to further expand it to other areas and geographical regions so as to gain a deeper understanding of views from other regions as well. It is also recommended to study the influence of various environmental factors (such as economic, social, etc). Longitudinal studies can be carried out in the future for observing these factors. Moreover, the impact of servant leadership constructs is not examined on the level of achievement of students. Therefore, this research study can be further carried out on the students as well.

### Recommendations

#### For Principals:

1. Training sessions can be conducted to give them awareness about innovations in accountability and empowerment as guided by servant leadership style practices for promotion of teachers' sustainability.
2. It is recommended that Principals' must focus more on the servant leadership style as it increases the scope, size, timings, and duration of teachers' work-related activities so as to **empower** them through task-crafting behaviors.
3. Principals must **empower** teachers so they will be able to find meaningful relationships that play a huge role in day-to-day tasks and they also impact the

institution on the whole through relational crafting behavior.

4. Principals as servant leaders can make teachers **accountable** by putting faith in their potential and giving them the tools of task crafting through training which can help them to succeed within the prescribed parameters.

#### For Government organizations:

7. It is recommended that government authorities should promote empowerment and accountability within the servant leadership style in educational institutions because it embraces the desires of the individual teachers and how they associate, emerge, and are buoyed by the work.

#### For Teachers:

6. For sustainability within servant leadership, teachers must be empowered to work outside the boundaries of their respective departments so that they can excel to develop better relationships within the organizations.

7. Sustainability of teachers can be practiced by cognitive crafting so that they can find their work meaningful and getting a feeling of connection with their work if they are empowered by the principals.

8. For teacher sustainability and for the success of the organization, personal accountability along with empowerment should be practiced by the teachers.

#### For policy makers:

9. It is recommended to the school policymakers that they should design policies that inculcate practices of serving others through examples of empowerment and accountability as defined within the servant leadership framework

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