

Does leadership authenticity repays mediating role of psychological empowerment?

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Abstract: The purpose of this study is to examine the impact of authentic leadership on organization citizenship behavior and organizational performance through mediation of psychological empowerment. Study is descriptive, quantitative and cross sectional in nature. Data were collected from teachers of 12 different colleges and universities in Gujranwala. Confirmatory factor analysis and structure equation modeling techniques have been used for statistical analysis. Findings signified that authentic leadership positively and significantly affects the organizational performance and organization citizenship behavior. Moreover, results also revealed that psychological empowerment significantly mediates the relationship between authentic leadership, organizational performance and organization citizenship behavior.

Key words: *Authentic leadership; Organizational citizenship behavior; Psychological empowerment; Organizational performance; Teachers*

1. Introduction

Authenticity of leaders has been provided with the world wide significance in past several year. It was argued that authentic leadership reveals facets of leaders' innermost. They preserve their individuality; however they are welcomed in well-built organizational community and understanding to exercise those communities' elements as basis for complete alteration. Moreover research provides an evidence that authentic leadership impacts the behavior of employee and attitude as organization citizenship behavior, work engagement and performance. A study (Arefin et al., 2015) enlightened that psychological empowerment persuades employees to consider their abilities for job completion, develop sense for the task and having some effect on work settings. In educational system psychological empowerment has been recognized as it enables a teacher with considerable power in strategic choice procedure and executional approaches of educational strategies. It was argued that organization citizenship behavior in managerial literature is considered to be a firsthand concept and simultaneously old concept in humanitarian conducts (Vigoda-Gadot, 2006).

Organization citizenship behaviors are vital for organizations as the official Job description dose not ensure the whole behavioral choices desired for achievement of organizational goals. Organizational performance is considered to be important because it indicates the organizational goal achievement.

Comparatively OCB is known to be a firsthand organizational behavior concept, so little importance has been given to organizational citizenship behavior . Less consideration has been given to leadership in Pakistan. In Pakistan managers don't consider as much obligation for the assistance and motivation of subordinates regarding their job and obligations then employees are unable in enhancement of their capabilities and less engaged in OCB. As in Pakistan rewards are not linked with individuals' performance resultantly employees less engaged in commitment with organization and decreased participation regarding organization citizenship behavior (Qaiser Danish et al., 2014). Educational systems spent significant resources for development of leadership program and empowering teachers to for school effectiveness (Ben-David, 2010). As in the above mentioned studies it is indicated that smaller consideration has been given toward the leadership and its impact. In present scenario Pakistan's education system specifically higher education is having the problems of lack of leadership. Generally, studies have analyzed the relationship between authentic leadership and organizational performance, OCB (Mayer et al., 2009; Roncesvalles & Sevilla, 2015; Uchenwangbe, 2013; Valsania et al., 2012) but few ones analyzed these relationships with the mediation of psychological empowerment expect the study (Shapira-Lishchinsky & Tsemach, 2014). In authentic leadership's inclusive evaluation of development and studies, asked for more empirical studies of follower's role, numerous experiences and results in authentic leadership, precisely, for further

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investigation that explores what constituents and circumstances improve a deeper insight of relation between authentic leader and follower (Gardner et al., 2011).

Furthermore, a study (Wong & Laschinger, 2013) was conducted to analyze the relationship of authentic leadership performance and job satisfaction while the relation was being mediated by empowerment. Authors suggested that other moderating variables like positive psychological capital and psychological empowerment etc. could be considered to describe the relationship of authentic leadership and work outcomes. Additionally, another study (Shapira-Lishchinsky & Tsemach, 2014) was done analyzing the relationship of authentic leadership and organizational citizenship behavior while the relation was being mediated by psychological empowerment. Authors suggested that other variables could be used such as burnout, hindrance stressors, and challenges. On the basis of above mentioned studies we made our model to cover up and study the gaps ignored. Core purpose of the study is to study the authentic leaderships' effect on organization citizenship behavior while the psychological empowerment is mediating the role. In this study we will examine the following research questions.

- Does authentic leadership have an impact on the organization citizenship behavior?
- Do authentic leadership impacts the organizational performance?
- To what extent psychological empowerment conciliates the relationship of authentic leadership with organization citizenship behavior and organizational performance?

The nucleus seek of our study is examining authentic leaderships' impact on organization citizenship behavior and organizational performance while being conciliated by psychological empowerment.

- To determine the relationship of authentic leadership and organizational citizenship behavior
- To observe the relation of authentic leadership and organizational performance.
- To what extent psychological empowerment conciliate the relationship of authentic leadership with organization citizenship behavior and organizational performance.

2. Literature review

2.1. Authentic leadership

Authenticities' emergence and antiquity has been provided inside (Harter, 2002) the domain of doctrine and behaviorism. In a study it was argued that recent notion of authenticity developed within previous 80 years (Erickson, 1995). Initially, in

constructive psychology literature found that authenticity could be described as "owning ones' personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs, processes captured by the injunction to know "oneself". Authenticity has been defined as clearer actions of individuals' genuine or basic self, representation in routine jobs and (Kernis, 2003) identified four fundamental constituents: awareness, relational, unbiased processing, and action. Therefore (George, 2003) defined that authentic leaders exhibit purposiveness, values and truthfulness to lead. They had established long lasting organizations and motivated employees for provision of enriched customer services and generating enduring worth for shareholders. In a study (Bird et al., 2010; Bird et al., 2012) it has been explained that authentic leadership reveals facets of leaders' innermost. They preserve their individuality; however they are welcomed in well-built organizational community and understanding to exercise those communities' elements as basis for complete alteration. Moreover in a study (Kernis, 2003) it has been described that certain attributes necessary for authentic leaders' self-awareness means enhanced consciousness about the realm they live, wakefulness about their brawn and flaws, wakefulness of their influence on others and how they perceived by others. Relational transparency means exerting conducts that stimulate trust, like unrestricted information sharing, literal beliefs and feelings whereas curtailing to present unsuitable emotions. Balanced processing means being able to impartially investigate all significant data and solicit enough views and perspective of others earlier making decision. Internal moral perspective means having inner moral criterion and ethics while confronting group, institutional and societal densities, replicating the degree to which leaders are agreed to for enriched benchmarks of moral and ethical behavior.

2.2. Psychological empowerment

Empowerment has been elaborated (Conger & Kanungo, 1988) as practice to enrich self-efficacy perception in organizational employees by identifying conditions that nurture helplessness and removing them by formal and informal organizational methods for efficacy information provision. The phrase "employee empowerment" indicates a diverse variety of definitions and explanations. It was argued that responsibilities are equally shared obligations of managers and employees (Jaffee & Scott, 1993) for results and enhancing contribution of workers towards success of organization. Similarly a view suggests that organizational performance could be increased by participative decision making and pursue a collective vision and objective (Senge, 1990). Additionally in a study psychological empowerment has been (Spreitzer, 1995) described as enhanced deep-down task inspiration exhibited in perceptions reflecting employees' vigorous alignment towards work role.

Similarly in another study (Daft, 2001) it was stated that psychological empowerment ensures individual's participative decision making and organizational problems by making them independent. Researchers also considered that empowerment has strong cognitive perspective; which they term psychological empowerment. Psychological empowerment was later defined as composed of four dimensions or individual understandings (Thomas & Velthouse, 1990). According to cognitive perspective, empowerment comprises of an individual's perception of meaning (i.e. worth of the job), self-determination (i.e. selecting initiative and controlling activities), competence (i.e. capability to carry out the job) and impact (capability to influence or sway organizational consequences). All the four dimensions exhibit energetic worker position (Spreitzer, 1996). For understanding the psychological empowerment, these four dimensions specify an almost complete and sufficient set of cognition.

2.3. Organizational performance

Significant recognition has been given to the institutional performance, extensive arguments are there about the both problems of usage and theoretical grounds for performance management (Ford & Schellenberg, 1982). In addition (Daft, 2000) defined organizational performance as institutional capability to achieve its objectives by utilizing resources efficiently and effectively. Furthermore (Wade & Recardo, 2001) explained that productivity is related toward showing the ratio of work done in specific time, performance is wider, barometer that consist upon productivity also quality, reliability and additional factors. Gupta (2014) argued that effects of leadership on performance are significant to understand because leadership is considered by some researcher as basic driver of enriched organizational performance. Accordingly effective leadership has been signified (Avolio, 1999; Rowe, 2001) as influential basis for management build out and persistent competitive edge for institutional performance. In addition diversified perceptions for growth and control of institutional performance exist, (Özsahin, Zehir, & Acar, 2011; Imran, Nisar, & Ashraf, 2014) organizational performance has been frequently discussed and argued in academic communities regarding its level of analysis and theoretical grounds for evaluating performance.

2.4. Organization citizenship behavior

Organization citizenship behavior primarily has been theorized by (Organ, 1988) as voluntary conducts of individual that in formal compensation procedures are not openly or obviously acknowledged and that overall helps to indorse optimal organizational working. OCB is the involvement of employees to the organization yonder their prescribed Obligations (Somech &

Drach-Zahavy, 2000). In a study organization citizenship behavior has been described as Sportsmanship, Altruism, Courtesy, Civic virtue, and Conscientiousness (Netemeyer et al., 1997). Furthermore organization citizenship behavior dimensions have been explained as Sportsmanship (i.e., acceptance unavoidable on job problems having no complain), Altruism (i.e., assisting particular people), Conscientiousness (i.e., exhibiting more attendance beyond the minimum required), Courtesy (i.e., notifying others to avoid happening of on job problems) and Civic Virtue (i.e., taking part in and actually worried about organizational life). It developed concept that defined additional role going further then the job description (Graham, 1991) exhibited by employees. Organization citizenship behavior is concerned about behaviors going more than anticipations while vital and uniformly decisive for organizational endurance (Vigoda-Gadot et al., 2007). OCB may be focused towards Organization (OCBO) (like performing job demands well further than least demanded levels) and individual may be aided(OCBI) (like, providing others assistance in associated job) and indirectly contributing to organization (Williams & Anderson, 1991).

2.5. Authentic leadership and organization citizenship behavior

Empirical exploration on OCB studied by (Organ et al., 2005) and identified that nearly all researches produced significant results that explored the association between leadership conducts and organization citizenship behavior. Furthermore he discussed that authentic and supreme trusting relations with their line manager exhibit enriched levels of OCB. Similarly in a study (Mayer et al., 2009) identified considerable relation between ethical leadership and organization citizenship behavior, regarded as authentic leaderships' vital factors. A study (Walumbwa et al., 2010) identified positive relationship between authentic leadership conducts and workers' OCB ($\beta = .20, p < .01$), and level of sympathy of superior with workers and perceptions of empowerment conciliated that relation. Slightly researcher ignored the psychological empowerment as moderator between authentic leadership and OCB. Valsania et al. (2012) conducted a study, stepwise multiple regression analysis was used to obtain results, indicated that moral perspective and relational transparency two constituents of authentic leadership present noteworthy relationship with organization citizenship behavior. In the above mentioned research most number of respondents are female 69.1%, results could be better if there were near to equal male and female respondents. In most contemporary study (Shapira-Lishchinsky & Tsemach, 2014) it was found that only "impact" dimension of psychological empowerment conciliated relation between authentic leadership and OCB. Additionally it was also found that "impact" positively associated with OCB ($\beta = .396, p < .001$).

Another study enlightened that OCBI and OCBO are influenced by perception of authentic leadership (Iraj Nikpay, 2014).

2.6. Authentic leadership and organizational performance

In a study (Vigoda-Gadot et al., 2007) direct relationship has been identified between leadership and performance. Furthermore it has been found that work performance is enriched by good leadership style (Uchenwamgbe, 2013). When followers are capable to achieve (Hsiung, 2012) enriched levels of well-being, their performance will be positive proposed by authentic leadership theory. Researcher marginally has not considered the direct effect of authentic leadership on organizational performance. Furthermore, Khan (2010) summed up that authentic leaders who emphasize on the essential characteristics of their subordinates can enrich their work outcome, resultantly it will affect the organizational performance. Both above mentioned studies have not been conducted to evaluate the direct relationship of authentic leaders on organizational performance, while they have considered the employee performance in between the relation. Furthermore in a study (Khan, 2010) the argument was backed by literature that workers' attitude and conducts are positively affected by authentic leadership which resultantly leading organization towards enriched performance. This study was not based upon the statistical proof, argument may be better supported with the help of inferential statistics. Roncesvalles and Sevilla (2015) conducted a study and results indicated that subordinates' trust and work enactment in educational organization is positively influenced by authentic leadership. In the study author has examined the authentic leadership result through the perceived trust on performance. The result could be better if direct relation was explored. In previous studies lot more work have been done on employee performance and much lesser on the relation of authentic leadership and organizational performance.

2.7. Authentic leadership and psychological empowerment

It was argued that authentic leadership and psychological empowerment are thoroughly associated. In addition, (Meyerson & Kline, 2008) stated that authentic leaders' workers consider themselves as independent in making their decisions, which is as well significant aspect in employees' psychological empowerment. Authentic leadership and psychological empowerment relation has been explored by different researchers. Shapira-Lishchinsky and Tsemach (2014) conducted a study and results indicated a considerable positive relation between authentic leadership and constituents of psychological empowerment (impact, $\beta=.729$, $p>.001$; self-determination, meaning, and

competence, $\beta=.431$). Data used in study was lacking of proper records, results might have better if only the record keepers were included in population. In another study it is submitted that for the psychological empowerment of staff authentic leadership is vital in management. Study (Wong & Cummings, 2009) was conducted in health care employees (medical care workers and nonmedical care workers). As there were two types of employee considered in sample size the result could be better or diverse if only one type of employee considered. Additionally, a study consisted of data collection from 335 worker in 13 diverse industries signified that 'psychological empowerment' constituents impact, meaning, competence and self-determination associated to authentic leadership particularly in facet of internalized moral perspective.

3. Mediating role of psychological empowerment

Backed by previous studies (Shapira-Lishchinsky & Tsemach, 2014; Wong & Cummings, 2009) that described that authentic leadership and psychological empowerment are positively correlated, furthermore it was proposed that subordinates of whose superiors encouraged a more participative working environment and information sharing, (Walumbwa et al., 2010) both are observable appearances of authentic leadership, indicated greater level of psychological empowerment. Furthermore it was argued that authentic leaders are expected to treat workers respectfully instead of considering them as means for achievement (May et al., 2004). Resultantly, subordinates are expected to be familiar a stouter feeling of meaning at work, psychological empowerment's dominant factor. Moreover, it was argued by (Bogler & Somech, 2004) in a study that teachers' opinions about their level of empowerment and OCB were considerably related. Furthermore in a study it was argued that psychological empowerment and organization citizenship behavior are positively correlated (Ackfeldt & Coote, 2005). Moreover, psychological empowerment significantly influences the employees' extra role behaviors (Saleem, Nisar, Imran, 2017). Trust and psychological empowerment (Wat & Shaffer, 2005) directly impacts all components of OCB. It is found in studies that psychological empowerment is also associated with Organizational performance directly and indirectly. Another study results signified that empowerment positively correlated with organizational commitment, job satisfaction and job performance (Aryee & Chen, 2006). In a study it was (Taktaz et al., 2012) found that psychological empowerment is the significant factor that effect the employee performance. It will ultimately impact the organizational performance. There is positive association (Yilmaz, 2015) between psychological empowerment and job performance of employee. Furthermore it was summed up that impact and self-determination dimensions of empowerment impacts the employees' job performances. Furthermore it

was found that authentic leadership and organization citizenship behavior are positively correlated (Walumbwa et al., 2008; Walumbwa et al., 2010). Additionally in a study (Clapp-Smith, Vogelgesang, & Avey, 2009) it was identified that authentic leadership and performance are positively correlated. On the basis of results indicated by diverse studies we may assume that psychological empowerment mediates the relation between authentic leadership and OCB, authentic leadership and organizational performance.

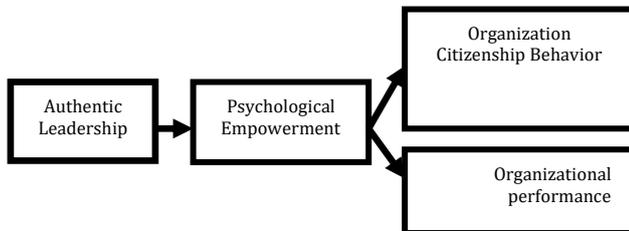


Fig. 1: Research model

3.1. Hypotheses

H1: There is positive and significant relation between authentic leadership and organization citizenship behavior

H2: There is positive and significant relation between authentic leadership and organizational performance

H3: Psychological empowerment significantly mediates relation between authentic leadership and organization citizenship behavior

H4: Psychological empowerment significantly mediates relation between authentic leadership and organizational performance

Methodology

The nucleus seeks of this quantitative study is examining authentic leaderships' impact on organization citizenship behavior and organizational performance while being conciliated by psychological empowerment.

3.2. Measures

Details of measures adopted in current study are as follows measure the authentic leadership 16 item scale was adopted (Walumbwa et al., 2008), 12 item scale was adopted to measure the psychological empowerment (Spreitzer, 1995), 3 item scale was adopted to measure the organizational performance (Nobbie & Brudney, 2003) measuring the performance on the basis of goal attainment of organization. To measure the OCB 12 item scale was adopted consisting upon OCBI and OCBO (Podsakoff et al., 1990; Williams & Anderson, 1991)

3.3. Questionnaire

For purpose of exploring the relationship of understudy variables (Authentic leadership, organization citizenship behavior, organizational performance and psychological empowerment)

survey method was used. In survey method we used self-administered questionnaires. Questionnaire was sub divided into two divisions. First division consisted of demographic profile of respondents (i.e. Gender, age, education level etc.). Second division was related to variables under study.

3.4. Sampling

Our population is all teachers teaching in universities in Gujranwala. We obtained list of teachers teaching in these institutions and by using random sampling technique we selected 450 teachers from these institutions.

3.5. Data collection

List of universities and colleges in Gujranwala was obtained from internet. 450 questionnaires were distributed. First of all a meeting was held with the head of department of different departments in universities' campus and colleges to let them know about our research proposal. All the list of their staff was taken including permanent and visiting teachers. One week time was given after one week questionnaires were collected. Data were collected from same respondents after 4 months. Core reason behind selecting this sector as previous researches has been done in various fields such as employees, (Valsania et al., 2012) Undergraduate university students (Nichols & Erakovich, 2013), Telecom (Walumbwa et al., 2010), Bank (Azeem et al., 2015), ICT (Berraies et al., 2014). Most of the studies have slightly ignored the education sector.

3.6. Demographics

Study conducted in education sector and target population includes teachers of universities and colleges. Questionnaires floated in 12 universities and colleges. Out of 450 questionnaires only 370 were valid responded with 82% response rate. 52% were males and 48% were females. 41.6% of respondents were from age group of up to 25, 46.7% of respondents were from age group of 26-44. Following to this 10.5% and 1.2% were from age group of 46-55 and age group of 56+ respectively. Furthermore respondents were 7.4%, 77.6% and 15% belonged to Bachelors', Masters' and PhD level respectively. 34.1% of respondents were permanent employees, 59.2% were working as contractual employees, and 6.7% were working under other categories of job respectively. 27% of the respondents were having up to 1 year length of service and 45.4% respondents were having 2-5 years length of service and 12.5%, 15.1% respondents have 5-10 years and more than 10 years length of service at visited universities and colleges respectively.

4. Results

Table 1 represents the descriptive statistics, reliability and Pearson correlation among all understudies variables. Mean value for authentic leadership, psychological empowerment, organization citizenship behavior, and organizational performance is 3.50, 3.80, 3.50, and 3.74 respectively. Table 1 also showing standard deviation for authentic leadership, psychological empowerment, organization citizenship behavior and organization performance is .585, .563, .529 and .672 respectively. The highest correlation existed between psychological empowerment and organization citizenship behavior valued at 0.625. It is reflecting that psychological empowerment and organization citizenship behavior are positively related with each other with moderated standard deviation. All other variables named as authentic

leadership, organization citizenship behavior and organizational performance are also correlated with each other. Results indicate that alpha values for all variables are above 0.6 and 0.7 of acceptable range.

Table 2 and 3 are describing the reliability and validity of measure. To measure the validity CFA and psychometric test was performed. Table 2 describing the factor loadings for all the items within the scale and mostly items are reliable as valued above than 0.7. Table 3 depicts the discriminant and convergent validity. AVE and composite reliability are greater than 0.5 and 0.8 respectively describing that model has convergent reliability. Discriminant validity depends upon the square root of AVE which must be greater than the correlation values. In Table 3 data speaks itself as correlational values are lesser ten the values of square root of AVE so discriminant validity is also present in model.

Table 1: descriptive statistics, reliability and Pearson correlation among all understudies variables

Constructs	Items	Factor Loadings
Authentic leadership	16	.781, .521, .786, .739, .705, .835, .708, .813, .869, .865, .784, .818, .842, .711, .872, .759
Psychological empowerment	12	.728, .892, .837, .763, .784, .857, .892, .741, .862, .719, .734, .842
OCB	12	.761, .821, .786, .739, .745, .849, .732, .712, .912, .892, .752, .671
Organization Performance	3	.783, .902, .782

Table 2: Factor Loadings

Construct	Mean	SD	1	2	3	4
1 Authentic Leadership	3.50	.585	.825	--		
2 Psychological Empowerment	3.80	.563	.775	.594**		
3 Organization citizenship Behavior	3.50	.529	.755	.320**	.625**	
4 Organizational Performance	3.74	.672	.832	.398**	.503**	.411**

Table 3: Psychometric Analysis

	CR	AVE	AL	PE	OCB	OP
Authentic Leadership	0.756	0.524	0.802			
Psychological Empowerment	0.976	0.514	0.401	0.708		
Organization Citizenship Behavior	0.885	0.691	0.533	0.388	0.725	
Organizational Performance	0.746	0.672	0.697	0.674	0.433	0.712

Table 4 shows the fitness of model from both CFA and SEM dimensions. Confirmatory factor analysis supported measurement model. GFI represents goodness of fit index valued at 0.91 (GFI > 0.9), AGFI representing adjusted goodness of fit index valued at 0.88 (AGFI > 0.8), CFI is comparative fit index valued at 0.91 (CFI > 0.90), RMSEA is demonstrating root mean square error of approximation whose value is 0.06 (RMSEA < .01) all the values indicating the good fitness of model moreover the values of NFI, PGFI and PNFI are also lied in good range so all the indicators' values indicating that understudy model is quite fit in statistical.

Table 5 describing the regression estimates, standard error, critical ratio and the p-values for main effects for each independent variable. Table 5

shows regression weights significance level for relationship hypothesized in H1, H2. Authentic leadership positively and significantly impacting the organization citizenship behavior ($\beta = .251, p < 0.05$) so the H1 is completely supported. Authentic leadership is positively and significantly impacting organizational performance ($\beta = .289, p < 0.05$) thus supporting H2. Results also enlightened a significant and positive relation between psychological empowerment and organizational performance. SEM analysis showed the positive estimates and S.E in relation with independent variables to dependent variable.

Table 6 is representing the path analysis of the given variables and their relationships. The values of direct and indirect effect have been given to

elaborate the directions of the relationship. Value of total effect (.54) is significant ($p < 0.05$) and greater than the direct effect (.25) enlightening that psychological empowerment mediated the authentic leadership and organization citizenship behaviors' relation. Thus H3 is supported. Authentic leaderships' direct effect on organizational performance is positive and significant (.28, $p < 0.05$) and total effect is positive and greater than the direct effect (.50, $p < 0.05$). Thus it provided Support for H4. Furthermore the table is self-speaking that value for total effect for all the mediation relationships are greater and is summing up that psychological empowerment is significant mediator between authentic leadership and organization citizenship behavior and authentic leadership and organizational performance.

5. Discussion and conclusion

Current study intended to elaborate the relationship between authentic leadership on organization citizenship behavior and organization

performance mediating by psychological empowerment in a sample of university and college instructors. Psychological empowerment has been concentrated as it is the less recommended mediator previously to study the authentic leaderships' outcomes. Present study is one of the few to elaborate the mediating role of psychological empowerment regarding authentic leaderships' influence on organization citizenship behavior and organizational performance. Our results demonstrated a positive and significant correlation between authentic leadership and organization citizenship behavior. Present study's results are consistent with the findings of (Iraj Nikpay, 2014; Valsania et al., 2012). Results also summed up that authentic leadership and organizational performance are positively correlated. However, there is need to vigilantly interpret the impacts as subordinates' trust and work enactment in educational organization is positively influenced by authentic leadership (Roncesvalles & Sevilla, 2015).

Table 4: Fit Indices for CFA & SEM/ Model Fit

Fit Indices	CFA	SEM
Chi-square/df	2.99	2.88
GFI	0.91	0.92
AGFI	0.88	0.895
CFI	0.91	0.92
RMSEA	0.06	0.058
NFI	0.89	0.87
PGFI	0.59	0.54
PNFI	0.63	0.61

Table 5: SEM Regression Analysis

			Estimate	S.E.	C.R.	P
Organization Citizenship Behavior	<---	Authentic Leadership	.251	.09	2.78	.000
Organizational Performance	<---	Authentic Leadership	.289	.079	3.65	.000
Organizational Performance	<---	Psychological Empowerment	.264	.056	4.71	.000

Table 6: Path analysis

Relations	Direct Effects	Indirect Effects	Total Effects
OCB<-- PE <-- AL	.25*	.29*	.54*
OP< PE <-- AL	.28*	.22*	.50*
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$			

Current study argued that Psychological empowerment significantly mediates relation between authentic leadership and organization citizenship behavior. Results were consistent with previous studies (Ackfeldt & Coote, 2005; Bogler & Somech, 2004; Walumbwa et al., 2010; Wat & Shaffer, 2005). Our results revealed that Psychological empowerment significantly mediates relation between authentic leadership and organizational performance. These findings expand and strengthen the results of previous research on psychological empowerment on organization

performance (Aryee & Chen, 2006; Taktaz et al., 2012; Walumbwa et al., 2008).

6. Practical implications

As all the previous studies came up with some practical implications therefore this study has also real-world suggestions. Results highlighted that it is beneficial for leaders to lay emphasis on authentic leader characteristics to increase teachers OCB and organizational performance. Furthermore findings suggested that authenticity influences the perception about the empowerment. Participative decision

making and aligning those with unit goal incentives increases organization citizenship behavior (Wong & Laschinger, 2013). Teachers in institutions should be empowered because if they feel themselves having control on resources, information for job accomplishment this will motivate them and resultantly will take greater ownership of work. For greater results of empowerment leaders need to show their authenticity in institutions. They need to deeply take a look on their behaviors in institutions.

7. Limitations

Researchers have struggled to finest as possible to complete this experiment, but the researchers are aware that the results are still far from flawlessness. Therefore, this study has limitations. Researchers only considered the relation of authentic leadership with OCB and with organizational performance. Concerned with sample size it was small, and for data collection only questionnaire was adopted. No in-depth interviews involved in this study as teacher refused for this due to time constraints and personnel resistance of teachers. Moreover some teachers did not filled the questionnaire as they were afraid that the information they will provide will be discussed with their leaders. Furthermore, a study (Wong & Laschinger, 2013) was conducted to analyze the relationship of authentic leadership performance and job satisfaction while the relation was being mediated by structural empowerment. Authors suggested that other moderating variables like positive psychological capita and psychological empowerment etc. could be considered to elaborate authentic leaderships' impact on work outcomes. These outcomes may be sub classified into personal (employee performance, job satisfaction etc.) and organizational outcomes. Further comparative study may be conducted to analyze that which of the outcomes is more affected by authentic leadership. Psychological capital may be considered as possible mediator. One more limitation of our study is that authentic leadership is less studied in Pakistan scenario consequently less people know about it.

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