

INSTITUTIONALIZATION AND SOCIAL COGNITIVE BEHAVIOR RESULTING IN SELF-LEADERSHIP DEVELOPMENT: A FRAMEWORK FOR ENHANCING EMPLOYEE PERFORMANCE IN CORPORATE SECTOR IN PAKISTAN

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ABSTRACT

The current study aims to identify the role of institutional context of social behavior and social cognition in employee performance through mediating role of self-leadership development in corporate sector in Pakistan. The main reason for considering self-leadership development as a key booster of employee performance is because of the varying propositions of social cognitive behavior and institutional context of social behavior such as self-efficacy and self-regulation of behavior. The study proposes that higher would be self-leadership development capabilities of an employee if higher is his/her self-efficacy and self-regulation of motivation. Quantitative approach is used in this study. For analysis, the researchers administered 200 research questionnaires in corporate sector in Islamabad and Rawalpindi; companies including were from service, IT, telecom, and manufacturing. A total of 150 completely filled research questionnaires were collected and used for analysis. The study uses SPSS 17.0 and AMOS 20.0 for analyses; leaving a response rate of 75%. Descriptive statistics, Cronbach's Alpha, Correlations analysis, Structural Equation Model (SEM) and regression weights are generated using SPSS 17.0 and AMOS 20.0. The study found the positive relationship between institutional context of social behavior and self-leadership development; social cognition and self-leadership development; and self-leadership development and increased employee performance.

Keywords: Institutionalization; Social Cognition; Social Behavior; Self-Efficacy; Self-Regulation of Motivation; Self-Leadership Development.

1. INTRODUCTION

Glimpsing over a decade before, neither the markets were composed of complex structures nor was the competition fierce. The process of elapsing shows a new era of competition where there has been an incessant hostility due to a leap of markets in red oceans, where organizational sustainability has to forgo with vitality. This resulted in organizational thrust to strategically leverage their system in building an

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effective human capital so that the intellectual pilfering can be hampered. Thus, this creates a need to understand factors that play significant roles in increasing employee development.

But the fundamental question is: why some organizations outperform than others. The answer is incompetence, malfunction of organizational systems, and disorganization of managerial practices that results in failure for most of the organizations. And the mere elucidation to this concern is effective organizational system that explicitly commits individuals and groups as an institution. So that the organization itself and the human capital who laid the foundation of it may both be responsible as an institution for overseeing and implementing policies for developing and enhancing soft skills of employees for achieving shared goals and objectives. A terminology in the business parlance is "Institutionalization".

Institutionalization or the institutional context is the organizational level of analysis about organizational structures and cultures. Therefore, an organization is subject to the multiplicity of institutional context which govern it to identify the particularities in order to decide about the adaptation of its organizational structure and strategies accordingly (Westney, 1987). A massive stream of studies impel that institutionalization is an organizational establishment that may result in building and uplifting social and moral norms in employees in developing them by providing them opportunities of self-motivation and self-recognition. Both the self-motivation and self-recognition result in the self-leadership development among employees through which they can successfully set their goals and ambitions in harmony with that of organizations. However, leadership development broadens the viewpoint of self-learning and self-analyzing where an individual becomes capable of controlling and managing his/her thoughts and behaviors as a result of specific roles and tasks (Keys & Wolfe, 1998).

As employees are more likely to set their short and long terms goals, they will more be able to perform their best so as to achieve these goals and objectives which they set in parallel to organizational goals and objectives. Therefore, organizations are required to streamline their business policies in establishing such institutional contexts which may empower organizational employees to envision themselves in a consistent successful performance as well as being capable of self-evaluation so that they may visualize their success rate. Thus, the current study aims to examine the impact of institutional context and social cognitive behavior in increased employee performance mediated by self-leadership development.

1.1. Problem Identification

The current study aims at measuring the impact of institutionalization and social cognitive behavior in self-leadership development and increased employee performance in corporate sector in Pakistan. Seemingly, Pakistani corporate sector is worth considering evidenced based studies in these grounds as it has to persevere and face various challenging and dynamic globalized industrial trends. There is a need to conduct research in self-leadership development as corporate sector in Pakistan is facing various challenges such as layoffs, employee turnover due to dissatisfaction because of mismatch of jobs and/or economic situation prevailing in this country.

Due to the employee-job misfit and lack of conjoint indulgence and shared goals between employees and organizations, organizations suffer a lot in such circumstances as employees become highly dissatisfied with their jobs and quit their job for the search of some better opportunities. However, the parable state leaves nothing but with enormous damages to individuals, organizations, and society at large. In these aggressive circumstances, either for multinational corporations or for national

organizations, the prerequisite for institutional context is of supreme importance which is centered on the proposition that guides the economic and social behavior of individuals (Neuman & Baron, 1998).

Institutionalization as discussed in detail in the later section is organizational ability to incorporate social norms and beliefs in such ways that both employees and organizations' rights can be safeguarded as well as shared goals and objectives can be met accordingly.

In addition, the study finds an equal eminence of social cognitive behavior which is capable of molding and managing employees' behaviors in even worst situations. The trickle down impact of incorporating such culture in organizational policies is to support and enhance the self-development culture so that employees feel joy and interest in doing their jobs. Hence, it would influence the self-leadership development of employees which enables them to monitor and appraise their performance by themselves. Ultimately, this would result in increased employee performance.

For instance, many research studies including Malik, Zaheer, Khan, and Ahmed (2010); Malik, Gomez, Ahmad, and Saif (2010) examined leader-member exchange model in telecommunication and banking sector in Pakistan and found employee turnover intentions when the bond is weak and vice versa. In addition, Bushra, Ahmad, and Naveed (2011) emphasized on the importance of leadership studies and its applications in banking sector in Pakistan specifically in the perspective of organizational commitment. In addition, Abbas and Yaqoob (2009) also laid down foundations for future research on self-leadership development specifically in Pakistani context. However, research in the perspective of self-leadership development is scant in a developing country like Pakistan.

Therefore, keeping into consideration about the significance and fragility of this concern the study focuses on the importance of self-leadership development resulting in enhanced employee performance. Hence, the purpose of this study is to elicit enough theoretical as well as empirical evidences on the usefulness of social context of organizations.

1.2. Rationale of the Study

Despite of the increasing research on leadership, a mounting creek of exploration has been found significant in developing self-leadership development in employees through exploiting social cognitive behavior among them. Yet the literature reveals that a little has been found to put emphasis on the cognitive process of employees engaged in enhancing self-leadership development among employees. Seemingly, institutional context is another paradigm next to it which invites a lot more to be done in these grounds. Self-cognitive behavior all alone is worthless, unless and until organizational support is fused with it therefore, a synchronization is deemed feasible that should create synergy and impart people in developing and improving self-leadership capabilities on the way ahead by developing new wisdoms and competences being scintillating and effervescent in setting their ambitions and visions in coherence with that of organization. Apparently, both the institutional context of organizations and social cognitive behavior persevere in parallel to each other in enhancing self-leadership development in employees. Ultimately, the critical fallouts of this construct would be superior employee performance.

The notion is that it's not the organization who runs, operates, wins, or loses. It's the employees who dramatically play this role, who put soul and bestow real significance and values to an organization. Therefore, the need is not only indoctrinating employees with hard skills required by their jobs but also establishing an institutional context that significantly enhance their soft skills in the workplace. Nevertheless, the trickle-down effect of inculcating such skills among the employees will be increased

self-leadership capabilities resulting in increased employee performance. Therefore, considering the view point, the current study aims to measure the extent to which institutional context and social cognitive behavior result in enhancing self-leadership development in employees. Thus, the study endeavors in proposing a framework for increasing employee performance through enhanced self-leadership development.

1.3. Research Questions

Given the problem in corporate sector in a developing country like Pakistan, the current study is aimed to address the following research objective as:

“How can organizations align institutional and individual’s social cognition to develop self-leadership capabilities in employees in Pakistan?”

Self-leadership development is increasingly seeking attention of researchers and business executives throughout globe (Pearce, 2007). For instance, much have been studied and examined in many parts of the world in regards of leadership/self-leadership development however, very little is known and researched in Pakistani context due to which it has largely been unexplored at large (Abbas & Yaqoob, 2009). Therefore, the research seeks to examine the relationship between institutional vs. individual social cognitive behavior, self-leadership development, and employee performance.

Thus, the research problem is divided into following research questions:

1. How much do institutional context of organization and social cognitive behavior impact self-leadership development in employees in corporate sector in Pakistan?
2. Can employee performance be effectively enhanced through institutionalization and social cognition with a mediating role of self-leadership development?

2. LITERATURE REVIEW AND RESEARCH MODEL

2.1. Institutional Context of Social Behavior

The notion of institutions is core to organizational research on institutional approaches. This is central to organizational phenomena based on both empirical and theoretical investigations. Institutional context has multifaceted perspectives; firstly, it represents an overall independent institution which may be established for some specific purpose. Secondly, it represents about the organizational concerns such as how likely they prefer themselves to be institutionalized and incorporated within organizational confines.

For about two decades ago, researchers and socialists reached a decision that institutional contexts are assumed to be an eminent factor in comprehending social, economic, and political behavior of individuals and organizations (Guillen & Suarez, 2010). Either formal and/or informal sanctioning of institutions, they are meant to be sense making actors that guide and constitute actors in effective and appropriate ways towards meaningful and legitimate zeniths (Guillen & Suarez, 2010). Institutional context of an organization tends to be defined as an organizational level of analysis about organizational structures and cultures. Therefore, an organization is subject to the multiplicity of institutional context

which govern it to identify the particularities in order to decide about the adaptation of its organizational structure and strategies accordingly (Westney, 1987).

Lawrence and Suddaby (2006) sanctioned institutional context as an impression that there are enduring and persistent elements in social life that has overwhelming impacts on behaviors, feelings, and thoughts of both collective and individual actors. Within contemporary organizations, it is more often that institutions are invoked than described as well it is more often described rather defined. The current study begins by defining institution.

According to Scott (2001) who defined institutional context as “cultured-cognitive, normative and regulative elements that provide stability and meaning to social life. Institutions are transmitted by various types of carriers, including symbolic systems, relational systems, routines and artifacts” and they “operate at multiple levels of jurisdiction”.

Extending the literature, it is suggested that institutional context within the action dome particularly demonstrates various agencies and actors that have relationships, capacities, responsibilities, and roles with other agencies and actors that administer exacting interactions (Phillips & Hardy, 2002). The prodigious consequence about how institutional contexts affect the social behavior of employees is dependent on the process of mapping these mechanisms that are embedded within organizational boundaries (Phillips, Lawrence, & Hardy, 2004).

Institutions are embedded in social norms. According to Alpay *et. al.* (2008), institutional context of organizations is the expansion of objective/restrained procedures, advent of informal norms, creation of formal structures as well as administrative endorsements. In addition, İbicioğlu and Oksay (2008) argued that institutional context of organization is same as that of an organization, which means an establishment where there are procedures and rules acknowledged by everyone working there. Usually institutions are the multifarious phenomenon that operate and interact across multiple analytical levels such as from interpersonal action to the world system (Suddaby & Greenwood, 2009; Van de Ven & Hargrave, 2004).

The institutional context of an organization is its characteristics that throw light on organizational system in which it is being created which are arguably an eminent factor that determines about how organizations advance. Regardless of origin, purpose, or nature; institutional context of an organization constantly influences the behavior of its employees (Hinings *et. al.*, 2004). Extending the idea, it is stated that Institutional context is based on beliefs, norms, and rules that surrounds organizational activity which enforces or defines socially putative behavior of an organization and its employees (Oliver, 1997).

Scott *et. al.* (2000) endorsed that an apparent institutional change is more likely to cause transformation in the field which in turns results in the relationship between changes in the field boundaries and the existing organizational system. Hence by identifying the change, it fallouts in increased possibilities in determining whether such institutional change taken place has affected the social cognitive behavior of employees. A repercussion to this is how individuals function in organizations to scrutinize about how social cognitive behavior of employees shape organizations success as well empowers employees.

Borrowing from Lawrence and Suddaby (2006), institutional context approaches organizations about the relationship among the fields and themselves in which they operate. They further argued that an institutional context signifies the eminent roles of cogent organizational structures that facilitate

organizational behaviors. A massive stream of research has already been conducted on institutional contexts of organizations demonstrating the key phenomenon that highlights logics and institutional structures and interrelated these key concepts and structures to establish organizational conduct and forms (Meyer & Rowan, 1977; Tolbert & Zucker, 1996; Zilber, 2002).

Scrounging as of DiMaggio and Powell (1991); Scott (2001); Zilber (2002), they endorsed that an institutional context catalogues a wide array of segments and geographic contexts including inter-organizational, intra-organizational, and international. According to DiMaggio and Powell (1991), for the last few decades, organizations have been considered as rational systems that both individuals and organizations are designed in such a way that transformation may become more efficient by only inputting the materials and perceived to be outputted in the similar manner.

However, now days organizations are hypothetical to be more institutionalized rather than materialized. Many subtleties are not rooted and based on the imperativeness of technological and materialization but organizations are more likely to be institutionalized by beliefs, symbols, cultural norms, and rituals (Suchman, 1995). Thus, at the heart of this replica lies the social behavior of employees founding the organizations. The notion is about how institutions affect organizations and individuals' behaviors. Much has been found contradictory about how individuals and organizations affect institutions and this concern seems to be much repelling for the future studies (Lawrence & Suddaby, 2006).

In this study, the researchers have endeavored to focus on the institutional perspectives of organizations about how this approach may articulate the social behavior of employees through institutional works in motivated organizational directions as discussed below.

2.2. Social Cognitive Behavior

Social cognitive theory espouses varying perspectives to adaptation, human development, and transformation and is therefore stemmed at three assessments such as individual perspective which is exercised individually, influential perspective in which desired outcomes are assumed to be executed by others on individuals' behest, and collective perspective (Bandura, 2002). In lieu of an extended stance, social cognitive theory is perceived to be rooted around self-efficacy (Schwarzer & Jerusalem, 1995) and self-regulation of motivation (Wright, 2004). The authors therefore, in this research endeavor to throw light on these determinants as the key enablers of self-leadership development based on individuals' social cognitive behavior.

However, social cognitive theory has materialized as a richer and an inclusive enlightenment to organizational behavior in general (Bandura, 1999). Social cognitive theory has a significant potential of human behaviors that may influence individuals' behavior in today's business organizations (Goldsby *et. al.*, 2007). Whereas, behavior may inculcate significant changes in individuals in developing self-leadership capabilities. Self-leadership is termed as "*a process of self-influence that allows people to achieve a level of self-direction and self-motivation needed for optimal performance*" (Houghton *et. al.*, 2003, Neck & Houghton, 2006).

Bandura (2002) validated that these determinants serve as motivators and guides, as it measures the extent to which individuals have the belief that they can produce the desired outcomes and possess the powers to direct and shape their actions. On contrary, they have to persevere in the mental state that they possess little intention to affect the desired outcomes and therefore face difficulties. As defined by Schunk and Pajares (2009), self-efficacy theory is the strength or extent of one's belief that one

possesses the ability and competence to achieve desired goals and accomplish tasks. Studies reveal that the inception of individuals' belief that one possesses certain competences can be traced back in a long history in personality, clinical, and social psychology (Bandura, 1977). Likewise, Maddux (1995) argued that apart from the statistics of behavioral and emotional dysfunction, individuals possess the capacity to make decisions, transform as well as adapt themselves in accordance with the environmental changes and this ability and capacity is referred to as individuals' competence.

Social cognitive behavior depicts individuals' behaviors about how they equip themselves to face changes and challenges. Studies propel that with the advancement and innovation in technological paradigm and with the globalized culture worldwide which has changed the landscape of entire business industries and have rushed and quickened business processes, it's difficult for individuals to compete and operate in such ferocious environment, and therefore, the need to transform and adapt oneself is perceived as the core compliment for individuals to equip themselves accordingly. As demonstrated by Bandura (2002), over recent decades, people have changed a little in their genetic concerns, yet they are more likely and markedly changed through evolution in technology in their social roles, mores, beliefs, and styles of behaviors.

In the similar stream, self-motivation equally impacts social cognitive behaviors of individuals (Bandura, 2002). As argued by Bandura (1989), the distinctive human characteristic is the ability to control one's motivation, thought process, and actions as these actions and cognitions are self-determined which significantly affect change in themselves, and the circumstances as well. It can be elaborated as the higher the self-efficacy developed in people, the higher would be competence possessed by them (Schwarzer & Jerusalem, 1995), ultimately, the process rolls on and self-determination consequently enhances individuals' self-motivation. In addition, social cognitive theory describes emergent personal interactions such as people are neither mechanical conveyer nor they are autonomous agents, in fact they remarkable contribution to their own action and motivation. Therefore, their actions should include self-generated stimuli as a causative factor (Bandura, 1989).

Social cognitive behavior is intrinsic to human nature, and goes in parallel with institutional mechanisms and structures that has industrialized over time (Bandura, 2002). Therefore, the current study focuses on institutional and social cognitive behaviors as enabler of self-leadership development resulting in enhanced employee performance.

2.3. Self-Leadership Development

In lieu of competitive eccentricity, organizations are necessitated to transform their traditional management structures of command leadership to shared leadership so that the rational decisions are based on the collective intuitive abilities of all employees of the organizations (Pearce, 2007). For this reason, instead of top-down managerial hierarchy where decisions are the core responsibilities of top-management (leaders), a breakdown of such organizational hierarchy is required where each employee share equal responsibility in founding the business development (Costello, Brunner & Hasty, 2002). Such requirements can be replaced and fulfilled by organizational culture that enables employees to enhance self-leadership development (Houghton, Dawley, & DiLiello, 2012; Stewart, Manz & Sims, 1999).

Self-leadership is a behavior of normative model in which self-cognition operates within a social theoretical context and commends particular interactive and rational strategies intended to intensify individual effectiveness (Neck & Houghton, 2006; Neck & Manz, 2007). Therefore, the current study

is directed towards identifying the relationship between institutionalization and social cognitive behavior in developing self-leadership capabilities among employees. Also the study focuses on examining the impact of overall relationship on increased employee performance.

Self-leadership development can be sketched as an extension to self-management based on behavior-focused approaches (Manz, 1986). An instant peculiarity is required to draw a line between the management development phase and leadership development approach. Management development primarily includes development that focused on acquiring specific job related skills, knowledge, and abilities to perform the assigned tasks. However, leadership development broadens the viewpoint of self-learning and self-analyzing where an individual becomes capable of controlling and managing his/her thoughts and behaviors as a result of specific roles and tasks (Keys & Wolfe, 1998). He further sanctioned that both intrinsic motivation and self-regulatory components are enablers of self-leadership development. Similarly, self-leadership development is defined as behavioral development in self-management approach (Manz & Sims, 1989). They referred self-leadership as a process in which leadership skills such as self-perceptions and self-capabilities are improved and refined.

Furthermore, in the performance context, three strategic dimensions are primarily determinants of self-leadership development. For instance, it comprises behavior-focused approaches including self-reward, self-observation, self-goal setting, self-punishment, and self-cueing, natural reward approach *i.e.* intrinsic motivation, and constructive alleged arrays such as self-talk, envisaging successful performance, gauging assumptions and beliefs (Furtnner, Rauthmann, & Sachse, 2010; Houghton & Neck, 2002).

Self-leadership development can be viewed as modus through a modest elucidation of current and desired states for instance, if discrepancies can be noticed in the current state and the desired state such as specific goal; self-regulatory strategies are attempted to reduce such discrepancies. While self-observation is used to notice the current state followed by the pursuit of self-goal setting to proactively reaching the specific goal (Houghton & Neck, 2002). Later on self-regulation approach is used to minimize discrepancies which are deliberately increased to reach a desired state (Carver & Scheier, 1998). Similarly, self-reward reinforces desirable behavior whereas self-punishment deteriorates adverse behavior (Houghton & Neck, 2002). Therefore, self-leadership development possesses outlooks of self-determination and competence (Deci & Ryan, 1985).

The conceptual viewpoint of self-leadership development is subsumed at intrinsic motivation and self-regulatory development (Neck & Houghton 2006). In addition, self-leadership development is focused at self-goal setting (Elliot, 2006). Such as, people with high self-regulatory abilities comprise high self-leadership development and are able to manage to behaviors and thoughts through intrinsic motivation in order to pursue their goals productively and effectively (Riggio & Reichard, 2008).

As in their study Neck and Houghton (2006) discussed self-leadership approach is related to personal attributes of people such as mechanism of self-efficacy and self-regulation, therefore these personal attributes may limit or augment as well the self-leadership development. While debating about intrinsic motivation such as internal locus of control of individuals can be monitored as those with higher internal locus of control are more likely to internally satisfied and enjoy the task as a consequence on their developed desired state where they actually set their goal in the pursuit of self-goal setting. However, on the contrary those with lower locus of control are tend to less likely to be satisfied because of the belief that the task should be accomplished through external organizational factors (Brown & Fields,

2012). Therefore, it can be assumed higher intrinsic motivation lead to increased self-leadership development.

2.4. Employee Performance

Before making any extension in the body of literature, the researchers find the need to define employee performance in order to provide a better comprehension of the usefulness of institutionalization, social cognition, and self-leadership development. Employee performance can be viewed from a number of perspectives *i.e.* employee effectiveness (Hill & Boyd, 2015), work efficiency (De Silva, 2014), job satisfaction (Andrews, Michele, & Kacmar, 2014), and employee loyalty (Turkyilmaz *et. al.*, 2011). In general, Campbell (1990) defined employee performance as “*an individual level variable or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables*”. Another most important and critical component of employee performance is competency (House, 2013).

For the present study, employee performance is considered in terms of competence. Enhanced competence (self-efficacy) and self-determination (self-regulation of motivation result in self-leadership development which ultimately fallout in enhanced individual’s performance (Furtner & Rauthmann, 2011). The study focuses on the usefulness of institutionalization and social cognitive behavior in boosting self-leadership development which will ultimately cushion employee performance. The notion is people should monitor their own actions by setting goals themselves in the pursuit of goal-setting to achieve enhanced performance (Furtner & Rauthmann, 2011).

2.5. Institutional Context, Social Cognitive Behavior, and Self-Leadership Development

As discussed above, institutional context of an organization is of paramount importance to the employee self-development and organizational sustainability in the long run. Foster (1981) defined institutions as “prescribed patterns of correlated behavior”. This means that both individuals and organizations are interrelated to each other as well as the individual’s behaviors and organization’s behaviors mutually shape organizational structures which design policies and strategies to embed and incorporate such culture in which shared learning and recognition are considered the one-off resource for an organization.

In addition, extending the definition presented by Foster, organizational views of institutional contexts trigger social behaviors which ultimately affects their leadership skills and development. The greater the extent to which self-leadership development is institutionalized in an organization, relatively the higher would be social cognition and enhanced would be self-leadership development (Furtner *et. al.*, 2012). A massive stream of institutional economists argued including Veblen (1899); Joas (1996); and Kilpinen (2000) and sanctioned institutions can only be executed only if the rules are embedded in mutual behaviors and shared habits of individuals. Hence, institutions are a top-down and bottom-up strategy inclusive of all individual bodies who shape and articulate organizational structures.

In the related dimension, Scott (1995) argued that institutions shape behaviors and contour social interactions where employee welfare, technological development, organizational expansion, and profitability are core primary goals of institutional approach. While the institutional context of social behavior depicts the concern about organizations posit institutions approach in coping up the rapid transformation in business processes so that the employee development can be ascertained in the similar ways accordingly.

As argued by Granovetter (1985) that vocalization and execution of institutions are inclined to perform social structures, and provide values and beliefs (Swidler, 1986), which are embedded and incorporated as strategic actors. The growing strap line of institutional roles in social life is circling about the recognition that individual's activities and social interactions are structured in terms of blatant and inherent rules (Hodgson, 2006). As such institutional contexts of organizations enable actions, thoughts, and expectation by imposing consistency and form on social activities and in such ways institutions enable and constrain social thoughts (Hodgson, 2006).

Similarly, behavioral and cognitive self-regulatory approaches result in heightened performance as a consequence of enhanced self-leadership development (Furtner & Rauthmann, 2011). The notion is people should monitor their own actions by setting goals themselves in the pursuit of goal-setting to achieve enhanced performance (Furtner & Rauthmann, 2011). Deci and Ryan (1985) contended in the similar concern and stated that heightened competence and self-determination are the results of intrinsic rewards which individuals set and merge with a task regardless of the extrinsic rewards in order to regulate themselves to experience task as an enjoyment beyond the behavioral dysfunction. Thus, enhanced competence (self-efficacy) and self-determination (self-regulation of motivation result in self-leadership development which ultimately fallout in enhanced individual's performance (Furtner & Rauthmann, 2011).

Similarly, Neck and Manz (1992) also reasoned social cognitive behavior influence the individual's patterns of habitual thinking and result in increased performance. In addition, Furtner *et. al.*, (2010) debated that employee performance is highly correlated with self-leadership development. Likewise, Furtner, Sachse, and Exenberger (2012) found promising results in employee performance by self-leadership development through social cognitive behavior.

Apparently, in order to possess all facets of self-leadership it's difficult for every individual to competently lead business operations (O'Toole, Galbraith, & Lawler, 2002). Therefore, from institutional context of social behavior, organizations are more likely assumed to strategically embed themselves being single unit as a collective institutional platform to affect social behavior of all individuals working with them (Kocolowski, 2010). For instance, organizations as an institutional viewpoint such as achievement oriented organizational cultures are essential for individual and shared leadership development (Furtner *et. al.*, 2012).

A number of studies including Guillen and Suarez (2010); Phillips & Hardy (2002); Scott (2001); and Westney (1987) authorized that due to increased complexity in business environment and competition, organizations should institutionalize their internal operations so that a meaningful understanding can be developed and in accordance with such institutional contexts the reinforcement of employees' social behaviors can be formed, and hence by doing so employee self-efficacy and self-regulation of motivation to nurture a self-leading aptitude so that employees performance may be enhanced.

Similarly, a growing stream of researchers focused on social cognition and cognitive behaviors of employees about how they become capable of setting self-goals and self-reward for the tasks and uncertainties they have to confront and found very promising results of social cognitive behaviors including self-efficacy and self-regulation of motivation in self-leadership development ultimately, resulting in increased employee performance (Bandura, 2002; Goldsby *et. al.*, 2007; Schunk & Pajares, 2009). Therefore, literature reveals that many organizations in totality invest in self-development as they view leadership as a source of competitive advantage (McCall, 1998).

Hence, the current study is directed at analyzing the impacts of institutionalization and social cognitive behavior in increased employee performance through mediating role of self-leadership development.

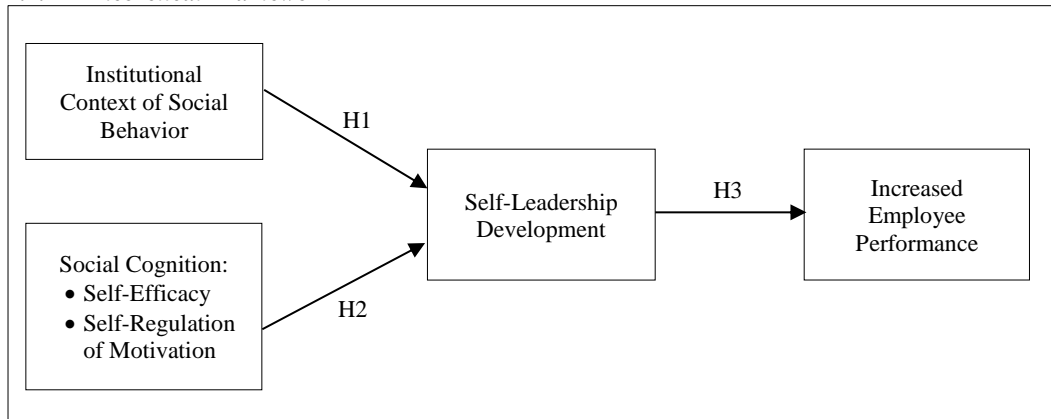
2.6. Hypotheses

H1. Institutionalization is positively correlated with self-leadership development

H2. Social cognitive behavior is positively correlated with self-leadership development

H3. Self-leadership development has a positive influence in increased employee performance

2.7. Theoretical Framework



3. RESEARCH METHODOLOGY

3.1. Sample and Sampling

The current study aims to measure the impact of institutional context of social behavior and social cognitive behavior of employee on employee performance through mediating role of self-leadership development in corporate sector in Pakistan. The target population for this study includes industries such as telecommunication, IT, services, and manufacturing. There are two types of sampling in social sciences *i.e.* purposive and non-purposive sampling.

Non-probability purposive sampling is used in this study. Purposive sampling is directly concerned with the purpose of study where generalization is not the concern of the study (Hussey & Hussey, 1997). This may be taken as a limitation of the study as only few companies are taken as the key respondents. The potential respondents were managers, assistant managers and personnel working in operations, procurement, marketing, and other departments related to the study. In a research study conducted by Furtner *et. al.*, (2010), the results revealed a strong correlation between social expressivity in terms of reward and behavior focused strategies with self-leadership development. In addition, in another study institutional context is considered an eminent factor in identifying about how institutional contexts enable or restrain social behavior (Thornton & Ocasio, 2008).

However, both institutional context and social behavior has not been taken together in any research study earlier. Therefore, this research study provides a useful contribution in the existing body of knowledge by fusing both variables together in identifying their impacts on self-leadership development and employee performance. A total of 200 questionnaires were being administered by the researchers to 45 organizations in Islamabad and Rawalpindi. Questionnaires were administered in person. First of all, researchers have targeted organizations and on random 45 organizations were selected and found to be the representative of the whole population. Since the construct of current study includes institutional contexts and individual contexts therefore, the level of analysis included firm level and individual level analyses. Thus, targeted firms have been found justifying the selection of organizations for present study. In addition, at individual level, managerial positions have been targeted in order to adhere to the self-leadership context of individuals. Researchers have administered questionnaires to 200 middle, upper middle and middle upper personnel in corporate sector in Pakistan. Research questionnaires have been administered in three phases. In first phase, respondents were given the questionnaire and debriefed about the content and rationale. In the second phase, respondents were contacted through SMS, phone calls for the reminders and finally, respondents were met again for data collection. Out of which 150 filled questionnaires were received and processed for this study; leaving a response rate of 75%.

3.2. Measurement Scale

In this study, dependent and independent variables were used and analyzed through SPSS. Moreover, demographic variables were used such as gender, age range, present employment status, highest educational level, and departments etc. The instrument for analyzing these variables was tested by a pilot study. The instrument is presented in Appendix.

3.2.1. Independent Variable

The current study is conducted to examine the role institutional context of social behavior and social cognitive behavior on self-leadership development resulting in increased employee performance. Therefore, the independent variables in this study are institutional context of social behavior and social cognitive behavior. Institutional context of social behavior consists of 9 items measured on 5-point Likert scale ranging from (1 for strongly agree and 5 for strongly disagree). And to measure social cognitive process, this variable consists of 6 items and is measured on 5-point Likert scale ranging from (1 for strongly agree and 5 for strongly disagree).

3.2.2. Dependent Variable

The current study is conducted to examine the role institutional context of social behavior and social cognitive behavior on self-leadership development resulting in increased employee performance. Therefore, the dependent variable in this study is increased employee performance. Dependent variable consists of 8 items measured on 5-point Likert scale ranging from (1 for strongly agree and 5 for strongly disagree).

3.2.3. Mediating Variable

The current study is conducted to examine the role institutional context of social behavior and social cognitive behavior on self-leadership development resulting in increased employee performance. Therefore, self-leadership development is considered as a mediating variable which mediates the

relationship between IVs and DV and consists of 6 items measured on 5-point Likert scale ranging from (1 for strongly agree and 5 for strongly disagree).

3.3. *Pilot Testing, Validity, and Reliability*

The quantitative study in this research is based on two major steps; pilot testing and the main study. Pilot testing is done at first so that the research instrument and the items adapted in this research process could have an alliance with the problem of this study. First of all, validity was confirmed by having a brainstorming session with colleagues, mentoring personnel, and the respondents' views and it was initially confirmed that the items are fine enough to provide coverage to the current issue.

A total of 70 research questionnaires were administered to the target respondents who are at different positions working in corporate sector in Pakistan. Meanwhile, the respondents were contacted for reminders to ensure the maximum response. 55 filled research instruments were collected having a response rate of 78% and processed for analysis for pilot testing. For checking the reliability of the items of research instrument with the variables; Cronbach's Alpha is analyzed through using SPSS.

3.3.1. *Pilot Testing Results*

i. *Demographic Details and Interpretations*

The demographic details for each factor including gender, age, education, position, department, industry is presented in Table 3.1 in the Frequency Distribution Table. The frequency distribution table puts light on the responses of the corporate profile of the respondents.

The frequency distribution table puts lights on the demographic details of the respondents. The analysis helps in having a stance about the responses that the varying personality the respondents possess. Demographic analysis is conducted to ensure about the target population as they are directly related to the area of concern or not. The results show that the respondents majorly who participated in this research constitute both males and females with no major differences and this ensures the workforce diversity management in the workplace. 54% males while 46% females contributed in this research. 54% of the respondents are lying between 26-35 years of age which show that mostly the experienced as well as young professional show their keen interest in the current topic *i.e.* social cognition. Only 10% of aged respondents could have been contacted for this purpose. 4% respondents were undergraduate, 27% were graduate whereas, 69% were post-graduate which is also very important because education has been considered a main source of demonstrating such practices which empowers this social cognition.

Of the total respondents, 45% were at senior and managerial positions; while 28% were assistant managers. In addition, 12% respondents were in sales and marketing department and also 23% respondents were at operations level. 54% respondents were from servicing industry, 4% were from manufacturing, and 29% from IT industry. Regardless of the importance of social cognition in all levels of organizations either small or large; social cognitive behavior and industrial approach for this concern is more important for servicing industry as compared to manufacturing industry. Therefore, mostly respondents who were targeted belonged to service and telecom or IT industry.

Table 3.1: Frequency Distribution

Variable	Number	Frequency (%)
Gender		
Male	30	54
Female	25	46
Age		
Less than 25	15	27
26-35	30	54
36-45	05	9.5
46 & Above	05	9.5
Education Level		
Undergraduate	02	04
Graduate	15	27
Postgraduate	38	69
Position		
Manager	15	27
Senior Manager	09	18
Asst. Manager	16	28
Other	15	27
Department		
Sales/Marketing	07	12
HR	20	38
Operations	13	23
Other	15	27
Industry		
Service	30	54
Manufacturing	02	04
IT/Telecom	16	29
Other	07	12

ii. Reliability Analysis

To check the reliability of measurement scale, Cronbach’s Alpha is used. For achieving a better reliability of scale, the value of 0.70 is or above is more appropriate (Nunnally, 1978). For the present study, the Cronbach’s Alpha is 89.7 for all 29 items included in the measurement scale. Thus, the developed instrument is reliable for all the four variables *i.e.* institutional context of social behavior, social cognitive behavior and employee performance.

Table 3.2: Reliability of Measurement Instrument

Dimension	No. of Items	Cronbach’s Alpha
ICSB	9	0.776
SCB	6	0.739
SLD	6	0.868
EP	8	0.787

Cronbach’s Alpha is presented in Table 3.2. This table demonstrates the reliability of each item of the measurement scale. There are 9 items adapted to measure institutional context of social behavior. The Cronbach’s Alpha of all the 9 items is 0.776. Cronbach’s Alpha for social cognitive behavior with 6 items is 0.739 and for self-leadership development the Cronbach’s Alpha is 0.868 with 6 variables.

Cronbach's Alpha for employee performance is 0.787 with 8 variables. Results are highly significant in terms of reliability of the measurement instrument.

4. RESULTS AND ANALYSIS

4.1. Results

Table 4.1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ICSB	150	1.22	3.78	2.1160	.54663	.533	.227	.302	.451
SCB	150	1.00	3.57	2.1429	.56791	.163	.227	-.418	.451
SLD	150	1.14	4.00	2.1745	.72661	.696	.227	-.539	.451
EP	150	1.14	4.00	2.235	.52571	.435	.227	-.412	.451

Descriptive statistics are used to check the representation of sample with respect to population. In this approach, quantitative analysis is conducted and Skewness and Kurtosis are found to confirm the normality of data. For this study, this approach has been used twice. Firstly, this is used in pilot testing and then on the main study. The results are encouraging indeed. Table 4.1 indicates the descriptive statistics of the main study. The result reveals that the data is in conformity with that of generated in pilot study. The values of skewness and kurtosis are between -3 to +3. Thus, for this study all the variables are seemed to be normally distributed. Furthermore, mean of all the three variables are also given in the table 4.2. Self-leadership development has a mean value of 2.17, social cognitive behavior has a mean value of 2.14, and institutional context of social behavior has a mean value of 2.12.

Table 4.2: Correlations

		ICSB	SCB
SLD	Pearson Correlation	.678(**)	.716(**)
	Sig. (2-tailed)	.000	.000
	N	150	150
EP	Pearson Correlation	.713(**)	.764(**)
	Sig. (2-tailed)	.000	.000
	N	150	150

The Pearson correlations analysis is produced in Table 4.2. Results indicate a positive relationship among all the variables. There is a positive correlation between institutional context and self-leadership development by 0.678. In addition, institutional context with social behavior is positively correlated with employee performance with a value of 0.713. On the while, social cognitive behavior is also positively correlated with self-leadership development having a value of 0.716. And it has a strong positive correlation with employee performance with a value of 0.764. All the values have significance of 0.000. This indicates that the values are significant in terms of applicability. For any analysis, the value of significance "P" should be less than 0.01 (2-tailed). Thus, for this study all the values are 0.000 and significant. Furthermore, Table 4.2 demonstrates that institutional context of social behavior, social cognitive behavior are of paramount importance for building self-leadership development and employee performance.

Figure 1: Structural Equation Model

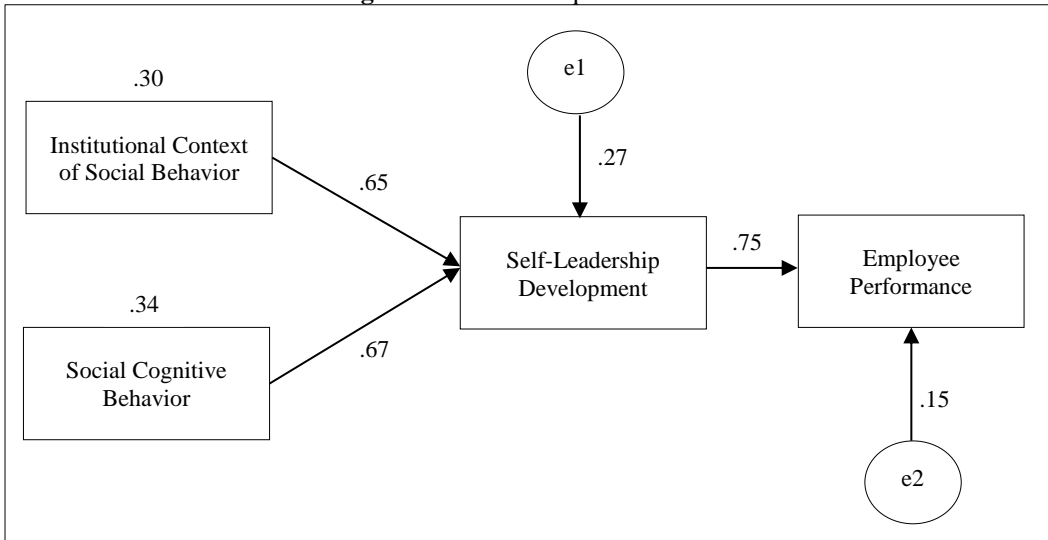


Table 4.3: Regressions Weight

Hypotheses	Estimate	S.E.	C.R.	P	Decision
H1: SLD ← IC	0.647	.068	11.022	.000	Accept
H2: SLD ← SCB	0.667	.129	5.010	.000	Accept
H3: EP ← SLD	0.749	.124	2.721	.007	Accept

Regression weights of analysis are produced by using AMOS 18.0 and are presented in Table 4.3. Results of this analysis reveal that the model is recursive. In addition, the results indicate that when institutional context of social behavior goes up by 1, self-leadership development goes up by 0.647. This justifies that higher the institutional context of social behavior practice, more will be self-leadership development. Estimate for social cognitive behavior and self-leadership development 0.667. This means that when social cognition increases by 1 as a result self-leadership development also moves up by 0.667. S.E. represents standard error for all possible values. Standard error values are 0.068, 0.129, and 0.124 respectively. The values of P represent the probability of getting the C.R. Critical ratio as large as 11.022 for H1, 5.010 for H2, and 2.721 for H3. For any analysis, the value of P should be less than 0.01 (2-tailed). All the statements in this study are approximately correct for this size of sample under suitable assumptions. H1 represents the positive association between institutional context of social behavior and self-leadership development. This is proved by this analysis. Since, the value of P is 0.00 for H1, and institutional context of social behavior has a positive impact on self-leadership development. Thus, hypothesis H1 is accepted. Likewise, H2 represents the positive impact of social cognitive behavior on self-leadership development. This is also proved by this analysis. Finally, H3 is also accepted and proved by this analysis that self-leadership development positively influences increased employee performance.

4.2. Discussion

The results of present study are in conformity with a number of studies conducted earlier based on theoretical framework. The study is bifurcated into two parts, as in first part institutional context of social behavior influence self-leadership development, also social cognitive behavior influences self-

leadership development. In the second part, self-leadership development acts as a mediating variable and influences increased employee performance. The developed theoretical framework and the empirical investigation of the study are in line with each other. Extensive literature review is presented above in Chapter Two; however, at this point it is necessary to link qualitative and quantitative data in order to authenticate the results.

Guillen and Suarez (2010) reached a decision that institutional contexts are assumed to be an eminent factor in comprehending social, economic, and political behavior of individuals and organization. In the related dimension, Scott (1995) argued that institutions shape behaviors and contour social interactions where employee welfare, technological development, organizational expansion, and profitability are core primary goals of institutional approach. Earlier research works published already show great intensity of institutional context of social behavior in shaping employees social behavior which results in developing soft skills among employees such as interpersonal and behavioral skills, ultimately enhancing leadership skills of employees. The empirical investigation conducted in this study also ensures the positive influence of institutional context of social behavior in self-leadership development. Therefore, both the theoretical and empirical findings lie parallel to each other.

Likewise, social cognitive theory has a significant potential of human behaviors that may influence individuals' behavior in today's business organizations (Goldsby *et. al.*, 2007). Bandura (2002) validated that social cognitive behavior serve as motivators and guides, as it measures the extent to which individuals have the belief that they can produce the desired outcomes and possess the powers to direct and shape their actions. Theories suggest that social cognitive behavior result in the development of self-efficacy, self-regulation of motion, and self-recognition. All these attributes represent the development of self-leadership capabilities in employees. And the findings of this study presented in previous chapter adhere to the theoretical background just justifying the developed hypothesis.

Similarly, self-leadership is a behavior of normative model in which self-cognition operates within a social theoretical context and commends particular interactive and rational strategies intended to intensify individual effectiveness (Neck & Houghton, 2006; Neck & Manz, 2007). Therefore, self-leadership development associates outlooks of self-determination and competence (Deci & Ryan, 1985). Again the empirical findings about the usefulness and significance of self-leadership development resulting in increasing employee performance are in alliance with the theoretical foundation.

Therefore, institutional context of social behavior and social cognitive behavior are considered to be important aspects and enablers of self-leadership development and increased employee performance.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The current study is purposed at investigating the impact of institutionalization *i.e.* institutional context of social behavior of employees. The notion behind this concept is the harnessing and amplifying soft skills of employees so that the self-leadership development in employees can be reached. For carrying on the cause, the authors argue that organizations must understand their value prepositions and must realize the importance of developing human skills. The study suggests that none of organizational resources worth enough than the retained human capital they possess. Therefore, the study seeks to find

out the factors may serve the cause as to investigate the impact of these variables in developing self-leadership capabilities of employees.

The study finds a positive correlation between institutional context of social behavior and self-leadership development. In addition, the study also finds promising results of social cognitive behavior and self-leadership development. Finally, the findings reveal that self-leadership development positively influences the increased employee performance. Therefore, it can be concluded that institutional context of social behavior and social cognition are the key strategic standpoints for organizations that are effectively executed to increase employee performance. The study suggests that an instant peculiarity is required to draw a line between the management development phase and leadership development approach. Management development primarily includes development that focused on acquiring specific job related skills, knowledge, and abilities to perform the assigned tasks. However, leadership development broadens the viewpoint of self-learning and self-analyzing where an individual becomes capable of controlling and managing his/her thoughts and behaviors as a result of specific roles and tasks.

In the pursuit of developing the construct of this study, the study finds that self-leadership development can be executed by organizations to actively participate in the social behavior building of employees. This can be done so by strategies and policies implemented by organizations so that it may become embedded in the corporate profiles and employees may feel comfortable in practicing such exercises as a part of their social construct and job responsibilities as well. The study proposes that social cognitive behavior of employees can be achieved when employees finds themselves capable of being reaching the self-efficacy, self-recognition, and self-regulation of motivation levels. Employees themselves set their own strategic goals which should be in harmony with that of organizations and hence they may be able to get engaged in self-rewarding as well as self-punishment initiatives. Henceforth, by doing so they may be able to develop their own leadership skills which results in enhanced employee performance.

5.2. Recommendations

On the basis of theoretical framework and empirical investigation, following suggestions are presented hereby in order to improve the social behavior system in organizations. First of all, social cognitive behavior and more specifically institutionalization are to be considered and made essential as a part of employee development strategy. The impression is because anything which is not imposed or not made an essential part of any organization, its ultimate objectives cannot be achieved. The rationale requests the realization of the concept as though organizations and even employees have opted cognitive behavior because of the need of time, yet this should properly have rooted within the organization's boundaries so that it should ensure the effective execution of social cognitive strategy. A successful channel of social cognitive strategy can only be made possible through making every employee responsible in practicing social self-development skills to establish learning profile. There should be training sessions conducted, board meetings, and audio-visual aids should be used for this purpose. To sum, without having realization about the importance of institutionalization, social cognitive strategy, and self-leadership development, it's not possible to stay competitive in the 21st century.

5.3. Limitations

There are few limitations in this study. The study is conducted on corporate sector in Pakistan and because of the significance of this study, it is limited to service industry in Pakistan including banking,

IT and Telecom. Only few manufacturing companies are visited to serve the cause. To ensure the demographic validity of data with respect to areas, the data is collected from few cities. For this reason, few companies are being chosen and visited by researchers. Because of this, generalization of this research can be extended through other studies.

5.4. Directions for Future Research

The study is significantly important as it provides rich insights to managers and practitioners as well as to researchers on institutionalization, social cognition, self-leadership development and employee performance. However, the study is restricted to corporate sector in Pakistan. Another research can be undertaken on public sector organizations. Furthermore, to ensure the generalization of this construct, the sample size can be enhanced. Also, further studies can be conducted on analyzing the extents of the impact of self-efficacy and self-regulation of motivation in social cognitive behavior of employees.

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APPENDIX

**Questionnaire
Self-Leadership Development**

Please tick your answers

Section I: General Information

- a. Gender Male Female
- b. Age Less than 25 26 – 35
 36 – 45 46 & above
- c. Education Level Under graduate Graduate
 Post graduate
- d. Position Manager Senior Manager
 Asst. Manager Other
- e. Department Sales/Marketing HR
 Operations Other
- f. Industry Type Service Manufacturing
 IT – Telecom Other
- g. For how long have you been working in this profession?
 1 – 5 Years 6 – 10 Years
 11 – 20 Years 20 Years & above
- h. For how long have you been working with this organization?
 1 – 3 Years 3 – 6 Years
 6 – 10 Years More than 10 Years

Please rank on from of 1-5

Strongly Agree Agree Neutral Disagree Strongly Disagree
 1 2 3 4 5

		1	2	3	4	5
Section II: Institutional Context of Social Behavior						
1	My organization is an exemplary organization for its demonstration of social cognitive behavior					
2	My organization is responsible for institutionalization of social behavior programs					
3	Top management evaluates institutional context of social behavior training programs on regular basis					
4	Top management believes that institutional context of social behavior, not just legal compliance, is paramount to the success of the organization					

5	Top management has established a legacy of integrity for the organization					
6	In my organization, there is a sense of responsibility among employees for maintaining an institutional social reputation					
7	There is an open communication between superiors and sub-ordinates to discuss social conflicts and dilemmas					
8	In my organization, there is a shared valued system for all employees					
9	My organization has an understanding of what constitutes appropriate behavior in my organization					
Section III: Social Cognitive Behavior of Employees						
1	Institutional support from my organization has made me able about how to handle unforeseen situations					
2	I can remain calm even facing difficulties because I can rely on my coping abilities					
3	I have the ability of solving difficult problems by investing my necessary effort and peers support					
4	I have the ability to deal efficiently with unexpected events					
5	I have the ability to stick around my aims and accomplish my goals					
6	I am accustomed to assume the role of self-leader such as openness, tolerance, and mediation for the achievement of firm's objectives					
Section IV: Self-Leadership Development (For the past few years, I have developed the ability to)						
1	Establish specific goals for my own performance					
2	Visualize myself successfully performing a task before I do it					
3	Make a point to keep track of how well I'm doing at work					
4	Envision in my mind a successful performance before I actually do a task					
5	Being at forefront in dealing with and handling difficult situations					
6	Evaluate the accuracy of my own beliefs about situations I'm having a problem with					
Section V: Increased Employee Performance						
1	In my organization, institutional training opportunities encourage employees to work better					
2	We are benefited from institutional training and development in the last few last twelve months					
3	We are valued as hard working individuals within our organization					
4	We are motivated by the prospect of promotion in the near future within our organization					
5	Our organization's Personnel Evaluation Report is a good indicator of employees performance					
6	Our performance evaluation assist us to improve our performance on continuous basis					
7	We feel that our jobs allows us to develop and advance in this organization, which is a motivator of increased performance					
8	Self-accountability and responsibility to act in a manner to the assigned tasks over this job is a good incentive to encourage better performance.					

Thank You for Your Participation!