



**The Role of Participative Leadership in reducing  
Counterproductive Workplace Behavior  
An Analytical Study of the Opinion of Teachers in governmental  
Schools in the Soran Independent Administration/Kurdistan  
Region-Iraq\***

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**Abstract:**

The aim of this study was to investigate the role of participative leadership in reducing counterproductive workplace behavior (CWB) in governmental schools within the Soran Independent Administration of the Kurdistan Region of Iraq (KRI). The research problem centers on determining the extent to which participative leadership can reduce counterproductive workplace behaviors. Main objective was to examine the role of participative leadership and its dimensions in reducing counterproductive workplace behavior among teachers. A descriptive research design with a quantitative approach was employed, using questionnaires to collect data from 644 teachers across 45 public schools in the region. The findings highlight the critical role of participative leadership drastically contributes to reducing counterproductive workplace behaviors. The results revealed a statistically significant correlation between participative leadership and its dimensions—delegation of authority, participation in decision-making, human relations, and communication and information building—and CWB as a whole, suggesting that as participative leadership increases, place of job misbehavior decreases. Regression evaluation further showed that everyone four dimensions of participative leadership have a significant effect in decreasing CWB. These effects highlight the significance of school's principal's attractive teachers in leadership procedures, fostering mutual admire, and promoting communication to create a more fit and more efficient school surroundings. Future research is recommended to analyze those relationships the usage of qualitative techniques and to consider additional leadership style for comparative analysis.

\*The research is extracted from a master's thesis of the first researcher.

## دور القيادة التشاركية في الحد من السلوكيات غير المنتجة في مكان العمل دراسة تحليلية لآراء المعلمين في المدارس الحكومية في إدارة سوران المستقلة في إقليم كردستان العراق\*

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### المستخلص

تهدف هذه الدراسة على استكشاف دور القيادة التشاركية في الحد من السلوكيات غير المنتجة في مكان العمل (CWB) داخل المدارس الحكومية التابعة للإدارة المستقلة لسوران في إقليم كردستان العراق (KRI). تركز مشكلة البحث على تحديد مدى قدرة القيادة التشاركية على الحد من هذه السلوكيات. وتمثل الهدف الرئيس في تحليل تأثير القيادة التشاركية وأبعادها في الحد من هذه السلوكيات بين المعلمين. اعتمدت الدراسة على تصميم بحث وصفي باستخدام منهج كمي، وتم جمع البيانات من خلال استبيانات وُزعت على 644 معلمًا ومعلمة في 45 مدرسة حكومية ضمن المنطقة، وأظهرت النتائج أن القيادة التشاركية تؤدي دورًا محوريًا في تقليص السلوكيات غير المنتجة في بيئة العمل. كما كشفت عن وجود علاقة ذات دلالة إحصائية بين القيادة التشاركية وأبعادها الأربعة - تفويض السلطة، المشاركة في اتخاذ القرار، العلاقات الإنسانية، وبناء الاتصال وتبادل المعلومات بين السلوكيات غير المنتجة، ما يدل على أنه كلما زاد مستوى القيادة التشاركية، انخفضت تلك السلوكيات. وأظهرت نتائج تحليل الانحدار أن الأبعاد الأربعة جميعها لها تأثير معنوي في خفض السلوكيات السلبية في مكان العمل. وتؤكد هذه النتائج على أهمية إشراك المعلمين من قبل المدير في عمليات القيادة، وتعزيز الاحترام المتبادل، وتشجيع التواصل الفعال لبناء بيئة مدرسية أكثر إيجابية وإنتاجية، وتوصي الدراسة بإجراء أبحاث مستقبلية باستخدام أساليب نوعية لتحليل أعمق لهذه العلاقات، بالإضافة إلى دراسة أنماط قيادية أخرى لأغراض المقارنة والتحليل.

**الكلمات المفتاحية:** القيادة التشاركية، السلوكيات غير المنتجة في مكان العمل، المدارس الحكومية، الإدارة المستقلة لسوران.

## 1. Background of the Study

### 1. Introduction

Counterproductive productive workplace behavior (CWB) refers to employee actions that damage organizational effectiveness, which include absenteeism, decreased work quality, sabotage, and workplace incivility (Zhu & Zhang, 2021; Elsayed et al., 2019). In academic settings, such behaviors adversely affect teacher overall performance and pupil effects, main to decrease morale and a poisonous paintings environment (Ghasemi & Herman, 2024). Factors contributing to CWB encompass workplace stressors, useless leadership, and occasional engagement, that are intensified by way of demanding situations which include huge magnificence sizes,

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inadequate assets, and lack of expert development possibilities (Spector & Fox, 2005; Awad, 2023; Griffin & Lopez, 2005).

Ineffective leadership, particularly authoritarian patterns and negative communication, fosters distrust and dissatisfaction, increasing the probability of CWB among teachers (Shen & Lei, 2022). In assessment, participative leadership—characterized by collaborative decision-making, shared obligation, sturdy human members of the family, and open communication—has been proven to enhance activity satisfaction and reduce terrible workplace behaviors by regarding personnel in organizational tactics (Chan, 2019; Aryati et al., 2018). This leadership style enhances leader-member relations, builds believe, and fosters a supportive moral weather, which collectively reduce place of job deviance and enhance organizational commitment (Shen & Lei, 2022).

Grounded in social exchange principle, participative leadership encourages nice exchanges between leaders and instructors, leading to extra engagement and dwindled counterproductive behaviors such as absenteeism, withdrawal, and production deviance (Aryati et al., 2018; Shen & Lei, 2022). Understanding how participative leadership affects teacher behavior is vital for selling a positive school weather and improving educational outcomes.

The research will be structured into five major chapters. Chapter One will outline the methodological framework, focusing on the research problem, objectives, significance, and the hypothetical model along with its associated hypotheses. Chapter Two will present the theoretical background, reviewing literature related to participative leadership and counterproductive workplace behaviours (CWB). Chapter Three will detail the methodology used for data collection and analysis. Chapter Four will present the findings of the study, compare them with previous research, and discuss the implications of these findings for reducing CWB in governmental schools. Finally, Chapter Five will provide conclusions and recommendations for enhancing participative leadership practices, as well as proposed avenues for future research

## **1.2 Problem Statement**

Counterproductive workplace behaviors (CWB) has become a pressing undertaking in organizational settings, including educational establishments, in which such behaviors can substantially disrupt effectiveness and morale (Bennett & Robinson, 2000; Spector & Fox, 2005). CWB, encompassing absenteeism, sabotage, administrative center incivility, and different adverse acts, undermines organizational desires and negatively affects employee engagement and productiveness (Dalal, 2005; Fox et al., 2001). In governmental colleges within the Soran Independent Administration, there

has been a marked growth in CWB amongst teaching team of workers, contributing to decrease college performance, reduced pupil success, and considerable dissatisfaction amongst educators.

Leadership is widely recognized as a key influence on employee behavior, but the specific function of participative leadership in addressing CWB within the training sector remains underexplored. Participative leadership, characterized by means of shared decision-making, collaboration, empowerment, and open communication, has been proven to foster high-quality work environments and decrease poor behaviors in various organizational contexts (Ahmed et al., 2024.; Brown & Treviño, 2006). However, empirical studies on its effectiveness in mitigating CWB in governmental schools is constrained.

Existing studies spotlight the connection among leadership patterns and place of work deviance. For example, Puni *et al.* (2016) validated an extensive dating among leadership techniques and CWB, while Worimegbe *et al.* (2024), found that leadership style, organizational justice, and interpersonal conflicts play important roles in workplace behavior within universities. These findings emphasize leadership's significance however reveal a gap in understanding the impact of participative leadership in particular in college environments.

In light of these challenges, this observe aims to investigate how participative leadership can lessen CWB amongst instructors in governmental colleges in the Soran Independent Administration. By exploring the connection among participative leadership and CWB, this studies seeks to provide practical insights for school leaders to foster some high quality work surroundings that increase teacher satisfaction, reduces negative behaviors, and ultimately improves educational consequences.

The examine addresses the subsequent questions:

1. Do teachers operating in governmental schools perceive their principals as participative leaders?
2. Is there a statistically significant negative correlation between participative leadership and CWB in governmental schools?
3. Do the four dimensions of participative leadership have a statistically significant negative effect on CWB?
4. Are there statistically significant gender-based differences in the perception of participative leadership among instructors in governmental schools?

### **1.3. Aims and Objectives of the Study**

The essential goal of this studies is to investigate the position of participative leadership in reducing counterproductive workplace behavior

(CWB) among teachers in governmental schools under the Soran Independent Administration. Based in this, the unique goals are:

1. To decide whether teachers understand their principals as participative leaders.
2. To assess the character and diploma of the relationship between participative leadership and CWB amongst teachers.
3. To evaluate the impact of the 4 dimensions of participative leadership (delegation of authority, participation in decision-making, human relations, communication/information building) on reducing CWB.
4. To discover whether or not there are significant differences in the perception of participative leadership based totally on the gender of the teachers.

#### **1.4. Significance of the study**

The significance of this studies lies in its try to recognize how participative leadership can function a strategic mechanism to reduce counterproductive workplace behavior (CWB) among teachers in governmental schools underneath the Soran Independent Administration. Specifically, the examine is vast for the subsequent reasons:

1. It investigates the quantity to which teachers understand their school principals as participative leaders, which facilitates monitor the cutting-edge leadership climate in governmental schools.
2. It contributes to the literature by way of empirically examining the relationship between participative leadership and diverse forms of counterproductive behaviors which includes absenteeism, withdrawal, and low productiveness in educational institutions.
3. It explores how each measurement of participative leadership—delegation of authority, participation in decision-making, human relations, and communication/information building—influences the presence of CWB.
4. It presents sensible implications for school directors and policymakers with the aid of highlighting gender-based differences in how participative leadership is perceived, thereby allowing greater inclusive and responsive leadership practices.

## **2. Literature Review**

### **2.1 Concepts of Participative Leadership**

Participative leadership is a leadership style that emphasizes the lively involvement of employees in organizational decision-making and problem-solving. This approach is grounded in democratic values, where leaders inspire and respect the enter of group members even as fostering a lifestyle of collaboration and mutual believe (Yukl, 2013). Core trends of participative leadership include shared decision-making, open verbal exchange, empowerment, and inclusivity (Somech, 2005). Research has shown that participative leadership complements employee motivation, activity satisfaction, and organizational dedication by creating a experience of possession and mental protection (Lam et al., 2015). This style

additionally supports innovation and team performance by means of leveraging the numerous studies and insights of employees (Arnold et al., 2000). Although a few critics argue that participative leadership may slow down decision-making techniques in excessive-pressure situations, it remains a precious strategy for promoting trust, reducing counterproductive behaviors, and increasing employee engagement (Pearce & Sims, 2002). Participative leaders are not only attentive to their group's wishes and feedback, but additionally they encourage continuous getting to know and collaboration, contributing to a greater effective and ethical organizational climate (Bass & Bass, 2008).

## **2.2 The Importance of Participative Leadership**

According to Nadeem (2024), participative leadership is a crucial strategy that supports decentralized decision-making by involving all stakeholders in the process. It enables educational institutions to adapt to environmental changes and align their goals with emerging challenges. This leadership style enhances employees' sense of pride, motivation, and ownership by engaging them in decisions, which boosts productivity and commitment. Participative leadership fosters a collaborative atmosphere, encouraging creativity and empowerment through the delegation of authority. As McCollum and Kajs (2007) note, it also strengthens interpersonal relationships, decrease job satisfaction, and creates opportunities for professional growth in educational settings. Furthermore, Pool (2016) highlights that participative leadership improves employee engagement by promoting communication, mutual respect, and freedom of expression between leaders and their teams.

## **2.3 Dimensions of Participative Leadership**

According to Wang *et al.* (2022), participative leadership involves distributing tasks and responsibilities, with an emphasis on involving individuals in the decision-making process. When employees feel included in decisions that affect them, their job satisfaction and sense of ownership increase (Mansaray, 2019). Scholars such as Mwaisaka *et al.* (2019), Gahwaji (2019), and Wang, *et al.* (2022) identify several core dimensions of participative leadership: delegation of authority, participation in decision-making, human relations, and communication and information building.

### **2.3.1 Delegation of Authority**

Delegation is central to participative leadership, involving the transfer of responsibility and authority to subordinates. This process allows employees to complete tasks independently, fostering trust and accountability. In educational institutions, delegation enables leaders to manage complex operations more efficiently and supports leadership development at various levels (Bendor & Hammond, 2001; Al-Jammal et al., 2015). It also enhances creativity and reduces burnout by sharing the workload (Erkutlu & Chafra, 2019).



### **2.3.2 Participation in Decision-Making**

This dimension emphasizes involving employees in key decisions, which leads to greater motivation, satisfaction, and commitment (Wang, et al., 2022). Participation in decision-making is a significant aspect of participative leadership, in which leaders consult and encompass subordinates in identifying troubles, producing solutions, and making decisions. This approach promotes shared authority, mutual respect, and higher commitment by way of valuing personnel's input. Research continually suggests that participative leadership—which embeds decision participation as a core dimension—is associated with higher organizational commitment (Khassawneh, & Elrehail, 2022). Moreover, participatory decision-making builds trust and strengthens leader-follower relationships (Li et al., 2018).

### **2.3.3 Human Relations**

Participative leadership values strong interpersonal relationships through trust, respect, and open dialogue. Leaders practicing this dimension engage in active listening and emotional support, creating inclusive environments where employees feel psychologically safe (Choi, 2007; Martin & Dowson, 2009). Such conditions are essential for encouraging innovation and high performance (Carmeli, Brueller, & Dutton, 2009; Kahn, 1990).

### **2.3.4 Communication and Information Building**

Effective communication is vital for participative leadership. It promotes transparency and guides employee behavior by ensuring access to relevant information (Huffaker, 2010). Leaders who communicate clearly foster accountability, shared understanding, and informed decision-making (Nemaei, 2012; Men, 2014). In educational settings, clear communication supports the alignment of goals among staff, students, and the wider community (Bush & Glover, 2014).

## **2.4 Counterproductive Workplace Behavior**

Counterproductive workplace behavior refers to intentional actions by way of employees that damage or have the capability to damage a business enterprise, its participants, or both (Spector et al., 2006). These behaviors can be overt, inclusive of aggression and robbery, or covert, including withdrawal, absenteeism, and reduced attempt (Bennett & Robinson, 2000). CWBs are normally categorized into organizational deviance (e.g., sabotage, time theft) and interpersonal deviance (e.g., bullying, incivility) (Robinson & Bennett, 1995). Various organizational factors such as perceived injustice, poor leadership, and absence of acceptance have been observed to predict CWB (Dalal, 2005). Furthermore, annoying environments and insufficient communication may increase such behaviors (Marcus et al., 2016). Addressing CWB is essential for preserving

a wholesome organizational climate and making sure long-term productivity and morale.

#### **2.4. Dimensions of Counterproductive Workplace Behaviors**

Counterproductive Workplace Behavior (CWB) includes intentional movements by personnel that damage the organization or its individuals. These behaviors vary in severity and motivation, ranging from minor non-compliance to widespread acts consisting of robbery or sabotage (Griffin & Lopez, 2005). CWB often stems from bad emotions, perceived injustice, or poor control practices (Elsayed et al., 2019; de Bruijn, 2021). According to the stressor-emotion version developed by using Spector and Fox (2005), traumatic paintings conditions can trigger CWBs as varieties of retaliation or coping. Scholars have classified CWB into four primary dimensions: assets deviance, withdrawal behaviors, production deviance, and abuse (Chirasha & Mahapa, 2012; Bennett et al., 2018).

##### **2.4.1 Property Deviance**

Property deviance entails planned harm to or misuse of organizational assets, inclusive of robbery, sabotage, or unauthorized use of belongings (Robinson & Bennett, 1995). It is frequently pushed by dissatisfaction, perceived unfairness, or loss of accountability (Greenberg, 2018). In educational institutions, this will consist of detrimental infrastructure or misusing materials, which without delay impacts the learning environment (Spector et al., 2006; Van Rooij & Fine, 2018).

##### **2.4.2 Withdrawal Behavior**

Withdrawal behavior consists of passive forms of resistance, which include lateness, absenteeism, and psychological disengagement (Johns, 2010). These actions usually result from dissatisfaction and emotional exhaustion and can result in decreased organizational contribution (Berry et al., 2012). In schools, such behaviors negatively impact coaching satisfactory and student results (Darr & Johns, 2008).

##### **2.4.3 Production Deviance**

Production deviance refers to intentional discounts in paintings quantity or high-quality, such as working slowly, making errors, or neglecting responsibilities (Robinson & Bennett, 1995). In instructional settings, this could contain poor lesson planning or substandard practice, which impairs student achievement (Gruys & Sackett, 2003; Litzky et al., 2006).

##### **2.4.4 Abuse**

Abuse entails harmful movements directed at coworkers, together with verbal aggression, manipulation, or mental harm (Rosado, 2024). Abusive supervision and toxic leadership regularly result in multiplied CWBs, deteriorating morale and task performance (Fatima, 2016). Certain persona tendencies, which includes psychopathy, growth the likelihood of abuse, even as advantageous leadership styles like actual leadership can mitigate its outcomes (Azalea & Fong, 2024; Bissoondatt, 2022).

### **3. Methodology**

#### **3.1 Research design**

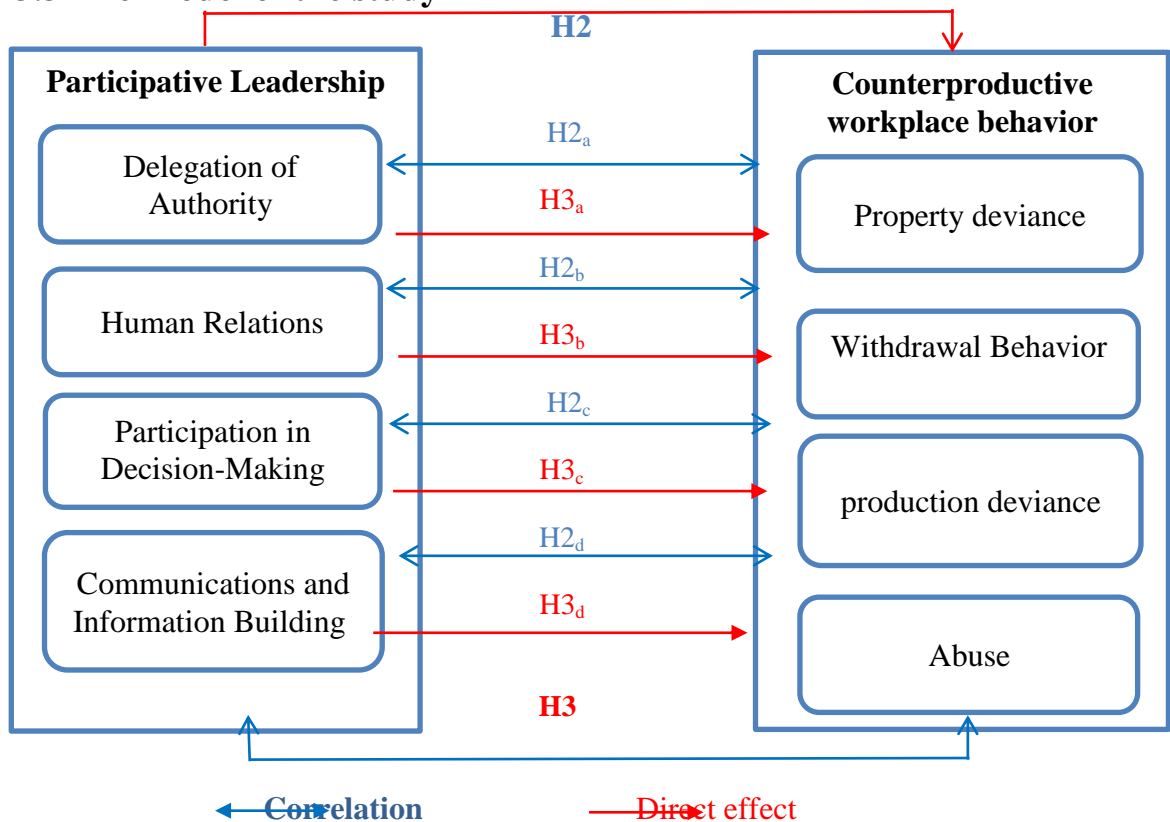


This study adopts a quantitative studies approach to look at the function of participative leadership in decreasing counterproductive place of work behaviors (CWB) among teachers in governmental schools beneath the Soran Independent Administration. The studies objectives public school teachers across the districts of Soran, Rawanduz, Choman, and Mergasur. A dependent questionnaire changed into used as the number one facts series device to measure variables associated with participative leadership and counterproductive behaviors. Data have been gathered from a complete of 644 instructors, ensuring complete representation of the examine population. For evaluation, SPSS was used for statistical significant, permitting an in-depth exploration of the relationships among leadership practices and CWB.

### 3.2 Research Approach:

In this study, questionnaire has been used as a quantitative research method to collect the data. The data sample, obtained through questionnaires, was collected in two languages (Kurdish and English), which are the official languages used in governmental Directorate. This was done to ensure transparency for the participants.

### 3.3 The Model of the study



**Figure.1.** Conceptual Framework developed by Researchers

### **3.4 Research Hypothesis**

The following are the hypotheses of this research:

Hypothesis One: Teachers working in governmental schools within the Soran Independent Administration in the Kurdistan Region perceive their principals as participative leaders to a statistically significant degree.

Hypothesis Two: Participative leadership is statistically significantly and negatively correlated to counterproductive workplace behavior in governmental schools in Soran independent administration in the Kurdistan region of Iraq at a significance level of 0.05.

Hypothesis 2a: There is a statistically significant negative correlation between delegation of authority and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05.

Hypothesis 2b: There is a statistically significant negative correlation between participation in decision-making and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05.

Hypothesis 2c: There is a statistically significant negative correlation between human relation and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05.

Hypothesis 2d: There is a statistically significant negative correlation between communications and information building and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05.

Hypothesis Three: Participative leadership has a statistically significant negative impact on counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05.

Hypothesis 3a: Delegation of authority has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05.

Hypothesis 3b: Participation in decision-making has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05.

Hypothesis 3c: Human relation has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05.

Hypothesis 3d: Communications and information building has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05.

Hypothesis Four: There are statistically significant differences in perceptions of participative leadership based on participants' gender in governmental schools within the Soran Independent Administration, at a significance level of 0.05."

### 3.5 Sample selection and Data Collection

Questionnaires are essential tools for amassing number one information in sensible research, permitting researchers to manipulate each the choice of members and the shape of questions (Saunders et al., 2009). In this observe, an established questionnaire become employed as the principle instrument for gathering quantitative information, aiming to analyze the position of participative leadership in decreasing counterproductive administrative center behaviors (CWB) among instructors in governmental schools. To make sure readability and accuracy in responses, a 5-point Likert scale became used, starting from "strongly disagree" (1) to "strongly agree" (5), as recommended through Robson *et al.* (2014) The questionnaire turned into distributed in each English and Kurdish to deal with the linguistic context of the goal populace, which by and large accommodates Kurdish-speak me teachers. Data series became finished in collaboration with the General Directorate of Education beneath the Soran Independent Administration. An overall of 644 finished questionnaires have been gathered from instructors throughout various public schools, presenting a sturdy and consultant dataset for the evaluation.

The required sample size became calculated using the following components, assuming a 95% self-belief level and a margin of errors (e) of 0.05:

$$n = \frac{N}{1 + \frac{N(e)^2}{644}}$$

$$n = \frac{644}{1 + 644(0.05)^2}$$

$$n = \frac{644}{1.62.61875}$$

$$n = 246.74$$

Since 644 valid responses were obtained—far exceeding the minimum required sample—this strengthens the statistical reliability of the study.

**Table.1. Distributing according to participants from Public Schools**

Colleges/institutes			
No.	Name of Schools	Frequency	Percent
1	Soran independent Administration	177	27.5
2	Rwandiz	175	27.2
3	Choman	148	23.0

	<b>Total</b>	<b>644</b>	<b>100.0</b>
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**Source:** by the researcher from the results of the program (SPSS-26).

As proven in Table 1, the highest range of responses came from teachers in the Soran district (177), accompanied intently by Rawandiz (175). Choman and Mergasur also contributed substantially to the sample. This distribution ensures geographical insurance throughout the four important areas below the Soran Independent Administration, providing a complete view of the target population.

### **3.6 Data Analysis Tools and Measurements**

To examine the facts collected for this research, a mixture of statistical equipment became used to make sure accuracy and depth in comparing the relationships many of the tested variables. The Statistical Package for the Social Sciences (SPSS) model 26. 0 served as the number one device for accomplishing descriptive information, frequency distributions, and reliability analysis thru Cronbach's alpha, which helped verify the inner consistency of the scales used within the questionnaire. In addition, Pearson correlation coefficients were calculated to look at the strength and route of the linear relationships among participative leadership and counterproductive administrative center behaviors (CWB).

## **4. Results and Discussions**

### **4.1 Description of the personal information of the study sample**

Table 2 displays the demographic characteristics of the respondents, including gender, age, schooling stage, years of provider, and form of employment. These details provide valuable insights into the background of the 644 individuals who contributed to the study, all of whom are teachers running in governmental colleges under the Soran Independent Administration.

Regarding gender, the contributors are almost frivolously distributed, with 338 males (52.5 %) and 306 women (47.5%). This stability shows quite same gender illustration inside the coaching profession within the public education sector. Cultural openness and expanded get right of entry to educational opportunities for women have in all likelihood contributed to this near parity.

In terms of age distribution, the largest group of respondents (297 individuals or 46.1%) falls in the 31–40 age bracket, followed by means of those aged 20–30 (241 members or 37.4%). This suggests that a sizeable part of the coaching personnel is exceptionally young to middle-aged,

reflecting the employment of early- to mid-profession professionals in public schools.

With regard to educational history, the bulk of respondents maintain a bachelor's degree (582 members or 90.4%). Only a small range preserve advanced levels along with a master's (3.7%) or PhD (0.8%). This is expected in public primary and secondary school settings, where a bachelor's degree commonly qualifies people for coaching roles.

When reading years of provider, the majority of participants have much less than 6 years of revel in (197 individuals or 30.6%), followed via 11–15 years 165 individuals or 25.6%). This indicates a teaching pressure composed of each more modern and reasonably skilled group of workers, doubtlessly shaped by using employment regulations or instructional reforms in recent years.

Table.2. Respondent profile

**Table (2) Personal information of the study sample**

<b>Gender</b>		
<b>Number of Ages</b>	<b>Frequency</b>	<b>Percent</b>
Male	338	52.5
Female	306	47.5
<b>Total</b>	<b>644</b>	<b>100.0</b>
<b>Age</b>		
<b>20-30</b>	<b>241</b>	<b>37.4</b>
<b>31-40</b>	297	46.1
41-50	85	13.2
Above 50	21	3.3
<b>Total</b>	<b>644</b>	<b>100.0</b>
<b>Education Level</b>		
Diploma	25	3.9
Bachelor	582	90.4
Higher Diploma	8	1.2
Master	24	3.7
PhD	5	0.8
<b>Total</b>	<b>644</b>	<b>100.0</b>
<b>Years of Service</b>		
Less than6	197	30.6
6-10	156	24.2
11-15	165	25.6
16-20	88	13.7
More than20	38	5.9

<b>Total</b>	<b>644</b>	<b>100.0</b>
<b>Type of Employment</b>		
Permanent	13	7.6
Contract/full time	103	60.6
Contract/part time	51	30.0
Visitor	3	1.8
<b>Total</b>	<b>644</b>	<b>100.0</b>

**Source:** Prepared by the researchers based on the outputs of the (SPSS-26) program.

## 4.2 Testing The Hypothesis of Teachers' Perceptions of Their Principals as Participative Leaders

Table 3 reveals the conclusive outcomes associated with different dimensions of participative leadership. This encompasses the weighted arithmetic mean, response rate, importance order, and the arrangement of dimensions. These metrics collectively facilitate the understanding of the degree of agreement and uniformity within the responses provided by a selected sample of respondents.

Table (3): The Level of Teachers' Perceptions of Their Principals as Participative Leaders

Questi ons	Strong ly disagr ee		Disagr ee		Neutral		Agree		Strongl y agree		Weight ed Arithm etic Mean	Respo nse rate%	Impote nce Order
	N	%	N	%	N	%	N	%	N	%			
DA1	12	1.9	40	6.2	36	5.6	266	41.3	290	45	4.21	84.2	3
DA2	5	2.9	3	1.8	8	4.7	79	46.5	75	44.1	4.14	82.8	4
DA3	5	2.9	2	1.2	8	4.7	82	48.2	73	42.9	4.26	85.2	2
DA4	5	2.9	2	1.2	8	4.7	82	48.2	73	42.9	4.32	86.4	1
<b>DA</b>	<b>2</b>	<b>0.3</b>	<b>24</b>	<b>3.7</b>	<b>120</b>	<b>18.6</b>	<b>405</b>	<b>63</b>	<b>93</b>	<b>14.4</b>	<b>4.26</b>	<b>85.2</b>	<b>2nd</b>
PDM1	11	1.7	28	4.3	13	7.6	257	39.9	318	49.4	4.32	86.4	3
PDM2	10	1.6	22	3.4	59	9.2	292	45.3	261	40.5	4.20	84	1
PDM3	10	1.6	17	2.6	45	7.0	315	48.9	257	39.9	4.23	84.6	2
PDM4	6	0.9	25	3.9	43	6.7	280	43.5	290	45.0	4.28	85.6	2
<b>PDM</b>	<b>4</b>	<b>0.1</b>	<b>12</b>	<b>1.8</b>	<b>91</b>	<b>14</b>	<b>30</b>	<b>46</b>	<b>11</b>	<b>18</b>	<b>4.28</b>	<b>85.6</b>	<b>1st</b>



		6	7	6		.1	0	.6	7	.2			
HR1	7	1.1	1.5	2.5	52	8.1	27.1	42.1	29.8	46.3	4.30	86.0	1
HR2	8	1.2	3.2	5.0	52	8.1	25.5	39.6	29.7	46.1	4.24	84.8	1
HR3	8	1.2	1.4	2.2	44	6.8	24.3	37.7	33.5	52.0	4.37	87.4	2
HR4	7	1.1	2.4	3.7	78	12.1	25.5	39.6	28.0	43.5	4.21	84.2	2
HR	6	0.9	2.5	3.9	95	14.8	28.2	43.8	14.3	22.2	4.28	85.6	1st
CIB1	5	0.8	1.4	2.2	52	8.1	28.8	44.7	28.5	44.3	4.30	86.0	2
CIB2	10	1.6	1.2	1.9	56	8.7	31.7	49.2	24.8	38.5	4.21	84.2	1
CIB3	6	0.9	2.0	3.1	49	7.6	33.0	51.2	23.9	37.1	4.20	84	3
CIB4	14	2.2	2.7	4.2	73	11.3	26.8	41.6	26.2	40.7	4.14	82.8	2
CIB	2	0.3	1.9	3.0	99	15.4	28.5	44.3	96	14.6	4.26	85.2	2nd
PL	2	0.3	1.9	3.0	128	19.9	43.1	66.9	29	4.5	4.25	85	

**Source:** by the researcher from the results of the program (SPSS-26)

The findings in Table 3 indicate a strong perception among teachers that the principals of governmental schools exhibit participative leadership. Participation in decision making and human relations ranked highest, both with ( $M = 4.28, 85.6\%$ ), while delegation of authority and communication and information building ranked lowest ( $M = 4.26, 85.2\%$ ). The highest-rated item reflects the principals' Efforts to create an atmosphere of admire and appreciation that promotes nice relationships amongst teachers. ( $M = 4.37, 87.4\%$ ), whereas the lowest-rated item pertains to principals admitting their mistakes ( $M = 4.14, 82.8\%$ ). The overall arithmetic mean for participative leadership is 4.26, with a response rate of 85.2%, confirming acceptance of the first hypothesis, which asserts: "Teachers working in governmental schools within the Soran Independent Administration in the Kurdistan Region perceive their principals as participative leaders to a statistically significant degree."

### 4.3 Testing the Hypotheses of the Correlations Between the Variables of the Study

Table 4 presents the findings of the correlation analysis carried out to observe the relationships between participative leadership and counterproductive workplace behaviors (CWB) in governmental schools

under the Soran Independent Administration. The results test the main hypothesis and its four sub-hypotheses as previously mentioned inside the observer's method.

**Table.4.** Correlations between Participative Leadership, Its Dimensions, and Counterproductive Workplace Behavior

The Correlation Coefficient	Participative leadership	DA	PDM	HR	CIB
Counterproductive Workplace Behavior	-0.367**	-0.240**	-0.276**	-0.342**	-0.352**
Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000

**Source:** the researcher based on the SPSS (26) results \*\*P<.001

a) Table 4 shows the result of the correlation analysis between participative leadership and counterproductive workplace behaviors. The analysis well-known shows a statistically significant negative correlation ( $r = -0.367$ ), indicating that higher levels of participative leadership are associated with decrease levels of counterproductive behaviors. The significant value is 0.000, that is properly underneath the 0.05 threshold. Thus, Hypothesis Two, which states that “Participative leadership is statistically significant correlated to counterproductive workplace behaviors in public schools in the Soran Independent Administration at a significant level of 0.05,” is accepted.

b) The correlation among delegation of authority (DA) and counterproductive workplace behaviors is  $r = -0.240$ , with a significance value of 0.000. This displays a statistically significant but moderate negative relationship, meaning that as principals delegate authority more effectively, counterproductive behaviors amongst teachers generally tend to decrease. Hence, *Hypothesis 2<sub>a</sub>: There is a statistically significant negative correlation between delegation of authority and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05.* is accepted.

c) A statistically significant negative correlation ( $r = -0.276$ ) is discovered among participation in decision-making (PDM) and counterproductive workplace behavior, with a p-value of 0.000. This supports *Hypothesis 2<sub>b</sub>: There is a statistically significant negative correlation between participation in decision-making and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05,* confirming that increasing teachers' involvement in decision-making process is associated with a reduction in workplace deviance and other counterproductive acts. Therefore, Hypothesis 2b is accepted.

d) A strong and statistically significant negative correlation ( $r = -0.342$ ) is found between human relations (HR) and counterproductive workplace behavior, supported by a p-value of 0.000. This result confirms Hypothesis 2c, suggesting that principals who emphasize interpersonal recognize and guide foster an environment in which CWB is much less likely to occur. Accordingly, ***Hypothesis 2c: There is a statistically significant negative correlation between human relation and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05,*** is accepted.

e) Finally, the correlation between communication and information building (CIB) and counterproductive workplace behavior is likewise negative and significant ( $r = -0.352$ ), with a p-value of 0.000. This confirms that transparent communication and effective information-sharing strategies by school leaders are connected to reduced CWB. As a result, ***Hypothesis 2d: There is a statistically significant negative correlation between communications and information building and counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05,*** is accepted.

In conclusion, the findings from the correlation analysis indicate that participative leadership and all its dimensions — delegation of authority, participation in decision-making, human relations, and communication and information building — are significantly negatively correlated with counterproductive workplace behaviors. This supports the concept that superior participative leadership reduces undesirable behaviors in school environments, validating all parts of Hypothesis Two.

#### 4.4 Testing The Regression Hypotheses Between the Variables of the Study

This phase analyzes the consequences of participative leadership and its four dimensions — Delegation of Authority (DA), Participation in Decision-Making (PDM), Human Relations (HR), and Communication and Information Building (CIB) — on Counterproductive Workplace Behavior (CWB). A linear regression version became used to examine how each dimension affects counterproductive behaviors among teachers in governmental schools within the Soran Independent Administration.

**Table 5. Testing the Effect Hypotheses Between the Independent Variable (Participative Leadership) And Its Dimensions in Relation to The Dependent Variable (Counterproductive Workplace Behavior)**

	Unstandardized Coefficients		Standardized Coefficients	R <sup>2</sup>	T	Sig.
Variables	B	Std. Error	Beta			
Participative	-0.623	0.062	-0.367	0.135	18.782	0.000

Leadership						
DA	-0.362	0.058	-0.240	0.057	15.690	0.000
PDM	-0.346	0.048	-0.276	0.076	18.557	0.000
HR	-0.471	0.051	-0.342	0.117	19.787	0.000
CIB	-0.524	0.055	-0.352	0.124	19.490	0.000
Dependent Variable: Counterproductive Workplace Behaviors						

**Source:** the researcher based on the SPSS (26) results <sup>\*\*</sup>P<.001

**a) The Third Main Hypothesis**

The regression outcomes in Table 5 indicate that participative leadership has a significant negative effect on counterproductive workplace behavior. For every one-unit increase in participative leadership, counterproductive behavior decreases by approximately 0.623 units ( $B = -0.623$ ). The standardized Beta coefficient is  $-0.367$ , indicating that a one standard deviation increase in participative leadership effects in a 0.367 standard deviation decrease in counterproductive behavior. The model explains about 13.5% of the variance in CWB ( $R\text{ Square} = 0.135$ ), with a highly significant t-value of 18.782 and a p-value of 0.000. These outcomes support the belief that participative leadership practices can reduce undesired workplace behaviors among teachers. Therefore, **Hypothesis 3**, which asserts that “*Participative leadership has a statistically significant negative impact on counterproductive workplace behavior in governmental schools within the Soran Independent Administration, at a significance level of 0.05*”. is accepted.

**b) The First Sub-Hypothesis of the Third Main Hypothesis (H3a)**

As shown in Table 5, delegation of authority (DA) demonstrates a statistically significant and negative impact on counterproductive workplace behavior. A one-unit increase in DA is associated with a 0.362-unit decrease in CWB ( $B = -0.362$ ), while the standardized Beta is  $-0.240$ . The model explains about 5.7% of the variance ( $R\text{ Square} = 0.057$ ), with a t-value of 15.690 and a p-value of 0.000. This end result indicates that once school principals delegate authority to teachers, it can reduce deviant behaviors. Hence, **Hypothesis 3a, Delegation of authority has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05**, which states that “Delegation of authority has a statistically significant effect on counterproductive workplace behavior at a significant level of 0.05,” is supported and accepted.

**c) The Second Sub-Hypothesis of the Third Main Hypothesis (H3b)**

The regression coefficient for participation in decision-making (PART) is  $-0.346$ , indicating that an increase in participative decision-making leads to a

decrease in counterproductive workplace behaviors. The standardized Beta is -0.276, and the R Square value is 0.076, suggesting that this variable accounts for approximately 7.6% of the variance in CWB. With a t-value of 18.557 and a significance level of 0.000, this dimension is statistically significant. These findings validate ***Hypothesis 3b: Participation in decision-making has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05***, confirming that involving teachers in school decisions reduces counterproductive behaviors.

***d) The Third Sub-Hypothesis of the Third Main Hypothesis (H3c)***

Table 5 shows that human relations (HR) has a notable negative effect on counterproductive workplace behaviour, with an unstandardized coefficient of -0.471. The standardized Beta is -0.342, and the model explains 11.7% of the variance within the independent variable (R Square = 0.117). The t-value of 19.787 and a p-value of 0.000 indicate strong statistical significance. These consequences mean that stronger human-centered relationships among principals and staff reduce workplace deviance. Accordingly, ***Hypothesis 3c: Human relation has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05, is affirmed.***

***e) The Fourth Sub-Hypothesis of the Third Main Hypothesis (H3d)***

Lastly, communication and information building (CIB) significantly affects counterproductive workplace behaviour. The regression coefficient (B) is -0.524, while the Beta value is -0.352, indicating that higher communication leads to less deviant behaviour. The model explains 12.4% of the variance in CWB (R Square = 0.124), with a t-value of 19.490 and a p-value of 0.000, affirming the statistical reliability. These findings confirm that transparency and effective communication structures can deter counterproductive actions. Thus, ***Hypothesis 3d: Communications and information building has a statistically significant negative impact on counterproductive workplace behavior at a significance level of 0.05, is accepted.***

In conclusion, the regression analysis provides strong support for Hypothesis Three and all its sub-hypotheses. It clearly demonstrates that participative leadership and its core dimensions—delegation of authority, participation in decision-making, human relations, and communication and information building- have a statistically significant negative impact on counterproductive workplace behaviour amongst governmental school teachers within the Soran Independent Administration.

#### 4.5 Testing the Hypothesis of the Level of Variance in Participative Leadership Perceived by Teachers as Demonstrated by Principals of Governmental Schools

Table 6 illustrates the results of the independent samples t-test used to assess gender-based differences in the perception of participative leadership and its dimensions amongst teachers in public school under the Soran Independent Administration. This consists of the mean values, t-values, significance levels, and mean differences for male and female respondents. These measures provide perception into the quantity of perceptual variance among genders concerning how principals demonstrate participative leadership.

**Table (6): The Level of Participative Leadership Perceived by Teachers as Demonstrated by Principals of Governmental Schools According to The Gender of Participants**

Independent Samples T test for the dimensions of participative leadership							
Statements	Gender	T	df	Sig. (2-tailed)	Mean	Mean Difference	Std. Error Difference
DA	Male	1.456	642	0.146	4.2908	0.07220	0.4954
	Female				4.2186		
PDM	Male	0.611	642	0.542	4.3118	0.03602	0.05896
	Female				4.2758		
Human relation	Male	.286	642	0.775	4.2877	0.01566	0.05479
	Female				4.2721		
Communication and information Building	Male	-2.064	642	0.039	4.1657	-0.10311	0.4995
	Female				4.2688		
Participative Leadership	Male	0.151	642	0.880	4.2580	0.00668	0.04426
	Female				4.2513		

**Source:** the researcher based on the SPSS (26) results

Table 6 illustrates the results of the independent samples t-test used to assess gender-based differences in the perception of participative leadership and its dimensions amongst teachers in public school under the Soran Independent Administration. This consists of the mean values, t-values,



significance levels, and mean differences for male and female respondents. These measures provide perception into the quantity of perceptual variance among genders concerning how principals demonstrate participative leadership.

**a) Delegation of Authority (DA):** Male teachers (Mean = 4.2908) reported slightly higher perceptions of delegation of authority as compared to lady teachers (Mean = 4.2186). However, the difference was not statistically significant ( $t = 1.456$ ,  $p = 0.146$ ), indicating that gender does not have a meaningful impact on this dimension. Thus, perceptions of delegation of authority seem consistent across genders.

**b) Participation in Decision-Making (PDM):** Male teachers (Mean = 4.3118) also rated this dimension marginally higher than female teachers (Mean = 4.2758), with a non-significant difference ( $t = 0.611$ ,  $p = 0.542$ ). This suggests that gender does not significant have an effect on how teachers perceive the level of their involvement in decision-making within their schools.

**c) Human Relations (HR):** Both male (Mean = 4.2877) and female (Mean = 4.2721) teachers expressed almost equal levels of agreement concerning the human relations practices of their principals. The distinction was statistically insignificant ( $t = 0.286$ ,  $p = 0.775$ ), indicating gender-based totally perceptions of this leadership dimension are uniform.

**d) Communication and Information Building (CIB):** Interestingly, female teachers (Mean = 4.2688) reported significantly higher perceptions of communication and information building than their male counterparts (Mean = 4.1657). The t-test result ( $t = -2.064$ ,  $p = 0.039$ ) confirms a statistically insignificant difference at the 0.05 level. This implies that gender performs a meaningful role in shaping how communicate and transparency from leadership are experienced.

**e) Overall Participative Leadership:** While male teachers (Mean = 4.2580) reported slightly higher perceptions than female teachers (Mean = 4.2513), the difference is very minimal and statistically non-significant ( $t = 0.151$ ,  $p = 0.880$ ). This way that, overall, gender does not significantly affect how participative leadership is perceived.

In summary, only the dimension of Communication and Information Building tested a statistically significant difference among male and female teachers' perceptions. All other dimensions — Delegation of Authority, Participation in Decision-Making, Human Relations, and the overall perception of participative leadership— reveal significant gender-based variance. Therefore, *Hypothesis Four*, which posits that “*There are statistically significant differences in perceptions of participative*

*leadership based on members' gender in governmental schools within the Soran Independent Administration,*" is rejected.

## 5- Discussion

This study confirms that participative leadership considerably reduces counterproductive workplace behaviors (CWB) among teachers in governmental schools in the Soran Independent Administration. Each leadership dimension—Delegation of Authority (DA), Participation in Decision Making (PDM), Human Relations (HR), and Communication & Information Building (CIB)—established a significant negative effect on CWB, mainly CIB, which showed the strongest predictive effect.

These findings are strongly supported with the aid of prior studies. For instance, Ike, *et al.*, found that employee participation in decision making is inversely correlated with both citizenship behavior and CWB—reinforcing the significant role of PDM in curtailing dangerous workplace behaviors. Similarly, Szostek (2019) reported in a large-scale Polish study that the quality of interpersonal relationships (akin to HR and CIB dimensions) is significantly inversely related to CWB, which means higher relationships correspond to decrease incidences of deviant behaviors.

Moreover, Huang, Li, & Chang (2021) tested that participative leadership reduces CWBs in a roundabout way through employee engagement (PL → engagement → reduced CWB), highlighting a mediating mechanism steady with engagement theory. These mediated pathways align specially along with study observation of CIB as the strongest direct predictor of reduced CWB. A broader meta-evaluation by Yi Liao, *et al.*, (2021), also confirms that leader-associated elements—which include participative and empowering leadership—are consistently associated with decrease CWB across contexts.

## 6. Conclusion and Recommendation

Based at the analysed data, conclusions had been drawn, and corresponding tips and future research directions are proposed. This segment summarizes the key findings of the study, acknowledges its barriers, and gives practical and actionable pointers for school leaders within the Soran Independent Administration. All recommendations are designed to be viable, evidence-based, and sensitive to the local context of public education in the Kurdistan Region of Iraq.

### 6.1 Conclusion

The primary goal of this study was to evaluate the role of participative leadership in reducing counterproductive workplace behaviors (CWB) among teachers. A quantitative research layout became employed the use of a questionnaire-based totally survey administered to 644 teachers from governmental schools operating under the General Directorate of Education

inside the Soran Independent Administration. The major conclusions derived from this studies are as follows:

1. Participative leadership has a significant and negative relationship with counterproductive workplace behavior, indicating that as school principals practice higher levels of participative leadership, CWB amongst teacher's decreases.
2. All four dimensions of participative leadership —Delegation of Authority (DA), Participation in Decision-Making (PDM), Human Relations (HR), and Communication and Information Building (CIB)—show statistically significant negative correlations with CWB. Among them, CIB was found to be the strongest predictor in reducing CWB.
3. The findings confirm that participative leadership has a strong predictive effect on minimizing counterproductive behaviors, meaning that empowering leadership styles have direct benefits for shaping positive teacher behavior.
4. Teachers reported mild to high levels of participative leadership practices amongst their school principals, suggesting that this leadership style is already gift however has room for development.
5. Gender-based differences in perceptions of participative leadership have been recognized. Female teachers reported d higher perception scores for most leadership dimensions, specifically in the communique and human relations regions, even though a few differences (e.g., in DA) were not statistically significant.

The research provides compelling empirical assist for Hypotheses 1, 2, and five, establishing that participative leadership is a valuable strategy for improving staff of teacher's behavior and minimizing organizational harm in the instructional context of Kurdistan.

## 6.2 Recommendations

This examined explored the role of participative leadership in reducing counterproductive workplace behavior (CWB) among teachers in governmental schools inside the Soran Independent Administration. Based at the analysed records, tested hypotheses, and interpretation of the correlation and regression consequences, the following realistic guidelines are proposed. These are supposed for school principals, training policymakers, and the Directorate of Education:

### **1. Encourage the software of participative leadership across all school levels.**

The consequences revealed that teachers understand their principals as participative leaders to a statistically significant degree. It is recommended that the Directorate of Education formally adopt participative leadership as a

guiding technique in school management to promote transparency, shared duty, and team of worker's engagement.

**2. Address counterproductive workplace behaviors via leadership development.**

A significant negative relation was determined among participative leadership and CWB, indicating that increased participative practices can reduce behaviors which includes absenteeism, withdrawal, and sabotage. Therefore, principals have to receive structured training in participative strategies that focus on reducing CWB and improving school tradition.

**3. Strengthen the four dimensions of participative leadership.**

The regression evaluation showed that delegation of authority (DA), participation in decision-making (PDM), human relations (HR), and communication and information building (CIB) every had a statistically significant negative impact on CWB. These dimensions have to be emphasised in professional improvement programs to improve principal-teacher relationships and decrease deviant behaviour.

**4. Enhance internal conversation and information systems in schools.**

Communication and Information Building (CIB) confirmed a strong negative affiliation with CWB. Schools should invest internal communication structure, inclusive of normal staff meetings, digital notice boards, and feedback systems to foster trust and decrease misunderstandings that may cause deviant behaviour.

**5. Integrate gender-touchy leadership techniques.**

The research diagnosed statistically differences in how male and girl teachers perceive participative leadership, especially inside the human relations dimension. Leadership training ought to consequently address these differences via promoting inclusivity and emotional intelligence to make sure fair and powerful treatment of all members.

**6. Implement ongoing monitoring of CWB and leadership practices.**

To make certain sustainable development, school directors ought to expand internal systems for monitoring CWB and leadership behaviors. This may include regular staff surveys, behavioral reporting systems, and performance opinions aligned with participative leadership signs.

### **6.3 Future Research**

While this study offers valuable perception into the position of participative leadership in reducing counterproductive behaviors among teachers in governmental schools within the Soran Independent Administration, future studies may want to enhance generalizability by along with public universities or non-public schools throughout the Kurdistan Region. Longitudinal and mixed-method designs are advocated to seize leadership effects over time and reduce self-report bias. Additionally, exploring other

leadership styles or testing mediating factors like organizational justice or job satisfaction may provide a deeper understanding of leadership behavior dynamics in academic settings.

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#### Appendix One: Questioner

University of Soran

Faculty of Law Political Science and Management

Business Management Department

Reference Code ( )

In the name of Allah, the Most Gracious, the Most Merciful

Hello dear participant,

This questionnaire is part of a master's research in the field of management, title **"Investigating The Role of Participative Leadership in Reducing Counterproductive Workplace Behaviors among Teachers in Governmental Schools within the Soran Independent Administration"** Your participation in this study is of great value, as your insights will significantly contribute to achieving the research objectives. Please note that all the information provided will remain strictly confidential and will be used solely for academic research purposes. No personal or professional details will be disclosed.

Thank you for your cooperation and support.

Sincerely, Rebwar

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#### A: Demographic background or profile of the respondents

1. Sex: Male ☐ Female ☐
2. Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ More than 51 ☐
3. Level of education: Diploma ☐ Bachelors ☐ Higher Diploma ☐ Masters ☐ PhD ☐
4. Years of Experience: Under 6 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ Above 21 ☐
5. Location of the School: Soran ☐ Chaman ☐ M. asor ☐ Rwan ☐ ☐
6. Level of School: Secondary school ☐ High School ☐ ☐



**B. Variables of the Research:**

**X. Independent Variable: Participative leadership**

<b>X1. Delegation of Authority:</b> It is the process by which leaders delegate tasks or decision-making authority to team members, giving them responsibility and autonomy to complete their tasks.						
<b>Evaluation</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	<b>Statement</b>					
1	The principal delegates authority to teachers without relinquishing their own responsibility for outcomes.					
2	Teachers' authority is aligned with the tasks and responsibilities they are assigned.					
3	Authority is delegated to teachers based on their level of experience and expertise.					
4	In the absence of the principal, he/she believes that the responsibility for decision-making should be entrusted to the teachers.					
<b>X2. Participation in Decision-Making:</b> It's when leaders involve members in shaping important decisions, allowing them to contribute ideas and opinions, which fosters a sense of ownership, empowerment, and commitment to the outcome.						
5	The principal fosters an environment where teachers can freely contribute their opinions and participate in decision-making discussions.					
6	I am regularly consulted by the principal when important decisions are made at the school.					
7	The principal involves teachers in discussions to identify the best alternatives before making decisions.					
8	Teachers' suggestions are taken seriously by the principal when making decisions about school programs.					
<b>X3. Human Relation:</b> In participatory leadership he emphasizes trust, respect and open communication, which creates a supportive environment where employees feel valued and perform at their best.						
9	The principal works to ensure that teachers feel secure and stable in their responsibilities.					
10	The principal listens to individual teachers' concerns and takes appropriate action to address their issues.					
11	The principal creates an atmosphere of respect and appreciation that promotes positive relationships among teachers.					
12	The principal makes efforts to maintain high morale among teachers.					
<b>X4. Communications and Information Building:</b> The focus is on clear and transparent communication to foster trust and cooperation. Ensures alignment with organizational objectives and promotes accountability among all stakeholders.						
13	The principal provides clear and timely information to ensure teachers understand their responsibilities.					
14	Teachers complete their tasks efficiently because the principal provides the necessary information					
15	The principal uses communication to effectively coordinate teachers' efforts, ensuring they perform their duties efficiently.					
16	The principal uses modern communication tools (e.g., emails, school management systems and e-Parwarda) to enhance school operations.					
<b>Y. Dependent Variable:</b> Counterproductive workplace behaviours (CWB): They are intentional acts that harm the organization or its members. These include property deviance (damaging or stealing property), withdrawal behaviour (avoiding work or absenteeism), productivity deviance (reducing effort), and abuse (mistreating others).						

Behaviours that have a negative impact on workplace and organizational success.						
<b>Y1. Property deviance (theft, sabotage):</b> It refers to behaviour in which an employee intentionally damages or misappropriates property or assets of the organization. Examples include theft, vandalism, or waste of resources.						
Evaluation	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Some teachers excessively use school property.					
2	Some teachers intentionally damage school properties or equipment.					
3	Some teachers use school resources for personal tasks.					
4	Some teachers are the reason for school supplies disappearing.					
<b>Y2. Withdrawal Behaviours:</b> These are actions in which an employee avoids his or her job responsibilities or minimizes his or her efforts. Examples include being late, taking too many breaks, or being too absent.						
5	Some teachers arrive late or leave school early without notifying anyone.					
6	Some teachers are not interested in participating in school meetings or activities.					
7	Some colleagues of mine perform just enough to complete their duties without putting in extra effort or initiative					
8	Sometimes, teachers avoid communicating with the principal or their colleagues, even when it's necessary for completing work tasks.					
<b>Y3. production deviance:</b> It includes behavior that negatively affects the quality or quantity of work produced. Examples include deliberately working slowly, making intentional mistakes, or neglecting tasks.						
9	Some teachers do not fully apply their effort and abilities in achieving the school's goals..					
10	Some teachers consistently and deliberately neglect to meet deadlines for report submissions or assignments..					
11	I have often noticed tasks being intentionally completed inaccurately by some teachers.					
12	Teachers sometimes intentionally work more slowly than necessary, even when tasks are urgent.					
<b>Y4. Abuse:</b> It refers to behavior in which an employee mistreats or harms others in the workplace. Examples include verbal or physical aggression, bullying, or harassment towards co-workers or subordinates.						
13	Sometimes I hear negative or harsh remarks exchanged among teachers.					
14	Some teachers spread unsubstantiated rumours that negatively impact the school's work environment					
15	Teachers frequently display aggressive or intimidating behavior, even in stressful situations.					
16	I have witnessed teachers blaming each other for mistakes or problems that were not their fault.					