

Impact of Participative Leadership Style on Employee's Performance: Mediating Role of Employee Learning

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ABSTRACT

This study is based on finding the Impact of leadership styles on employee performance, and it mainly discusses the participative leadership style. The objective of this study is to understand the impact of participative leadership style on employee performance. We used mediation in the shape of employee learning, which is a novelty of our study. The objective of our research is to check whether participative leadership is beneficial for educational institutions. The study also investigates employee learning in institutions when the participative leadership style is practiced and checks whether the performance of employees improves or not. The study was based on a quantitative approach, and data was collected personally through a well-structured questionnaire and survey in educational institutions in the Punjab region of Pakistan. Our respondents were explicitly the staff of that institution. We used different statistical tools to analyze our results and interpretation. Our findings indicate that participative leadership style has a positive and significant impact on employee performance. We also offer some practical recommendations regarding the participative leadership style. This research contributes by bridging the theory and practice, providing an understanding of leadership patterns and resulting performance improvement in educational settings.

Keywords: Leadership styles, Participative leadership style, Employee learning, Employee performance

1. INTRODUCTION:

Leadership is the art of influencing people so that they will struggle willingly toward the accomplishment of objectives and goals. Igbaekemen (2014) defines leadership as "the art of influencing people so that they will strive willingly towards the achievement of goals." Thus, effective leadership inspires employees to work willingly to achieve organizational goals. It is According to Alghazo and Al Anaze (2016), "Leadership plays a crucial role in creating an enthusiastic atmosphere and culture in an organization." This concept shows that confidence and interest are also needed, along with the will to do work with high Performance.

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Leadership has a significant impact on an organization's employees' performance. Leadership helps to lead employees toward their goal accomplishment (Ojokuku et al., 2012). Employees' performance is directly affected by the leadership style. Employees perform well when leadership styles are more cooperative and effectively support their efforts. Leadership guides them on how to achieve their goals and targets, as well as how they can improve their performance. Leadership has been related to priority for grading and connection (Benoliel & Barth, 2017).

In an organization, leaders assume different leadership styles based on the employee's perception. Leader's behavior and influence are in accordance with the power and authority they adopt (Al-Ababneh, 2013). Leadership styles not only improve the employees' performance in the context of organizational goal achievement, but also help improve and secure the organization's reputation (Men et al., 2013). There are multiple leadership styles, including democratic leadership style, autocratic leadership style, participative leadership style, and laissez-faire leadership style. Every leadership style has a different impact on subordinates' performance. Leadership guides toward goal achievement and self-assessment in the accomplishment of goals and objectives.

Leadership provides direction for the actions of teams and groups to achieve their goals by collaborating with them. Therefore, leadership has an interpersonal role in an organization, and it belongs to a specific group. According to Adebakin and Gbadamosi(1996), associations include two or more persons who exist on a continuous basis with the aim of achieving a set of goals. For each organization, there are three fundamental elements: the management, time and people - must be effectively interrelated and prioritized by the leadership to attain organizational goals. Management is the body of leadership that stimulates the employees to achieve their goals. The primary purpose of a leader and the superiority of leadership is always the reflection of the institution and the attitude of the employees in performing their tasks. Since the 1900s, multiple studies on leadership have sought to find theoretical proof of different leadership styles used in numerous situations (Al-Ababneh, 2013).

The participative leadership style reported in the previous literature is more beneficial and valuable in managing employees' commitment and examining the effectiveness of the organization. It has been widely implemented in the United States and other developed countries, as stated through (Miah et al. A. 2007). Leadership has a vital role in creating an attractive atmosphere in educational institutions. Leadership has been a key factor throughout history (Skoogh, 2014). So, in the current era, people need to create leadership in their institutions to improve creativity and innovations. Leadership has a role in building missions and vision in the organization. It also helps encourage the organizational members to perform better and achieve the organizational and managerial goals. Leadership stimulates employees to be empowered rather than strictly controlled (Bell et al., 2018).

Employee motivation may be enhanced via a participatory leadership style that leads to job satisfaction, mainly when staff members in an organization experience a feeling of pride and involvement in the decision-making process. The participative leadership style fosters and strengthens employees' ability to understand and carry out essential tasks even in the face of the leader's ultimate authority. A participatory leader fosters a culture of learning among their followers (Khassawneh & Hamzah, 2022).

This study helps the staff to recognize which management style is better for work and the success of their career. It is also beneficial for the leader to know which type of control style to use on worker learning and employee performance, and how employees can be inspired. Our study also helps the educational sector to identify effective leadership styles. Generally, educational institutions are controlled and looked after by a single owner, and employees do not have many choices. This may lead to poor motivation and underperformance.

Leadership is an essential function of management and has an integral part in a successful organization. It will help in the educational sector by introducing different leadership styles in their institutions. Leadership helps foster talent, uniqueness, and energy toward a bright future. Leadership also develops educators and administrators into future leaders. So, the combination of relevant coursework and networking experience will be enhanced. Educational leadership aims to safeguard and improve academic achievements through procedures and physical and working improvements. This is achieved through a combination of diverse group of individuals, such as instructors, mentors, scholars, and policy makers.

The purpose of this study is to find out the Impact of the participative leadership style on employee performance and explore the Impact of leadership style on employees in the educational sector in Punjab. Our study will examine the leadership styles prevailing in different universities and educational institutions. This study explored the management system in universities, including their academic and non-academic staff. In universities, the supporting staff contributes more to the performance and achievement of goals and objectives (Bush & Middlewood, 2005). Traditional and old management systems in universities create different behaviors in employees regarding job satisfaction and performance. So, this study examined the Impact of participative management style on employee performance.

Effective leadership styles are essential for an increase in employee performance. Diverse leadership styles have dissimilar impacts on employee performance. This study will address the problem of how leadership styles impact employee performance. Leadership can be both positive and negative and can affect employee performance positively and negatively. In a speedily altering world of work, a prominent leadership task is to determine how leadership styles can help improve employee performance (Schein, 2010). During the last decades, the problem of poor

employee performance has been considered an essential element in leadership (Mujtaba, 2008). Numerous studies in literature have highlighted that the participative leadership style has enhanced employee performance more than the authoritarian style of leadership (Miah et al.; A., 2007). However, there are only a limited number of research studies related to participative leadership style with particular aspects of worker performance (Angermeier, 2009).

Based on the researcher's experience with administrative work in the situation of university organizations, leadership insight is the most critical factor in bringing success to academic organizations. Many managers or managerial leaders in university organizations still need to improve their management skills and strategies in authorizing their assistants to do work efficiently. There have been a limited number of studies conducted on the management styles of university organizations, mainly concerned with the management and control of heads of departments or school managers in academic organizations (Bryman, 2007). The usefulness of leadership and management in the university needs to be adequately assessed. To fill these gaps in leadership styles, especially participative leadership in universities, it was considered necessary to carry out this study.

The present research proves to be highly valuable to the analysis of the leadership influence on organizational and employees' performances, underlining the practicality of the participative leadership approaches. In the research, there is data on multiple forms of leadership (for instance, participative, democratic, and autocratic) and the outcomes in terms of workers' productivity. It incorporates these empirical grounds make the established theoretical frameworks more valid and real-world applicable. Particularly, it emphasizes the specifics of the participative leadership style as helping to increase employees' commitment and organizational performance. This focus on participative leadership style as a factor of leadership underlines the specific features of this study compared to the others that might generalize leadership effects without outlining the correspondent perspectives. One major methodological weakness is the lack of prior scholarly literature concerning the proposed practical application of positive leadership types in the educational domain. This perspective is particularly important for educational policymakers and managers who desire to enhance organizational performance via organizational leadership practices.

The research can help scholars guide organizations in choosing the proper leadership behaviors depending on the targets of the organization and the people working there. Leadership experts can use these findings to advise the policymakers on how to modify the leadership training programs to build leadership capacity in different fields.

Hence, a comparison of different leadership styles in enhancing the level of motivation and performance of workers, will help organizations increase

productivity as well as achieve their strategic goals effectively. Thus, it contributes to the evidence-based practice in leadership training and organizational management.

So, educational policy makers can proceed to use the findings to press for use of participative leadership styles. Such leaps can transform the character of learning into a collaborative and invigorating process which would lead to better student performance and greater recognition of the institution.

Research is only beneficial when it has specific objectives. We formulate the following purposes of our study.

- 1) Identify the leadership styles that will improve employee performance.
- 2) To examine the connection between participative leadership style and employee performance.
- 3) To investigate the effects of leadership styles on employee performance.
- 4) To check out the mediating part of employee learning between leadership style and employee performance.

The following research questions are proposed in our study.

- 1) What are the leadership styles that will enhance worker performance?
- 2) What is the relationship between participative leadership styles and worker performance?
- 3) What is the role of leadership styles and worker performance?
- 4) What is the mediating role of employee learning between leadership styles and worker performance?

2. LITERATURE REVIEW:

2.1. Theoretical Framework:

Fred Fielder presented the contingency theory of effective leadership. According to Fred Fiedler (1960), leadership behavior is not the same. It can be improved by a change in the task, change in authority, and power over organizational factors such as salary, promotions, and disciplinary actions. According to his theory, we proposed that different leadership styles, such as autocratic, descriptive, and participative, affect employee performance, which can be changed through effective leadership styles. This philosophy projected that leaders must accept and follow the management system, which is the finest and most valuable to the condition and directly inspires and improves the worker's behavior.

Fred Fiedler's Contingency Theory of Leadership (Fiedler, 1960) serves as the theoretical framework in the current study's theoretical framework section. This theory says that leadership only becomes effective when the style adopted by the leader is appropriate to the situation. Taking this into consideration, present research

also suggests that the style of leadership that promotes employees' involvement in decision-making, namely participative leadership, can improve employee satisfaction, learning, and performance. Using Barnard's (1938) participative leadership theory and information from motivational theories such as Maslow's (1943) and Lewin's (1943), one can conclude that participative leadership creates an optimal organizational climate for the growth of employees and the prosperity of an organization.

The scholars proposed leadership styles in which researchers examine the consequences of different management styles on worker performance (Iqbal et al., 2015). They conducted their study using secondary data and qualitative research. Autocratic, democratic, and participative management styles have significant consequences on worker performance. The autocratic style is functional and provides better performance for short periods. The autonomous style is valuable and stable in all situations. A participative style is practical and most convenient for extensive periods, and it has positive outcomes on employee performance.

The critical responsibility of the leadership is to increase the moral and ethical values and increase productivity, which in turn boosts organizational performance (Avolio & Bass, 2004). The best leaders can quickly realize and identify the leading causes behind the major problems. This helps employees to confront and resolve problems more effectively (Avolio et al., 2009).

2.1.1. Participative leadership style

The participative leadership theory was first represented by Barnard in 1938. This theory represents that employees have the opportunity and freedom to give input and opinions to achieve a result (Barnard, 1938). Two ways to describe participative leadership. One is an illustrative contribution in which a collection of workers engages in administrative choice creation. The additional one is participating administration in which subordinates share a degree of joint choice creation through their instant leader.

Barnard's theory was later changed with help from the grading of needs motivational theory (Maslow, 1943), the autonomous leadership theory (Lewin, 1943), and leadership systems theory (Likert, 1967) and became presented as participative systems theory. Maslow's (1943) order of needs motivational theory explains that individuals who are inspired by looking for and need self-actualization will be more motivated through participating leadership style, and these types of individuals and employees become more satisfied and have maximum opportunities to become satisfied.

Participative leadership style is an effective leadership style that helped to create high job gratification in virtual teams. However, some questions remain unanswered in previous studies regarding the relationship between participative leadership style

and job gratification. Virtual teams and highly qualified and skilled people had exclusive needs of this style for simulated squads based on sharing multiple ideas and information skills to fulfill the project (Daim et al., 2012).

In organization management, people show admiration and self-assurance in the decision-making capability of groups and their subordinates, and managers determine and prove participative performance in an organization. Actions then principals to leaders acquire workers' faith and commitment to the job, and the result in developed assignments and presentations (Huang et al., 2010). Participative management is a leader's capability to make a classless, authorizing, helpful, and cooperative work setting.

Employees' Performance can be improved through consultation when performing the job. A participative leadership style is more appropriate in an organization for better employee performance. Leaders become more respectful when they give trust and ask their employees to take part in decision-making, and they will make better decisions. Leaders should propose that employees get involved in the company's decision-making process (George et al. et al., 2016).

2.1.2. Employee learning

Individuals may need support to enhance their skills and capabilities. They seek knowledge and view growth as crucial for achieving their goals and success. In a stimulating job environment where there is a risk of disappointment, employees with performance goals may respond differently compared to those with learning goals. The reason that attentive presentation employees derive happiness from favorable judgments of their abilities and challenges is viewed as an analysis of their abilities.

Employee learning helps to improve employee performance. Leaders' behavior stimulates employees to learn activities and engage with the job in the best way. For leaders, continuous learning is essential for their job performance, career success, organizational effectiveness, and grooming. Leaders can learn from experience in the workplace through challenging and complicated tasks (Jansen et al., 2009). The study concluded that employees can become leaders when they increase their learning. Leaders benefit as soon as they inspire and motivate their workers to commence and perform responsibilities that lead to knowledge for the reason that liability so helps achieve planned squad goals.

There are multiple ways for workers to be involved in learning activities. While administrations were focusing on official working out programs in the previous, now they know that knowledge become essential in everyday effort situations (Poell et al., 2004). Most of the worker's knowledge is to be acquired through coursework. So, that learning goes outside general job responsibilities such as new and challenging tasks, job changes, task-force projects, timely accessories to additional work units, and development work (Maurer et al., 2002).

When leaders have higher expectations of employees, employees are more engaged in learning activities. They try to learn more and engage with their jobs more effectively (Xander et al. et al., 2009). When leaders have higher expectations, they involve their employees in challenging and learning goals and tasks, provide opportunities to learn and provide good feedback.

2.1.3. Employee performance

Worker performance involves quality and amount of output, presence at work, efficiency, and usefulness of the work completed (Mathis, 2009). Employee performance is the effective accomplishment of the job by a selected employee or employees, as set and restrained by a supervisor organization or leader, to pre-define adequate standards while efficiently and effectively utilizing accessible resources within a changing environment.

Employee performance has always been an essential concern for leaders (kelidbari, 2011). Employee performance as an indicator of financial or other outcomes of the employee that has a direct relation with the output of the organization as well as its success further exposed that working environment, management and leadership, team and co-worker association, training and career development, incentive programmed, strategies and procedures and workplace well being as well as employee commitment are significant factors that determine employee performance (Anitha, 2014).

Sakiru et al. (2013) examined the impact of leadership style on employee satisfaction in Malaysia. In their study, researchers presented that there is a significant relationship between worker performance, emotional intelligence, and leadership style. Leadership styles also affect workers' performance.

A similar research study examined the impact of leadership styles on employee performance. They found that autonomous and laissez-faire leadership styles have a significant positive effect on employee behavior. The autocratic leadership style also has a negative impact on employee performance (Abdul Basit et al., 2017). Further, they said workers are the greatest asset in the organization, and worker performance is significantly dependent on leadership style. Organizations with good leadership capabilities can improve the Performance of employees.

Organizational efficiency and effectiveness can be the result of employee performance and also from effective leadership. Employee performance and productivity can be increased and improved through effective leadership, and their high-level performance can be sustained (Rizwan et al., 2016). Employee performance can be affected by gender discrimination. Even the leaders cannot minimize this effect of gender discrimination. Male and female job performance can deviate due to specific reasons (Memon, 2014)

2.14. Gap in Existing Literature and Study Fulfillment

Several studies investigate leadership style and its effects on the productivity of employees. These studies examine leadership styles like autocratic, democratic and the participative. In general, participative leadership has been recognized for its effectiveness in increasing job satisfaction, in conventional work organizations. Although the notion of participative leadership has been substantiated positively for increasing job satisfaction where employees work in conventional organizations, there is dearth of information pertaining to its effects within virtual teams with skills demand. Research has not very recently critically examined the relationship between participative leadership and job satisfaction in such specific realms (Daim et al., 2012).

While literature reviews recognize the relationship between leadership types and performance levels, there is no literature that explains how leadership types, specifically the participative type, contributes to the learning process of the employees. In order to improve the efficacy of an organization, it is important that various aspects of how participative leadership creates a culture of habits towards the acquisition of new knowledge and skills amongst the employees to be understood (Jansen et al., 2009).

Whereas, considerable literature is available with reference to the leadership styles and performance indicators profiles like productivity and efficiency, there are still a limited number of studies in the literature about the effects of leadership styles on quantitative and behavioral elements of performance in different organizational settings. This encompasses the subtle variations in impacts regarding the quality and quantity of work productions, attendance and efficiency of tasks (Mathis, 2009).

This study aims to address these gaps in the following ways:

This study shall, therefore have practical implications on understanding how participative leadership influences job satisfaction hence leadership effectiveness in today's dynamic organizations through determining its effects in virtual teams and amongst highly skilled employees.

This paper will review the role of participative leadership and how it improves employee learning through creation of an accommodating atmosphere in decision making processes. It aims to find out how participative leadership increases employees' interest in assignments and learning activities, to create versatility in skills and to improve adaptability within an organization.

2.2. Research model and Hypothesis development:



Figure 1: Conceptual Framework

In this study, participative leadership style was taken as an independent variable, and employee performance was engaged as a reliant variable. We developed a theoretical model based on their association to examine which participative leadership style is most suitable for improving the performance of an organization's employees.

Leadership style discusses the leader's behavior and boldness in leading employees and supervising them. It is the outcome of employee personality traits, knowledge, attitude, and thinking of the leaders. A hypothesis was proposed in relation to participative leadership style and organization commitment (Clement Bell., & Themba Majoli., 2014). This study found that a participative leadership style creates an environment in the organization that can encourage subordinates' commitment to the delivery of their services. The participative leadership style provides subordinates with an opportunity to be involved in the decision-making process (Somech, 2010). Participative leadership motivates employees to develop their goals, and the satisfaction obtained from achieving those goals helps them increase their knowledge, organization, and abilities.

H₁: There is a significant positive relationship between participative leadership style and employee learning.

Iqbal et al. (2015) proposed the hypothesis that there is a relationship between participative style and employee performance. They conclude that a participative style is best when an organization has competent, innovative, and talented team members. A researcher said that highly skilled professionals relished participative leadership more than lower-skilled employees based on instruction, knowledge, and place (Sinani, 2016). Participative leaders ask their workers to contribute to the decision-making process. This helps to enhance individual participation in achieving organizational goals and objectives.

H₂: The participative style has a positive significant relationship with employee performance.

A hypothesis was proposed on the relation between leaders' expectations and employee learning. They conclude that when the leader's expectations increase, employee learning will also increase (Xander et al. et al., 2009). Another hypothesis was generated that there is a substantial relationship between employee learning goals and department performance. The study concluded that there is a positive relation. Employee goal learning increases employee departmental efficiency and Performance (Robert et al. Latham, 2012). We are proposing employee learning as a mediator.

H₃: Employee learning has a mediating impact on employee performance.

3. Research methodology:

3.1. Research Design and Strategy:

This research is a descriptive study that will interpret the impact of different leadership styles on employee performance. We are taking a mediating variable to explore our research model more and properly elaborate on it. In this study, the research design includes formulating the hypothesis and gathering information regarding the achievement of our specific objectives. We need to measure employee performance and its variation with the influence of participative leadership style and investigate its impact, whether it has a positive effect or not. We will use quantitative methods, which are more suitable for our evaluations. This will help us test our hypotheses through statistical methods and approaches.

An experimental research design is used when the researcher seeks to alter the values of variables in the course of research operations. However, they can be quite useful for establishing cause-and-effect relationships. Also, qualitative methods emphasize on the identification of meanings, experiences and contexts by way of interviewing or using case studies. Though constructive, these are less widely applicable and less efficient as compared to the quantitative methods. A mixed-methods approach combines both qualitative and quantitative techniques. This allows a comprehensive analysis. However, as it combines both techniques, it also requires profound knowledge of each technique, which may contribute to increasing the level of complexity while analyzing the data.

The chosen research method also corresponds with the goals and aims of the study, which is to look at how leadership styles affect employees' performance in the education sector. It enables an organized evaluation and comparison of leadership practices among a diverse group of university employees. The complexity of the hypothesis testing and the relations between the variables would be best tested and addressed by computational analysis via the SPSS and AMOS tools. The case is paramount for inferring valid conclusions and supporting recommendations for organizational stakeholders and policy makers. The self-developed structured Questionnaire technique allows for rapid data collection from a large number of

participants, which in turn, increases the representation of the study sample and increases the likelihood of the outcome's generalizability in other universities in the Punjab region in Pakistan.

Through the identification of participative leadership and the way it moderates the relationship between the remaining variables, the study offers valuable information that can help leadership practices in the educational sector to achieve higher efficacy by improving the employees' performance. In effect, the chosen descriptive research design incorporated with a questionnaire method is fit for the accomplishment of the study targets because it offers quantitative findings with respect to leadership type impact on workers' productivity. It has benefits related to the effectiveness, necessity, and incremental capacity, which enriches theoretical and empirical studies along with the practice of managing education institutions.

3.2. Sample Size, Population, and Data Collection

We designed a questionnaire to collect our primary data. Two hundred and fifty responses were collected. The area of research was the educational sector, including public and private universities affiliated with HEC in the Punjab region of Pakistan. We used purposive sampling in the collection of data, and selected university staff were our respondents. Purposive sampling is widely used in qualitative research. Specific respondents are selected based on the features most relevant to the study and are deemed the most informative for addressing the research question (Anderson, 2010).

3.3. Scale Development

Participative leadership style measures were taken from the survey questionnaire prepared by Nemaei (2012). The questionnaire was prepared by including different surveys, reviewing them, and forming a comprehensive questionnaire. Participative style items were taken from Indvik. J, 1988). A five-point scale was used, and we took the survey items from there and alternated some items according to the sense of our research.

A six-item scale was used to measure employee learning, and five-point scale was used to measure, and it was developed by three different surveys used by (Birdi et al., 1997), (Maurer, T.J., & Tarulli 1994) (Maurer et al., 2003) and (Noe et al.; S. L., 1993). Employee performance was measured through the composition of two scales, empathy, and excellent job performance scales, which signify predictable behaviors in employees' interactions. Empathy was collected by three items created on the SERVQUAL Empathy Scale (Parasuraman et al., L.L., 1988). Another 3-item scale based on the service provider performance scale (Price, L.L. et al., 1995) was used to assess the admirable performance of employees.

3.4. Data Analysis:

We used a quantitative approach in all our research, and we used multiple statistical tools to analyze the data and measure the results. We used SPSS and AMOS for the data analysis, and due to the mediation, we also did a mediation analysis. Data analysis included normality tests, descriptive, standard regressions, confirmatory factor analysis, and mediation analysis.

4. RESULTS AND DISCUSSIONS

We did our analysis by using multiple statistical tools and checking their impacts and significance according to our variables' hypothesis. Figure 2 shows the CFA model, which was done in IBM AMOS 21 (IBM et al.). The CFA model includes the constructs and variables items that we used to compute our proposed variables. After running the analysis, we got the estimates, standard estimates, and p-values of the construct, which shows the significance of our variables.

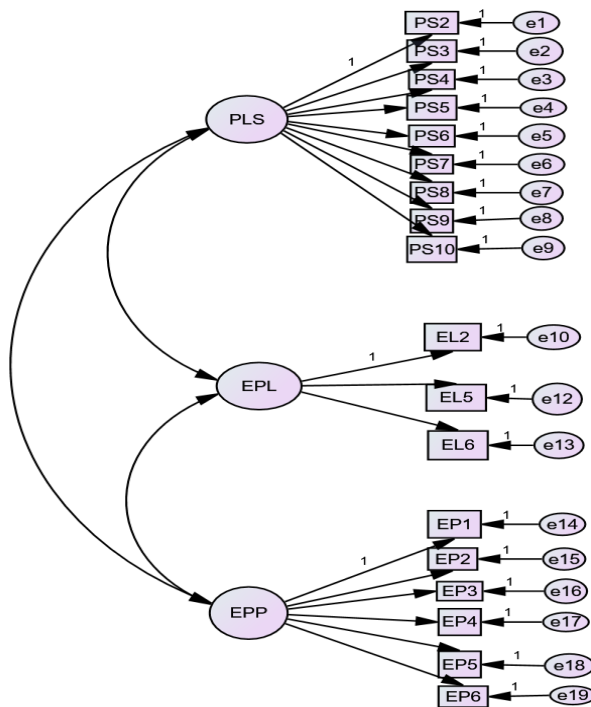


Figure 2: *Confirmatory Factor Analysis Model*

Table 1 shows the confirmatory factor analysis for the data. This table elaborates on the estimates and model fit, which we obtained through analysis. Model fit values

and estimates were obtained after running the modification indices analysis. After this, variables were obtained.

Table 1: Results from confirmatory factor analysis

CFA	Constructs	Factor loadings
Full model fit: CMIN/DF=1.190, CFI=0.977, RMSEA=0.028, GFI=0.939, RMR=0.46, TLI=0.972, NFI=0.877, AGFI=0.916		
Participative Leadership Style ($\alpha=0.88$)		
PS2	“Leaders ask for employee ideas and input on upcoming plans and projects. Moreover, accept the ideas approved by the majority.”	0.564
PS3	“For a major decision to pass in the department, it must have the approval of the majority.”	0.612
PS4	“Leaders want to create an environment where the employees take ownership of the project. He allows them to participate in the decision-making process.”	0.657
PS5	“Leaders allow their employees to determine what needs to be done and how to do it.”	0.513
PS6	“When there are differences in role expectations, leaders work with them to resolve the differences.”	0.556
PS7	“Each individual is responsible for defining their job.”	0.544
PS8	“A leader likes to share his leadership power with his subordinates.”	0.456
PS9	Employees have the right to determine their organizational objectives.	0.507
PS10	His employees can lead themselves just as well as he can.	0.461
Employee Learnings ($\alpha=0.87$)		
EL2	I perform learning tasks that are not part of my job	0.551
EL5	Within my job, I look for activities from which I can learn.	0.550
EL6	I continually learn new skills for my job.	0.542
Employee Performance ($\alpha=0.86$)		
EP1	Employees understand the specific needs of customers (empathy).	0.477
EP2	Employees are able to “put themselves in the customers’ place” (empathy).	0.602
EP3	Employees are able to “tune in” to each specific customer (empathy).	0.536
EP4	Employees "surprise" customers with their excellent service (excellent Performance).	0.610

EP5	Employees do more than usual for customers (excellent Performance).	0.535
EP6	Employees deliver an excellent service quality that is difficult to find in other organizations (excellent Performance).	0.508

To find the value of Cronbach's alpha, we did the reliability test in SPSS and found the values of the α for all variables used. The results of test table 2 show that participative style has a value of alpha is $\alpha=0.88$, which shows that it is significant. Employee learning has a value of alpha $\alpha=0.87$ and employee performance has $\alpha=0.86$ significant values. Factor loading included those that were more than 0.40, and other items were deleted from the analysis, and final values were obtained.

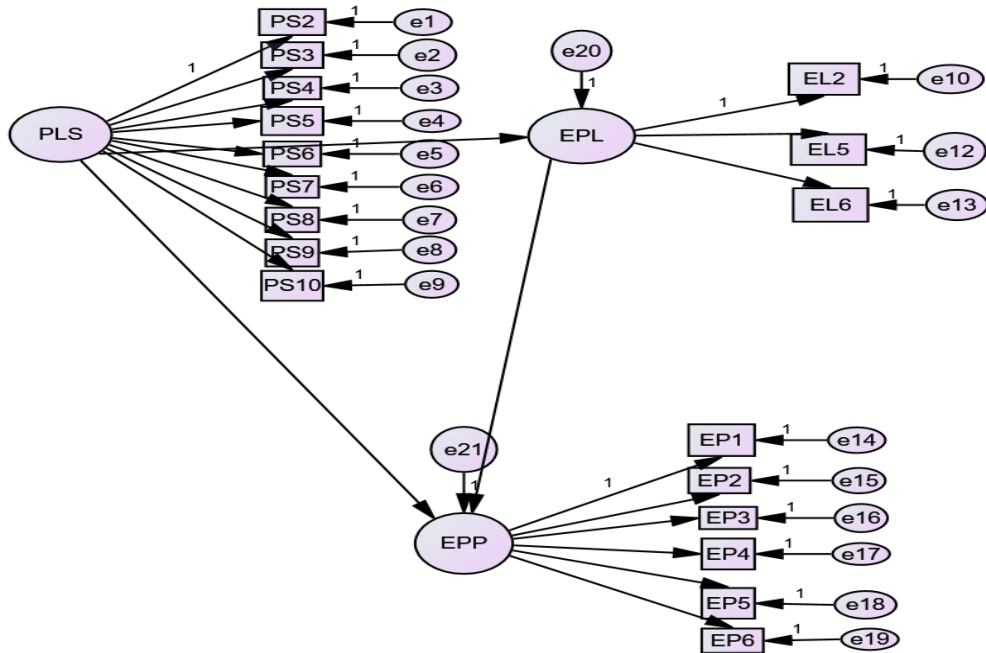


Figure 3: Structural equation model SEM

Figure 3 represents the structural equation model extracted from the AMOS. SEM shows the path diagram of our analysis and computes variables to support the already proposed hypothesis.

Table 2 indicates the path analysis that was extracted from SEM. We have tested three hypotheses with the help of the structural equation model SEM in the statistical software IBM AMOS. Our first hypothesis was that there is a positive significant relationship between participative leadership style and employee learning. It was accepted through the results that indicate the $p\text{-value} < 0.05$. The

second hypothesis was that there is a positive and significant relationship between participative leadership style and employee performance. It was rejected because of a p-value of more than 0.05, which is insignificant. The third hypothesis was that there is a relationship between employee learning and employee performance. It was also rejected because its p-value was more than 0.05, which is not significant.

Table 2: Path analysis SEM

Paths		Estimates	Standard estimates	p-value	Hypothesis
Participative leadership style →	Employee learning	0.865	0.135	0.000*	accepted
Participative leadership style →	Employee performance	-1.519	5.411	.779*	rejected
Employee learning →	Employee performance	2.541	6.219	.683*	rejected

Note: *p<0.05, **p>0.05, Full model fit: CMIN/DF=1.604, CFI=0.924, RMSEA=0.049, GFI=0.918, RMR=0.055, TLI=0.911, NFI=.823, AGFI=0.893

Table 3 shows the total, direct, and indirect effects of variables. To find the mediation effect of employee learning on employee performance and participative leadership style, we did the structure modeling analysis. We ran the mediation analysis with 000 bootstrap and 90° confidence intervals. If the indirect effect values show significant effects, it will be proved for the set of variables (Preacher and Hayes).

Table 3 indicates the mediation analysis values and direct, indirect, and total effects. The value of the indirect effect is 9.123, and the p-value is 0.000, which is less than 0.05. The value of p shows highly significant results and effects. The indirect effect values show that the mediation effect of employee learning has a highly significant effect on participative leadership style and employee performance.

TABLE 3: Direct path, indirect path, total path

Path	Total effect (TE)	p-value of T.E.	Direct effect (D.E.)	p-value of D.E.	Indirect effect (IDE)	p-value of IDE
PLS → EPL → EPP	4.711	0.000*	1.184	0.237**	9.123	0.000***

Note: *p<0.05, **p>0.05, ***p<0.05, T.E.- total effect, D.E.- direct effect, IDE- indirect effect

5. CONCLUSION AND RECOMMENDATIONS

Our study was based on checking the influence of leadership styles on employee performance. We mainly discussed the participative leadership style. Based on our results, the participative leadership style has a positive and significant influence on employee performance. When educational institute management works on a participative leadership style, employees will be more motivated, and they will perform well in achieving the institution's goals and objectives.

We used employee learning as a mediation. The impact of employee learning was also positive and significant. When participative leadership is implemented in an organization, employees will learn more about their jobs and job properties. When employees have the opportunity to participate in the decision-making process, they will feel affiliated and recognized. Their suggestions and opinions are valuable, and they will try to improve their output, and as a result, overall institutional Performance will increase.

With respect to the above conclusion, we recommend that institutions that have more talented staff and more qualified employees use the participative leadership style in their internal management. They should empower employees to make decisions in critical situations and try to overcome problems in better ways. Leaders should collect suggestions and opinions from the employees and sub-ordinates and then make collective decisions in favor of the organization and employees. When the participative leadership style is used in an organization, employees' performance will increase, which helps to increase the overall performance of the organization. Employees' learning through the friendly environment in the organization will increase, and it will increase performance.

This research can be related to other leadership styles, such as autocratic, democratic, and laissez-faire. Leadership styles have further dimensions that can be studied in different situations and different organizations' management models.

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