

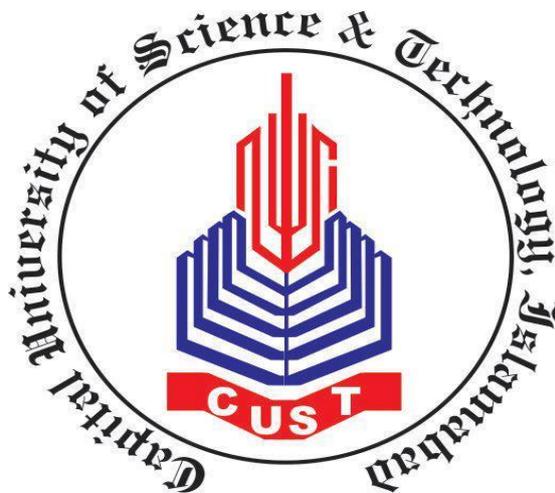
# **Modeling Authentic Leadership and Mastery Goal Orientation with Employee Attitudinal and Behavioral Outcomes, Keeping Employee Work Experience in Focus**

By  
**Qaiser Mehmood**

A research thesis submitted to the Department of Management & Social  
Sciences,

Capital University of Science and Technology, Islamabad  
in partial fulfillment of the requirements for the degree of

**DOCTOR OF PHILOSOPHY IN MANAGEMENT SCIENCES  
(HUMAN RESOURCE MANAGEMENT)**

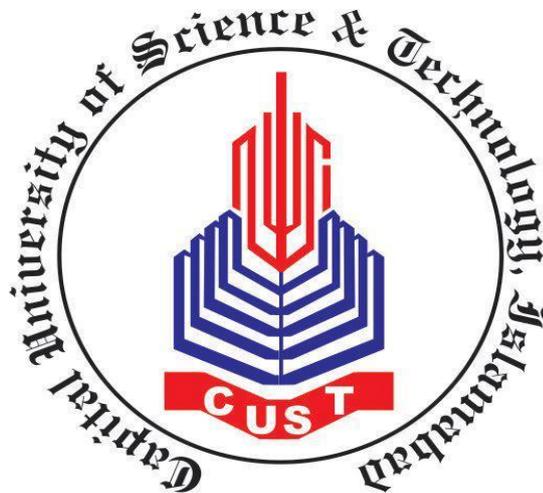


**DEPARTMENT OF MANAGEMENT & SOCIAL  
SCIENCES  
CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD  
JULY 2016**

# **Modeling Authentic Leadership and Mastery Goal Orientation with Employee Attitudinal and Behavioral Outcomes, Keeping Employee Work Experience in Focus**

By  
**Qaiser Mehmood**

A research thesis submitted to the Department of Management & Social  
Sciences,  
Capital University of Science and Technology, Islamabad  
in partial fulfillment of the requirements for the degree of  
**DOCTOR OF PHILOSOPHY IN MANAGEMENT SCIENCES  
(HUMAN RESOURCE MANAGEMENT)**



**DEPARTMENT OF MANAGEMENT & SOCIAL  
SCIENCES  
CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD  
JULY 2016**

# Publications

## **Papers accepted in Impact Factor Journals:**

\*Mehmood, Q., Nawaab, S., & Hamstra, M.R.W. (2016). Authentic leadership and employee in-role performance: Considering the roles of learning goal orientation and work engagement. *Journal of Personnel Psychology* 15(3): 139-142.

\*Mehmood, Q., Hamstra, M.R.W., & Nawab, S. (in press). Authentic leadership and followers' in-role and extra-role performance: The mediating role of followers' learning goal orientation. *Journal of Occupational and Organizational Psychology*.

Copyright© 2016 by Mr. Qaiser Mehmood

All rights are reserved. No part of the material protected by this copy right notice may be reproduced or utilized in any form or any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without the permission from the author.

<b>CONTENTS</b>	<b>PAGE</b>
<b>CHAPTER 1-INTRODUCTION</b>	
1.1 Background of the study	1
1.2 Problem Definition and Gap Identification	8
1.3 Research Questions	9
1.4 Objective of the Study	10
1.5 Significance of the Study	10
1.6 Conceptual Definitions of Terms	11
1.7 Operational Definitions of Terms	12
1.8 Summary of the Chapter	12
<b>CHAPTER 2</b>	
<b>LITERATURE REVIEW AND DEVELOPMENT OF HYPOTHESIS</b>	
2.1 Leadership History and Authentic Leadership	14
2.1.1 Authentic Leadership	16
2.1.2 Components of Authentic Leadership	21
2.1.2.1 Self –Awareness	21
2.1.2.2 Balanced Processing	21
2.1.2.3 Relational Transparency	22
2.1.2.4 Internalized Moral Perspective	22
2.2 Relationship between Authentic Leadership and Subordinate Outcomes?	22
2.2.1 Organizational Commitment	23
2.2.1.1 Authentic Leadership and Organizational Commitment	23
2.2.2 Job Satisfaction	25
2.2.2.1 Authentic Leadership and Employee Job Satisfaction	26
2.2.3 Organizational Citizenship Behavior	27
2.2.3.1 Authentic Leadership and Employee Organizational Citizenship Behavior	28
2.2.4 Work Engagement	29
2.2.4.1 Relationship between Authentic Leadership and Work Engagement	30
2.3 How do Authentic Leaders affect follower Outcomes?	31
2.3.1 A Mediating Mechanism	31

2.3.1.1 Mastery Goal Orientation	31
2.3.1.2 Authentic Leadership Positively Associated with Mastery Goal Orientation?	33
2.3.1.2.1 Social Learning Theory	33
2.3.1.2.2 Self-Determination Theory	37
2.3.2 Mastery Goal Orientation with Employee Outcomes	38
2.3.2.1 Mastery Goal Orientation and Employee Commitment.	38
2.3.2.2 Mastery Goal Orientation and Employee Job Satisfaction	39
2.3.2.3 Mastery Goal Orientation and Employee Organizational Citizenship Behavior.	40
2.3.2.4 Mastery Goal Orientation and Employee Work Engagement	41
2.4 Moderating Role of Organizational Tenure	43
2.4.1 Organizational Tenure	43
2.5 Summary of the Chapter	48

### **CHAPTER 3-RESEARCH DESIGN AND METHODOLOGY**

3.1 Research Design	49
3.1.1 Research Approach Adopted for this Study	49
3.1.1.1 Quantitative Research	49
3.1.1.2 Cross Sectional Study	50
3.1.1.3 Study Setting	51
3.1.1.4 Time Horizon	51
3.1.1.5 Unit of Analysis	52
3.2 Population of the Study	52
3.3 Sample of the Study	52
3.4 Research Instrument	54
3.4.1 Manager Survey	54
3.4.1.1 Demographic Information of Managers	55
3.4.2 Subordinate Survey	55
3.4.2.1 Employment Information and Follower's Relationship with Supervisor	55
3.4.2.2 Demographics Information of Followers	56
3.4.3 Measurement Scale	56
3.4.3.1 Authentic Leadership	56

3.4.3.2 Mastery Goal orientation	56
3.4.3.3 Organizational Commitment	56
3.4.3.4 Job Satisfaction	57
3.4.3.5 Organizational Citizenship Behavior	57
3.4.3.6 Work Engagement	57
3.5 Data Collection Methodology	58
3.5.1 Data Collection Methodology-Supervisors	58
3.5.1.1 Participants.	58
3.5.2 Data Collection Methodology-Follower	58
3.5.2.1 Participants.	58
3.5.2.2 Procedure.	59
3.6 Pilot Testing	59
3.7 Handling of Received Questionnaires	59
3.8 Data Analysis Method	60
3.9 Summary of the Chapter	60

## **CHAPTER 4**

### **RESULTS**

4.1 Factor Analysis	61
4.2 Reliability Statistic	66
4.3 Respondents' Characteristics	67
4.3.1 Descriptive Statistics of Supervisors	67
4.3.2 Descriptive Statistics of Followers	68
4.4 The Variation Caused by Demographic Variables on Mediators and Outcomes	69
4.4.1 Leader Nature of Organization on Mastery Goal Orientation and Other Criterion Variables	70
4.4.2 Leader Gender on Mastery Goal Orientation and Other Criterion Variables	71
4.4.3 Leader Qualification on Mastery Goal Orientation and Other Criterion Variables	73
4.4.4 Leader Age on Mastery Goal Orientation and Other Criterion Variables	74
4.4.5 Follower Nature of Organization on Mastery Goal Orientation and Other Criterion Variables	75

4.4.6 Follower Gender on Mastery Goal Orientation and Other Criterion Variables	76
4.4.7 Follower Qualification on Mastery Goal Orientation and Other Criterion Variables	77
4.4.8 Follower Age on Mastery Goal Orientation and Other Criterion Variables	78
4.5 Correlation Analysis	79
4. 5.1 Authentic Leadership and Follower Outcomes	80
4. 5.1.1 Authentic Leadership and Organizational Commitment	80
4. 5.1.2 Authentic Leadership and Job satisfaction	80
4. 5.1.3 Authentic Leadership and Organizational Citizenship Behavior	80
4. 5.1.4 Authentic Leadership and Work Engagement	80
4.5.1.5 Authentic Leadership and Mastery Goal Orientation	81
4. 5.1.6 Mastery Goal Orientation and Organizational commitment	81
4. 5.1.7 Mastery Goal Orientation and Job satisfaction	81
4. 5.1.8 Mastery Goal Orientation and Organizational Citizenship Behavior	82
4. 5.1.9 Mastery Goal Orientation and Work Engagement	82
4.6 Hypothesis Testing with Regression Analysis	82
4.6.1 Authentic Leadership and Organizational Commitment	82
4.6.2 Authentic Leadership and Job satisfaction	83
4.6.3 Authentic Leadership and Organizational Citizenship Behavior	83
4.6.4 Authentic Leadership and Work Engagement	84
4.6.5 Authentic Leadership and Mastery Goal Orientation	84
4.6.6 Mastery Goal Orientation and Organizational commitment	85
4.6.7 Mastery Goal Orientation and Job satisfaction	85
4.6.8 Mastery Goal Orientation and Organizational Citizenship Behavior	86
4.6.9 Mastery Goal Orientation and Work Engagement	86
4.7 Mediation Testing	87
4.7.1 Preliminary Analyses to Determine If Conditions For Testing Mediation are Met.	87
4.7.2 Does Mastery Goal Orientation Mediate the Relationship between	88

Authentic Leadership and Organizational Commitment?	
4.7.3 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Employee Satisfaction?	89
4.7.4 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Organizational Citizenship Behavior?	90
4.7.5 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Work Engagement?	92
4.8 Moderation Analysis	93
4.8.1 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Organizational Commitment?	94
4.8.2 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Employee Job Satisfaction?	95
4.8.3 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Organizational Citizenship Behavior?	96
4.8.4 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Work Engagement?	97
4.9 Moderated-Mediation	98
4.9.1 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Employee Commitment Is Influenced By Organizational Tenure?	99
4.9.2 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Job Satisfaction Is Influenced By Organizational Tenure?	100
4.9.3 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Work Engagement Is Influenced By Organizational Tenure?	101
4.9.4 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior Is Influenced By Organizational Tenure?	102
4.10 Summary of the Chapter	105
<b>CHAPTER 5- CONCLUSION AND RECOMMENDATION</b>	
5.1 Discussion of the Research Questions	106
5.1.1 Discussion of the Research Question 1	106

5.1.1.1 Relations Between Authentic leadership and Subordinate Outcomes	106
5.1.1.1.1 Authentic Leadership and Organizational Commitment	106
5.1.1.1.2 Authentic Leadership and Job Satisfaction	107
5.1.1.1.3 Authentic Leadership and Organizational Citizenship Behavior	108
5.1.1.1.4 Authentic Leadership and Work Engagement	108
5.1.1.2 Relations between Mastery Goal Orientation and Subordinate Outcomes	108
5.1.1.2.1 Mastery Goal and Organizational Commitment	109
5.1.1.2.2 Mastery Goal and Job Satisfaction	109
5.1.1.2.3 Mastery Goal and Organizational Citizenship Behavior	110
5.1.1.2.4 Mastery Goal and Work Engagement	110
5.1.2 Discussion of the Research Question 2	111
5.1.3 Discussion of the Research Question 3	111
5.1.4 Discussion of the Research Question 4	113
5.2 Conclusion	114
5.2.1 Theoretical Implications	115
5.2.2 Implications for Managers	117
5.2.3 Implications for Future Research	118
5.2.4 Limitations and Strengths	119
5.3 Summary of the Chapter	120

## LIST OF FIGURES

Figure 1 The Hypothesized Moderated-Mediation Model	47
Figure 2 Research Design	51
Figure 3: Interaction plot depicting moderation effect of organizational tenure on the relationship between mastery goal orientation and job satisfaction	96

## LIST OF TABLES

Table 3.1: List of Cities and Data Collection	53
Table 4.1: Organizational Citizenship	61
Table 4.2: Authentic Leadership Questionnaire (ALQ)	62
Table 4.3: Mastery Goal Orientation	63
Table 4.4: Organizational Commitment	64
Table 4.5: Work Engagement	65
Table 4.6: Job Satisfaction	65
Table 4.7: Cronbach Alpha Results of Main Variables	67
Table 4.8: Descriptive Statistic of the Supervisors' Demographic Variables	68
Table 4.9: Descriptive Statistic of the Followers	69
Table 4.10 One-Way ANOVA of Leader Nature of Organization on Mastery Goal Orientation and Other Criterion Variables	70
Table 4.11 One-Way ANOVA of Leader Gender on Mastery Goal Orientation and Other Criterion Variables	72
Table 4.12 One-Way ANOVA of Leader Qualification on Mastery Goal Orientation and Other Criterion Variables	73
Table 4.13 One-Way ANOVA of Leader Age on Mastery Goal Orientation and Other Criterion Variables	74
Table 4.14 One-Way ANOVA of Follower Nature of Organization on Mastery Goal Orientation and Other Criterion Variables	75
Table 4.15 One-Way ANOVA of Follower Gender on Mastery Goal Orientation and other Criterion Variables	76
Table 4.16 One-Way ANOVA of Follower Qualification on Mastery Goal Orientation and Other Criterion Variables	78
Table 4.17 One-Way ANOVA of Follower Age on Mastery Goal Orientation and Other Criterion Variables	79
Table 4.18 Descriptive statistics and Correlations among studied variables	81
Table 4.19: Authentic leadership on Organizational Commitment	83
Table 4.20: Authentic leadership on Job Satisfaction	83
Table 4.21: Authentic leadership on Organizational Citizenship Behavior	84
Table 4.22: Authentic leadership on Employee Work Engagement	84
Table 4.23: Authentic leadership on Mastery Goal Orientation	85
Table 4.24: Mastery Goal Orientation on Organizational Commitment	85
Table 4.25: Mastery Goal Orientation on Employee Job Satisfaction	86

Table 4.26: Mastery Goal Orientation on Organizational Citizenship Behavior	86
Table 4.27: Mastery Goal Orientation on Employee Work Engagement	87
Table 4.28: Mediation of Mastery Goal Orientation Between Authentic Leadership and Employee Commitment	89
Table 4.29: Mediation of Mastery Goal Orientation Between Authentic Leadership and Job Satisfaction	90
Table 4.30: Mediation of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior	91
Table 4.31: Mediation of Mastery Goal Orientation Between Authentic Leadership and Employee Engagement	93
Table 4.32: Moderation analysis for the Mastery Goal Orientation on Employee Commitment	94
Table 4.33: Moderation analysis of the Mastery Goal Orientation Between Authentic Leadership and Employee Job Satisfaction	95
Table 4.34: Moderation analysis of the Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior	97
Table 4.35: Moderation analysis of the Mastery Goal Orientation Between Authentic Leadership and Employee Engagement	98
Table 4.36: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior	99
Table 4.37: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Job Satisfaction	101
Table 4.38: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Work Engagement	102
Table 4.39: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior	103
Table 4.40 Summary of results	103

## ABSTRACT

Bottom-up processes in leadership studies, in which leader achieves results from people in a collaborative environment, have started receiving more attention. In contrast, top-down leadership forms, in which all the direction comes from the top, are considered increasingly less effective for long-term organizational success. Bottom-up approaches and follower centric approaches to leadership have also gained popularity due to the potential psychological benefits of having a non-authoritarian leader. Authentic leadership is a form of leadership that is relevant to this paradigm shift in management of organizations. The major objective of the current study was to examine whether and why authentic leadership predicts followers' attitudinal and behavioral outcomes and what mechanism is used by authentic leadership to influence follower outcomes. Working from a "social learning perspective", the researcher developed and tested an integrated model of authentic leadership, and proposed that authentic leaders influence followers' mastery goal orientation (the goal to develop and improve skill). In turn, given that mastery goal orientation determines how employees approach their work and their relationship to the organization, the researcher expected that mastery goal orientation predicts followers' organizational commitment, job satisfaction, work engagement and organizational citizenship behavior. Furthermore, given that employees' preferences and priorities are changed along different stages of their job with organization, the researcher suggested that organizational tenure moderates the relationship between mastery goal orientation and employee's work related outcomes.

This study attempted to address several gaps in literature. First, to study mastery goal orientation of followers as mediating mechanism through which an authentic leader influences subordinates' attitudinal and behavioral outcomes. Second, to test the significance of moderating role of followers' organizational tenure in determining the link between mastery goal orientation and employee's work related outcomes. Third, to enhance the validity of authentic leadership theory by testing an integrated model in developing economy as majority of the studies pertinent to this area are conducted in developed economies i.e. US and Europe.

The model was tested in a multi-source field study conducted in the telecommunication and banking sectors in Pakistan and including 218 supervisors and 701 direct reports. Results of the study provided some novel findings specific to

Pakistani culture. It was found that authentic leadership is associated with a range of beneficial employee attitudinal and behavioral outcomes: employee organizational commitment, work engagement and organizational citizenship behavior but not job satisfaction. Mediation analysis provided partial support for the hypotheses as mastery goal orientation mediated relationships between authentic leadership and followers' organizational commitment, work engagement and organizational citizenship behavior. The results of moderation analysis showed that organizational tenure tend to moderate the relationship between mastery goal orientation and only one of the outcomes (work engagement) and no support was found for moderated-mediation model. The results are explained and implications for managers and researchers have been suggested.

**Keywords:** Authentic Leadership, Mastery Goal Orientation, Organizational Commitment, Work Engagement, Organizational Citizenship Behavior, Job Satisfaction

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

After the corporate scandals and management misconduct cases attributed to ego, self-importance and ethical defiance of the business leaders (Copeland, 2014; Boje, Roslie, Durant, & Luhman, 2004; Knottnerus, Ulsperger, Cummins, & Osteen, 2006), leader egotism and selfishness have been named as reasons why leaders make bad decision (Chatterjee & Hambrick, 2007; Dotlich & Cairo, 2003; Gilbert, J. A, Carr-Ruffino, N. C., Ivancevich, J. M. & Konopaske, R., 2012). As a result leadership researchers' focus has shifted away from authoritarian "top-down" approaches in which leaders provide guidelines, information and plans (Kerfoot, 1998; Morris, Brotheridge, & Urbanski, 2005; Vera & Rodriguez-Lopez, 2004; Weick, 2001) to "bottom-up" approaches in which leaders accomplish results by using processes that enable all the people involved in achieving a goal or outcome to contribute in effective manner. Furthermore, as organizational environments become more dynamic, uncertain, and unpredictable, it becomes increasingly difficult for any one leader to "figure it all out at the top," (Senge, 1990) thus, emphasis has shifted to leaders engaging in more "bottom up" approaches. Researchers are of the view that the 'hero myth' or a 'great man' perspective of leadership is not appropriate in today's knowledge-driven economy and the focus of future research studies should be on bottom-up leadership approaches (Lichtenstein, Uhl-Bien, Marion, Seers, Orton, & Schreiber, 2006). In top-bottom leadership approach, leader believes in policy of "fake it till you make it", "show no fear" and "macho posturing" (Carney, Cuddy, & Yap, 2010; Weick, 2001), whereas in bottom-up approach, leader believes in philosophy of "one of us is never smarter than all of us" (Owens & Hekman, 2012).

Recently, however, a fundamental paradigm shift, from "top-down" to "bottom up" approach of leadership is taking place in management research and practice. The "top-down" form of leadership means that the leader is one single person and the leadership process is instigated from this person at the top, toward those below. Many theorists, however, now contend that top-down approaches to leadership are not effective and certainly not sustainable. Several alternative, more *bottom-up*, types of leadership

have been proposed, such as servant leadership and humble leadership. However, the most central and most promising of these new types of leadership is *authentic* leadership, because it not only incorporates a more bottom-up approach that considers the role of followers, but also integrates a more *ethical* approach to leadership. Leaders with authentic behavior are aware of their own strengths and weaknesses and are open to followers' inputs (Luthans & Avolio, 2003). Such leaders establish close relationship with followers and encourage them to vocalize their concerns about the leader's decisions. The positive and helping behavior of authentic leadership not only encourages followers' authentic followership but also influences their attitudinal and behavioral work related outcomes (Leroy, Anseel, Gardner, & Sels, 2012).

Authentic leadership has received wide attention in current decade and researchers from different fields such as organizational behaviors, psychology and leadership have studied this concept. The main cause of this attention is its relevance to the moral defiance in business organizations. In response to the corporate failures due to financial scandals at prominent US organizations such as Enron and WorldCom (Avolio & Gardner, 2005), theorists emphasized the importance of ethics and morality in exemplary leadership (Avolio, 2003; Avolio & Gardner, 2005; Brown & Treviño, 2006; Luthans & Avolio, 2003; May, Chan, Hodges & George, 2003). These incidences of corporate indignity and management misconduct highlighted the fact that the existing frameworks of leadership are not sufficient to develop leaders of the future (Cecily, Scandura, & Schriesheim 2005). The current turbulent situation demands from the leadership such characteristics as integrity, high ethical standards, self-awareness and authenticity (sticking to one's own standards and behaving in accordance with them). Though the ethical meltdown in leadership may be addressed through ethical leadership style, the complete remedy would need authenticity and self-awareness in addition, because ethicality does not cover the idea that leaders are not, and do not consider themselves, to be infallible. Moreover, having major emphasis on ethical behavior of a leader, ethical leadership is leader-centered approach whereas authentic leadership also includes authentic followership as a major component (Shamir & Eilam, 2005).

Though, abundant theoretical research studies are conducted and books are published on authentic leadership theory, yet there are still gaps to be filled. Conduction

of empirical studies can strengthen the case for validity of this leadership approach. There is dire need to test theoretical models of authentic leadership's nomological networks (Cooper et al., 2005).

In authentic leadership theory, 'authentic followership development' is an integral component (Gardner et al., 2005). Considering the emphasis given to the follower development in authentic leadership theory, very limited efforts are made in authentic leadership literature to investigate the link between authentic leadership and follower self-development. There is a clear need to expend the research and investigate the link between authentic leadership and follower development. This study offers a comprehensive approach to address this need.

This study tests a model highlighting the fact that authentic leadership can support follower self-development through promoting the self-regulating mechanism of learning and development. In fact, this study draws on "social learning theory" to investigate a model that authentic leadership instills mastery goal orientation in the follower. Although the components of the model and their linkages will be developed through a detailed review of the literature in the upcoming sections, this means that authentic leader motivates follower to learn new skills and understand new job related techniques and the basic motivation of a follower remains to expand capacity and gain expertise. With this attempt, this research study also provides novel insight into the authentic leadership concept and advances the line of investigation to a new level as follower self-development is studied for the first time authentic leadership (Avolio & Mhatre, 2012). It may be noticed that previous research studies have only focused on model 'authentic followership-development', with major focus on developing authenticity in follower (Zilwa, 2016); under the notion of follower development and 'follower self-development' which specifically deals with building follower's capabilities is neglected in previous research studies. This study initiates a debate and provides an alternative to the researchers to consider mastery goal orientation as a tool that can be used to expend follower's expertise and ensure follower development.

Furthermore, this study proposes on the basis of self-determination theory that authentic leadership can use the concept of mastery goal orientation as a mediating mechanism to enhance both attitudinal (i.e. employee organizational commitment and

employee job satisfaction) and behavioral outcomes (i.e. work engagement and employee organizational citizenship behavior). Avolio and Gardner (2005) indicated that follower development is a basic component of authentic leadership; therefore, leader with authentic approach is expected to display positive leadership behavior and instill mastery goal orientation in followers. In turn, highly responsive employees, with learning impulses can become source of competitive advantage for organizations (e.g. Garving, Edmondson, & Gino, 2008).

Previous researchers have used other similar mediators in previous studies with authentic leadership such as personal identification and social identification (Wong et al., 2010) and trust in leadership (Clapp-Smith et al., 2009) etc. This study explores the role of mastery goal orientation as a mediating mechanism that authentic leadership use to enhance follower's attitudinal and behavioral outcomes.

Given that employee's preferences change as employee moves from initial stages of organizational tenure to mid and late tenures, the level and intensity of impact of mastery goal orientation on attitudinal and behavioral outcomes also varies. This study investigates this significant phenomenon as to what role organizational tenure of the employee plays in the relationship between mastery goal orientation and employee's attitudinal and behavioral outcomes i.e. organizational commitment organizational satisfaction, organizational citizenship behavior and organizational engagement.

Most of the studies addressing leadership have been conducted in developed economies (i.e. US, Europe and China). Same is also true for authentic leadership related research (Avolio & Gardner et al., 2004; Jensen & Luthans, 2006; Kernis, 2003; Luthans & Avolio, 2003). Questions arise about whether it is appropriate to take results of studies conducted in developed economies and apply these results to the business organizations of developing and under-developed countries. The work of Hofstede (1980, 1991, 2001, 2006) responds to this topic and emphasizes that study of different aspects of the subject in terms of cultural context can provide better understanding of the topic. For example, the reason of frustration of employee in organization of developed economy may be different than that of an employee of developing economy. Therefore, cultural context must be considered as main factor while conducting management research. Given that very limited research studies have focused on authentic leadership in Pakistani context

(Abid, Altaf, Yousaf & Bagram, 2012; Khan, 2010 & Rizvi, 2010), this study tests authentic leadership with other variables in a complex model in South Asian organizational environment, particularly in Pakistan and seek to widen the validity of the findings derived from the authentic leader research conducted in the developed countries. Research study is based on valuable data from private sector organizations of Pakistan.

Like many Asian cultures, Pakistan is also a collectivist. As individuals in collectivist cultures are emphasized to be embedded in a larger group (Schwartz, 2006), this phenomenon promotes trust and harmony and also fosters coordination capacities among the group members which resultantly develops the relationship of respect and care amongst coworkers.

Considering the collectivistic features of Pakistani culture, this study presents an interesting case by measuring the influence of leader's authentic behavior on follower's attitudinal and behavioral outcomes. Attributed to the local culture, followers' tendency towards displaying higher interest in work related outcomes due to leader's authentic behavior is expected.

Pakistan is a Muslim dominated country in which 98% population consider religion an important factor in their life (Gilani Research Foundation Survey 2013). The teachings of Islam are in correlation with authentic leadership theory. Altruism is a basic tenant of authentic leadership theory (Luthans & Avolio, 2003) while Islam also highly emphasizes altruism, The Prophet Muhammad (peace be upon him) said "None of you truly believes until he loves for his brother what he loves for himself." (Saheeh Al-Bukhari, 40 Hadith Nawawi 13) and "And they give others preference over themselves even though they were themselves in need" (Quran 59:9). Similarly, authentic leaders are expected to show moral strength (May et al., 2003), the Prophet Mohammad (peace and blessings of Allah be on him) exemplify a Muslim's conduct by saying that "The best of you are those who have the most excellent morals".

Although the corporate culture of Pakistani business organization will not be very different to western world as the primary motive of businesses in Pakistan is similar to that of businesses in the West, the researcher expects that the general traits of society must be reflected from the organization cultures of Pakistani business units. The managers of Pakistani business organizations should display high level of altruism and

morality. Followers of such managers are expected to emulate their leaders and should be equipped with the spirit of learning and development. The leadership characteristics like integrity and high ethical standards should augment attitudinal and behavioral outcomes in followers. During primary investigation of research problem, researcher observed during informal interviews with managers and followers that although managers are engaged in authentic leadership, followers are provided with opportunities to extend their skills and encouraged to develop whereas followers respond positively to the call and exhibit commitment to the organization, work engagement at the job, organizational citizenship behavior and satisfaction yet no emphasis on promoting this culture from organizations. Moreover, although most of Pakistani private sector organizations have formal human resource management departments, authorities at the helm of affairs are not fully aware that employees' organizational commitment, citizenship behavior, work engagement and job satisfaction are scientifically related to organizational performance and can be intentionally managed through organizational factors like authentic leadership and by instilling mastery goal orientation in followers. Even if senior management in Pakistani organizations are somewhat informed about these concepts, applications of such concepts are not yet seriously considered and employees are expected to exhibit these behaviors as cultural norms of the country, because culture of Pakistan is based on collectivism, maintaining relationships and helping others.

Given that results of research on psychology and organizational behavior which is conducted in developed economies such as US and Europe (Triandis, 1995) may not achieve same results in developing or under-developed economies would indicate a major flaw and gives a call for context specific research. Similarly, researchers are of the view that the organizational and management theories do not apply equally to public and private sector organizations (Denhardt, 1984; Harmon & Mayer, 1986). Baldwin (1987) identified three major distinctions between the sectors which must be considered while conducting research. First, the goals of private sector organizations are less ambiguous as compared to public sector organizations as that may be evaluated in terms of economic outcomes. Second, there is great difference between both the sectors in terms of turnover ratio. Third, employees of both the sectors experience different level of job security.

Other differences such as rewards systems, level of accountability, rules and regulations etc, provide totally different ground to the researches in one sector than in the other.

Moreover, managers in the private sector organizations show greater proficiencies, oral presentations, concern for impact, efficiency orientation and proactive approach (Boyatzis, 1982). Followers regard the discretionary power of the leader (Osborn & Hunt, 1975), while leaders of private sector organizations have greater direct control over financial and nonfinancial resources, pay rises and accountability. As the main focus of this study is to investigate the authentic leadership's impact on subordinates' attitudinal and behavioral outcomes, private sector business units particularly banking and telecommunication sector organizations of Pakistan are selected as target sample organizations.

To study leadership construct, banking sector organizations of Pakistan remained focus of researchers in recent past (Ali, 2009; Hassan, Saher, Zahid, Gull, Aslam & Sumaira, 2013). The reason of attraction may be the liberty and level of discretionary power available to leaders in this industry to influence subordinates' behavior. Empirical evidences suggest that the work related outcomes of employees working in this sector are positively affected by leadership (Hunjra, Chani, Aslam, Azeem, Ur-Rehman, 2010; Khan, Aslam & Riaz, 2012).

Pakistan's telecommunication sector has seen a boom after Telecommunications De-regulation law in 2003. Since then, it is enjoying status of one of the best performing sectors in Pakistan. The boom of telecommunication sector is also affecting other businesses such as online banking systems which have enabled consumers to access their bank accounts from remote areas (Farooq & Mahmood, 2005).

Research reveals that apart from witnessing business growth, both the sectors share common features in terms of business environment. Career opportunities are used as a tool to motivate employees, feedback mechanisms are designed and ideas of middle and lower level employees are welcomed while employees are motivated through provision of incentives (Malik, Ghafoor & Naseer, 2011). Conditional loyalty of the employees based on leadership's cooperation and support, and personal freedom of the leaders are other common features which both the sectors share. Abovementioned rationale provides good reasons to select private sector telecommunication and banking

industry organizations to test comprehensive authentic leadership model to determine subordinates' attitudinal and behavioral outcomes.

As mentioned above, this study examines set of relationships in an integrated model. Authentic leadership is expected to indirectly predict organizational commitment, organizational citizenship behavior, work engagement and employee job satisfaction through developing mastery goal orientation in follower (through social learning perspective).

## **1.2 Problem Definition and Gap Identification**

Despite the plethora of research attempts aiming at investigating the different consequences of authentic leadership, little research has examined the leadership's role in developing mastery goal orientation in subordinates. This is surprising and problematic because follower self-development is at the core of the notion of authentic leadership (Zilwa, 2016). It is opportune time to examine the issues pertinent to employees' attitudinal and behavioral outcomes that can be resolved through authentic leadership.

This study addresses three gaps in leadership literature. The first gap is to study the link between authentic leadership and subordinate's attitudinal and behavioral outcomes. Literature review revealed that little research has investigated the effect of authentic leadership on both attitudinal (i.e. employee organizational commitment and employee job satisfaction) and behavioral outcomes (i.e. work engagement and employee organizational citizenship behavior) in a single study.

The second gap is to theorize and test a mediating mechanism of how authentic leadership processes unfold, and how authentic leadership fosters mastery goal orientation in subordinates. While addressing the second gap, the nomological network of authentic leadership is extended by introduction of subordinate's mastery goal orientation, which refers to individual's mind-set to focus on mastering the task at hand (Nicholls & Miller, 1984) as a mediator. This study is first attempt to test a model that explains that authentic leader fosters mastery goal orientation in subordinate. Subordinate's mastery goal orientation serve as a mediator in the model for this study. Literature reveals that numerous mediators are tested with authentic leadership and different dependent variables such as follower empowerment (Emuwa (2013), personal

identification (Wong et al., 2010), social identification (Wong et al., 2010), trust in leader (Clapp-Smith et al., 2009) and work engagement (Giallonardo et al., 2010). Current study tests unique relationship based on the argument that authentic leadership promotes mastery goal orientation in subordinate through social learning perspective.

The authentic leadership literature reveals that very limited attention has been paid to investigate the link between authentic leadership and goal orientation (Avolio & Mhatre, 2012). Moreover, concerning follower's learning and development, previous researchers have restricted their research studies to assume that authentic leaders can only promote followers' authentic followership. This study examines novel idea and proposes that authentic leadership is expected to stimulate goal orientation in the follower; furthermore, it encourages them for continuous improvement by instilling the desire of learning new skills in them.

Third gap addresses the moderating effect of organizational tenure between mastery goal orientation and employee attitudinal and behavioral outcomes. Previous researchers mainly focused on studying the relationship between individual's organizational tenure and work related outcomes such as organizational commitment (Cohen, 1993; Taylor, Audia, & Gupta, 1996) and less attention has been paid to examine the relationships between organizational tenure and other employee's outcomes such as an employee's job satisfaction and behavioral outcomes i.e. work engagement, particularly with organizational tenure as a moderator. Drawing upon Super's theory (1957) of individuals' employment career stages, current study aims to address the gap by arguing that individual's organizational tenure/work experience moderates the relationship between mastery goal orientation and attitudinal and behavioral outcomes.

### **1.3 Research Questions**

Research questions of this study are given below:

1. What is the inter-relationship between authentic leadership, employee mastery goal orientation, employee organizational tenure, work engagement, organizational commitment, organizational citizenship behavior, and job satisfaction?
2. Does authentic leadership predict mastery goal orientation?
3. Does employee's mastery goal orientation play the role of a mediator?

4. Does employees' organizational tenure moderate the relationship between employee mastery goal orientation, employee attitudinal and behavioral outcomes i.e. work engagement, organizational commitment, organizational citizenship behavior and job satisfaction?

#### **1.4 Objective of the Study**

The main aim of this research study is to determine a) the role of authentic leadership in instilling mastery goal orientation in subordinate, b) determine their link with organizational commitment, organizational citizenship behavior, and work engagement and employee job satisfaction with mediating role of employee mastery goal orientation and c) moderating impact of employee work experience/organizational tenure in relationship between employee mastery goal orientation and employee attitudinal and behavioral outcomes. This research study has three main objectives:

1. To extend the nomological network of the concept of authentic leadership and increase understanding of the relationship between authentic leadership and employee's mastery goal orientation, organizational commitment, organizational citizenship behavior, work engagement and employee job satisfaction.
2. To find out relationships between authentic leadership and employee's mastery goal orientation.
3. To determine whether authentic leadership uses mastery goal orientation as mediating mechanism to augment organizational commitment, organizational citizenship behavior, work engagement and employee job satisfaction.
4. To find out whether organizational tenure plays moderating role in the relationship between mastery goal orientation and employee outcomes.
5. To test the comprehensive conceptual framework in Pakistani organizational context, to determine the external validity of the theories developed in West regarding authentic leadership.

#### **1.5 Significance of the Study**

This study has several significant features. First, very limited leadership related research studies are conducted in South Asian cultural background which investigates the

leadership process from leaders as well as followers' perspective. This study caters for the paradigm shift need of focusing on bottom-up leadership and collected follower as well as leader level data. The participation of both leader and follower in a single study is the significance of this study. Second, as follower development is the core feature of authentic leadership theory, major focus of previous studies was on developing authentic followership in a follower in a pretext of follower development (Gardner et al., 2005). This study provides novel insight into the concept of promoting mastery goal orientation in followers and to encourage them for self-regulation in learning process. This study presents an integrated model that extends the debate of follower development beyond authentic followership development into promoting mastery goal orientation in follower. Third, it provides empirical evidence from relatively new organizational context of developing economy as focus of earlier researches were developed organizational contexts such as US and Europe.

### **1.6 Conceptual Definitions of Terms**

The conceptual definitions of key terms used in this study are given below.

*Authentic Leadership:* "A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa et al. (2008).

*Mastery Goal Orientation:* "A relatively stable individual difference that promotes mastery-oriented responses" (Button et al., 1996)."

*Organizational Commitment:* "the strength of an individual's identification with and involvement in a particular organization" (Porter et al., 1974).

*Job Satisfaction:* "The extent to which people like their jobs" (Spector, 1996)

*Organizational Citizenship Behavior:* Employees' extra-role behavior pertinent to service delivery while behaving in a conscientious manner in activities surrounding service delivery to customers Bettencourt, Gwinner and Meuter's (2001).

*Employee Work Engagement:* “being positively present during the performance of work by willingly contributing intellectual effort, and experiencing both positive emotions and meaningful connections to others” (CIPD, 2008)

### **1.7 Operational Definitions of Terms**

The operational definitions of the key terms used in this study are given below.

*Authentic:* Genuine, true and real.

*Authentic Leadership:* A leadership model in which leader deeply understands the nature of oneself (self-awareness), displays transparency in routine affairs (relational transparency), processes information with open heart to ensure that opposing opinions are listen and catered for (balanced processing) and behave behaves according to internal standards (internalized moral perspective) and is measured by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008).

*Mastery Goal Orientation:* Individual’s mind-set in which he/she aims to expend capacity by learning new skills and seeks further knowledge, measured by Button and colleagues (1996).

*Organizational Commitment:* Individual’s level of association and connection with organization, measured by Mowday, Steers and Porter’s (1979).

*Job Satisfaction:* Individual’s level of satisfaction with organization environment and affairs in which one is currently working, measured by Dubinsky and Harley (1986).

*Organizational Citizenship Behavior:* Display of extra-role behavior to support organizational functions and help colleagues, measured by Bettencourt, Gwinner and Meuter’s (2001).

*Employee Work Engagement:* Individuals level of obsession and commitment with job, measured by CIPD survey (2006).

### **1.8 Summary of the Chapter**

Leadership theory is experiencing a paradigm shift from top-down to bottom-up leadership approach because it is becoming difficult for a single person to lead the whole organization single handedly while looking at different aspects of management. In

today's knowledge driven economy, team work is proving to be a better alternative to authoritarian leadership approaches.

Authentic leadership is widely researched topic in recent past. There is need to further expands the nomological network of this concept and investigate new relationships and linkages in connection with this leadership style. This study tests novel concept that authentic leadership can augment mastery goal orientation in the follower and can indirectly use this mechanism to influence follower's organizational commitment, job satisfaction, organizational citizenship behavior and work engagement. This study presents a case from developing economy like Pakistan with a target sample of private sector organizations such as telecommunication and banking sector organizations.

## **CHAPTER 2**

### **LITERATURE REVIEW AND DEVELOPMENT OF HYPOTHESIS**

This chapter starts with the discussion about the history of leadership and the introduction of authentic leadership theory. The next section explains the dependent variables which are the part of this research study i.e. organizational commitment, job satisfaction, organizational citizenship behavior and work engagement and the relationship between authentic leadership and these dependent variables. Next section of the chapter focuses on the introduction and definition of mediator variable (mastery goal orientation) which is followed by the discussion about the relationship between authentic leadership and mastery goal orientation. In the final section of this chapter, organizational tenure is introduced and theoretical justification is provided to the moderating impact of organizational tenure between mastery goal orientation and employee outcomes i.e. .e. organizational commitment, job satisfaction, organizational citizenship behavior and work engagement.

#### **2.1 Leadership History and Authentic Leadership**

During the course of the paradigm shift from the top-down leadership approach to the bottom-up approach, leadership literature has passed through different phases, and to better understand the journey of leadership literature across different phases, it is necessary to know about evolution process. The below discussed leadership history provides insight into the phases that the concept of leadership has witnessed.

The topic of leadership has received wide attention from researchers in past and recent decades. This concept has been debated widely but because of the sensitive and complex nature of the topic, no universal definition is agreed upon (Krekeler, 2010). Leadership is generally conceptualized as the process in which an individual encourages others to follow a common goal (Ricketts, 2009).

The mechanism that helps leader utilize leadership's power to attract followers for higher performance remained the mystery for thousands of years (Kritsonis, 2004). The leadership theory and practices have witnessed evolution overtime to incorporate the demands of the business whereas, the leadership concept is traced back to 1300s (*Seters & Field, 1990*). The term 'leadership' is in scientific existence since 1700; however, no

systematic research was carried out on this topic until the 20<sup>th</sup> century. Since then intensive research has been conducted and different dimensions and perspectives of leadership have been explored. Leadership theory has experienced different leadership eras such as the personality era, the influence era, the behavior era, the situation era, the contingency era, the transactional era, the cultural era, the transformational era and so forth.

The trend of doing research on leadership theory started with the work on Great man and Trait theory. It was assumed that all warriors, wealthy persons and successful individuals of the society have certain abilities and *traits* that make them somehow superior to the common man. Great man trait theory has association with Aristotelian philosophy, which holds that leaders are born and not made (Marquis & Huston, 2000). Major limitation of trait theory is that leaders cannot be developed through education and training (Murphy, 2005). Criticism on this theory led towards refocusing on the *behavior* of the leader – also because trait theory failed to address the different *circumstances* leaders face. Furthermore, no mechanism was drawn in trait theory to measure the performance of leader (Hollander & Offermann, 1990).

The primary focus of leadership's behavioral approach was to recognize how good leaders perform on duty (Yukl, 2002). The central theme of behavioral theory was to recognize *actions* that made an individual an effective leader (Wright, 1996). During leadership behavioral approach's investigation, job-centered (task) and employee-centered (human aspects) behaviors were identified as basic dimensions. The job-centered behavior focuses on the leader's approach to consider the nature of tasks to get the job done whereas the employee-centered behavior focuses on leader's approach while dealing the interpersonal and human aspects during job (Lussier & Achua, 2004).

Further evolution of the leadership theory considered that leader experiences different situations and contexts. The importance of these situations and contexts can never be ignored. Stogdill (1948, 1974) and Mann (1959) made major contribution in orientation of this area that is 'situational leadership'. Previous research studies revealed several factors that impact performance of the leader such as leader's authority, nature of business and an external environment (Greenberg, 2011; Yukl, 2002).

The research on situational leadership theory paved the way to explore leader-follower relationship and, subsequently, contingency and transactional leadership models surfaced. The contingency model of Fiedler (1964), Path-Goal theory of House (1971) and the normative decision-making model of Vroom and Yetton (1973) described that leadership's performance depends on leader's qualities *and* situational demands.

Social exchange theory perspective provided the basis to develop transactional leadership theory (Bass, 1985; Burns, 1978). Van Eeden and colleagues (2008) defined transactional leadership as a transactional exchange process between the leader and employee. Hollander and Offermann (1990) also assert that the leader-follower relationship is based on exchange. For successful culmination of leadership influence processes, the perception of follower that the exchange process is equitable and fair was considered vital for the relationship.

Another leadership approach in which researchers showed great interest in the area during the end of 1970s and start of 1980s was "charismatic leadership". House (1977) described that charismatic leaders have tremendous influence on followers due to emotional appeal which is inspirational but devoid of facts or rational appeal, which credibly conveys the relevant fact but it is emotionally cold. The further evolution of this leadership construct led towards idea of transformational leadership.

James MacGregor Burns introduced "transformational leadership" in 1978 in his well-known book 'leadership'. According to Burns (1978), transformational leadership refers to a process in which an individual motivates another individual or group for a specific goal or job. This relationship enhances stakeholders' association with organization.

### **2.1.1 Authentic Leadership**

Authentic leadership is based upon the concept of authenticity – being true to one's values– and is made up of the four unique components of self awareness, internalized moral perspective, balanced processing of information, and relational transparency (Avolio & Gardner, 2005; Kernis, 2003; Luthans & Youssef, 2004). Previous research studies indicate that the concept of authenticity is well documented and can be traced back to ancient Greek philosophy (Erickson, 1995; Harter, 2002; Hughes

(2005). The term “authentic” is also used in positive psychology literature (Seligman, 2002) which refers to building from personal experience, emotions, preferences and beliefs to know oneself and act in accordance with the true self (Harter, 2002). Authentic leadership gained the attention of researchers in last decade when practitioner Bill George, former CEO of Medtronic discussed authentic leadership in his 2003 book. Bill George emphasized the need of a new type of leadership to bring ethical as well as effective leadership. Theoretical research on authentic leadership started in 2003 (Luthans & Avolio, 2003) with focus on the positive aspect of ‘authenticity’ as a major component of leadership. As a further development on the construct of authentic leadership, the Gallup Leadership Institute (GLI) arranged Interdisciplinary summits in 2004 and 2006 with objective to seek attention of the researchers and produce interest in the topic of authentic leadership development. The book of Gardner, Avolio, and Walumbwa, (2005) also promoted this topic.

The definition of authentic leadership passes through different phases. Luthans and Avolio (2003) presented a theory-based authentic leadership model and identified the specific construct variables encompassing authentic leadership development. They stated that authentic leadership is a process that is influenced by organizational context and positive psychological capacities. Furthermore, they argued that the desirable outcomes of the authentic leadership process are greater self awareness, leaders and followers’ self-regulated positive behavior that it enhances positive self-development. The additional attributes of an authentic leader are self-confidence, hope and morality emphasize promoting followers into leaders (Avolio & Gardner, 2005; Gardner et al., 2005 & Luthans & Avolio, 2003).

Avolio and Gardner (2005) argued that it is necessary for every leader to be aware of one’s self. They furthermore proposed numerous attributes as ingredients of authentic leadership. These attributes include self awareness and self regulation of the leader, relationship transparency and positive but genuine leadership behavior. Avolio and others (2005) described authentic leadership as a root construct that transcends other leadership theories and provides explanation to understand differentiation between good and bad leadership.

Moreover, to further explore the concept of authentic leadership, Gardner and Avolio (2005) made an important revelation that authentic leadership does not refer to leader's specific attributes or characteristics, rather, it encompasses features that all individuals may possess in varying scales. Authentic leadership attributes ranges from very low to very high and that can be grown, deepened and developed within all individuals (Chan, Hannah & Gardner; 2005). In fact, individuals with authentic leadership attributes are internally motivated to practice their values persistently and lead with their hearts and heads (George & Sims et al., 2007).

The theory of authentic leadership is heavily drawn upon Deci and Ryan's (1995, 2000) self-determination theory and Kernis' (2003) conceptualization of authenticity. Self determination theory states that authenticity of individual depends more upon internal regulatory factors than external factors. This means that authentic leaders are driven by emotional sentiments such as hope, optimism and resilience (Avolio & Gardner, 2005) rather monetary benefits. Moreover, other researchers (Luthans & Avolio, 2003; May et al., 2003) proposed that authentic leadership encompasses a positive moral perspective motivating individuals for high moral principles that lead decision making and behavior.

In addition to abovementioned attempts to explore the authentic leadership construct, multiple definitions of authentic leadership have emerged in last decade (Cooper et al., 2005). Initially, Luthans and Avolio (2003) defined authentic leadership and called it a process that is based on both positive psychological capacities and a highly developed organizational context, the outcome of which is both higher self-awareness and self-regulated positive behaviors on the part of leaders and followers, thus promoting positive self-development. However, few researchers (e.g., Cooper et al., 2005; Shamir & Eilam, 2005; Sparrowe, 2005) took different course and showed concern over including the positive psychological capacities of self-belief, optimism and resilience in authentic leadership construct. Ilies and others (2005) drew upon Kernis (2003) conception of authenticity, presented a model of authentic leadership having four facets. This proposed model included self-awareness, unbiased processing, authentic behavior/acting, and authentic relational orientation. Shamir and Eilam (2005) proceeded with the life stories approach to authentic leadership development and asserted that authentic leaders have

below mentioned attributes: (a) leader's role is main part of their self-concept, (b) they have obtained greater level of self-concept clarity, (c) the goal which they pursue are in agreement with their values, and (d) the behavior they exhibit is self-expressive (2005: 399). Apart from the abovementioned definitions, the study of Walumbwa and colleagues (2008) provided comprehensive and operational definition of authentic leadership "A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development (Walumbwa et al.2008, p. 94).

The notion of authentic leadership has been widely discussed by numerous researchers (Avolio et al., 2004; Gardner, Cogliser, Davis, & Dickens, 2011; George, 2003; Hannah, Woolfolk, & Lord, 2009; Beddoes-Jones & Swailes, 2015) in their studies and those authors have addressed issues like validation of authentic leadership construct and authentic leadership development. In order to determine whether authentic leadership indeed is an effective form of leadership previous research studies also focused to provide foundation for examining how authentic leaders predict follower attitudes, behaviors and performance and they discussed how authentic leadership is different from extant leadership concepts (Giallonardo et al., 2010; Jensen & Luthans, 2006).

Authentic leadership can be differentiated from other popular leadership theories as it is a broad construct and correspond to the phenomenon which may be termed as 'root' construct (Avolio et al., 2004). It incorporates other positive leadership theories such as transformational leadership theory (Avolio & Bass, 1988; Bass & Avolio, 1994). Authentic leadership contains the themes from servant leadership (Greenleaf, 1970), spiritual leadership (Fry, 2003) and charismatic leadership (Conger & Kanungo, 1998). It also holds the ideology of ethical leadership (Trevino, Brown & Hartman, 2003). Although, authentic leadership encompasses all the aspects of positive leadership and it can incorporate the features of other forms of positive leadership including servant, charismatic, transformational and spiritual leadership, there are certain features which are not included yet in other forms of leadership.

The self awareness is an important element of authentic leadership. Though this element is in common with the servant leadership theory but there are certain factors that can differentiate one form of leadership from other. First, servant leaders' awareness, compassion and long-sightedness is more a hypothetical, which lacks empirical support and not grounded (Stone, Russell & Patterson, 2003). Secondly, servant leadership theory further failed to mention self awareness of the follower and positive psychological capital (Avolio & Gardner, 2005).

Authentic leadership theory is different from charismatic leadership in several aspects. Unlike authentic leadership, Conger and Kanungo's (1987) behavioral theory of charismatic leadership lacks focus to foster on leader and follower's self awareness. Gardner and Avolio (1998) opined that authentic leaders impact value and ethical perception of follower by showing themselves as models (Gardner & Avolio, 1998), whereas charismatic leadership concentrates on impressive presentation and impression management. Leadership's charisma would fail to sustain impact in such organizational settings where leader and follower work together closely (Hollander, 1978). The other shortcoming of charisma is its relationship with integrity (Maccoby, 2000). An authentic leader is the person with integrity. While, in some cases, charismatic leaders present themselves being authentic but in fact they take benefit of the situation and instead of working for the welfare of the organization and associates, they satisfy their desire for power (Bass & Steidlmeir, 1999). In such cases, due to the lack of integrity and authenticity, the effect of charisma diminishes (McCall & Lombardo, 1983).

The transformational leaders are supposed to have charisma while authentic leadership may or may not have charisma (George, 2003). Other major difference between authentic and transformation leadership is that authentic leader may or may not positively focus on transforming follower into leader. However, authentic leader would predominately influence them positively through character and role modeling (Avolio & Gardner, 2005).

Few components of ethical leadership are perceived to be overlapping with authentic leadership. In both types of leadership styles, leaders believe themselves to be ethically accountable for the decisions they made. However, unlike authentic leadership, ethical leadership lacks authenticity and self awareness (Brown & Trevino, 2006).

Avolio and Gardner (2005) are of the view that effective leaders can practice authentic leadership style without adopting servant, transactional, transformational or any other type of the leadership style.

### **2.1.2 Components of Authentic Leadership**

As mentioned above, both the research studies Kernis (2003) and Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) proposed common components of authentic leadership construct: a) self awareness—being aware of one’s motives, feeling, desires and other self relevant cognitions, b) balanced procession—objective processing of self-relevant information, c) internalized moral perspective—consistently behaving in a manner that is in accord with one’s true self and d) relational transparency—achieving openness and truthfulness in one’s close relationships. These components of authentic leadership are further explained below.

#### **2.1.2.1 Self -Awareness**

The term self-awareness indicates one’s understanding of personal feelings, desires and motives. This term refers to the individual’s awareness of one’s personal weaknesses and strengths as well as one’s emotions. Self-awareness includes individuals’ awareness about others’ perception about him/her and how others are impacted by his/her actions (Kernis, 2003).

#### **2.1.2.2 Balanced Processing**

Balanced processing refers to the balanced and well-considered (relatively unbiased) analysis of all types of relevant information. It also includes considering others’ opinion and input while making any decision. Walumbwa and others (2008) describes that authentic leader having balanced processing attribute will analyze all relevant information, listens to others opinion and consider their views before coming to conclusion. It enhances the chances of remaining authentic by augmenting individual’s capability to process related information with great accuracy and thus minimizes biases.

### **2.1.2.3 Relational Transparency**

The term relational transparency refers to expression of true thoughts and feelings. It includes free sharing of information with others. Relationship transparency attributes help leader in maneuvering to gain followers trust and create sense of fairness among all stakeholders (Avolio & Gardner, 2005).

### **2.1.2.4 Internalized Moral Perspective**

It refers to individuals' self regulation; which means that internalized moral perspective explores the extent of the leader's behavior that is directed by internal moral standards and values regardless of the external pressure (Avolio & Gardner, 2005). It makes a strong case for the argument that only ethical leaders, or at least those with integrity, can play the role of authentic leadership. Leader can earn respect and love of the follower by showing integrity and authenticity.

## **2.2 Relationship between Authentic Leadership and Subordinate Outcomes?**

Authentic leadership can have a far-reaching impact on organizational environment from overcoming management misconduct issues to countering problems such as unstable economic atmosphere, rapidly changing technology and competitive environment that pose new challenges for organizations. Since its integration into the leadership literature, the authentic leadership construct has received a great deal of attention and has drawn considerable intuitive and theoretical support (Avolio, Gardner, Walumbwa, Luthans, and May, 2004; Giallonardo et al., 2010; Jensen & Luthans, 2006; Kernis 2003; Luthans & Avolio, 2003; Walumbwa et al., 2008). Authentic leadership literature needs further empirical support for different proposed relationships between authentic leadership and followers' outcomes. To fill this gap in literature and provide empirical evidence for novel relationships in authentic leadership contexts, the researcher choose to examine a range of followers' work related outcomes that are both widely studied in the literature and that are considered important to organizational success. These include attitudinal outcomes (organizational commitment, job satisfaction) and behavioral outcomes (organizational citizenship behavior and engagement). Rationale for each relationship is provided below.

### **2.2.1 Organizational Commitment**

Academic literature has different definitions of organizational commitment. Mowday, Steers, and Porter (1982) referred to organizational commitment as an employee's association as well as involvement with the recognition of organization's mission, goals and values. Allen and Meyer (1990) state that organizational commitment is a psychological state that attaches an employee to organization. According to Porter and others (1974), organizational commitment refers to an individual's acceptance of organizational goals, intent to remain with organization and willingness to make extra efforts on its behalf. Mowday, Steers and Porter (1979) defines organizational commitment as an attitude that connects employees to the organization. In nutshell, all definitions of employee's organizational commitment have common theme that there is strong bond between employee and organization (Samad, 2005).

The concept of organizational commitment is generally studied in literature as the alternative of turnover (Cohen, 1993). The more an employee is committed with organization, the lower will be the turn over intention of that particular employee. In other words, an employee higher at commitment level desires to remain with the organization and keeps working (Mowday, Porter & Steers, 1982). Organizational commitment has received wide attention in attitudinal literature because it can easily predict employee's turn over intention. Besides turn over, organizational commitment is also linked with other essential employee level outcomes such as job performance and productivity (Morris & Sherman, 1981). Furthermore, an employee higher at organizational commitment can be expected to have lower level of absenteeism from job.

#### **2.2.1.1 Authentic Leadership and Organizational Commitment**

Authentic leadership is expected to have association with different employee outcomes. The relationship between authentic leadership and organizational commitment has been investigated in previous studies. Rego, Lopes, Nascimento (2015) stated that authentic leadership exerting influence on the organizational commitment of the follower because of authentic leader's behavior pattern and resultantly positively affecting the behaviors and attitudes of the followers. In other study, Kliuchnikov (2011) investigated the impact of authentic leadership on three dimensions of organizational commitment:

affective, continuance and normative and found that authentic leadership predicts affective organizational commitment, which referred to the emotional bond with organization (Ashman, 2007). The relationship between authentic leadership and continuous commitment-perceived cost to leave organization was positive but a bit weaker in comparison to that of affective commitment whereas the link between authentic leadership and normative commitment-employee's obligation towards organization (Marsh & Mannari, 1977) was also significant and positive.

Javaid, Luqman, Amir and Umair (2015) examined the relationship between authentic leadership and single dimension of organizational commitment i.e. affective commitment. They used social exchange theory to justify the assumption that authentic leadership influences the affective commitment of the follower. Javaid et al. (2015) concluded that authentic behavior of leader by displaying high level of self-awareness, relational transparency and balanced procession of information produce positive sentiments in followers' heart, to which, they reciprocate and show affective commitment. Similarly, Alinezhad, Abbasian & Behrangi (2015) investigated the link between authentic leadership and organizational commitment of the teachers and found that authentic leadership has positive effects on the organizational commitment.

Besides the empirical support provided by previous research studies, the theoretical base for the argument that authentic leadership positively influences employee organizational commitment can be drawn from the fact that authentic leadership develops followers who share principles, values and convictions similar to their leaders (Gardner et al., 2005; Shamir & Eliam, 2005). In order to develop a long and productive career and have a successful career progression, followers of authentic leader emulate the characteristics of their leaders such as candor, integrity and developmental focus (Gardner et al., 2005). Thus, on the basis of above arguments and the empirical support provided by previous studies mentioned above, it is suggested that authentic leadership is positively associated with employee's organizational commitment.

**Hypothesis 1.** Authentic leadership is positively associated with employee's organizational commitment.

### **2.2.2 Job Satisfaction**

Hoppock initiated the concept of job satisfaction in 1935 and refers to job satisfaction as the employees' feeling in the working environment based on physical and psychological pleasure attained from the job. Since then, a number of definitions of job satisfaction were presented in the job satisfaction literature. Some researchers are of the view that employee job satisfaction is blend of physiological, psychological and environmental experiences (Hoppock, 1935) whereas others opined that it is individuals' affective orientations towards job tasks that they are currently engaged in (Vroom, 1964). Hulin and Judge (2003) described job satisfaction as the degree of pleasure the employee derives from his or her job due to job experience.

Job satisfaction represents employees' sense of accomplishment and success on the job and is usually referred to individuals' approach and feelings in relation to the job. The employee job satisfaction constitutes both negative and positive feelings of individuals about their job (Steyn & Van, 1999). Armstrong (2006) concluded that positive approach towards the job is as termed job satisfaction whereas negative and unfavorable attitude is termed as job dissatisfaction.

While defining job satisfaction, many definitions of job satisfaction limit their emphasis to the job whereas others definitions included all those factors which are relevant to the job. More general definition of employee job satisfaction was presented by Cribbin in 1972, as he included supervisors, co-workers, organizations, family life besides job.

Moreover, according to Prince (1997) employee job satisfaction is a level of affection and orientation towards organization. Locke explained job satisfaction as an emotional state that is based on the evaluation of one's job experience (as cited in Reisel et al., 2010). Furthermore, Locke also asserted that job satisfaction can be better understood provided certain factors are considered. These factors are work, pay, promotion, recognition, working conditions, co-workers etc (Lomoya, Pingol, Teng-Calleja, 2015).

### **2.2.2.1 Authentic Leadership and Employee Job Satisfaction**

Employee's job satisfaction is an important element to the success of any business because satisfied employee contributes towards organizational success. On the other hand, the dissatisfied employee shares problems with the co-worker thus create disturbance in organizational environment. Due to its significance for the organizational effectiveness, practitioners gave great attention to job satisfaction. Previous research studies revealed numerous reasons that may cause employee job satisfaction such as job factors, intrinsic motivation, employee attitude towards co-workers, working conditions of the organization, financial benefits and leadership (Azri, 2011; Rue & Byers, 1994; Shah, Rehman, Akhtar, Zafar & Riaz, 2012; Yun, Cox Sims & Salam, 2007).

Leadership plays a vital role in enhancing employee job satisfaction. The more the leader is caring, supportive and inspirational, the greater will be employee job satisfaction. Authentic leaders are more likely to influence individuals' job satisfaction level due to their friendly approach towards followers (Avolio et al., 2004). Empirical evidence supports the suggestion that authentic leadership has a positive relationship with employee job satisfaction (Gardner et al., 2011). The relationship between authentic leadership and job satisfaction are tested in previous research studies, like, Darvish and Rezaei (2011) suggested positive relationship between all four dimensions of authentic leadership i.e. self-awareness, an internalized moral perspective, balanced processing of information and relational transparency. They asserted that the authenticity of leader develops trust of leader and as a result follower feels more satisfied at job. The results of Darvish and Rezaei (2011) found that all components had positive association with job satisfaction.

Giallonardo et al. (2010) examined the relationship between nurses' perception of authentic leadership and job satisfaction and found positive association for the hypothesized relationship. Furthermore, Jensen and Luthans (2006), Laschinger, Wong & Grau (2012) and Walumbwa et al. (2008) found positive association between authentic leadership and employee job satisfaction.

Authentic leadership is likely to have positive association with employee job satisfaction because authentic leaders provide support for followers' self determination. Leaders with authentic behavior are thus more effective at promoting followers' intrinsic

motivation (Deci, Connel & Ryan, 1989) which in turn results in enhancing followers' satisfaction at job (Walumbwa et al. 2008).

**Hypothesis 2.** Authentic leadership is positively associated with employee's job satisfaction.

### **2.2.3 Organizational Citizenship Behavior**

Organizational citizenship behavior is an important employee outcome. Organ (1988) coined the term "organizational citizenship behavior" drawing on Barnard's (1938) work of 'willingness to cooperate' and Katz's (1966, 1978) concept of 'innovative and spontaneous behavior. This concept is under study since 1980s and has passed through evolution phases as initially employee behavior was categorized into general compliance (job behavior that an employee is required to display at job) and altruism (extra behavior that aims at helping other employees) (Bateman & Organ, 1983).

The term organizational citizenship behavior became focus of attention of researchers since Organ's (1988) contribution to organizational citizenship behavior literature. According to Organ (1988), organizational citizenship behavior is an employee's discretionary behavior that the organization's salary and compensation system does not officially recognize. Organ (1988) categorized organization citizenship behavior construct into five distinct dimensions i.e. 1) altruism (providing assistance to others), 2) civic virtue (remain engaged in important organizational matters), 3) conscientiousness (keeping up with the norms of organization), 4) courtesy (considering others opinion before making decision) and 5) sportsmanship (showing patience at difficult situations and not complaining about minor things). The construct of organizational citizenship behavior received further classification when Williams and Anderson (1991) divided it into two parts. The first part addresses issues pertinent to individuals such as showing courtesy and altruism. This category was termed as organizational citizenship behavior directed towards individual. The other category deals with the issues pertinent to organization by displaying behavior that benefits organization such as conscientiousness, civic virtue and sportsmanship.

However, Bettencourt and others (2001) shown concern over emphasizing on citizenship behaviors that are widely applicable across positions and organizations and in doing so ignoring calls to extend the focus of OCB to include service oriented behaviors. They emphasized to widen the application of organization citizenship behavior by including the perspective of service oriented behavior. Thus drawing upon prior empirical work of (Van Dyne et al., 1994), Bettencourt and others (2001) developed a measure of organizational citizenship behavior with a major focus on employees of service sector. This research study used Bettencourt and Colleagues (2001) measure for studying organizational citizenship behavior.

### **2.2.3.1 Authentic Leadership and Employee Organizational Citizenship Behavior**

Authentic leadership is suggested to enhance followers' organizational citizenship behavior because such leaders provide an open and fair work environment which is favorable for employees who are more willing to engage in extra role behavior that promote organizational agenda and is not specified in their job descriptions (Avolio & Gardner, 2005; Brown, Treviño, & Harrison, 2005). Authentic leaders play key role in developing authentic followership and thus facilitate followers' helping behavior by making them more aware of the importance of helping others and displaying the value of openly sharing of information.

Previous studies revealed positive association between authentic leadership and organizational citizenship behavior. According to Nikpay, Siadat, Hovelda and Nilfrooshan (2014) university leaders authentic behavior play significant role in developing organizational citizenship behavior in followers. Yesilkaya and Aydin (2016) proposed positive association between authentic leadership and argued that leaders have higher affect on followers to display organizational citizenship behavior. Result of this study supported the argument as higher correlation .40 was found between authentic leadership and organizational citizenship behavior. In addition to aforementioned studies, literature has documented other studies such as Song and Seomun (2014), Valsania et al (2012), Al-Sharafi & Rajjani (2013) and Walumbwa et al (2008) which has investigated the link between authentic leadership and organizational citizenship behavior and found positive association.

**Hypothesis 3.** Authentic leadership is positively associated with employee's organizational citizenship behavior

#### **2.2.4 Work Engagement**

The work engagement construct is a relatively new concept, widely used and important term (Robinson, Perryman & Hayday, 2004) and has received a great deal of attention in last few years as it is considered a key to organizational competitiveness. Work engagement is sometimes mixed with other established constructs (Robinson et al., 2004), the factors responsible for the outcome of work engagement may not be the same which develop other employee outcomes such as organizational commitment and employee job satisfaction (Macey, Schneider, Barbera & Young, 2009). Definition of work engagement is heavily debated in academic literature and numerous researchers described the term in different ways (Bakker et al., 2008; Kular, Gatenby, Rees, Soane & Truss, 2008; May, Gilson & Harter, 2004; Schaufeli, Salanova et al., 2002). Vazirani (2007) referred work engagement to individuals' level of organizational commitment and involvement with organization and its values. Kahn (1990) opined that the definition of work engagement encompasses individuals' strong bond to their work roles. It includes physical, cognitive and emotional job satisfaction drawn from job roles. However, researchers agree on the fact that work engagement is very much desirable outcome as possesses both psychological and behavioral perspectives (Macey & Schneider, 2008). Macey and Schneider (2008) concluded that the common features of definition of work engagement include both attitudinal and behavioral components that are the desirable state of involvement, passion, commitment and enthusiasm.

Work engagement is an immediate solution to many challenges which many organizations face today. Macey et al. (2009) believed that organizations may achieve competitive advantage by giving attention to work engagement. Although academic research relates work engagement to other employee outcomes such as organizational citizenship behavior, it is different in nature because employee organizational citizenship behavior refers to helping colleagues by showing voluntary and informal behavior whereas employee work engagement is neither extra role nor volunteer behavior but a strong engagement, involvement and dedication felt to the work (Schaufeli, Salanova,

González-Romá & Bakker, 2002). It is widely believed that engaged employees provide competitive advantages to their organizations by contributing towards organizational success through higher efficiency and causing reduction in the employee turnover.

#### **2.2.4.1 Relationship between Authentic Leadership and Work Engagement**

This study proposed positive association between authentic leadership and work engagement. Previous studies have investigated this link and provided empirical support that authentic leadership can influence follower's work engagement. Penger and Cerne (2014) tested a multilevel model to investigate the assumption that authentic leadership affects work engagement in followers. They argued that authentic leaders provide support to the self-determination of the followers therefore it is likely that followers are motivated to show high level performance at job, which is the characteristic of work engagement. Result of study conducted by Penger and Cerne (2014) revealed positive association between authentic leadership and work engagement. The study of Hassan and Ahmed (2011) also found positive relationship between authentic leadership and work engagement. Furthermore, Hsieh and Wang (2015) also found that authentic leadership predict follower's work engagement.

The link between authentic leadership and work engagement can be established on the basis of the following arguments. When followers realize that their leaders have skillful insight and ability to enhance the organizations' growth and productivity, this situation will assure followers a more profitable future with organization under their leaders (Spreitzer & Mishra, 2002). Furthermore, authentic leaders demonstrate positive behavior and develop healthy relationship with subordinates, clarify organizational goals, assist them in achieving these goals and ignore their failures (Luthans & Avolio, 2003). Thus, the positive and supportive behavior of authentic leaders such as guiding the followers in pursuing their goals, drawing attention to drawbacks, helping them in their job progression, and providing counseling as needed (Avolio & Luthans, 2003) is likely to augment followers' work engagement.

**Hypothesis 4.** Authentic leadership is positively associated with employee's work engagement.

## **2.3 How do Authentic Leaders affect follower Outcomes?**

Previous studies has given little attention to conduct empirical research that identify the mechanisms through which authentic leaders apply their influence on effective behaviors (Clapp-Smith et al., 2009; Giallonardo et al., 2010; Wong et al., 2010) as follower's learning interest is widely ignored to be tested as a mediator. Hence, there is a need in authentic leadership literature to further explain theoretically and test empirically processes that link authentic leadership with follower outcomes (Yammarino, Dionne, Schriesheim & Dansereau, 2008).

### **2.3.1 A Mediating Mechanism**

In order to address the issue of testing new mediating mechanisms and fill the abovementioned gap in authentic leadership literature, the researcher identified and tested a mediator through which authentic leadership is likely to influence followers' attitudinal and behavioral outcomes. In particular, the researcher proposed mastery goal orientation as a framework to establish the means by which authentic leaders affect follower outcomes.

#### **2.3.1.1 Mastery Goal Orientation**

Mastery goal orientation is a frame of mind which motivates individuals to improve capability and extend competency (Dweck, 1986). A so-called implicit "incremental theory" of ability supports mastery goal orientation and provides theoretical base. Implicit theories describe the beliefs or theories that people hold about themselves, in this case about ability, intelligence or competence. The incremental theory states that individuals believe that they *can* improve competence by learning new skills and, hence, gives rise to the adoption and pursuit of learning goals. Individuals with mastery goal orientation seek to enhance capability by learning new techniques, so that individuals face adverse situation with resilience by adopting adaptive response pattern, Mastery goal orientation builds a propensity to enhance the ability of achieving excellence at job (Dweck, 1999).

Mastery goal orientation is one of the two dimensions of goal orientation. Goal orientation refers to the goals individual implicitly follow as working toward job related

outcomes (Dweck & Leggett, 1988). The goal orientation concept deals with inner regulatory processes that affect an individual's selection of task, goals setting, and effort mechanism in learning and performance contexts (e.g., Button, Mathieu & Zajac, 1996; VandeWalle, 1997). Goal setting theorists have proposed different models of goal orientation based on the number of factors such as a two factor model (Dweck, 1986; Dweck and Leggett 1988), three- (e.g., Elliot & Harackiewicz 1996; Middleton & Midgley 1997; VandeWalle, 1997), and most recently four-factor model (Elliot and McGregor, 2001). This study is based on the two factor model of goal orientation advanced by Button and others (1996) and VandeWalle (1997) which is drawn from Dweck and legget (1988).

Button and others (1996) model categorized goal orientation into learning or mastery goal and performance goal orientation. The learning/mastery goal orientation refers to individuals' attempt to enhance their competence and learn new skills. Performance goal orientation is a type of goal orientation in which individuals seek to create in others a positive impression about their competence. The learning goal orientation is also called mastery goal orientation. More precisely, the learning or mastery goal orientation gives attention to competence development, and individuals with mastery goal orientation seek to increase their competence by mastering new techniques whereas performance goal orientation focuses on portraying competence. The individuals having performance goal oriented tendencies seek to gain positive judgments of their competence and avoid negative evaluation of their capability.

As discussed earlier, goal orientation has two dimensions (mastery goal orientation and performance goal orientation). The mastery goal orientation has been empirically tested in many research studies. The empirical results show that mastery goal orientation provided significant beneficial results when tested with multiple outcome variables (Sonntag, 2003; Lyke & Young, 2006). On the other hand, while theorizing relationship between performance goal orientation, researchers have received very inconsistent empirical results. The performance goal orientation association with other variables received different results, negative but weak association (Phillips & Gully, 1997), no relationship was found (Donovan and Swander, 2000) whereas non-significant but positive associations were witnessed by VandeWalle and colleagues (1999).

The nature of these facets reveals that mastery goal orientation is more suitable to be studied in relationship with authentic leadership. The genuineness and truthfulness of a leader to self and followers is likely to inspire followers to be like their leader and in turn, can be expected to generate motivation for learning and mastering the new skills in employee. While performance oriented employees demonstrate uncertain behavior that depends upon situation.

Academic literature provides two perspectives of mastery goal orientation. According to the first perspective, mastery goal orientation is a stable personality factor, free of the effects of the situational impacts (Cellar et al., 2011; Deshon & Gillespie, 2005). Second perspective states that though a bit stable construct, mastery goal orientation can be influenced by situational factors (VandeWalle et al., 2001; VandeWalle & Cummings, 1997). Mastery goal orientation is generally recognized as a stable individual difference, however, empirical evidence supports the proposition that various situational characteristics can affect this construct (Coad & Berry 1998; Chughtai & Buckley, 2011; Kohli et al., 1998; Sujana et al., 1994). Therefore, this research study is based on the second approach that the situational factors – particularly leadership – can influence the mastery goal orientation of an individual.

### **2.3.1.2 Authentic Leadership Positively Associated with Mastery Goal Orientation?**

This study proposes a hypothetical model that mastery goal orientation of the follower mediates the relationship between authentic leadership and follower's attitudinal and behavioral outcomes. The first part of the model that authentic leadership predicts mastery goal orientation is supported by "social learning theory". This theory is discussed below.

#### **2.3.1.2.1 Social Learning Theory**

Social learning theory is presented by Albert Bandura (1971) and this theory deals with the learning that takes place in the social context. According to the theory, people learn from one another through observational learning, imitation and modeling. To explain how social learning theory may help explicate the effects of authentic leadership on mastery goal orientation, researchers provide an overview of the central mechanisms of

this theory by specifying that: (a) observer is likely to imitate the behavior of a person or model that have certain qualities such as talent, intelligence, power and honesty etc that observers find attracted, (b) observer will respond to the way model is treated i.e. rewarded or punished, (c) observer can ‘acquire’ a behavior and may ‘perform’ it when needed.

First, social learning theory states that people like to follow the behavior of a person who has certain positive characteristics. As discussed above, authentic leaders are driven by emotional sentiments such as hope, optimism and resilience (Avolio & Gardner, 2005) and encompasses a positive moral perspective motivating individuals for high moral principles that lead decision making and behavior ((Luthans & Aovio, 2003; May et al., 2003), it is likely that followers of authentic leaders will imitate the behavior of their leaders.

Second, social learning theory assumes that observers judge the result of model’s behavior and decides whether to produce the same behavior or refrain from copying the behavior of the model. The positive behavior of authentic leaders is most likely to produce good results. Leader with authentic behavior adopt friendly approach towards followers (Avolio et al., 2004), provides support for followers’ self determination (Hidayat, 2016) and aim to develop followers who share principles, values and convictions similar to their leaders (Gardner et al., 2005; Shamir & Eliam, 2005). Therefore, it is expected that the team work of leader-follower will help them to achieve targets and attain favorable outcomes thus paving way for followers to consider reproducing positive behavior of their leaders.

Third, social learning theory further assumes that the observer may acquire certain behavior of the model and perform it when needed. This phenomenon provides base to the assumption that individual gain motivation of learning and developing from the model and applies acquired technique when required. From this argument, researcher build a case that authentic leader inspire follower for learning and development and instill sense of mastery goal orientation in him/her.

Mastery goal orientation was traditionally considered a relatively stable individual difference (Deshon & Gillespie, 2005) thought to stem from an enduring belief that

ability and competence are malleable (Dweck, 1986). However, an increasing number of studies has examined the concept of mastery goal orientation as an outcome variable, as a situational variable, or provided empirical evidence that mastery goal orientation can be influenced by situational characteristics such as leadership and organizational contexts (Chughtai & Buckley, 2010; Hamstra, Sassenberg, Van Yperen, & Wisse, 2014) implying that there is considerable evidence that mastery goal orientation is subject to social and organizational (or other contextual) influences. Hence, whether situational or chronic, mastery goal orientation ‘directs’ the nature of people’s pursuits in an achievement setting toward learning and development.

The researcher proposes that one way in which the authentic leadership pattern brings about performance outcomes is through its relationship with followers’ mastery goal orientation – a proposition that aligns well with social learning perspectives on leadership (e.g., Brown & Treviño, 2006). Social learning theory holds that people learn by watching and imitating *attractive* and *credible* role models (Bandura, 1977). Authentic leaders are likely a strong source of social learning because they are both attractive and credible. That is, leaders’ power and status make them attractive role models in general (Brown & Treviño, 2006) and sincerity and authenticity more specifically are attractive individual qualities (DeCarufel & Insko, 1979). Furthermore, authentic leaders are attractive models because they demonstrate concern for followers’ input and feedback and they show fairness in their balanced processing of information. Authentic leaders are also highly *credible* role models: as authenticity implies behaving in accordance with inner values, it means consistency and integrity, which implies they will come to be seen as trustworthy and credible. Hence, social learning theory supports the notion that followers are likely to see authentic leaders as attractive and credible role models and, as such, this perspective suggests that followers will emulate authentic leaders. In turn, this implies that we can delineate the behaviors shown by authentic leaders to determine whether this behavior would ‘socially teach’ followers to adopt a mastery goal orientation. Several specific reasons can be identified that support the notion that authentic leadership may function as a role model for employees’ mastery goal orientation. Authentic leadership models mastery goal orientation *directly*, but can also be seen to model several of the key *antecedents* of mastery goal orientation in general.

To start with the former, first, authentic leaders' self-awareness implies an awareness of fault, mistakes, and limitations and a sincere desire to improve themselves and their interactions with others. This awareness of the possibility to better oneself and this general focus on improvement explicitly signals that these leaders are oriented on learning goals and, given their function as role models, implies followers will attempt to emulate this mastery goal orientation. Second, authentic leaders are not afraid to admit when they have made a mistake because mistakes are a natural consequence of not being infallible and are seen as an opportunity to improve. This again signals to followers that authentic leaders are mastery goal oriented, as mastery goal orientation implies an openness to learn from mistakes and a tendency to deliver sustained effort in the face of failure. Third, and in line with the latter, through its example, authentic leadership stimulates openness and proactive seeking of feedback in order to improve, which directly links to an orientation on learning. Fourth, authentic leadership facilitates the mastery goal adoption process because it sets an example for seeking critical input from others that is necessary for effective pursuit of mastery goals.

Hence, the pattern of authentic leadership behaviors signals a mastery goal to followers directly. However, there may be other reasons why followers of authentic leaders tend to adopt a mastery goal orientation – that is, authentic leadership may socially teach followers the antecedents of mastery goal orientation as well. For example, Payne and colleagues (2007; also Vandewalle et al., 2001) mention implicit theories of ability as an antecedent. That is, individuals who believe that competence and skill are relatively malleable, tend to adopt mastery goal orientations. Authentic leaders signal this same belief, by actively seeking feedback, by trying to improve their interactions with others, and by acknowledging their limitations. Those authors also discuss the antecedents in terms of more broad motives, such as the need to avoid failure (Elliot & Church, 1997), which is low for individuals with mastery goals. Indeed, authentic leaders also model a low need to avoid failure, by not being afraid to admit their mistakes and weaknesses. Vandewalle and colleagues (2001) also suggested specific ways to *manage* mastery goal orientation, specifically suggesting that managers should *model* behaviors consistent with a mastery goal orientation – these are precisely the type of behaviors that authentic leaders model. For example, Vandewalle and others (2001) argues that mastery

goal orientation coincides with a tendency to conceive of feedback as being useful and diagnostic. This same tendency can be seen in authentic leaders' balanced processing of information and general openness to feedback and follower input. Hence, authentic leaders model mastery goal orientation directly, and model several antecedents and behaviors closely tied to mastery goal orientation. All these, can be integrated by considering the link between authentic leadership and mastery goal orientation as a matter of social learning (see Owens & Hekman, 2012). Therefore, I propose a positive link between authentic leadership and followers' mastery goal orientation.

**Hypothesis 5:** Authentic leadership is positively associated with employee's mastery goal orientation.

In turn, researcher expected mastery goal orientation to be positively associated with follower outcomes such as employee commitment, job satisfaction, organizational citizenship behavior and work engagement. The relationship between mastery goal orientation and abovementioned outcomes are supported by "self-determination theory". This theory is discussed below.

#### **2.3.1.2.2 Self-Determination Theory**

Self-determination theory explains the human motivation behind adopting certain behaviors and maintaining them over time (Ryan & Deci, 2000). According to the theory, sense of competence-feeling capable of work related tasks, autonomy-feeling that one is initiator of work-related actions and relatedness-feeling that one is supported by the people at work, are critical for a person to self-regulate and sustain behaviors.

In connection to this study, self-determination theory explains the mechanism how mastery goal orientation motivates individual and influence their attitudinal and behavioral outcomes: (a) mastery goal oriented individuals are keen to develop their expertise by gaining new knowledge and techniques (Dweck, 1986) thus the spirit of learning and development is likely to satisfy the need of competence, (b) individuals higher at mastery goal orientation are stimulated by learning intentions therefore they are expected to accept challenges, take risks and make initiatives at job hence satisfy the need for autonomy at work, (c) for smooth learning and development, individual is

required to keep cordial relationship with peers and colleagues as learning is only possible with the cooperation of co-workers. It is expected that individuals high at mastery goal orientation take necessary measures to keep pleasant environment with co-workers thus the feeling that one is supported by the people at work is satisfied. Hence, it is argued on the basis of above discussion that the self-determination theory provide base to the suggestion that mastery goal orientation influence the attitudinal and behavioral outcomes at work.

### **2.3.2 Mastery Goal Orientation with Employee Outcomes**

The association between mastery goal orientation and employee outcomes is discussed below.

#### **2.3.2.1 Mastery Goal Orientation and Employee Commitment**

Mastery goal oriented individuals are keen to develop their expertise by gaining new knowledge and techniques (Dweck, 1986). Such individuals are driven by motivation to benefit from skill development and achieve progress in their career. The spirit of learning and development keeps them dedicated to achieve excellence at job. The dedication stimulated by learning intentions builds individual's attachment with organization as a place in which they *can* learn and develop. Thus, to gain competence and avail opportunity to learn and develop, individuals with mastery goal orientation develop intent to remain with organization, respect its values and goals and agree to make extra efforts on its behalf. In a nutshell, learning motivation influences individual's organizational commitment.

Previous research studies investigated the concept that mastery goal orientation predicts commitment in employee. One of such case was presented by Porter (2005) who studied goal orientation in teams and suggested positive effect for the mean levels of mastery goal orientation in teams on commitment and found the relationship positive and significant. Furthermore, he argued that teams with members high on mastery goal orientation are expected to show high task persistency and more likely to work together. The members of such team are not expected to part ways with the team and abandon team's tasks. Similarly, Lee, Tan, Javalgi (2000) found that mastery goal orientation is

positively associated to all three components of organizational commitment. Moreover, D'Amato and Herzfeldt (2008) concluded that mastery goal orientation motivates individual to stay at organization for long period of time (D'Amato & Herzfeldt, 2008).

**Hypothesis 6.** Employee's mastery goal orientation is positively associated with employee organizational commitment.

### **2.3.2.2 Mastery Goal Orientation and Employee Job Satisfaction**

This study proposes that mastery goal orientation is positively related to job satisfaction. The link between mastery goal orientation and job satisfaction has received very little attention in the literature. Very few studies have focused to investigate this relationship. VanYperen and Janssen (2002) examine this association among the Dutch employees and argued that mastery goal oriented individuals derives higher level of satisfaction from the task during the pursuit of goal achievement. Furthermore, they stated that the mastery goal oriented individuals target goals for the sake of internal pleasure rather than social comparison criteria. The results of VanYperen and Janssen (2002) study found that mastery goal orientation predicts job satisfaction.

The relationship between mastery goal orientation and employee job satisfaction may be explained by drawing on McClelland's (1961) 'need for achievement theory' which states that achievement oriented individuals show more concerns to their personal achievements than towards the rewards of success. It means that such individuals prefer personal satisfaction drawn from the achievement of the task over the financial benefit received. The sense of achievement brings intrinsic motivation as these individuals prefer accomplishment of goal over rewards (Argyris, 2010). Drawing from need for achievement theory, it is suggested that, regardless of gaining monetary benefits or promotions, mastery oriented individuals focus to improve their skills for personal satisfaction and to attain achievements at their job. Thus, the pursuit of achievement, in turn, provides pleasure as individuals succeed in learning new things at job. Individuals having mastery goal orientation enjoy their jobs and experience greater job satisfaction (Lai, Chi & Yang, 2010).

**Hypothesis 7.** Employee's mastery goal orientation is positively associated with employee's job satisfaction.

### **2.3.2..3 Mastery Goal Orientation and Employee Organizational Citizenship Behavior.**

This study assumed positive relationship between mastery goal orientation and organizational citizenship behavior. Literature review reveals that empirical evidence exists to justify assumption that mastery goal orientation enhances employee citizenship behavior. Chien and Hung (2008) examined the relationship between mastery goal orientation and organizational citizenship behavior. According to their study, mastery goal oriented individuals accept challenges and consider difficult job assignments as opportunity to improve skills and gain knowledge thus they are in better position to help other colleagues at work. Moreover, they argued that at the pretext of gaining more knowledge while working with colleagues at job-in meetings and other job related activities, the chances of mutual interaction with co-workers increases thus the opportunity to show citizenship behavior also enhances.

As mastery goal orientation represents the mindset of an individual who seeks to develop competence by learning new skills (Dweck, 1986), the process of learning and development requires cordial organizational environment, where employees are tied in strong positive relationships and are eager to help each other by executing extra and voluntary job roles. It is therefore argued that in a bid to improve and to learn new skills at work, individuals with mastery goal orientation would develop healthy relationships with line managers and colleagues (see Van Yperen & Janssen, 2002). They would be more willing to spend more time working with colleagues in pleasant environment because they realize that their goals are best attained in a more amicable social environment, and they see others as helpers, rather than as competitors. Thus, it may be hypothesized that mastery goal orientation has positive association with organizational citizenship behavior.

**Hypothesis 8.** Employee's mastery goal orientation is positively associated with employee's organizational citizenship behavior.

#### **2.3.2.4 Mastery Goal Orientation and Employee Work Engagement.**

It was hypothesized in this study that mastery goal orientation predicts employee work engagement. Previous research studies have also tested this relationship such as Adriaenssens, DeGucht and Maes (2015) who argued that mastery goal oriented individuals are expected to strive for personal development thus resulting in achievement-oriented behavior and task management. Such individuals are likely to show high resilience at work, are more persistence at job and demonstrate more resistance to obstacles because they deal tasks as challenge and not as a threat. The results of the study of Adriaenssens et al. (2015) found that mastery goal orientation was strongly associated with work engagement. Roebken (2007) explored the link between mastery goal orientation and engagement in students and found that students equipped with mastery goal orientation shown higher engagement in academic issues.

Self-determination theory's intrinsic motivation perspective provides the base for the argument that mastery goal orientation effects employee engagement. The intrinsic motivation aspect of self-determination theory refers to the phenomenon that individuals show enthusiasm at work through involvement with the job. Furthermore, intrinsically motivated individuals derive satisfaction from attachment with the job rather than from any external reward, therefore such individuals perform activity in search of enjoyment (Deci & Ryan, 1985). As individuals with mastery orientation are intrinsically motivated to equip themselves with new skills, approach job with learning intent and draw motivation by engagement in job roles (Skaalvik & Skaalvik, 2013), it is plausible to suggest that mastery oriented individuals remain physically and psychologically connected to the work. Hence, it is suggested that mastery goal orientation has positive relationship with work engagement.

**Hypothesis 9.** Employee's mastery goal orientation is positively associated with employee's work engagement.

As discussed above that mastery goal orientation has positive association with follower level outcomes such as organizational commitment, job satisfaction, organizational citizenship behavior and organizational engagement. There is a theoretical

justification present in the support of these linkages. The reasons of the positive and significant relationships between mastery goal orientation and aforementioned follower level outcomes are a) the desire of mastery goal oriented individuals to develop their skills and seek excellence (Dweck, 1986) keep them dedicated to achieve excellence at job and thus enhance their organizational commitment, job satisfaction, organizational citizenship behavior and organizational engagement, b) this pertinent relationship can also be explained by drawing on McClelland's (1961) 'need for achievement theory' which explains that individuals with achievement-orientation and mastery orientation show more concerns to their personal achievements than to the rewards of success thus such individuals are likely to emphasize on enhancing their performance level outcomes such organizational commitment, job satisfaction, organizational citizenship behavior and organizational engagement, c) individuals with mastery goal orientation develops healthy relationships with line managers and colleagues (see Van Yperen & Janssen, 2002) and more willing to spend more time working with colleagues in pleasant environment because they realize that their goals are best attained in a more amicable social environment, and they see others as helpers, rather than as competitors thus this positive attitude helps them to enhance their follower level outcomes.

Based on above discussion, it is suggested that authentic leader instills mastery goal orientation in individual employee. Furthermore, employee attitudinal and behavioral outcomes are affected by individual's mastery goal orientation.

**Hypothesis 10.** Mastery goal orientation mediates the relationship between authentic leadership and employee organizational commitment in such a way that the mediating impact of mastery goal orientation is higher for the early tenured employees and the mediating impact fades away as the tenure of the employee increases.

**Hypothesis 11.** Mastery goal orientation mediates the relationship between authentic leadership and employee job satisfaction in such a way that the mediating impact of mastery goal orientation is higher for the early tenured employees and the mediating impact fades away as the tenure of the employee increases.

**Hypothesis 12.** Mastery goal orientation mediates the relationship between authentic leadership and employee organizational citizenship behavior in such a way that the

mediating impact of mastery goal orientation is higher for the early tenured employees and the mediating impact fades away as the tenure of the employee increases.

**Hypothesis 13.** Mastery goal orientation mediates the relationship between authentic leadership and employee work engagement in such a way that the mediating impact of mastery goal orientation is higher for the early tenured employees and the mediating impact fades away as the tenure of the employee increases.

## **2.4 Moderating Role of Organizational Tenure**

The model of this study hypothesized that organizational tenure of the employee moderates the relationship between mastery goal orientation and employee attitudinal and behavioral outcomes.

### **2.4.1 Organizational Tenure**

Organizational tenure is a relatively less explored demographic variable that plays significant role in determining employees' attitude and behavior (Cohen, 1993). Employees having diverse careers and backgrounds cover different service phases in organization specified by various activities and psychological adjustments (Levinson et al., 1978). The likeness, preferences and desires of employees change as they move from initial-level organizational tenure to middle and final-level organizational tenure.

Organizational tenure is generally used as control variable in psychology and business management research (Kliuchnikov, 2011; Kuvaas, 2009), however, recently researchers have started taking interest in examining the moderating role organizational tenure in different relationships. For example, Wang (2014) found that organizational tenure moderates the impact of perceived supervisor support on organizational commitment. Hameed, Roques and Arain (2013) suggested that the influence of prestige on organizational identification is strengthened for the employees till their medium employment tenures and after this the influence is weakened. Therefore, researcher in this study attempted to examine the moderating role of organizational tenure in this study.

Employees adapt a diverse set of attitudes and behaviors to cope with the challenges they face in their organization at different points in their careers (Weick, 1995). For example, employees at earlier career stages are more concerned with establishing their work identity. This situation requires them to utilize more time in

understanding organizational policies, norms and values. The desire of learning about organizational policies and procedures remains major preference at early level of tenures. However, individuals change preferences in the mid and later tenure stages such as at the mid-tenure level, individuals start showing interests in promoting work-family balance (Cohen, 1993).

Given that the individuals need to acquire different types of knowledge at different stages of their employment tenures, the reason behind motivation for learning new skills and techniques also changes as the tenure of individuals extends. Due to prolonged tenure and high experience, mid and later tenured individuals are less likely to encounter new tasks in organization, thus the base for their learning interest shifts from acquiring job related expertise for job security or guarantee employability into seeking intrinsically enjoyable activities outside of work and to focus on personal development not pertaining to their work-related tasks. This general notion is supported by other research, which indicates that people may adopt the same type of goal orientation for different underlying reasons at different times and that what individuals seek to attain can be served by different activities at different times (Elliot, 1999; Elliot & Fryer, 2008; Elliot, Murayama & Pekrun, 2011). Thus, the new situation does not need them to learn new skills to perform well at job but to satisfy their personal desires as they have already settle down at job and enjoy stability.

The researcher further extend this logic and, working from the notion that reasons underlying the adoption of mastery goal orientation can vary as employees pass through different stages of organizational tenure, propose that mastery goal orientation has different effects on employee outcomes depending on tenure stage. For example, at earlier stages of the organizational tenure the main reason behind employee's mastery goal orientation may be to enhance capability to build career. In mid and late tenure stages, individuals are established at jobs and are inclined towards personal life, the reason behind mastery goal orientation can be challenge-appraisal, excitement and task absorption that augment interest and enjoyment (Elliot, 1994).

Building on above discussion and linking the earlier discussed phenomenon that mastery goal orientation is positively associated with the employee's behavioral (organizational citizenship behavior and work engagement) and attitudinal outcomes

(organizational commitment and job satisfaction), researcher suggest that employee has to build his/her career in initial stages of organizational tenure, therefore the main motivation behind employee's mastery orientation is to establish at job. With aim to establish at job, the mastery goal orientation motivates individual to show higher level of outcomes such as work engagement, organizational commitment, job satisfaction and organizational citizenship behavior. Similarly, at mid and later organizational tenures, when individual has stabilized his/her position, the motivation behind mastery goal orientation changes to excitement, interest and enjoyment. Thus, it is assumed that organizational tenure of individuals influence the impact of mastery goal orientation on their attitudes and behaviors such that the link between mastery goal orientation and outcomes becomes weaker at later tenure stages, compared with the early tenure stage.

**Hypothesis 14.** Employee's organizational tenure will moderate the relationship between mastery goal orientation and employee's commitment, such that the positive relationship between mastery goal orientation and commitment is stronger when organizational tenure is low.

**Hypothesis 15.** Employee's organizational tenure will moderate the relationship between employee's mastery goal orientation and employee's job satisfaction, such that the positive relationship between mastery goal orientation and job satisfaction is stronger when organizational tenure is low.

**Hypothesis 16.** Employee's organizational tenure will moderate the relationship between employee's mastery goal orientation and employee's organizational citizenship behavior, such that the positive relationship between mastery goal orientation and organizational citizenship behavior is stronger when organizational tenure is low

**Hypothesis 17.** Employee's organizational tenure will moderate the relationship between employee's mastery goal orientation and employee's work engagement, such that the positive relationship between mastery goal orientation and organizational citizenship behavior is stronger when organizational tenure is low

As the theoretical framework has already been established for the mediating role of mastery goal orientation in the relationship between authentic leadership and follower outcomes such as organizational commitment, job satisfaction, employee work

engagement and organizational citizenship behavior, and the moderating effect of organizational tenure on the relationship between mastery goal orientation and abovementioned outcomes is discussed in above paragraphs, the researcher hereby assume that organizational tenure intervene the mediating effect of mastery goal orientation in the relationship between authentic leadership and outcomes.

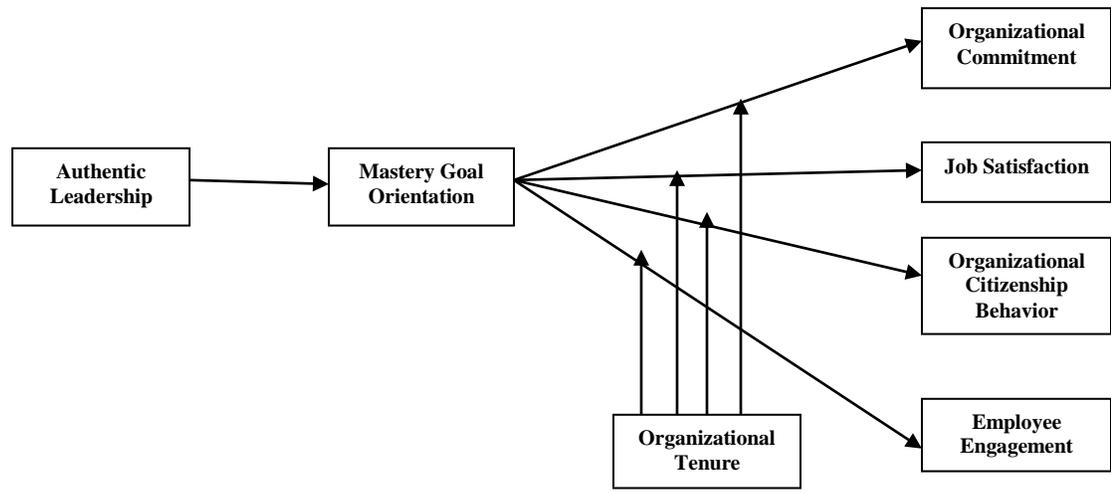
**Hypothesis 18.** The mediating effect of mastery goal orientation in the relationship between authentic leadership and organizational commitment is stronger when follower's organizational tenure is low.

**Hypothesis 19.** The mediating effect of mastery goal orientation in the relationship between authentic leadership and job satisfaction is stronger when follower's organizational tenure is low.

**Hypothesis 20.** The mediating effect of mastery goal orientation in the relationship between authentic leadership and employee work engagement is stronger when follower's organizational tenure is low.

**Hypothesis 21.** The mediating effect of mastery goal orientation in the relationship between authentic leadership and organizational citizenship behavior is stronger when follower's organizational tenure is low.

**Figure 1:** The hypothesized moderated-mediation model



## 2.5 Summary of the Chapter

According to the model of this study, authentic leadership indirectly affects follower's attitudinal and behavioral outcomes such as organizational commitment, job satisfaction, organizational citizenship behavior and work engagement through follower's mastery goal orientation. Furthermore, the organizational tenure of the follower influences the impact of mastery goal orientation on the attitudinal and behavioral outcomes.

The relationship between authentic leadership and follower attitudinal and behavioral outcomes received empirical support from literature (Alinezhad, Abbasian & Behrangi, 2015; Darvish & Rezaei, 2011; Hsieh & Wang, 2015; Javaid, Luqman, Amir & Umair, 2015; Yesilkaya & Aydin, 2016). Similarly, the link between mastery goal orientation and attitudinal and behavioral outcomes have also been investigated by several researchers and found positive association (Adriaenssens et al., 2015; Chien & Hung, 2008; D'Amatoa & Herzfeldt, 2008; VanYperen & Janssen, 2002). The mediating mechanism of mastery goal orientation between authentic leadership and attitudinal and behavioral outcomes was explained using *social learning perspective* which argues that people learn by watching and copying attractive and credible role models.

The model of this study also assumed that the affect of mastery goal orientation on attitudinal and behavioral outcomes is intervened by organizational tenure. The argument for this relationship was built on the fact that individuals change preferences across the organizational tenure and adopt different behavior based on the nature of challenges they face at different points and positions (Weick, 1995). Therefore, the reasons behind mastery goal orientation are different at different stages of organizational tenure and similarly, the strength of impact of mastery goal orientation on attitudinal and behavioral outcomes varies with the base of motivation for mastery goal orientation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The research methodology of this study starts with the research design and population of the study. This section is followed by data collection section which includes sample selection, developing or adopting the survey questionnaire, measurement scales and pilot study. Methodology for supervisor and follower is separately discussed. Data analysis process includes selection of statistical techniques to analyze the data.

#### **3.1 Research Design**

Research design refers to the process in which data collection and data analysis is arranged in sequence of steps (Sarantakos, 1993). Research design helps in planning study settings, type of testing pertinent to research, the unit of analysis and other related issues to research. The first step in research design of this study is literature review, which is followed by theoretical framework, developing hypothesis and making logical deductions from the results of the study (Sekaran, 2006).

##### **3.1.1 Research Approach Adopted for this Study**

This study examines the relationship between independent, sequential mediator, moderator and dependent variables. The conceptual framework was developed for the empirical examination on the basis of literature review. Furthermore, conceptual approach and theories' support provided basis to establish hypotheses for the examination of relationship between independent, sequential mediator, moderator and dependent variables.

##### **3.1.1.1 Quantitative Research**

While conducting a research study, researchers have to choose an option out of two either to conduct a qualitative or a quantitative research. Decision is taken on the basis of nature of study. Qualitative research study is an exploratory research that is used to understand social interactions. Data is collected through open ended questionnaires, interviews or observations. The results of this type of research are specialized in nature

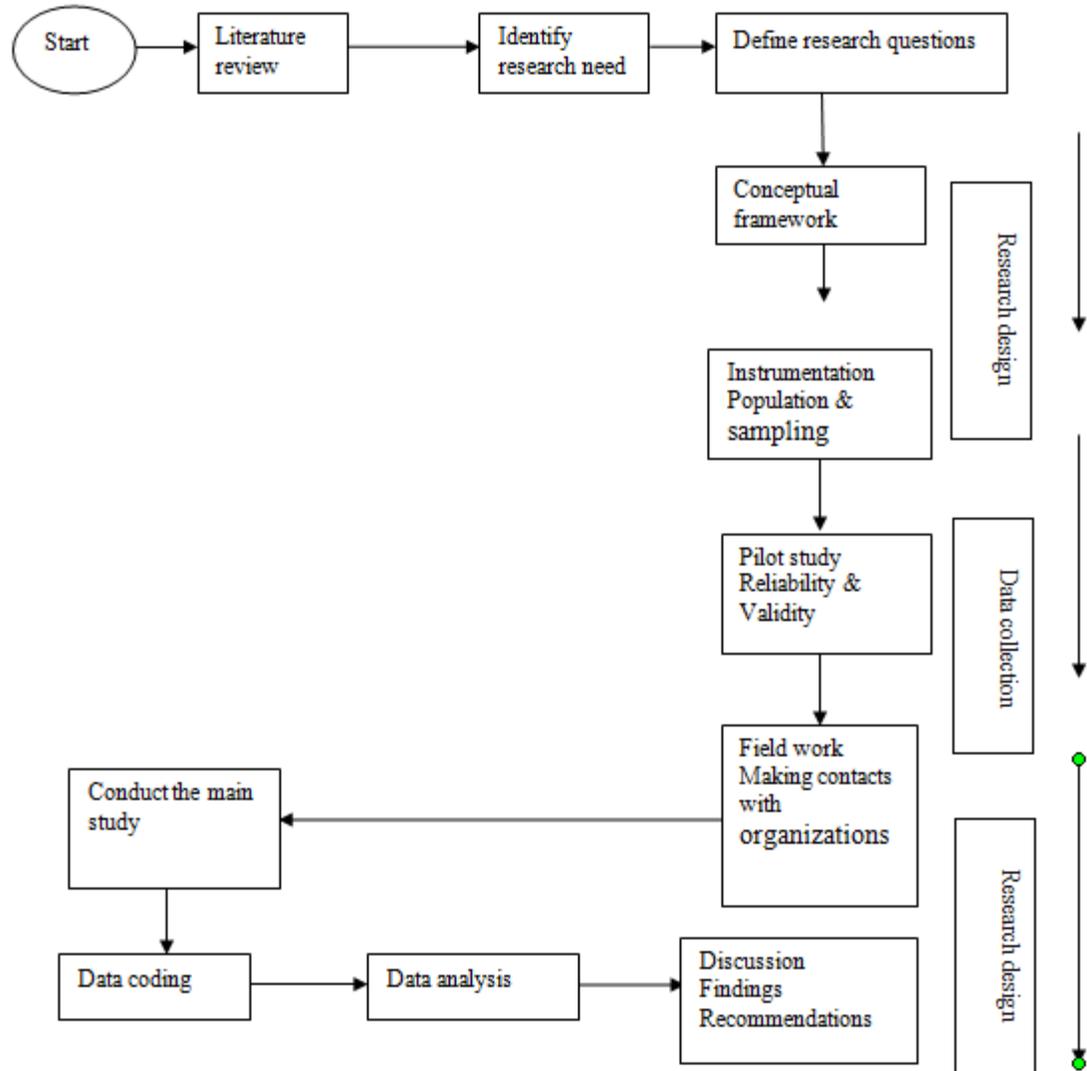
and not general. On the other hand, quantitative research study is conducted to quantify the problem by producing numerical data through the use of statistical analysis.

Given that researcher was interested to test hypothesis, investigate the cause and effects and make predictions therefore, this research study adopted quantitative approach to collect and analyze data. In this empirical study, a survey questionnaire was used to collect data. Study was conducted in private sector banks and telecommunication organizations of Pakistan. Data were collected from lower and middle level employees and their immediate supervisors. Hypotheses were tested by applying statistical modeling. The conduction of a pilot study ensured the reliability and language validity of questionnaires. The pilot study was followed by data collection for the main study.

#### **3.1.1.2 Cross Sectional Study**

There are basically two types of data collection procedures used to collect data. First, data is collected from respondent in just a single point in time. This type of data collection is called cross sectional. Second, data is collected in different times i.e. more than once and this type of data collection is called longitudinal data collection. This study opted the first type of data collection and data was collected from respondent in a single point of time. Thus, this study is cross sectional in nature.

**Figure 2: Research Design**



### 3.1.1.3 Study Setting

The participants of this study were middle level employee and their immediate supervisors. These participants were contacted at their place of work and were asked to complete questionnaires – therefore, the setting of this study is field study. No artificial settings were created to conduct the study.

### 3.1.1.4 Time Horizon

This study is cross-sectional in nature. Data were collected between September-December, 2013.

### **3.1.1.5 Unit of Analysis**

The unit of analysis of this study included middle level management employees and their immediate supervisors of private sector organizations of telecommunication and banking sector of cities of Pakistan (Rawalpindi, Islamabad, Lahore, Peshawar, Karachi, Quetta and Gilgit).

### **3.2 Population of the Study**

The population of this study includes the lower and middle level employees and their immediate supervisors in private sector banks and telecommunication organizations. According to the state bank of Pakistan, there are total 22 private sector commercial banks in Pakistan which also includes 6 Islamic banks (see Appendix B). All abovementioned banks have 9463 branches all over Pakistan (out of the total, 8148 are the branches of private sector commercial banks and 1315 of the Islamic banks). The population of telecommunication sector organizations includes 5 main cellular companies of Pakistan namely Mobilink, Telenor, Zong, Ufone and Warid (see Appendix C). On the basis of subscribers, Mobilink leads its competitors with 38,184,925 subscribers, Telenor follows with 36,598,171, Zong trails with 27,429,830, Ufone 21,507,765 and Warid holds 11,187,285 of the 134,907,976 subscribers. Concerns the manpower, the total number of employees working in each cellular company is not known however, Telenor has a network of more than 200,000 retailers, franchises and sales & service centers. Warid operates over 12 business centers, over 350 franchises, 1000 warid shops and over 200,000 retail customer shops countrywide. In nutshell, all 5 companies having 100,000 customer service offices, franchises and retail shops.

### **3.3 Sample of the Study**

With such a wide range of population size, it was not possible to contact all of the population as it was very large and geographically dispersed. Therefore, sampling technique was adopted to solve this problem and collect data from a representative part of the population. According to McMillan (2002) a sampling process can be used in quantitative research as it serves the objective of providing specific and needed information by studying a group of people who can represent larger group of individuals.

The size of the sample was decided using Krejcie and Morgan (1970) table. The process of measuring the sample size need for a finite population is calculated by Krejcie and Morgan (1970). They presented their work in a shape of a table (see appendix D). According to the table, for a population greater than 1,000,000, the required sample size is 384.

There are different techniques available for data collection; generally, researchers adopt probability and non-probability sampling techniques. As visible from the name, in probability sampling, each member of population has equal chance to be included in the study. Whereas, in non-probability sampling, the chance of inclusion in the study is not equal. Among the non-probability sampling technique, one of the regularly used techniques is convenient sampling technique. In this technique, those members of the population are included in the study that is easily available for the data collection. Convenience sampling technique was adopted for this study.

**Table 3.1: List of Cities and Data Collection**

S. No	City Name	Number of respondents Organizations			
		Supervisors	Supervisors	Subordinates	Subordinates
		Banks	Telecom	Banks	Telecom
1	Islamabad	24	23	77	74
2	Rawalpindi	25	20	80	64
3	Lahore	25	16	80	52
4	Peshawar	23	22	73	71
5	Karachi	14	09	45	29
6	Quetta	07	04	22	13
7	Gilgit	03	03	10	11
<b>Total</b>		<b>121</b>	<b>97</b>	<b>387</b>	<b>314</b>

The reason of taking nominal size of sample for this study from Quetta and Gilgit is due to the inconvenience for researcher. It may be noted that in this study, data was collected at two levels i.e. leader and follower level therefore, more efforts were required in data collection then the studies that are generally conducted at a single level.

### **3.4 Research Instrument**

This research study aimed to measure the relationship between authentic leadership and employee attitudinal and behavioral outcomes. Belief is the main element that manipulates individuals' attitude and behavior. Therefore, perception of individuals can be truly depicted by asking them about their feelings about a particular object. Miller and Brewer (2003) observed that attitude is generally measure through a Likert scale. Oppenheim (1992) suggested the use of Likert scales due to their high reliability. He further stated that respondents can choose from a range of answers (as opposed to yes or no questions). Additionally, large numbers of respondents can be included in the research as questionnaire is an economic tool for data collection. Therefore, this study applied questionnaire tool for data collection.

This research study included supervisors and their immediate subordinates. Therefore, two types of survey questionnaires were used in the study. For Supervisors, a Manager Survey was used while data was collected from followers with a Subordinate Survey, respectively.

#### **3.4.1 Manager Survey**

The Manager survey consisted of four sections. In section one, participants were asked to list up to five followers whom had reported to them in last six months. Supervisors were requested to refer to the listed followers when responding to the questionnaire in this section. In Section two supervisors' were asked to provide contact information about follower rated in the survey. In this section, supervisors were also asked question related to their relationship with each follower (i.e. the length of their relationship as supervisor-subordinate, how frequently they had interacted etc). In section three, supervisors' rated their each of the previously mentioned followers' organizational citizenship behavior. Fourth section dealt with the demographic information of the supervisor (age, gender, experience, highest qualification and nature of organization i.e. bank or telecommunication sector organization).

As Pakistan is non-English speaking nation, the comprehension of questionnaire written in English could have been a problem on part of participants. Therefore, a) English language skills of participants were assessed through a short interview by

researchers before including participants in study and b) only participants having a minimum of 14 years of schooling were included in the study. Note that instruction in Pakistani educational institutes above 10 years of schooling all occurs in English.

#### **3.4.1.1 Demographic Information of Managers**

Besides instrument for organizational citizenship behavior (which is discussed in next section), the Manager Survey included a measure for supervisor's self-reported information: age (age in years), gender (1-Male, 2-Female), Experience (total job tenure and year of service in this particular organization) and Organization type (1- Telecommunication sector organization, 2- Banking sector organization).

#### **3.4.2 Subordinate Survey**

The Subordinate survey consisted of five sections. In section one, participants were asked questions about their employment information (i.e. current job title, length of service in current organization, length of service on current position) and relationship with supervisor (i.e. how long you have been working for your direct supervisor, how frequently you interact with your current boss, etc).

The section two of the follower survey assessed respondents' perception of their direct supervisor's authentic leadership. In section three followers self-rated their mastery goal orientation. Section four assessed followers' self-rated organizational commitment, job satisfaction and work engagement. In section five, respondents were asked to provide information about their demographics (age, gender, total years of experience, qualification etc)

##### **3.4.2.1 Employment Information and Follower's Relationship with Supervisor**

Followers provided information about employment (e.g. what is your current job title, length of employment with your current organization and position) and relationship with supervisor (e.g. length of service under current boss, how long you know your manager, how frequently follower interact with supervisor). This scale was adopted from the work of Rog (2001).

### **3.4.2.2 Demographics Information of Followers**

Followers' self-reported demographic information which includes: age, gender, total years of experience, total years of experience with this organization, highest educational qualification and type of organization (telecom or banking sector).

### **3.4.3 Measurement Scale**

The measurement scales used in this study are discussed below in detail.

#### **3.4.3.1 Authentic Leadership**

Authentic leadership was measured with the scale developed by Walumbwa and colleagues (2008). This scale includes four dimensions: self-awareness, balanced processing, relational transparency and internalized moral perspective and consists of 16 items with response options ranging from 1 (*not at all*) to 5 (*frequently, if not always*). Self-awareness is assessed using items such as "My leader knows when it is time to reevaluate his or her positions on important issues"). A sample item for internalized moral perspective is "My leader makes difficult decisions based on high standards of ethical conduct"). A sample for balanced processing is "My leader listens carefully to different points of view before coming to conclusions". The relational transparency dimension is measured using items such as "My leader encourages everyone to speak their mind". An aggregate score was calculated based on the average of the 16 items of the authentic leadership.

#### **3.4.3.2 Mastery Goal orientation**

Mastery goal orientation was assessed with the eight-item scale by Button and colleagues (1996). An example item is "The opportunity to extend the range of my abilities is important to me". Participants responded to these items on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). An aggregate score was calculated based on the average of the eight items of the mastery goal orientation.

#### **3.4.3.3 Organizational Commitment**

Organizational commitment was measured with the fifteen item scale by Mowday, Steers and Porter's (1979). The sample item of the scale is represented by this

sentence “I really care about the fate of this organization”. Participants responded to these items on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). An aggregate score was calculated based on the average of the fifteen items of the organizational commitment.

#### **3.4.3.4 Job Satisfaction**

Job satisfaction was measured with three item scale by Dubinsky and Harley (1986). In actual, this scale has five items but Rokhman (2010) and others have used this scale with only three items. The sample question of this scale is “I am generally satisfied with the feeling of worthwhile accomplishment I get from doing this job”. Participants responded to these items on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). An aggregate score was calculated based on the average of the three items of the job satisfaction.

#### **3.4.3.5 Organizational Citizenship Behavior**

Organizational citizenship behavior<sup>1</sup> was measured with the fourteen item scale developed by Bettencourt, Gwinner and Meuter’s (2001). An example item is “my follower try to generate favorable goodwill for this company”. Supervisor rated follower on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). An aggregate score was calculated based on the average of the 14 items.

#### **3.4.3.6 Work Engagement**

Work engagement was assessed with thirteen item scale developed by CIPD survey (2006). This scale has been further used Knight (2011) and Dawwas (2010) for research purpose. The sample question of this scale is “I stay until the job is done”. Participants responded to these items on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). An aggregate score was calculated based on the average of the thirteen items of the work engagement.

---

<sup>1</sup> 14 out of 16 item-scale of Bettencourt et al., (2001) were used in error. The items of the scale used were examined in relation to the two missing items and no thematic difference was noticed.

### **3.5 Data Collection Methodology**

This research study included supervisors and their immediate subordinates in a Manager Survey and a Subordinate Survey, respectively. The methodology is explained in detail below.

#### **3.5.1 Data Collection Methodology-Supervisors**

Methodology adopted for collecting data from supervisors is discussed in detail below.

##### **3.5.1.1 Participants.**

Total 285 supervisors were approached and prospective participants were requested to take part in the survey. In each case, prospective participants were informed that the study was part of my doctoral research and that I was examining leadership processes from the perspectives of *both* supervisors and their followers.

To determine the eligibility of respondent for supervisor survey, the researcher used below mentioned criteria: 1) Participant must be holding managerial position at the time of study in telecommunication or banking sector organization. 2) Participant must have supervised at least one of the followers for the minimum time of six months. Participants were assured that the responses will be dealt with confidentially and will not be used for any purpose other than this study. And, the results will be reported in aggregate form thus there is no chance that participants' opinion is revealed.

#### **3.5.2 Data Collection Methodology-Follower**

Methodology adopted for collecting data from followers is discussed in detail below.

##### **3.5.2.1 Participants.**

Total 1135 participants were approached, who were followers of the respondent supervisors, out of which 701 returned useable questionnaires.

### **3.5.2.2 Procedure.**

Prospective participants were requested to participate in the survey and informed that the study was part of my doctoral research examining supervisor-follower relationship, that their supervisor had already participated in the study and filled questionnaire for supervisor survey and had passed their contact information.

Follower respondents were informed that they will be asked to express their views about their experiences in relation to their work, organization and supervisor. Followers were also informed that each supervisor-follower dyad was provided with unique confidential code that enables me to match the data for supervisor with follower. They were assured that the responses will be dealt with confidentially and results will be reported in aggregate form.

### **3.6 Pilot Testing**

In business research studies, a pilot study is common exercise to check survey instrument's reliability. Cronbach alpha is obtained for reliability whereas face validity of the questionnaire is ensured through field experts. Kriel (2006) asserted that pilot testing allows checking different aspects of questionnaire such as time taken, ease of completion and ease of data collection. Pre-testing of questionnaire was done using 5 supervisor-follower dyads from two organizations each from private sector banks and telecommunication organization. The results were satisfactory as the reliability score for all items were above the threshold.

On the basis of feedback from pre-testing, changes were incorporated in the questionnaire. Hence, language accuracy of the questionnaire was ensured and questions were fine-tuned. However, no items were removed because this study used standardized, validated scales for each variable and reduction might damage the reliability and validity of the scales.

### **3.7 Handling of Received Questionnaires**

Questionnaire received were examined for missing data and two types of problems were found. Firstly, few questionnaires were found where an entire section was not completed by participants and secondly, there were few questionnaires in which few

questions were not properly answered by respondents' i.e. missing items and double circled items etc. As missing data creates problems and disturb results of the study, two-step approach was adopted to handle missing data. List-wise deletion was used for such questionnaires where either more than four items were missing in sequence or complete section was missing. Mean value substitution approach was adopted for those questionnaire where four or less than four items were missing (Roth & Switzer, 1995).

### **3.8 Data Analysis Method**

Three steps were followed in data analysis phase of the study. Firstly, data was treated for missing values. Secondly, Reliability and validity tests were applied to check the data. Cronbach's alphas were obtained for all composite questionnaire measures to verify the reliability of the measures. Thirdly, inferential statistical tools were applied to obtain correlations, regressions, mediation, moderation and mediated-moderation analysis.

### **3.9 Summary of the Chapter**

This chapter started with the research design and explains in detail the research approach adopted for this study. Population and sample of the study are explained in detail. In next part of the chapter, the research instruments and measurement scales are provided and explained. The methodology for supervisor and follower are discussed in the next section of the chapter. In final section, the data analysis method is explained.

## CHAPTER 4

### RESULTS

The main purpose of this chapter was to check the reliability and validity of scales used in this study and conduct analysis for finding results. This chapter includes factor analysis section which is followed by reliability analysis. Descriptive statistics of the target sample are given in the next section and correlations among variables are discussed. Finally, regression tests are applied to verify hypotheses pertinent to simple associations, mediations and moderations.

#### 4.1 Factor Analysis

The construct validity is measured with the statistical technique called factor analysis. The major purpose of factor analysis is to summarize the data in way that the relationships can easily be understood (Yong & Pearce, 2013). It uses mathematical procedures to make things easier of interrelated measures and discover the patterns in a set of variables (Child, 2006). There are two main techniques that are used for factor analysis namely Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The former reveals complex patterns by exploring the data sets and the later is used to confirm hypothesis and draw path analysis diagrams to represent variables (Child, 2006).

This study used exploratory factor analysis for measuring the validity of different scales used in this study. The Principal Component extraction technique was used with Varimax rotation. Eignvalue greater than 1 was used for factor extractions.

The factor loadings of each scale are given below.

**Table 4.1: Organizational Citizenship** (Bettencourt, Gwinner & Meuter, 2001).

No	Item	Factor Loadings
1	My this subordinate encourage friends and family members to patronize this organization.	.645
2	My this subordinate try to generate favorable goodwill for this company.	.688

3	My this subordinate actively promote this organization's products and services to people.	.705
4	My this subordinate always say good things about this organization to others.	.743
5	My this subordinate tell outsiders this organization is a good place to work.	.583
6	My this subordinate regardless of circumstances, is exceptionally courteous and respectful to clients.	.808
7	My this subordinate sometimes make creative suggestions to coworkers about work problems.	.619
8	My this subordinate tend to encourage coworkers to contribute ideas and suggestions for service improvements.	.527
9	My this subordinate sometimes make constructive suggestions for work improvements.	.650
10	My this subordinate regularly attend and participate in the organizational meetings.	.655
11	My this subordinate consults with colleagues before initiating actions.	.706
12	My this subordinate carefully follow this organization's regulations and procedures while nobody is watching him/her.	.778
13	My this subordinate sometime doesn't bother to read the organization's memos and announcements.	.659
14	My this subordinate sometime doesn't give thought to the quality of the product of this work.	.826

The Kaiser-Meyer-Olkin measure of sampling adequacy is .696 and Bartlett's test of Sphercity is significant  $p < .01$

**Table 4.2: Authentic Leadership Questionnaire (ALQ) Walumbwa and colleagues (2008).**

No	Item	Factor Loading
1	My leader says exactly what he or she means.	.546
2	My leader admits mistakes when they are made.	.512

3	<i>Item is not listed due to copy right</i>	.726
4	<i>Item is not listed due to copy right</i>	.777
5	<i>. Item is not listed due to copy right</i>	.491
6	My leader demonstrates beliefs that are consistent with actions.	.773
7	<i>Item is not listed due to copy right</i>	.599
8	<i>Item is not listed due to copy right</i>	.790
9	<i>Item is not listed due to copy right</i>	.654
10	<i>Item is not listed due to copy right</i>	.624
11	<i>Item is not listed due to copy right</i>	.852
12	My leader listens carefully to different points of view before coming to conclusions.	.510
13	<i>Item is not listed due to copy right</i>	.903
14	My leader accurately describes how others view his or her capabilities	.930
15	<i>Item is not listed due to copy right</i>	.859
16	<i>Item is not listed due to copy right</i>	.926

The Kaiser-Meyer-Olkin measure of sampling adequacy is .764 and Bartlett's test of Sphercity is significant  $p < .01$

**Table 4.3: Mastery Goal Orientation, Button and colleagues (1996)**

<b>Sr No</b>	<b>Item</b>	<b>Factor Loading</b>
1	The opportunity to do challenging work is important to me.	.853
2	When I fail to complete a difficult task, I plan to try harder the next time I work on it.	.936
3	I prefer to work on tasks that force to learn new things.	.580
4	The opportunity to learn new things is important to me.	.753
5	I do my best when I am working on a fairly difficult job.	.608
6	I try hard to improve my past performance.	.767
7	The opportunity to extend the range of my abilities is important to me.	.671
8	When I have difficulty solving a problem, I enjoy trying different	.671

---

approaches to see which one will work.

---

The Kaiser-Meyer-Olkin measure of sampling adequacy is .748 and Bartlett's test of Sphericity is significant  $p < .01$

**Table 4.4: Organizational Commitment:** Mowday, Steers and Porter's (1979).

<b>Sr No</b>	<b>Item</b>	<b>Factor Loading</b>
1	I am willing to put in a great deal of efforts beyond that normally expected in order to help this organization be successful.	.707
2	I talk up this organization to my friends as a great organization to work for.	.540
3	I feel very loyalty to this organization.	.586
4	I would accept almost any type of job assignment in order to keep working for this organization.	.688
5	I find that my values and the organization's values are similar.	.677
6	I am proud to tell others that I am part of this organization.	.574
7	I could just as well be working for a different organization as long as the type of work was similar.	.770
8	This organization really inspires the very best in me in the way of job performance.	.608
9	It would take very little challenge in my present circumstances to cause me to leave this organization.	.850
10	I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	.965
11	There is not too much to be gained by sticking with this organization indefinitely.	.850
12	Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	.965
13	I really care about the fate of this organization.	.537
14	For me this is the best of all possible organizations for which to work.	.873

---

15	Deciding the work for this organization was a definite mistake on my Part.	.656
----	--	------

The Kaiser-Meyer-Olkin measure of sampling adequacy is .748 and Bartlett's test of Sphercity is significant  $p < .01$

**Table 4.5: Work Engagement CIPD survey (2006)**

Sr #	Item	Factor Loading
1	Time passes quickly when I perform my job.	.557
2	I often think about other things when performing my job	.759
3	I am really distracted when performing my job	.569
4	Performing my job is so absorbing that I forget about everything else.	.547
5	My own feelings are affected by how well I perform my job.	.669
6	I really put my heart in to my job	.709
7	I get excited when I perform well in my job	.643
8	I often fell emotionally detached from my job	.741
9	I stay until the job is done	.856
10	I exact a lot of energy performing my job	.578
11	I take work home to do	.571
12	I avoid working overtime whenever possible	.651
13	I avoid working too hard.	.575

The Kaiser-Meyer-Olkin measure of sampling adequacy is .598 and Bartlett's test of Sphercity is significant  $p < .01$

**Table 4.6: Job Satisfaction (Dubinsky and Harley (1986))**

Sr No	Item	Factor Loading
1	Generally speaking, I am very satisfied with my job	.854
2	I am generally satisfied with the feeling of worthwhile accomplishment I get from doing this job	.744
3	I am satisfied with the kind of work I do in this job	.778

The Kaiser-Meyer-Olkin measure of sampling adequacy is .637 and Bartlett's test of Sphericity is significant  $p < .01$

The Kaiser-Meyer-Olkin Measure cut-off is above .50 and the Bartlett's test of Sphericity confirm the patterned relationships at significance level of  $p < .01$  (Yang & Pearce). Given that factor loadings are important for the validity measurement, literature has given guidelines that how high the loading has to be so that to determine the interpretation of the factors in a significant way. Previous research studies reveal that the bigger are the sample size, smaller the loadings can be used for significant interpretation (Field, 2000). Stevens (1992) recommends interpreting only factor loadings with an absolute value greater than .4. On the basis of above recommendations, all factor loadings of the measures used in this study are above .4 therefore no item is dropped from the study.

#### **4.2 Reliability Statistic**

Reliability tests are applied to check the consistency in the responses for scale. Schwab (1999) termed it a systematic or consistent portion of scores. The significance of reliability test is depicted by the fact that absence of reliability can lead to erroneous conclusions. Cronbach (1951) suggested reliability test be conducted for each scale. This test creates values ranging from 0 to 1. Value closer to 1 shows greater consistency of the items. According to the rule of thumb, reliability results are considered 'excellent' if value of Cronbach alpha is above .90, 'good' if above .80 and below .90, 'acceptable' if above .70 and below .80, 'questionable' if values are below .70 and above .60, 'poor' if value is below .60 and above .50 while value below .50 is not acceptable.

**Table 4.7: Cronbach Alpha Results of Main Variables**

<b>Variables</b>	<b>Cronbach Alpha value</b>	<b>No of items</b>
Authentic Leadership	.840	16
Mastery goal orientation	.708	8
Employee commitment	.782	15
Employee job satisfaction	.705	3
Employee work engagement	.733	13
Organizational citizenship behavior	.749	14

The reliability analysis results show that reliability of all concepts is above acceptance range of .70. This means that all of the variables are measured consistently and can be considered for further analysis. The Cronbach alpha for authentic leadership is higher (.840) than other variables while the Cronbach alpha for employee job satisfaction .705 (within an acceptable range). It is also found that removing single items did not increase the reliability of any measure (as can be seen in above given tables).

### **4.3 Respondents' Characteristics**

The descriptive statistics of respondents i.e. supervisors and subordinates are given and discussed below.

#### **4.3.1 Descriptive Statistics of Supervisors**

Descriptive statistics for supervisors are presented in Table 4.9. The age of respondents were assessed in age-group ranging from 20-27 to 56 and above. The majority of the respondents (75.2%) were male. If the overall labor force in Pakistan is compared on the basis of gender, the work-force is male dominated therefore the comparatively less participation of female respondents (24.8%) in the sample is to be expected.

**Table 4.8: Descriptive Statistic of the Supervisors' Demographic Variables**

<b>Characteristics</b>	<b>Reported Categories</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Age of the respondents</b>	20-27	28	12.8	12.8
	28-35	28	12.8	25.7
	36-45	55	25.2	50.9
	46-55	87	39.9	90.8
	56 & Above	20	9.2	100.0
<b>Gender</b>	Male	164	75.2	75.2
	Female	54	24.8	100.0
<b>Qualification</b>	Graduation	44	20.2	20.2
	Master	111	50.9	71.1
	MPhil/PhDs	63	28.9	100.0
<b>Marital Status</b>	Single	66	30.3	30.3
	Married	152	69.7	100.0

N= 218

#### **4.3.2 Descriptive Statistics of Followers**

The table 4.10 presents descriptive statistics for followers. The 44.7% of the age of respondents is in the age-group of 20-27 which shows higher representation for younger participants. According to the latest report (UNICEF 2012) 60% of Pakistan's population is below 24 years of age therefore the participation of younger workforce is to be expected in this study. The overall all age statistics of the sample show balanced distribution of all age groups.

The age of respondents were assessed in age-group ranging from 20-27 to 56 and above. The majority of the respondents (75.2%) were male. If the overall labor force in Pakistan is compared on the basis of gender, the work-force is male dominated therefore the comparatively less participation of female respondents (24.8%) in the sample is to be expected.

**Table 4.9: Descriptive Statistic of the Followers**

<b>Characteristics</b>	<b>Reported Categories</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Age of the respondents</b>	20-27	313	44.7	44.7
	28-35	192	27.4	72.0
	36-45	101	14.4	86.4
	46-55	66	9.4	95.9
	56 & Above	29	4.1	100.0
<b>Gender</b>	Male	488	69.6	69.6
	Female	213	30.4	100.0
<b>Qualification</b>	Graduation	436	62.2	62.2
	Master	178	25.4	87.6
	MPhil/PhDs	87	12.4	100.0
<b>Marital Status</b>	Single	381	54.4	54.4
	Married	320	45.6	100.0
<b>Organizational Tenure (in Years)</b>	1-4 years	288	41.1	41.1
	5-8 years	290	41.4	82.5
	9 and Above years	123	17.5	100.0

N= 701

**4.4 The Variation Caused by Demographic Variables on Mediators and Outcomes**

To determine the variations caused by demographic variables on mediators and outcome variables, the researcher conducted one-way analysis of variance for all demographic variables on mastery goal orientation (mediator), organizational commitment, job satisfaction, work engagement and organizational citizenship behavior (criterion variables). The basic aim of conducting one way analysis of variance was to identify demographic variables that are associated with significant variation in mediators

and criterion variables so that these demographic variables can be controlled in the main analysis, if necessary (Becker, 2005).

#### 4.4.1 Leader Nature of Organization on Mastery Goal Orientation and Other Criterion Variables

To determine whether the nature of organization i.e. bank or telecommunication sector organization, of leader caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior, One-Way ANOVA was conducted. Results presented in table below show that there is no significance difference in the means of employee job satisfaction ( $F=.000$ ,  $p>.001$ ), employee work engagement ( $F=.278$ ,  $p>.001$ ) and organizational citizenship behavior ( $F=.759$ ,  $p>.001$ ) among the leaders based on their nature of organization. Additionally, results in the table also indicate that there are significance differences between the means of mastery goal orientation ( $F= 5.841$ ,  $p<.001$ ) and employee commitment ( $F= 6.051$ ,  $p<.001$ ) therefore, the nature of organization of leaders will be dealt as control variables for both variables.

**Table 4.10 One-Way ANOVA of Leader Nature of Organization on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	df	Mean Square	F	Sig.
MGO	Between Groups	2.333	1	2.333	5.841	.016
	Within Groups	86.259	216	.399		
	Total	88.592	217			
EC	Between Groups	1.752	1	1.752	6.051	.015
	Within Groups	62.528	216	.289		
	Total	64.280	217			
EJS	Between Groups	.000	1	.000	.000	.996

	Within Groups	156.794	216	.726		
	Total	156.794	217			
EWE	Between Groups	.104	1	.104	.278	.598
	Within Groups	81.093	216	.375		
	Total	81.197	217			
OCB	Between Groups	.240	1	.240	.759	.385
	Within Groups	68.402	216	.317		
	Total	68.642	217			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.4.2 Leader Gender on Mastery Goal Orientation and Other Criterion Variables

One-Way ANOVA was conducted to determine whether there is significance difference in the means of mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior due to gender of the leader,. Results presented in table below show that there is no significance difference in the means of employee mastery goal orientation ( $F= .169$ ,  $p>.001$ ), employee commitment ( $F= .174$ ,  $p>.001$ ), job satisfaction ( $F=.066$ ,  $p>.001$ ), and organizational citizenship behavior ( $F= .256$ ,  $p>.001$ ) among the leaders based on their gender i.e. male or female. Results also indicate that there are significance differences between the means of employee work engagement ( $F= 4.747$ ,  $p<.001$ ) therefore, the gender of leader will be dealt as control variables for employee work engagement.

**Table 4.11 One-Way ANOVA of Leader Gender on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	Df	Mean Square	F	Sig.
MGO	Between Groups	.069	1	.069	.169	.681
	Within Groups	88.522	216	.410		
	Total	88.592	217			
EC	Between Groups	.052	1	.052	.174	.677
	Within Groups	64.228	216	.297		
	Total	64.280	217			
EJS	Between Groups	.048	1	.048	.066	.798
	Within Groups	156.746	216	.726		
	Total	156.794	217			
EWE	Between Groups	1.746	1	1.746	4.747	.030
	Within Groups	79.451	216	.368		
	Total	81.197	217			
OCB	Between Groups	.081	1	.081	.256	.613
	Within Groups	68.561	216	.317		
	Total	68.642	217			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.4.3 Leader Qualification on Mastery Goal Orientation and Other Criterion

##### Variables

To determine whether the qualification of leader caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior, One-Way ANOVA was conducted. Results presented in table below show that there is no significance difference in the means of employee mastery goal orientation ( $F= .231, p>.001$ ), employee commitment ( $F= 1.493, p>.001$ ), job satisfaction ( $F=1.387, p>.001$ ), employee work engagement ( $F=1.012, p>.001$ ) and organizational citizenship behavior ( $F= .529, p>.001$ ) among the leaders based on their qualification.

**Table 4.12 One-Way ANOVA of Leader Qualification on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	df	Mean Square	F	Sig.
MGO	Between Groups	.190	2	.095	.231	.794
	Within Groups	88.402	215	.411		
	Total	88.592	217			
EC	Between Groups	.881	2	.440	1.493	.227
	Within Groups	63.399	215	.295		
	Total	64.280	217			
EJS	Between Groups	1.998	2	.999	1.387	.252
	Within Groups	154.796	215	.720		
	Total	156.794	217			
EWE	Between Groups	.757	2	.378	1.012	.365
	Within Groups	80.440	215	.374		
	Total	81.197	217			

	Total	81.197	217			
OCB	Between Groups	.336	2	.168	.529	.590
	Within Groups	68.306	215	.318		
	Total	68.642	217			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.4.4 Leader Age on Mastery Goal Orientation and Other Criterion Variables

One-Way ANOVA was conducted to determine whether the age of leader caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior. Results presented in table below show that there is no significance difference in the means of employee mastery goal orientation ( $F = .859, p > .001$ ), employee commitment ( $F = 1.306, p > .001$ ), job satisfaction ( $F = .693, p > .001$ ), employee work engagement ( $F = 1.526, p > .001$ ) and organizational citizenship behavior ( $F = 1.121, p > .001$ ) among the leaders based on their age group. It means that there is no need to consider age group of a leader as control variable as it does not cause any variance in any of the criterion variable.

**Table 4.13 One-Way ANOVA of Leader Age on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	df	Mean Square	F	Sig.
MGO	Between Groups	1.406	4	.351	.859	.490
	Within Groups	87.186	213	.409		
	Total	88.592	217			
EC	Between Groups	1.539	4	.385	1.306	.269
	Within Groups	62.741	213	.295		
	Total	64.280	217			
EJS	Between Groups	2.014	4	.503	.693	.598

	Within Groups	154.780	213	.727		
	Total	156.794	217			
EWE	Between Groups	2.262	4	.565	1.526	.196
	Within Groups	78.935	213	.371		
	Total	81.197	217			
OCB	Between Groups	1.415	4	.354	1.121	.348
	Within Groups	67.227	213	.316		
	Total	68.642	217			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.4.5 Follower Nature of Organization on Mastery Goal Orientation and Other Criterion Variables

It was determined through conduction of One-Way ANOVA whether the nature of organization of follower caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior. Results presented in table below show that there in the means of employee mastery goal orientation ( $F= .310, p>.001$ ), employee commitment ( $F= .103, p>.001$ ), job satisfaction ( $F=1.572, p>.001$ ), employee work engagement ( $F=.178, p>.001$ ) and organizational citizenship behavior ( $F= .514, p>.001$ ) among the followers based on the nature of organization they are serving. It indicates that there is no need to consider the nature of follower as control variable as it does not cause any variance in any of the criterion variable.

**Table 4.14 One-Way ANOVA of Follower Nature of Organization on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	df	Mean Square	F	Sig.
MGO	Between Groups	.135	1	.135	.310	.578
	Within Groups	303.971	699	.435		
	Total	304.106	700			

EC	Between Groups	.030	1	.030	.103	.748
	Within Groups	204.652	699	.293		
	Total	204.682	700			
EJS	Between Groups	1.130	1	1.130	1.572	.210
	Within Groups	502.197	699	.718		
	Total	503.327	700			
EWE	Between Groups	.068	1	.068	.178	.673
	Within Groups	267.059	699	.382		
	Total	267.127	700			
OCB	Between Groups	.168	1	.168	.514	.474
	Within Groups	228.066	699	.326		
	Total	228.234	700			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.4.6 Follower Gender on Mastery Goal Orientation and Other Criterion Variables

To determine whether the gender of follower caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior, One-Way ANOVA was conducted. Results presented in table below show that there is no significance difference in the means of employee mastery goal orientation ( $F = .000, p > .001$ ), employee commitment ( $F = .088, p > .001$ ), job satisfaction ( $F = .479, p > .001$ ), employee work engagement ( $F = .694, p > .001$ ) and organizational citizenship behavior ( $F = 1.116, p > .001$ ) among the followers based on their gender group. It means that there is no need to consider gender of the follower as control variable as it does not cause any variance in any of the criterion variable

**Table 4.15 One-Way ANOVA of Follower Gender on Mastery Goal Orientation and other Criterion Variables**

	Sum of Squares	df	Mean Square	F	Sig.
--	----------------	----	-------------	---	------

MGO	Between Groups	.000	1	.000	.000	.997
	Within Groups	304.106	699	.435		
	Total	304.106	700			
EC	Between Groups	.026	1	.026	.088	.767
	Within Groups	204.656	699	.293		
	Total	204.682	700			
EJS	Between Groups	.345	1	.345	.479	.489
	Within Groups	502.982	699	.720		
	Total	503.327	700			
EWE	Between Groups	.265	1	.265	.694	.405
	Within Groups	266.862	699	.382		
	Total	267.127	700			
OCB	Between Groups	.364	1	.364	1.116	.291
	Within Groups	227.870	699	.326		
	Total	228.234	700			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### **4.4.7 Follower Qualification on Mastery Goal Orientation and Other Criterion Variables**

One-Way ANOVA was conducted to determine whether the qualification of follower caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior,. Results presented in table below show that there is no significance difference in the means of employee mastery goal orientation ( $F= .094, p>.001$ ), employee commitment ( $F= 2.502, p>.001$ ), job satisfaction ( $F=1.842, p>.001$ ), and employee work engagement ( $F= .994, p>.001$ ) based on their followers qualification. Results also indicate that there is significance differences between the means of employee organizational citizenship

behavior ( $F= 4.034, p<.001$ ) therefore, the follower qualification will be dealt as control variables for employee organizational citizenship behavior.

**Table 4.16 One-Way ANOVA of Follower Qualification on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	df	Mean Square	F	Sig.
MGO	Between Groups	.081	2	.041	.094	.911
	Within Groups	304.024	698	.436		
	Total	304.106	700			
EC	Between Groups	1.457	2	.728	2.502	.083
	Within Groups	203.225	698	.291		
	Total	204.682	700			
EJS	Between Groups	2.642	2	1.321	1.842	.159
	Within Groups	500.685	698	.717		
	Total	503.327	700			
EWE	Between Groups	.758	2	.379	.994	.371
	Within Groups	266.368	698	.382		
	Total	267.127	700			
OCB	Between Groups	2.608	2	1.304	4.034	.018
	Within Groups	225.626	698	.323		
	Total	228.234	700			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.4.8 Follower Age on Mastery Goal Orientation and Other Criterion Variables

To determine whether the age of follower caused variance in mastery goal orientation, employee commitment, employee job satisfaction, employee work engagement and organizational citizenship behavior, One-Way ANOVA was conducted. Results presented in table below show that there is no significance difference in the means of employee mastery goal orientation ( $F= 1.328, p>.001$ ), employee commitment ( $F= 1.716, p>.001$ ), job satisfaction ( $F=1.652, p>.001$ ), employee work engagement ( $F=.453, p>.001$ ) and organizational citizenship behavior ( $F= .594, p>.001$ ) among the

followers based on their age group. It indicates that there is no need to consider follower age as control variable in analysis as no variance is caused by age of follower on any of the criterion variables.

**Table 4.17 One-Way ANOVA of Follower Age on Mastery Goal Orientation and Other Criterion Variables**

		Sum of Squares	df	Mean Square	F	Sig.
MGO	Between Groups	2.304	4	.576	1.328	.258
	Within Groups	301.802	696	.434		
	Total	304.106	700			
EC	Between Groups	1.999	4	.500	1.716	.144
	Within Groups	202.683	696	.291		
	Total	204.682	700			
EJS	Between Groups	4.734	4	1.183	1.652	.159
	Within Groups	498.593	696	.716		
	Total	503.327	700			
EWE	Between Groups	.694	4	.173	.453	.770
	Within Groups	266.433	696	.383		
	Total	267.127	700			
OCB	Between Groups	.776	4	.194	.594	.667
	Within Groups	227.458	696	.327		
	Total	228.234	700			

MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior

#### 4.5 Correlation Analysis

The details for descriptive statistics and correlation of various variables related to this study are given in Table 4.18, the means, standard deviations and correlation values of the theoretical study variables are presented in the table.

#### **4. 5.1 Authentic Leadership and Follower Outcomes**

In this study, it was hypothesized that authentic leadership will be associated with a variety of follower outcomes (hypotheses 1-4). Table 4.18 provides explanation for the proposed relationships.

##### **4. 5.1.1 Authentic Leadership and Organizational Commitment**

Hypothesis 1 suggested that authentic leadership is positively associated with organizational commitment. The correlation statistics reveal positive and significant association between authentic leadership and organizational commitment ( $r = .334, p < .001$ ) thus support the hypothesis 1.

##### **4. 5.1.2 Authentic Leadership and Job satisfaction**

The positive association between authentic leadership and job satisfaction was proposed in 2 however, results shown in table 4.18 refute the hypothesis as non-significant relationship is found between authentic leadership and job satisfaction ( $r = 0.038, p = .312$ ).

##### **4. 5.1.3 Authentic Leadership and Organizational Citizenship Behavior**

According to the assumption of 3, authentic leadership will be having positive and significant relationship with organizational citizenship behavior. As indicated in the table 4.18, authentic leadership is positively and significantly associated with organizational citizenship behavior ( $r = .583, p < .000$ ), hence hypothesis 3 is also supported.

##### **4. 5.1.4 Authentic Leadership and Work Engagement**

Hypothesis 4 proposed positive association between authentic leadership and work engagement. Results of the correlation matrix reveals positive and significant relationship between authentic leadership and work engagement ( $r = .507, p < .001$ ). Thus hypothesis 4 is also supported.

**Table 4.18 Descriptive statistics and Correlations among studied variables**

	Mean	Std. Deviation	1	2	3	4	5	6	7
AutLead	3.5335	.70149	1						
MGO	3.8402	.65912	.172**	.013	1				
EC	3.6106	.54074	.334**	.121**	.254**	1			
EJS	3.6847	.84796	.038	.015	.076*	-.010	1		
EWE	3.6419	.61775	.507**	.118**	.224**	.292**	.049	1	
OCB	3.6134	.57101	.583**	.111**	.189**	.479**	.025	.530**	1
OrgTenure	1.7646	.72915	.014	.012	-.022	.024	.046	-.035	-.037

AutLead= Authentic Leadership, MGO= Mastery Goal Orientation, EC= Employee Commitment, EJS= Employee Job Satisfaction, EWE= Employee Work Engagement, OCB= Organizational Citizenship Behavior, OrgTenure= Organizational Tenure

#### 4. 5.1.5 Authentic Leadership and Mastery Goal Orientation

Authentic leadership is proposed to be positively associated with mastery goal orientation. Results in table 4.18 reveal significant and positive association ( $r = .172, p < .001$ ) thus, hypothesis 5 receives empirical support from the correlation results.

#### 4. 5.1.6 Mastery Goal Orientation and Organizational commitment

Hypothesis 6 suggested that mastery goal orientation is positively associated with organizational commitment. The correlation statistics reveal positive and significant association between mastery goal orientation and organizational commitment ( $r = .121, p < .001$ ) thus support the hypothesis 6.

#### 4. 5.1.7 Mastery Goal Orientation and Job satisfaction

The positive association between mastery goal orientation and job satisfaction was proposed in 7 and results do not support the assumption as non-significant relationship is found between mastery goal orientation and job satisfaction ( $r = 0.015, p > .05$ ).

#### **4. 5.1.8 Mastery Goal Orientation and Organizational Citizenship Behavior**

According to the assumption of 8, mastery goal orientation will be having positive and significant relationship with organizational citizenship behavior. As indicated in the table 4.18, mastery goal orientation is positively and significantly associated with organizational citizenship behavior ( $r = .189, p < .001$ ), hence hypothesis 8 is also supported.

#### **4.5.4.1.9 Mastery Goal Orientation and Work Engagement**

Hypothesis 9 proposed positive association between mastery goal orientation and work engagement. Results of the correlation matrix reveals positive and significant relationship between mastery goal orientation and work engagement ( $r = .507, p < .001$ ). Thus hypothesis 9 is also supported.

### **4.6 Hypothesis Testing with Regression Analysis**

Hypothesized relationships have been verified using correlation analysis. As a next step, regression analysis is also conducted to re-confirm the results that were previously verified with correlation analysis. Simple linear regression test was applied to determine hypotheses 1-9.

#### **4.6.1 Authentic Leadership and Organizational Commitment**

Hypothesis 1 suggested that authentic leadership is positively associated with organizational commitment. The regression statistics reveal positive and significant association between authentic leadership and organizational commitment  $\beta = .257, SE_{\beta} = 0.027, t = 9.364, p < .001$  with  $F = 87.692, p < .001$  thus support the hypothesis 1. Nature of organization of leader i.e. bank or telecommunication organization, was controlled during analysis and control variables did not affect the significance of the results.

**Table 4.19: Authentic leadership on Organizational Commitment**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	2.701	.099			27.283	.000
Authentic Leadership	.257	.027	.111	.110	9.364	.000

**Dependent variable:** Organizational Commitment

#### 4.6.2 Authentic Leadership and Job satisfaction

The positive association between authentic leadership and job satisfaction was proposed in 2 however, results shown in table 4.20 refute the hypothesis as non-significant relationship is found between authentic leadership and job satisfaction  $\beta = .043$ ,  $SE_{\beta} = 0.053$ ,  $t = .803$ ,  $p > .000$  with  $F = .645$ ,  $p = .422$ .

**Table 4.20: Authentic leadership on Job Satisfaction**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	3.435	.192			17.926	.000
Authentic Leadership	.043	.053	.001	.001	.803	.422

**Dependent variable:** Job Satisfaction

#### 4.6.3 Authentic Leadership and Organizational Citizenship Behavior

According to the assumption of hypothesis 3, authentic leadership will be having positive and significant relationship with organizational citizenship behavior. As indicated in the table 4.21, authentic leadership is positively and significantly associated with organizational citizenship behavior  $\beta = .475$ ,  $SE_{\beta} = 0.025$ ,  $t = 18.992$ ,  $p < .005$  with  $F = 360.702$ ,  $p < .001$ , hence hypothesis 3 is also supported. Follower qualification was included as control variable in the analysis. There is no change in significance level found in the results due to the addition of control variable.

**Table 4.21: Authentic leadership on Organizational Citizenship Behavior**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	1.935	.090			21.485	.000
Authentic Leadership	.475	.025	.340	.339	18.992	.000

**Dependent variable:** Organizational Citizenship Behavior

#### 4.6.4 Authentic Leadership and Work Engagement

Hypothesis 4 proposed positive association between authentic leadership and work engagement. Results of the regression analysis reveals positive and significant relationship between authentic leadership and work engagement  $\beta = .447$ ,  $SE_{\beta} = 0.029$ ,  $t = 15.568$ ,  $p < .001$  with  $F = 242.356$ ,  $p < .001$ ). Leader gender was controlled during analysis and control variables did not affect the significance of the results.

**Table 4.22: Authentic leadership on Employee Work Engagement**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	2.063	.103			19.953	.000
Authentic Leadership	.447	.029	.257	.256	15.568	.000

**Dependent variable:** Employee Work Engagement

#### 4.6.5 Authentic Leadership and Mastery Goal Orientation

Authentic leadership is proposed to be positively associated with mastery goal orientation. Results in table 4.23 reveal significant and positive association  $\beta = .162$ ,  $SE_{\beta} = 0.035$ ,  $t = 4.624$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$ ) thus, hypothesis 5 received empirical support from the regression results. Nature of leader of organization was added in to the analysis as control variable however, no change in the significance of the results was found due to the addition of control variable and results got stronger.

**Table 4.23: Authentic leadership on Mastery Goal Orientation**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	3.268	.126			25.916	.000
Authentic Leadership	.162	.035	.030	.028	4.624	.000

**Dependent variable:** Mastery Goal Orientation

#### 4.6.6 Mastery Goal Orientation and Organizational commitment

Hypothesis 6 suggested that mastery goal orientation is positively associated with organizational commitment. The regression statistics revealed positive and significant association between mastery goal orientation and organizational commitment  $\beta = .208$ ,  $SE_{\beta} = 0.030$ ,  $t = 6.945$ ,  $p < .001$  with  $F = 48.226$ ,  $p < .001$ ) thus support the hypothesis 6. Nature of organization of leader i.e. bank or telecommunication organization, was controlled during analysis and control variables did not affect the significance of the results.

**Table 4.24: Mastery Goal Orientation on Organizational Commitment**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	2.810	.117			24.031	.000
Mastery Goal Orientation	.208	.030	.065	.063	6.945	.000

**Dependent variable:** Organizational Commitment

#### 4.6.7 Mastery Goal Orientation and Job satisfaction

The positive association between mastery goal orientation and job satisfaction was proposed in 7 and results did not provide support to the assumption as non significant relationship is found between mastery goal orientation and job satisfaction  $\beta = .081$ ,  $SE_{\beta} = 0.057$ ,  $t = 1.434$ ,  $p = .152$  with  $F = 2.057$ ,  $p = .152$ ).

**Table 4.25: Mastery Goal Orientation on Employee Job Satisfaction**

<b>Parameter</b>	<b>Estimate (<math>\beta</math>)</b>	<b>Std. Error</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>t</b>	<b>P</b>
Intercept	3.275	.220			14.860	.000
Mastery Goal Orientation	.081	.057	.003	.002	1.434	.152

**Dependent variable:** Employee Job Satisfaction

#### 4.6.8 Mastery Goal Orientation and Organizational Citizenship Behavior

According to the assumption of 8, mastery goal orientation will be having positive and significant relationship with organizational citizenship behavior. As indicated in the table 4.26, authentic leadership is positively and significantly associated with organizational citizenship behavior  $\beta = .163$ ,  $SE_{\beta} = 0.032$ ,  $t = 5.079$ ,  $p < .005$  with  $F = 25.796$ ,  $p < .005$ ), hence hypothesis 8 is also supported. Follower qualification was included as control variable in the analysis. There is no change in significance level found in the results due to the addition of control variable.

**Table 4.26: Mastery Goal Orientation on Organizational Citizenship Behavior**

<b>Parameter</b>	<b>Estimate (<math>\beta</math>)</b>	<b>Std. Error</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>t</b>	<b>P</b>
Intercept	2.986	.125			23.814	.000
Mastery Goal Orientation	.163	.032	.036	.034	5.079	.000

**Dependent variable:** Organizational Citizenship Behavior

#### 4.6.9 Mastery Goal Orientation and Work Engagement

Hypothesis 9 proposed positive association between mastery goal orientation and work engagement. Results of the regression matrix reveals positive and significant

relationship between mastery goal orientation and work engagement  $\beta = .132$ ,  $SE_{\beta} = 0.042$ ,  $t = 3.123$ ,  $p < .005$  with  $F = 9.751$ ,  $p < .005$ ). Thus hypothesis 9 is also supported. Leader gender was controlled during analysis and control variables did not affect the significance of the results.

**Table 4.27: Mastery Goal Orientation on Employee Work Engagement**

Parameter	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	Adjusted R <sup>2</sup>	t	P
Intercept	2.835	.135			21.062	.000
Mastery Goal Orientation	.210	.035	.050	.049	6.082	.000

**Dependent variable:** Employee Work Engagement

Like correlation results, the results of regression analysis also revealed similar results for all the relationships.

#### **4.7 Mediation Testing:**

This study proposed that mastery goal orientation mediates the relationship between authentic leadership and employee's attitudinal and behavioral outcomes. Statistical analysis was conducted with PROCESS model-4 to test the hypotheses.

##### **4.7.1 Preliminary Analyses to Determine If Conditions For Testing Mediation are Met.**

Baron and Kenny (1986) have suggested procedures to determine whether conditions are met for testing mediation. According to the procedure to the test the conditions for mediation analysis, the predictor variable must account significant variation in dependent variable. The predictor variable must account significant variation in mediator variable and mediator variable must account significant variation in dependent variable (and also in the presence of the predictor, it must be significant). The researcher followed Baron and Kenny's procedure to check whether conditions are met to test the hypotheses for mediation.

#### **4.7.2 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Organizational Commitment?**

Mediation analysis was conducted with PROCESS model-4 (Hayes, 2013) in SPSS. First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = 0.162$ ,  $SE_{\beta} = 0.035$ ,  $t = 4.624$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed a positive relationship between authentic leadership and followers' organizational commitment,  $\beta = .2305$ ,  $SE_{\beta} = 0.0273$ ,  $t = 8.4459$ ,  $p < .001$  and a positive association between mastery goal orientation and follower's organizational commitment  $\beta = .1662$ ,  $SE_{\beta} = 0.0290$ ,  $t = 5.7212$ ,  $p < .001$  with  $F = 62.2056$ ,  $p < .001$  and  $R^2 = .1513$ . These results provide the first step toward a possible mediation, as all conditions recommended by Baron and Kenny (1986) are met for the mediation.

Next, in order to examine the mediating role of mastery goal orientation, the results of analysis further revealed that the direct effect of authentic leadership on follower's organizational commitment was reduced from  $\beta = .2305$ ,  $SE_{\beta} = 0.0273$ ,  $t = 8.4459$ ,  $p < .001$  to  $\beta = .0269$ , (Boot)  $SE_{\beta} = 0.082$ , due to the inclusion of mastery goal orientation. The Sobel test was significant,  $Z = 3.6009$ ,  $p < .001$ , suggesting mastery goal orientation mediated the relationship between authentic leadership and organizational commitment and supporting Hypothesis 10.

The analysis reported above was conducted without control variable. The researcher repeated the analyses while including the leader's nature of organization i.e. bank or telecommunication sector organization as control variable. Results were essentially the same, in that all of the results that were significant without control variable were also significant when including control variable and, conversely, those that were *not* significant remained non-significant.

**Table 4.28: Mediation of Mastery Goal Orientation Between Authentic Leadership and Employee Commitment**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
Authentic Leadership	Mastery Goal Orientation	.1619	.0350	.0297	4.6236	.000
Mastery Goal Orientation	Employee Commitment	.1662	.0290	.1513	5.7217	.000
Authentic Leadership	Employee Commitment	.2305	.0273		8.4459	.000
<i>Direct Effect of X on Y</i>						
Authentic Leadership	Employee Commitment	.2305	.0273		8.4459	.000
<i>In-Direct Effect of X on Y</i>						
Authentic Leadership	Employee Commitment	.0269	.0082			.000

#### 4.7.3 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Employee Satisfaction?

To test hypothesis 11, mediation analysis was conducted with PROCESS model-4 (Hayes, 2013) in SPSS. First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = 0.1619$ ,  $SE_{\beta} = 0.035$ ,  $t = 4.624$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed a non significant relationship between authentic leadership and followers' job satisfaction,  $\beta = .0313$ ,  $SE_{\beta} = 0.0463$ ,  $t = .6763$ ,  $p = .4991$  and a non significant association between mastery goal orientation and follower's job satisfaction  $\beta = .0919$ ,  $SE_{\beta} = 0.0493$ ,  $t = 1.8649$ ,  $p = .626$  with  $F = 2.2516$ ,  $p > .001$  and  $R^2 = .0064$ . These results revealed that the conditions recommended by Baron and Kenny (1986) are not met for the mediation

therefore the hypothesis 11 is rejected that mastery goal orientation mediates relationship between authentic leadership and employee job satisfaction.

**Table 4.29: Mediation of Mastery Goal Orientation Between Authentic Leadership and Job Satisfaction**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
Authentic Leadership	Mastery Goal Orientation	.1619	.035	.0297	4.623	.000
Mastery Goal Orientation	Job Satisfaction	.0919	0.0493	.0064	1.8649	.626
Authentic Leadership	Job Satisfaction	.0313	0.0463		.6763	.4991
<i>Direct Effect of X on Y</i>						
Authentic Leadership	Job Satisfaction	.0313	.0463		.6763	.4991
<i>In-Direct Effect of X on Y</i>						
Authentic Leadership	Job Satisfaction	.015	.010			>.005

#### 4.7.4 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Organizational Citizenship Behavior?

Mediation analysis was conducted with PROCESS model-4 (Hayes, 2013) in SPSS. First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = 0.162$ ,  $SE_{\beta} = 0.035$ ,  $t = 4.624$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed a positive relationship between authentic leadership and followers' organizational citizenship behavior,  $\beta = .4622$ ,  $SE_{\beta} = 0.0252$ ,  $t = 18.3048$ ,  $p < .001$  and a positive association between mastery goal orientation and follower's organizational citizenship behavior  $\beta =$

.0787,  $SE_{\beta} = 0.0269$ ,  $t = 2.9289$ ,  $p < .001$  with  $F = 186.5955$ ,  $p < .001$  and  $R^2 = .0297$ . These results provide the first step toward a possible mediation, as all conditions recommended by Baron and Kenny (1986) are met for the mediation.

Next, in order to examine the mediating role of mastery goal orientation, the results of analysis further revealed that the direct effect of authentic leadership on follower's organizational citizenship behavior was reduced from  $\beta = .4622$ ,  $SE_{\beta} = 0.0252$ ,  $t = 18.3048$ ,  $p < .001$  to  $\beta = .0127$ , (Boot)  $SE_{\beta} = 0.062$ , due to the inclusion of mastery goal orientation. The Sobel test was significant,  $Z = 2.47303$ ,  $p < .001$ , suggesting mastery goal orientation mediated the relationship between authentic leadership and organizational citizenship behavior and supporting Hypothesis 12.

The analysis reported above was conducted without control variable. The researcher repeated the analyses while including the follower's qualification as control variable. Results were essentially the same, in that all of the results that were significant without control variable were also significant when including control variable and, conversely, those that were *not* significant remained non-significant.

**Table 4.30: Mediation of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
Authentic Leadership	Mastery Goal Orientation	.1619	.035	.0297	4.623	.000
Mastery Goal Orientation	Organizational Citizenship Behavior	.0787	.026	.3484	2.928	.000
Authentic Leadership	Organizational Citizenship Behavior	.4622	.025		18.304	.000
<i>Direct Effect of X on Y</i>						
Authentic Leadership	Organizational Citizenship Behavior	.4622	.025		18.304	.000

Leadership	Citizenship Behavior	<i>In-Direct Effect of X on Y</i>		
Authentic Leadership	Organizational Citizenship Behavior	.0127	.006	.000

#### 4.7.5 Does Mastery Goal Orientation Mediate the Relationship between Authentic Leadership and Work Engagement?

Mediation analysis was conducted with PROCESS model-4 (Hayes, 2013) in SPSS. First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = 0.162$ ,  $SE_{\beta} = 0.035$ ,  $t = 4.624$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed a positive relationship between authentic leadership and followers' work engagement,  $\beta = .4254$ ,  $SE_{\beta} = 0.0288$ ,  $t = 14.7839$ ,  $p < .001$  and a positive association between mastery goal orientation and follower's job satisfaction  $\beta = .1321$ ,  $SE_{\beta} = 0.0306$ ,  $t = 4.3136$ ,  $p < .001$  with  $F = 133.5339$ ,  $p < .001$  and  $R^2 = .2767$ . These results provide the first step toward a possible mediation, as all conditions recommended by Baron and Kenny (1986) are met for the mediation.

Next, in order to examine the mediating role of mastery goal orientation, the results of analysis further revealed that the direct effect of authentic leadership on follower's work engagement was reduced from  $\beta = .4254$ ,  $SE_{\beta} = 0.0288$ ,  $t = 14.7839$ ,  $p < .001$  to  $\beta = .0214$ , (Boot)  $SE_{\beta} = 0.0075$ , due to the inclusion of mastery goal orientation. The Sobel test was significant,  $Z = 3.1569$ ,  $p < .001$ , suggesting mastery goal orientation mediated the relationship between authentic leadership and work engagement and supporting Hypothesis 13.

The analysis reported above was conducted without control variable. The researcher repeated the analyses while including the leader's gender as control variable. Results were essentially the same, in that all of the results that were significant without

control variable were also significant when including control variable and, conversely, those that were *not* significant remained non-significant.

**Table 4.31: Mediation of Mastery Goal Orientation Between Authentic Leadership and Employee Engagement**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	T	P
Authentic Leadership	Mastery Goal Orientation	.161	.035	.029	4.62	.000
Mastery Goal Orientation	Work Engagement	.132	.030	.276	4.31	.000
Authentic Leadership	Work Engagement	.425	.028		14.78	.000
<i>Direct Effect of X on Y</i>						
Authentic Leadership	Work Engagement	.425	.028		14.78	.000
<i>In-Direct Effect of X on Y</i>						
Authentic Leadership	Work Engagement	.021	.007			.000

#### 4.8 Moderation Analysis

The interaction between independent and moderator variable is typically referred to as moderation effect (Aldwin, 1994; Baron & Kenny, 1986; Holmbeck, 1997). The researcher suggested that (hypotheses 14-17) organizational tenure of an employee moderates relationship between mastery goal orientation and employee outcomes (e.g. organizational commitment, work engagement and organizational citizenship behavior). To test, the moderating effect, the researcher used PROCES model-1 of Hayes (2013) in SPSS. The testing of hypotheses and moderation analysis is discussed in detail below.

#### 4.8.1 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Organizational Commitment?

Hypothesis-14 states that organizational tenure moderates the relationship between mastery goal orientation and organizational commitment. Moderation test was conducted to test the hypothesis. First, it was found that analysis showed a significant positive relationship between mastery goal orientation and employee's commitment,  $\beta = 0.1919$ ,  $SE_{\beta} = 0.0105$ ,  $t = 2.8944$ ,  $p < .001$  with  $F = 16.3737$ ,  $p < .001$  and  $R^2 = .0658$ . Second, the organizational tenure of employee was having a non-significant relationship with employee commitment  $\beta = -0.0048$ ,  $SE_{\beta} = 0.0406$ ,  $t = -.1189$ ,  $p > .001$ . Third, the interaction between mastery goal orientation and organizational tenure has non-significant impact on organizational commitment  $\beta = .0029$ ,  $SE_{\beta} = 0.0105$ ,  $t = .2798$ ,  $p = .7797$ . According to Baron and Kenny (1986), the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is non-significant therefore hypothesis-14 is rejected.

**Table 4. 32: Moderation analysis for the Mastery Goal Orientation on Employee Commitment**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	T	P
Mastery Goal Orientation	Employee Commitment	.1919	.0663	.658	2.8944	.003
Organizational Tenure		-.0048	.0406		-.1189	.9054
Interaction b/w Mastery Goal Orientation & Organizational Tenure		.0029	.0105		.2798	.7797

#### 4.8.2 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Employee Job Satisfaction?

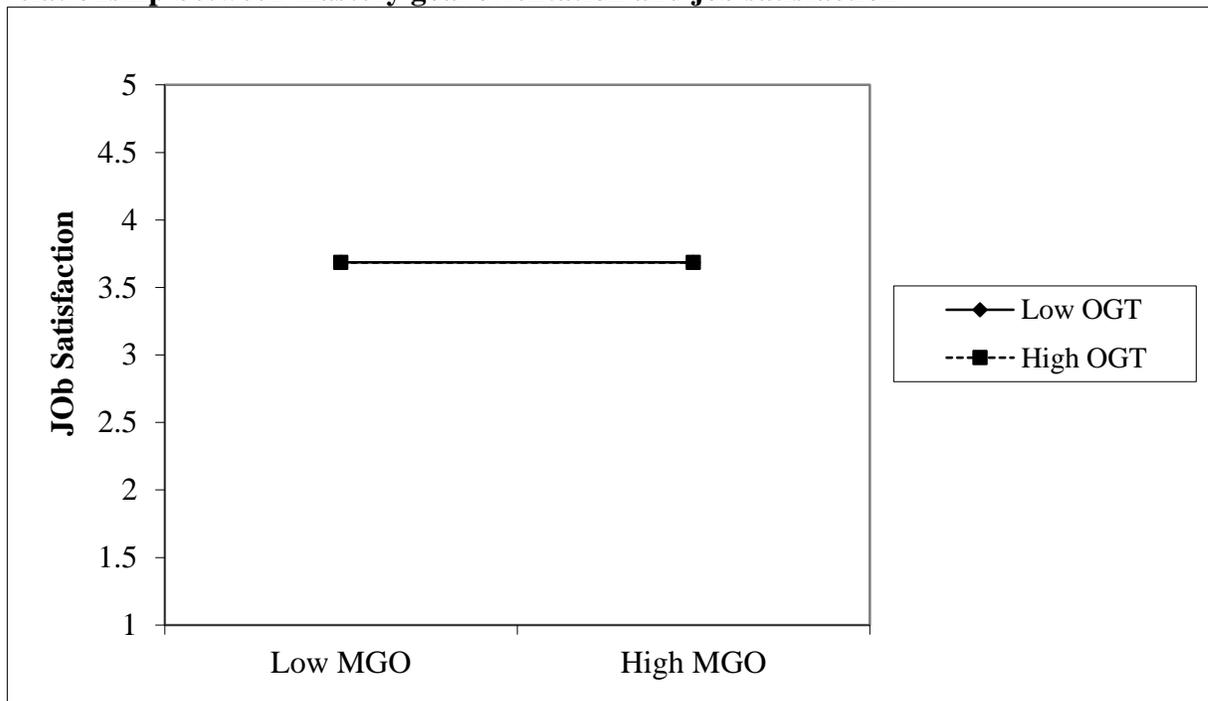
Hypothesis-15 states that organizational tenure moderates the relationship between mastery goal orientation and job satisfaction. Moderation test was conducted to test the hypothesis. First, it was found that analysis showed a significant positive relationship between mastery goal orientation and job satisfaction,  $\beta = 0.104$ ,  $SE_{\beta} = 0.053$ ,  $t = 1.983$ ,  $p < .001$  with  $F = 4.440$ ,  $p < .001$  and  $R^2 = .019$ . Second, the organizational tenure of employee was having a significant and positive relationship with employee job satisfaction  $\beta = .016$ ,  $SE_{\beta} = 0.011$ ,  $t = 1.521$ ,  $p > .001$ . Third, the interaction between mastery goal orientation and organizational tenure has a significant and negative impact on employee job satisfaction  $\beta = -.045$ ,  $SE_{\beta} = 0.016$ ,  $t = -2.718$ ,  $p = .007$ . According to Baron and Kenny (1986), the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is significant therefore hypothesis-15 is accepted. Furthermore, the negative relationship indicates that the strength of organizational tenure impact on the relationship between mastery goal orientation is higher on job satisfaction in the beginning and this impact becomes weaker as the organizational tenure of employee increases. Furthermore, the interaction plot (Fig 3) shows that there is moderation impact of mastery goal orientation on job satisfaction for employees at earlier organizational tenure however, as the organizational tenure of the employee increases the affect disappears

**Table 4.33: Moderation analysis of the Mastery Goal Orientation Between Authentic Leadership and Employee Job Satisfaction**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	T	P
Mastery Goal Orientation	Job Satisfaction	.104	.053	.0191	1.983	.048
Organizational Tenure		.016	.011		1.521	.129
Interaction b/w Mastery		-.045	.016		-2.718	.007

Goal Orientation & Organizational Tenure						
--	--	--	--	--	--	--

**Figure 3: Interaction plot depicting moderation effect of organizational tenure on the relationship between mastery goal orientation and job satisfaction**



#### **4.8.3 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Organizational Citizenship Behavior?**

Hypothesis-16 states that organizational tenure moderates the relationship between mastery goal orientation and organizational citizenship behavior. Moderation test was conducted to test the hypothesis. First, it was found that analysis showed a significant positive relationship between mastery goal orientation and organizational citizenship behavior,  $\beta = .2512$ ,  $SE_{\beta} = .0710$ ,  $t = 3.539$ ,  $p < .001$  with  $F = 9.6220$ ,  $p < .001$  and  $R^2 = .0398$ . Second, the organizational tenure of employee was having a non-significant relationship with organizational citizenship behavior  $\beta = 0.0518$ ,  $SE_{\beta} =$

0.0435,  $t = 1.1911$ ,  $p > .001$ . Third, the interaction between mastery goal orientation and organizational tenure has non-significant impact on organizational citizenship behavior  $\beta = -.0155$ ,  $SE_{\beta} = 0.012$ ,  $t = -1.3861$ ,  $p = .1662$ . According to Baron and Kenny (1986), the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is non-significant therefore hypothesis-16 is rejected.

**Table 4.34: Moderation analysis of the Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	T	P
Mastery Goal Orientation	Organizational Citizenship Behavior	.251	.071	.039	3.53	.000
Organizational Tenure		.051	.043		1.19	.234
Interaction b/w Mastery Goal Orientation & Organizational Tenure		-.015	.012		-1.38	.166

#### 4.8.4 Does Organizational Tenure Moderate the Relationship between Mastery Goal Orientation and Work Engagement?

Hypothesis-17 states that organizational tenure moderates the relationship between mastery goal orientation and work engagement. Moderation test was conducted to test the hypothesis. First, it was found that analysis showed a significant positive relationship between mastery goal orientation and work engagement,  $\beta = 0.3354$ ,  $SE_{\beta} = 0.0761$ ,  $t = 4.4065$ ,  $p < .001$  with  $F = 13.8297$ ,  $p < .001$  and  $R^2 = .0562$ . Second, the organizational tenure of employee was having a non-significant relationship with work

engagement  $\beta = 0.0773$ ,  $SE_{\beta} = 0.0466$ ,  $t = 1.6564$ ,  $p > .001$ . Third, the interaction between mastery goal orientation and organizational tenure has non-significant impact on organizational commitment  $\beta = -.0222$ ,  $SE_{\beta} = 0.0120$ ,  $t = 1.8459$ ,  $p = .0653$ . According to Baron and Kenny (1986), the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is non-significant therefore hypothesis-17 is rejected.

**Table 4.35: Moderation analysis of the Mastery Goal Orientation Between Authentic Leadership and Employee Engagement**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	T	P
Mastery Goal Orientation	Work Engagement	.335	.076	.056	4.406	.000
Organizational Tenure		.077	.046		1.656	.098
Interaction b/w Mastery Goal Orientation & Organizational Tenure		-.022	.012		-1.845	.065

#### 4.9 Moderated-Mediation

Hypotheses 18-21 of this study suggested that organizational tenure will moderate the strength of the mediated relationships between authentic leadership and follower's outcomes a) organizational commitment, b) work engagement, c) job satisfaction and d) organizational citizenship behavior via mastery goal orientation. These hypotheses were tested using PROCESS model-14 of Hayes (2013) in SPSS. The results are discussed in below in detail.

#### 4.9.1 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Employee Commitment Is Influenced By Organizational Tenure?

First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = .1619$ ,  $SE_{\beta} = .0350$ ,  $t = 4.62$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed that mastery goal orientation tends to have a positive and significant relationship with employee commitment,  $\beta = .1192$ ,  $SE_{\beta} = .063$ ,  $t = 1.86$ ,  $p < .001$ . The relationship between authentic leadership and employee commitment is positive and significant  $\beta = .231$ ,  $SE_{\beta} = .027$ ,  $t = 8.46$ ,  $p < .001$ . Results presented in table below shown that organizational tenure is having non-significant association with employee commitment  $\beta = -.026$ ,  $SE_{\beta} = .038$ ,  $t = -.67$ ,  $p > .001$ . The interaction between mastery goal orientation and organizational tenure is having non-significant association with employee commitment  $\beta = .008$ ,  $SE_{\beta} = .010$ ,  $t = .829$ ,  $p > .001$  with  $F = 31.438$ ,  $p < .001$  and  $R^2 = .153$ . Based on the Baron and Kenny (1986) criteria which states that the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is non-significant therefore hypotheis-18 is rejected.

**Table 4.36: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
AuthLeader	MGO	.1619	.0350	.029	4.62	.000
MGO	EC	.1192	.063	.153	1.86	.062
AuthLeader		.231	.027		8.46	.000
OrgTenure		-.026	.038		-.67	.501
Interaction b/w MGO & Org.		.008	.010		.829	.407

Tenure						
--------	--	--	--	--	--	--

AuthLeader= Authentic Leadership, OrgTenure= Organizational Tenure, MGO= Mastery Goal Orientation, EC= Employee Commitment.

#### **4.9.2 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Job Satisfaction Is Influenced By Organizational Tenure?**

First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = .1619$ ,  $SE_{\beta} = .0350$ ,  $t = 4.62$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed that mastery goal orientation tends to have a positive and significant relationship with employee job satisfaction,  $\beta = .343$ ,  $SE_{\beta} = .107$ ,  $t = 3.19$ ,  $p < .001$ . The relationship between authentic leadership and employee job satisfaction is non-significant,  $\beta = .022$ ,  $SE_{\beta} = .046$ ,  $t = .490$ ,  $p > .001$ . Results presented in table below shown that organizational tenure of the employee is having non-significant association with employee job satisfaction,  $\beta = .186$ ,  $SE_{\beta} = .065$ ,  $t = 2.84$ ,  $p > .001$ . The interaction between mastery goal orientation and organizational tenure is having significant association with employee job satisfaction  $\beta = -.044$ ,  $SE_{\beta} = .016$ ,  $t = -2.62$ ,  $p < .001$  with  $F = 3.445$ ,  $p < .001$  and  $R^2 = .019$ . Based on the Baron and Kenny (1986) criteria which states that the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is significant therefore results provide support for the hypotheis-19. Results indicates that the influence of organizational tenure on the mediating impact of mastery goal orientation on the relationship between authentic leadership and employee job satisfaction is higher in the beginning and the influence starts weakening as the tenure of an employee increases.

**Table 4.37: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Job Satisfaction**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
AuthLeader	MGO	.161	.0350	.029	4.62	.000
MGO	EJS	.343	.107	.019	3.19	.001
AuthLeader		.022	.046		.490	.623
OrgTenure		.186	.065		2.84	.004
Interaction b/w MGO & Org. Tenure		-.044	.016		- 2.62	.008

AuthLeader= Authentic Leadership, OrgTenure= Organizational Tenure, MGO= Mastery Goal Orientation, EJS= Employee Job Satisfaction.

#### **4.9.3 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Work Engagement Is Influenced By Organizational Tenure?**

First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = .1619$ ,  $SE_{\beta} = .0350$ ,  $t = 4.62$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed that mastery goal orientation tends to have a positive and significant relationship with employee work engagement,  $\beta = .202$ ,  $SE_{\beta} = .067$ ,  $t = 3.01$ ,  $p < .001$ . The relationship between authentic leadership and employee work engagement is positive and significant  $\beta = .423$ ,  $SE_{\beta} = .028$ ,  $t = 14.70$ ,  $p < .001$ . Results presented in table below shown that organizational tenure is having non-significant association with employee work engagement,  $\beta = .038$ ,  $SE_{\beta} = .040$ ,  $t = .938$ ,  $p > .001$ . The interaction between mastery goal orientation and organizational tenure is having non-significant association with employee work engagement,  $\beta = -.012$ ,  $SE_{\beta} = .010$ ,  $t = -1.17$ ,  $p > .001$  with  $F = 67.668$ ,  $p < .001$  and  $R^2 = .280$ . Based on the Baron and Kenny (1986) criteria which states that the moderator

hypothesis is supported if the interaction path is significant. In this case the interaction path is non-significant therefore hypotheis-20 is rejected.

**Table 4.38: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Work Engagement**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
AuthLeader	MGO	.161	.0350	.029	4.62	.000
MGO	EWE	.202	.067	.280	3.01	.002
AuthLeader		.423	.028		14.70	.000
OrgTenure		.038	.040		.938	.348
Interaction b/w MGO & Org. Tenure		-.012	.010		-1.17	.239

AuthLeader= Authentic Leadership, OrgTenure= Organizational Tenure, MGO= Mastery Goal Orientation, EWE= Employee Work Engagement.

#### **4.9.4 Does Mediating Impact Of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior Is Influenced By Organizational Tenure?**

First, analysis showed a significant positive relationship between authentic leadership and followers' mastery goal orientation,  $\beta = .1619$ ,  $SE_{\beta} = .0350$ ,  $t = 4.62$ ,  $p < .001$  with  $F = 21.377$ ,  $p < .001$  and  $R^2 = .029$ . Second, analysis showed that mastery goal orientation tends to have a positive and significant relationship with organizational citizenship behavior,  $\beta = .106$ ,  $SE_{\beta} = .058$ ,  $t = 1.80$ ,  $p = .072$ . The relationship between authentic leadership and organizational citizenship behavior is positive and significant  $\beta = .461$ ,  $SE_{\beta} = .025$ ,  $t = 18.26$ ,  $p < .001$ . Results presented in table below shown that organizational tenure is having non-significant association with organizational citizenship behavior,  $\beta = .009$ ,  $SE_{\beta} = .035$ ,  $t = .262$ ,  $p > .001$ . The interaction between mastery goal orientation and organizational tenure is having non-significant association with organizational citizenship behavior,  $\beta = -.004$ ,  $SE_{\beta} = .009$ ,  $t = -.524$ ,  $p > .001$  with  $F =$

4.648,  $p < .001$  and  $R^2 = .350$ . Based on the Baron and Kenny (1986) criteria which states that the moderator hypothesis is supported if the interaction path is significant. In this case the interaction path is non-significant therefore hypotheis-21 is rejected.

**Table 4.39: Moderated-Mediation of Mastery Goal Orientation Between Authentic Leadership and Organizational Citizenship Behavior**

Parameter	Dependent	Estimate ( $\beta$ )	Std. Error	R <sup>2</sup>	t	P
AuthLeader	MGO	.161	.0350	.029	4.62	.000
MGO	EWE	.106	.058	.350	1.80	.072
AuthLeader		.461	.025		18.26	.000
OrgTenure		.009	.035		.262	.793
Interaction b/w MGO & Org. Tenure		-.004	.009		-.524	.598

AuthLeader= Authentic Leadership, OrgTenure= Organizational Tenure, MGO= Mastery Goal Orientation, EWE= Employee Work Engagement.

**Table 4.40 Summary of results**

No	Hypothesis statement	Result
<b>Hypothesis 1</b>	Authentic leadership is positively associated with employee's organizational commitment.	Supported
<b>Hypothesis 2</b>	Authentic leadership is positively associated with employee's job satisfaction.	Not supported
<b>Hypothesis 3</b>	Authentic leadership is positively associated with employee's organizational citizenship behavior.	Supported
<b>Hypothesis 4</b>	Authentic leadership is positively associated with employee's work engagement.	Supported

<b>Hypothesis 5</b>	Authentic leadership is positively associated with employee's mastery goal orientation.	Supported
<b>Hypothesis 6</b>	Employee's mastery goal orientation is positively associated with employee's organizational commitment.	Supported
<b>Hypothesis 7</b>	Employee's mastery goal orientation is positively associated with employee's job satisfaction.	Not Supported
<b>Hypothesis 8</b>	Employee's mastery goal orientation is positively associated with employee's organizational citizenship behavior.	Supported
<b>Hypothesis 9</b>	Employee's mastery goal orientation is positively associated with employee's work engagement.	Supported
<b>Hypothesis 10</b>	Mastery goal orientation mediates the relationship between authentic leadership and employee organizational commitment.	Supported
<b>Hypothesis 11</b>	Mastery goal orientation mediates the relationship between authentic leadership and employee job satisfaction.	Not supported
<b>Hypothesis 12</b>	Mastery goal orientation mediates the relationship between authentic leadership and employee organizational citizenship behavior.	Supported
<b>Hypothesis 13</b>	Mastery goal orientation mediates the relationship between authentic leadership and employee work engagement.	Supported
<b>Hypothesis 14</b>	Employee's organizational tenure will moderate the relationship between mastery goal orientation and employee's commitment, such that the positive relationship between mastery goal orientation and commitment is stronger when organizational tenure is low.	Not supported
<b>Hypothesis 15</b>	Employee's organizational tenure will moderate the relationship between employee's mastery goal orientation and employee's job satisfaction, such that the positive relationship between mastery goal orientation and job satisfaction is stronger when organizational tenure is low.	Supported
<b>Hypothesis 16</b>	Employee's organizational tenure will moderate the relationship	Not

	between employee's mastery goal orientation and employee's organizational citizenship behavior, such that the positive relationship between mastery goal orientation and organizational citizenship behavior is stronger when organizational tenure is low.	supported
<b>Hypothesis 17</b>	Employee's organizational tenure will moderate the relationship between employee's mastery goal orientation and employee's work engagement, such that the positive relationship between mastery goal orientation and organizational citizenship behavior is stronger when organizational tenure is low.	Partially supported
<b>Hypothesis 18</b>	The mediating effect of mastery goal orientation in the relationship between authentic leadership and organizational commitment is stronger when follower's organizational tenure is low.	Not supported
<b>Hypothesis 19</b>	The mediating effect of mastery goal orientation in the relationship between authentic leadership and job satisfaction is stronger when follower's organizational tenure is low.	Supported
<b>Hypothesis 20</b>	The mediating effect of mastery goal orientation in the relationship between authentic leadership and employee work engagement is stronger when follower's organizational tenure is low.	Not supported
<b>Hypothesis 21</b>	The mediating effect of mastery goal orientation in the relationship between authentic leadership and organizational citizenship behavior is stronger when follower's organizational tenure is low.	Not supported

#### 4.10 Summary of the Chapter

This chapter started with the factor analysis and further presented reliability analysis for each measure. Respondents' characteristics with statistical support are given in next section of the chapter. The impact of demographic variables on mediator and criterion variables are measured and discussed in next phase. Correlation statistics are applied to check the direction of the associations and is further supported by regression analysis. Major hypotheses such as mediation and moderation are tested in the next section of the chapter. Finally, the results are discussed in detail in the end of the chapter.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

The basic objective of this chapter is to discuss the results found in the analysis phase, conclude from the results and give recommendations. The discussion section will highlight the main reasons responsible for the outcomes results. Results of studies conducted earlier and having same results will be provided in the support of results. Furthermore, the significant results that are in fluctuation from other studies will also be highlighted.

#### **5.1 Discussion of the Research Questions**

Results of the studies are discussed below.

**5.1.1 Discussion of the Research Question 1:** What is the inter-relationship between authentic leadership, employee mastery goal orientation, work engagement, organizational commitment, organizational citizenship behavior, and job satisfaction?

In order to find answer to this question, researcher designed several hypotheses and tested. Detailed discussion on the pertinent hypotheses and their results are given below.

##### **5.1.1.1 Relations Between Authentic leadership and Subordinate Outcomes**

This research study tested assumptions that authentic leadership is positively related to employee attitudes and behaviors. The correlation and regression tests were conducted to determine the possible associations between authentic leadership and follower outcomes such as organizational commitment, job satisfaction, work engagement and organizational citizenship behavior.

###### **5.1.1.1.1 Authentic Leadership and Organizational Commitment**

Results of correlation and regression tests revealed that authentic leadership had positive and significant relationships with organizational commitment (Hypothesis 1). This finding is in line with the findings of Kliuchnikov (2011) who observed positive and significant association between authentic leadership and organizational commitment.

Marsh and Mannari (1997) found that the relationship between authentic leadership and different dimensions of organizational commitment i.e. continuous and normative commitment were positive. Javaid et al. (2015) also found positive association between authentic leadership and affective commitment was positive. Similarly, positive association was found between authentic leadership and organizational commitment by Alinezhad, Abbasian & Behrangi (2015).

This shows that authentic leaders consider followers' opinion while making decision and develop positive organizational environment, in return follower develops commitment to organization and a leader. Furthermore, the authentic leader's demonstration of transparency and truthfulness helps followers by providing them with opportunities to plan their future growth and to understand the organization's future, which also plays role to augment organizational commitment of the follower. Cultural context also provide reasons for the finding as extensive literature states that individuals maintain normative or obligatory relationships in collectivistic cultures whereas in individualist cultures, the base of relationships is generally individuals' preferences and cost-benefit analysis (Triandis, 1995; Wasti, 1999). Having a collectivistic culture, employees/followers in Pakistani business organizations are likely to develop social bonds with their leaders and organizations and therefore, their association continues for the long term.

#### **5.1.1.1.2 Authentic Leadership and Job Satisfaction**

Hypothesis 2 of this study stated positive association between authentic leadership and job satisfaction. Unlike the findings of Wong and Laschinger (2010), Jensen and Luthans (2006), Laschinger, Wong & Grau (2012) and, Darvish and Rezaei, (2011), the association between authentic leadership and job satisfaction is non-significant. It suggests that followers do not consider the authentic leader's positive behavior an important factor when it comes to deriving satisfaction from job. The researcher argue that the possible reason of this non-significant association between authentic leadership and job satisfaction is the low per capital income and higher inflation rate in Pakistan (according to the Pakistan Economic Survey 2012-13, the inflation rate in Pakistan was 10.9 percent), where individuals expect higher salaries because they suffer to meet their

daily life expenses with current salaries. In the presence of financial reasons, the positive attitude of authentic leadership may not have potential to motivate followers to show higher job satisfaction.

#### **5.1.1.1.3 Authentic Leadership and Organizational Citizenship Behavior**

The correlation and regression results show positive and significant association between authentic leadership and organizational citizenship behavior and support the hypothesis 3 that authentic leadership predict organizational citizenship behavior of the follower. This finding is line with the findings of Valsania, Leon, Alonso & Cantisano (2012) that found that authentic leadership is the better predictor of organizational citizenship behavior. The study of Nikpay et al. (2014) found positive association between authentic leadership and organizational citizenship behavior. Furthermore, Yesilkaya and Aydin (2016), Song and Seomun ( 2014), Valsania et al ( 2012), Al-Sharafi & Rajjani (2013) and Walumbwa et al (2008) have found similar association between authentic leadership and organizational citizenship behavior.

The mean reason of this positive association is that the altruistic behavior of an authentic leader inspires subordinates and in return motivates them to behave positively by displaying organizational citizenship behavior.

#### **5.1.1.1.4 Authentic Leadership and Work Engagement**

According to the 4<sup>th</sup> hypothesis of the study, there will be positive association between authentic leadership and work engagement. Results of the test revealed that the relationship between authentic leadership and work engagement is significant and positive and this finding is in line with the findings of Penger and Cerne (2014), Hassan and Ahmed (2011) and Seco and Lopes (2013). The result of this study shows when subordinates experience positive attitude of their leaders; they get involved in organizational roles and therefore demonstrate high work engagement.

#### **5.1.1.2 Relations between Mastery Goal Orientation and Subordinate Outcomes**

This research also tested the assumption that follower's mastery goal orientation is positively associated with employee attitudinal and behavioral outcomes. Results

indicated that mastery goal orientation was positively and significantly associated with employee organizational commitment (hypothesis 6), employee job satisfaction (hypothesis 7), employee organizational citizenship behavior (8) and employee work engagement (9).

#### **5.1.1.2.1 Mastery Goal and Organizational Commitment**

Hypothesis 6 of this study suggested positive association of mastery goal orientation with organizational commitment. Correlation and regression results showed a significant and positive relation of mastery goal orientation with employee commitment. Results of this study are in-line with the findings of D'Amato and Herzfeldt (2008) which determined that mastery goal orientation of individual's encourages their stay at organization. Porter (2005) found positive association between mastery goal orientation and organizational commitment. Lee et al. (2000) also found that mastery goal orientation predicts organizational commitment.

These results of previous studies indicate when employee gets opportunity to improve expertise and learn new skills; this improves employee's chances of growth in organization. Ultimately, employee gets connected with organization thus mastery goal orientation enhances employee organizational commitment.

#### **5.1.1.2.2 Mastery Goal and Job Satisfaction**

Hypothesis 7 suggested positive association between mastery goal orientation and job satisfaction. The correlation and regression results revealed that the relationship between mastery goal orientation and job satisfaction is non-significant. That particular finding of this study is in contrast to the findings of Roebken (2007) which found that students with mastery goal orientation were satisfied with their academic experience. VanYperen and Janssen (2002) also found positive association between mastery goal orientation and job satisfaction.

The reason of the insignificant association between mastery goal orientation and job satisfaction is, first, different factors affect the satisfaction of employee at job i.e. salary, promotion, health organizational environment etc. The learning interest of an employee may not be considered a significant factor for developing of or enhancing of

job satisfaction if other major factors are not contributing towards satisfaction. Second, the learning interests are considered more important in academic institutes as the main objective of this type of organizations is to promote education. In business organizations, generally employees are believed to come with certain educational background while not all business organizations arrange training and development programs for their employees. Therefore, employees may consider learning of expertise and gaining of new skills at job as their personal matters and do not connect it to their success at job directly.

#### **5.1.1.2.3 Mastery Goal and Organizational Citizenship Behavior**

Hypothesis 8 stated that mastery goal orientation is positively related to employee citizenship behavior. Results of this research further support the assumption that mastery goal orientation is significantly associated with employee citizenship behavior. This finding is in line with the study of Chien and Hung (2008) who found a positive association between mastery goal orientation and organizational citizenship behavior.

It is general phenomenon that individual learn from organizational environment and colleagues, similarly, the thirst of learning motivates mastery goal oriented employee to develop positive relations with leaders and colleagues, and supports the smooth functioning of organization.

#### **5.1.1.2.4 Mastery Goal and Work Engagement**

According to the hypothesis 9 of this study, there is positive association between mastery goal orientation and employee work engagement. Regression and correlation results provide support to the assumption that mastery goal orientation predicts work engagement of the employee. This result is in line with the findings of Roebken (2007) who found positive association between mastery goal orientation and work engagement. The link between mastery goal orientation and work engagement can be drawn from the fact that learning desire of an individual can only be fulfilled with presence of mind and devotion and attention to the job at hand. Therefore, it is reasonable for an individual with learning ambition to show attention and absorption at job. Similarly, employee work

engagement referred to psychological and physical presence at job (Vazirani, 2007), hence it may be said that followers tend to engage in their work to satisfy their learning goal.

### **5.1.2 Discussion of the Research Question 2:** Does authentic leadership predict mastery goal orientation?

Hypothesis 5 of this study suggested a positive association between authentic leadership and mastery goal orientation. This research study provides novel insight into this important concept and made attempt to investigate the link between authentic leadership and mastery goal orientation. Results of regression and correlation tests revealed both positive and significant relationship between authentic leadership and mastery goal orientation. As this study is first of its nature that study the link between authentic leadership and mastery goal orientation therefore no empirical support could be drawn from the literature in the favor of this hypothesis. However, there is positive associations found between other positive forms of leaderships and mastery goal orientation such as Coad and Berry (1998) found that transformational leadership is positively associated with mastery goal orientation. Radzi, Hui, Jenatabadi, Kasim and Radu (2013) found positive association between transformational leadership and organizational learning.

The main reason of this positive association is the fact that followers consider their leader as role model and the positive behavior of authentic leader inspire them to be like their leaders. Followers of such leader adopt approach of enhancing skills and learning new things to look similar to their leader who is high at skills and knowledge. Thus, the constructive behavior and positive attitude of leader enhance the mastery goal orientation in the followers.

### **5.1.3 Discussion of the Research Question 3:** Does employee mastery goal orientation play the role of a mediator?

The researcher proposed mastery goal orientation as a mediating mechanism through which authentic leader influence follower attitudinal and behavioral outcomes.

The hypotheses of this study that refers to mediation (hypothesis 10-13) are discussed in detail below.

Hypothesis 10 proposed that mastery goal orientation mediates relationship between authentic leadership and employee commitment. Results of the study revealed that mastery goal orientation mediates the relationship between authentic leadership and employee commitment thus results support the hypothesis 10. Authentic leader use mastery goal orientation as a mediating mechanism to promote employee commitment because learning and development provides guarantee for the security and better future of the employee. Employee with higher learning interest is also beneficial for the organization thus authentic leader helps both organization and individual employee through promotion of mastery goal orientation in individual to further enhance commitment of the employee.

According to the hypothesis 11 of the study, mastery goal orientation mediates the relationship between authentic leadership and employee job satisfaction. Results of the study found that the relationship between authentic leadership and employee job satisfaction and mastery goal orientation and employee job satisfaction are non-significant. As the Baron and Kenny (1986) conditions for mediation are not met therefore the mediation of mastery goal orientation in this case is ruled out. The main reason of this non-significant relationship is that fact that the basic objective of organization employment of most of the employees is to take sizeable salary and seek promotion in future. There are other factors as well that cause an employee to be satisfied at job like health work environment and leader behavior. Given that there are other important factors that impact the satisfaction of employee at job, employees give less attention to learning of new skills when it comes to connecting it with gaining satisfaction at job. Thus, results of this study suggest that mastery goal orientation and authentic leadership are less important for the employee in raising their satisfaction level.

Hypothesis 12 proposed that mastery goal orientation mediates relationship between authentic leadership and organizational citizenship behavior. Results of the study revealed that mastery goal orientation mediates the relationship between authentic leadership and organizational citizenship behavior thus results support the hypothesis 12. Authentic leaders ensure that their followers do cooperation with each other at job by

instilling desire of learning new skills in them. Since, learning of new skills and gaining of knowledge is not possible without colleagues support therefore, employee display higher level of organizational citizenship behavior at job.

According to the hypothesis 13 of the study, mastery goal orientation mediates the relationship between authentic leadership and employee work engagement. Results of the study revealed that mastery goal orientation mediates the relationship between authentic leadership and organizational citizenship behavior thus results support the hypothesis 13. Desire of learning of new skills motivates individuals to exert more efforts at job. The higher is the interest of employee to learn new job techniques, higher will be engagement level at job. Thus authentic leader promote mastery goal orientation in follower to motivate him/her to exert more efforts at job thus show higher work engagement.

Empirical evidence from literature of goal orientation revealed that mastery goal orientation has been studied in previous studies playing a mediating role in-between different variable. For-example, Chughtai and Buckley (2011) has studied the mediating role of mastery goal orientation in the relationship between work engagement and performance and found positive association.

**5.1.4 Discussion of the Research Question 4:** Does employees' organizational tenure moderate the relationship between employee mastery goal orientation, employee attitudinal and behavioral outcomes i.e. work engagement, organizational commitment, organizational citizenship behavior and job satisfaction?

This research study tested the assumption that employee's organizational tenure intervenes in the relationship between mastery goal orientation and employees' commitment (hypothesis 14), job satisfaction (hypothesis 15), organizational citizenship behavior (hypothesis 16) and work engagement (hypothesis 17). Results of the study showed that the interaction of mastery goal orientation and organizational tenure are having non-significant relationship with employee commitment and organizational citizenship behavior. This result indicates that, in contrary to the hypotheses (14-16), organizational tenure neither strengthens the impact of mastery goal orientation on employee commitment and organizational citizenship behavior nor this impact weaken as the organizational tenure of the employee increases. The reason behind lack of

intervention of organizational tenure is that although preferences and interests of an employee changes across the organizational tenure but mastery goal orientation maintains its importance in enhancing employee commitment and organizational citizenship behavior. In other words, earlier or late organizational tenure do not affect the influence of learning interest on both the aforementioned employee outcomes.

The results of the analysis for hypothesis 15 revealed that the interaction of mastery goal orientation and organization tenure is having a significant relationship with employee job satisfaction. This indicates that organization tenure intervenes the impact of mastery goal orientation on employee job satisfaction. Results further revealed that the interaction impact is non-linear which shows that the impact of mastery goal orientation is higher on employee job satisfaction for the employees at earlier organizational tenure. As the organizational tenure of the employee increases the impact of mastery goal orientation on employee jobs satisfaction fades away. The possible reason of this impact is due to the importance of knowledge and learning for the younger employees at job. Employees need to learn about job requirements and working techniques in their earlier stages of career therefore the learning interest is higher which make employees more satisfied. However, as long as they get settled at job, the importance of learning and gaining new skills become lesser which also fades away the impact of learning on job satisfaction.

Hypothesis 17 of this study suggested that the interaction of mastery goal orientation and organization tenure is having a significant relationship with employee work engagement. Results of the study revealed that organizational tenure tend to intervene the impact of mastery goal orientation on employee work engagement. Though, the moderation impact is ruled out on the basis of results yet it may be assumed that organizational tenure may strengthen or weaken impact of mastery goal orientation on employee work engagement.

## **5.2 Conclusion**

The current study found evidence that authentic leadership predicts followers' attitudinal and behavioral outcomes such as organizational commitment, work engagement and organizational citizenship behavior through followers' adoption of a

mastery goal orientation. It is important to note that, while this study extends knowledge on the authentic leadership process, it also verifies certain claims about the concept and its relationship to follower outcomes. With the strong practical focus on enhancing employees' outcomes, this research underscores the potential of authentic leadership to practice.

### **5.2.1 Theoretical Implications**

This study provided novel insight into the consequences and processes related to authentic leadership such as: a) it predicts mastery goal orientation, b) it affects followers' outcomes, c) mastery goal orientation mediates the relationship between authentic leadership and followers' outcomes. This study also investigated whether organizational tenure of the employee determines the strength of mastery goal orientation's impact on employee outcomes.

Given that authentic leaders remain true to their self, admit mistakes, believe in learning from mistakes and focus on self and follower development (Avolio and Gardner, 2005), such leaders are likely to encourage followers to adopt a mastery goal orientation. Hence, this study contributes to the authentic leadership literature by showing that mastery goal orientation, a variable widely considered to be beneficial in organizational behavior and management research, may be strengthened by authentic leadership. Furthermore, this study also provides theoretical insight into the notion that authentic leadership outcomes are *driven* by mastery goal orientation as the researcher found that mastery goal orientation mediated relationships between authentic leadership and organizational commitment, work engagement and organizational citizenship behavior. However, note that the results for job satisfaction were non-significant in contradiction to expectations. Hence, mastery goal orientation seems to be a central underlying mechanism in the effects of authentic leadership, as supported by its role in determining follower outcomes in the current study.

The literature generally concedes that leadership is important in determining motivation and that the effects of authentic leadership in particular should be understood from a self-regulation perspective (Avolio & Gardner, 2005). The current research is in line with this general focus on self-regulation and contributes to integrating the emerging

literature on authentic leadership and self-regulation in general and on mastery goal orientation in particular. Moreover, as mentioned above, while mastery goal orientation was traditionally conceptualized as being largely a trait-like variable, the current study is in congruence with recent work (e.g., Van Hooft & Noordzij, 2009) showing that learning goals vary situationally and that environmental factors determine mastery goal orientation to some extent (Hamstra et al., 2014).

The implications of this research also reach somewhat beyond its specific topic, because researcher tested the model in a non-western country. Most studies on authentic leadership and other positive forms of leadership that have been published in the main stream management and organizational psychology literatures have been conducted in Europe or North America, which means that the cross-cultural diversity of the body of research is severely limited. Hence, providing support for the predictive validity of the authentic leadership concept, and for mastery goal orientation, in a completely different culture, may be seen as an important additional contribution of this research. Doing so supports the scientific value of these concepts, as it provides evidence of their universal applicability and benefit.

This study significantly contributes to the management literature in general and to the authentic leadership literature in particular, in seven ways. First, this study is the first to investigate whether authentic leadership encourages mastery goal orientation in subordinate. This prediction did not receive support from the data, suggesting rather that there is a direct effect of authentic leadership on followers' mastery goal orientation. Second, drawing on the root-construct notion and social learning theory, this study suggested tested that authentic leadership instills learning interest in follower. Third, previous studies have empirically tested relationship between authentic leadership and subordinate outcomes such as employee organizational commitment, job satisfaction and organizational citizenship behavior in separate studies (Kliuchnikov, 2011; Jensen & Luthans, 2006; Valsania, Leon, Alonso & Cantisano, 2012). This study modeled all these individual work related outcomes in a single study and also provides empirical support to the proposition that authentic leadership augments employee attitudinal and behavioral outcomes. Fourth, this study contributed to authentic leadership literature by exploring the mediating role of mastery goal orientation to augment subordinate outcomes. Mastery

goal orientation has not previously been studied in relationship with authentic leadership, while, the mediating role of mastery goal orientation with different set of variables has been tested by Sazandrishvili (2009) between job autonomy and innovative behavior. The former is surprising, perhaps, because authentic leadership is theoretically all about self-development of the followers, suggesting an immediate connection between authentic leadership and mastery goal orientation. Fifth, this research addresses the call for research to identify the relations between mastery goal orientation and employee attitudinal and behavioral outcomes (Avolio & Mhatre, 2012) by testing outcomes not previously studied. Sixth, the current study addressed the gap to study the effect of organizational tenure on relations between learning interest and work related outcomes by testing the moderating role of employee tenure to influence relationship between mastery goal orientation and subordinate outcomes. Seventh, this study attempted to widen the validity of the findings derived from the authentic leader research conducted in the developed countries by conducting research study in South Asian context, particularly, this study is based on valuable data from private sector organizations of Pakistan.

### **5.2.2 Implications for Managers**

Findings of this study provide valuable insight to the practitioners who aim to cater future organizational demands by enhancing followers' skills and expertise; and increase their organizational commitment, organizational citizenship behavior and work engagement. Furthermore, this study suggests managerial techniques to be applied to positively influence subordinates' dedication and spirit of volunteer cooperation.

This study suggest managers to make best use of self-awareness to ensure that job related appropriate measures are taken so that followers are engaged in the job according to their capabilities and developmental aims. Self-regulation mechanisms can help managers to minimize employees' reliance on others for accomplishment of tasks. Proper analysis of all types of relevant information would provide better insight to understand the nature of task, similarly, transparency can develop subordinates' trust on leader. Hence, application of authentic behavior would largely help leader to mend followers' attitudes and behaviors.

This study also provides insight into the phenomenon that managers can alter followers' attitudes and behaviors through instilling learning motivation in them. Findings of this study emphasize that managers should improve followers' proficiency through motivating them for learning approaches because this technique can help followers to be more committed, engaged and exhibit citizenship behavior at job. The mastery goal orientation would help organizations to equip employees with job related-skills and gain competitive advantage in the market. The thirst of learning new work-related techniques will develop organizational citizenship behavior and work engagement in employees and also enhance their organizational commitment to their leaders and organizations.

Given that employees change preferences across different level of their organizational tenures, organizations should design motivational plans for employees considering their level of organizational tenure. However, this study did not find any significant moderating role of organizational tenure for the relationship between mastery goal orientation and employee outcomes such as organizational commitment, job satisfaction and organizational citizenship behavior.

### **5.2.3 Implications for Future Research**

This study investigated authentic leadership theory by studying the mediating role of mastery goal orientation to enhance subordinates' organizational commitment, job satisfaction, work engagement and organizational citizenship behavior. Future studies should continue to extend nomological network of authentic leadership in-line with this research study. Following are the directions for future studies.

First, this study examined mastery or leaning orientation (one facet of goal orientation) as mediating mechanism; future studies may test the role of performance goal orientation (other facet of goal orientation) with authentic leadership. Second, the relation between authentic leadership and mastery goal orientation should be directly examined to provide more empirical support to the assumption that authentic leadership affects mastery goal orientation of subordinate. The primary focus of previous research studies was on determining how authentic leader develop authentic followership in subordinate and the widely ignored the concept to examine that authentic leadership may orient goals.

Third, future studies should consider further mediators with authentic leadership and subordinates' attitudinal/behavioral outcomes such as learning environment and authentic conversations. Fourth, other moderators than organizational tenure may be tested modeling authentic leadership as predictor variable.

#### **5.2.4 Limitations and Strengths**

This study examined the link between authentic leadership and follower outcomes using a multisource study in which several followers of each leader participated. Strength of this methodology is that the measurement for leader related variable such as authentic leadership was rated by followers and, when multiple raters assess the same 'object' – the leader in this case – it allows for an assessment of the leadership behavior characterized by intersubjectivity, an average or more objective assessment in the sense of objectivity as discussed by Frese and Zapf (1988). Similarly, follower outcome such as organizational citizenship behavior was rated by leaders (Podsakoff et al., 2003). Making use of separated measurements, multiple sources of data (i.e., leaders versus followers) and aggregated assessments of leadership by multiple followers enhances the validity of the conclusions based on these data. At the same time, however, the strength of correlations is often also underestimated in such designs (Frese and Zapf, 1988). Finally, although the study used multisource data, a limitation is that I cannot draw conclusions regarding the causal role of any of the measured variables.

An additional noteworthy characteristic of this study is that it was conducted using a sample from a non-western country. Most studies on authentic leadership and other positive forms of leadership that have been published in the main stream management and organizational literatures have been conducted in Europe or North America, which means that the cross-cultural diversity of the body of research is relatively limited. Hence, providing support for the predictive validity of the authentic leadership concept, and for learning goal orientation and performance, in a completely different culture, may be seen as an important additional contribution of this research. Doing so supports the scientific value of these concepts, as it provides evidence of their universal applicability and benefit.

This study relied on testing a single dimension of goal orientation which is mastery goal orientation. The second dimension, performance goal orientation- which refers to individuals' mindset to evade unwanted results and achieve desirable outcomes so that gain favorable judgments from others (Dweck, 1986; Dweck & Leggett, 1988; Elliott & Dweck, 1988), should be considered to be examined with authentic leadership in future research studies.

### **5.3 Summary of the Chapter**

This chapter started with the discussion on the results and then theoretical implication of this study. In next section, implication for the manager is explained. Implication for the future research is discussed in next phase. Limitations and strengths of the study are explicitly discussed in the next section. The final section concludes the discussion on this research study.

## References:

- Abid, T., Altaf, M., Yousaf, U. & Bagram, M. M. (2012). Entrepreneur as an authentic Leader's in Small and Medium Sized Enterprises in Pakistan. *School of Doctoral Studies (European Union) Journal*.
- Adriaenssens, J., DeGucht, V. & Maes, S. (2015). Association of goal orientation with work engagement and burnout in emergency nurses. *Journal Occupation Health*; 57, 151–160.
- Ahsan, N., Abdullah, Z., Fie, D.Y.G. & Shah Alam, S. (2009). A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study. *European Journal of Social Sciences*, 8(1), 121-131.
- Aldwin, C.M. (1994). *Stress, Coping and Development: An Integrative Perspective*. New York: Guilford Press.
- Alinezhad, M. Abbasian, H. & Behrangi, M. R. (2015). Investigating the Effects of Authentic Leadership of Managers on Organizational Commitment of Teachers with Organizational Justice as the Mediator Variable. *Ciência eNatura, Santa Maria*, 37(1), 407-416
- Allen, N. J.& Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization, *Journal of Occupational Psychology*, 63, 1-18.
- Al-Sharafi, H., & Rajiani, L. (2013). Promoting organizational citizenship behavior among employees: the role of leadership practices. *International Journal of Business and Management*, 8, 47-54.
- Argyris, C. (2010). *Organizational traps: Leadership, culture, organizational design*. New York, NY: Oxford University Press.
- Armstrong, M. (2006). *A Handbook of Human resource Management Practice*, Tenth Edition, Kogan Page Publishing, London, 264
- Ashman, I. (2007). An investigation of the British organizational commitment scale: A qualitative approach to evaluating construct validity. *Management Research News*, 30(1), 5-24.

- Avolio, B. J., & Bass, B. M. (1988). *Transformational leadership, charisma, and beyond*. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), *Emerging leadership vistas* (pp. 29-50). Lexington, MA: Lexington Books.
- Avolio, B.J., Gardner, W.L., Walumbwa, F.O., Luthans, F., May, D.R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviours. *The Leadership Quarterly*, *16*, 801-823
- Avolio, B.J., & Gardner, W.L., (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, *16*, 315-338
- Avolio, B. J. and Mhatre, K.H. (2012) *Authentic Leadership*, in The Oxford Handbook of Positive Organizational Scholarship, K. S. in The Oxford Handbook of Positive Organizational Scholarship, K. Cameron and G. M. Spreitzer (eds), New York: Oxford University Press, 773-83
- Azri, B. (2011). Job satisfaction: a literature review. *Management Research and practice*. *3* (4), 77-86
- Bakker, A.B., & Schaufeli, W.B. (2008). Positive Organizational Behavior: Engaged employees in thriving organizations. *Journal of Organizational Behavior*, *29*.
- Baldwin, J. N. (1987). Public versus private: Not that different, not that consequential. *Public Personnel Management*, *16*, 181-193.
- Bandura, A (1971). Social Learning Theory. Stanford University. Available at: [http://www.esludwig.com/uploads/2/6/1/0/26105457/bandura\\_sociallearningtheory.pdf](http://www.esludwig.com/uploads/2/6/1/0/26105457/bandura_sociallearningtheory.pdf)
- Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.
- Barnard, C. I. 1938. *The functions of the executive*. Cambridge, MA: Harvard University Press.
- Baron, R. M. and David A. K. (1986). Moderator-Mediator Variables Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, *Journal of Personality and Social Psychology*, *51* (6), 1173-82.
- Bass, B. J. (1985). *Leadership and performance beyond expectations*, New York: Free Press
- Bass, B. M., & Avolio, B .J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: SAGE

- Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee citizenship. *Academy of Management Journal*, 26, 587–595.
- Bass, B., & Steidlmeier, P. (1999). Ethics, character, and transformational leadership behavior. *Leadership Quarterly*, 10(2), 81-217.
- Bateman, T. S., & Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment. *Academy of Management Journal*, 27(1), 95-112
- Becker, T. E. (2005). Potential problems in the statistical control of variables in organizational research: A qualitative analysis with recommendations. *Organizational Research Methods*, 8, 274-289.
- Beddoes-Jones, F. & Swailes, S. (2015)."Authentic leadership: development of a new three pillar model", *Strategic HR Review*, 14(3), 94 - 99
- Bettencourt, L.A., Gwinner, K.P., & Meuter, M.L. (2001). A comparison of attitude, personality, and knowledge predictors of service-oriented organizational citizenship behaviors. *Journal of Applied Psychology*, 86, 29-41
- Birdi, K., Allan, C., & Warr, P. (1997). Correlates and perceived outcomes of four types of employee development activity. *Journal of Applied Psychology*, 82, 845-857.
- Boje, D. M., Roslie, G. A., Durant, R. A., & Luhman, J. T. (2004). Enron spectacles: A critical dramaturgical analysis. *Organization Studies*, 25, 751-774.
- Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. New York: John Wiley.
- Brockner, J., Siegel, P. A., Daly, J. P., Tyler, T. & Martin, C. (1997). When trust matter: the moderating effect of outcome favorability. *Administrative Science Quarterly*, 42, 558-583.
- Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of Applied Psychology*, 81, 358-368.
- Brown, M. E., & Treviño, L. E. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, 17, 595–616

- Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes*, 67, 26-48.
- Burns, J.M. (1978). *Leadership*, Harper & Row, New York.
- Carney, D. R., Cuddy, A. J. C., Yap, A. J. (2010). Power posing brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science*, 21, 1363-1368.
- Cellar, D. F., Stuhlmacher, A. F., Young, S. K., Fisher, D. M., Adair, C. K., Haynes, S., Twichell, E., Arnold, K. A., Royer, K., Denning, B. L., and Riestler, D. (2011). "Trait Goal Orientation, Self-Regulation, and Performance: A Meta Analysis", *Journal of Business Psychology* 26, 467-483.
- Chan, A., Hannah, S. T., & Gardner, J. W. (2005). Veritable authentic leadership: Emergence, functioning, and impacts. In J. W. Gardner, B. J. Avolio & F. Walumbwa (Eds.), *Authentic leadership theory and practice: Origins, effects and development; monographs in leadership and management* ( 3, 3-41). San Diego, CA: Elsevier.
- Chatterjee, A., & Hambrick, D. C. (2007). It's all about me: Narcissistic Chief Executive Officers and their effects on company strategy and performance. *Administrative Science Quarterly*, 52, 351–386.
- Chartered Institute of Personnel and Development. (2011) *How engaged are British employees? [online]*. Factsheet. London: CIPD. Available at: [www.cipd.co.uk/binaries/howengbritemps-sr.pdf](http://www.cipd.co.uk/binaries/howengbritemps-sr.pdf)
- Chien, C. C. and Hung, S. T. (2008). Goal Orientation, Service Behavior and Service Performance. *Asia Pacific Management Review* 13(2), 513-529
- Child D. (2006). *The essentials of factor analysis* (3<sup>rd</sup> ed.), New York, NY: Continuum International Publishing Group
- Chiu, S. F., & Chen, H. L. (2005). Relationship between job characteristics and organizational citizenship behavior: The mediational role of job satisfaction. *Social Behavior and Personality*, 33(6), 523-540.
- Chughtai, A. A. & Buckley, F., (2011). Work engagement: antecedents, the mediating role of learning goal orientation and job performance, *Career Development International*, 16 (7), 684 – 705

- Chughtai, A. A. & Buckley, F. (2010). Assessing the effects of organizational identification on in-role job performance and learning behavior: The mediating role of learning goal orientation," *Personnel Review*, 39(2). 242 – 258.
- Clapp-Smith, R., Vogelgesang, G., & Avey, J. (2009). Authentic leadership and positive psychological capital: The mediating role of trust at the group level of analysis. *Organizational Studies*, 15(3), 227-240
- Coad, A. & Berry, A. (1998). Transformational leadership and learning orientation, *Leadership & Organization Development Journal*, 19 (3): 164-172.
- Cohen, A. (1993), "Organizational commitment and turnover: A meta-analysis", *Academy of Management Journal*, 36, 1140–57.
- Cooper, C. D., Scandura, T. A. & Schriesheim, C. A. (2005). Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly* 16 (2005) 475–493
- Conger, J. A. & Kanungo, R. (1987). Towards a behavioral theory of Charismatic leadership in organizational settings. *Academy of Management Review*. 637-647
- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Thousand Oaks, CA7 Sage.
- Copeland, M. K. (2014). The emerging significance of values based Leadership: a literature review. *International journal of leadership studies*, 8 (2), 105-135
- Cribbin, J. J. (1972). *Effective managerial leadership*. New York: American Management association Inc.
- Cronbach, L., J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika* 22 (3). 297-334.
- D'Amota, A. & Herzfeldt, R. (2008) Learning Orientation, Organizational Commitment and Talent Retention across Generations: A Study of European Managers, *Journal of Managerial Psychology*, 23(8), 929 - 953
- Dannah, S. T., Woolfolk, R. L., & Lord, R. G. (2009). Leader self-structure: A framework for positive leadership. *Journal of Organizational Behavior*, 30(2), 269-290.
- Danish, R. Q., & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *International Journal of Business and Management*, 5(2), 159-167.

- Darvish, H. & Rezaei, F. (2011). The impact of authentic leadership on job satisfaction and team commitment. *Management & Marketing Challenges for the Knowledge Society*, 6 (3), 421-436.
- Dawwas, M. I. F (2010). *The influence of employee engagement on organizational profit*. (Unpublished master thesis). University Utara Malaysia.
- DeCarufel, A. C. & Insko, C. A. (1979). Balance and social comparison processes in the attribution of attraction. *Journal of Personality*, 47(3), 432–448,
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In M. Kernis (Ed.), *Efficacy, agency, and self-esteem* (pp. 31–49). New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.
- DeCotiis, T. A., & Summers, T. P. (1987). A path analysis of a model of the antecedents and consequences of organizational commitment. *Human Relations*, 40(7), 445-470.
- Denhardt, R. B. (1984). *Theories of public organization*. Pacific Grove, CA: Brooks/Cole.
- DeShon, R.P., & Gillespie, J.Z. (2005). A motivated action theory account of goal orientation. *Journal of Applied Psychology*, 90, 1096-1127.
- Dirks, K. T. & Ferrin, D. L. (2002). Trust in leadership: meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 84(4), 611-628.
- Donovan, J. J., & Swander, C. J. (2000). *The role of context specific goal orientation in self regulation*. Unpublished manuscript.
- Dotlich, D. L. and P. C. Cairo (2003). *‘Why CEO’s fail’*. Jossey-Bass, San Francisco.
- Dubinsky, A.J., & Harley, S.W. (1986) “A path-analytic study of a model of salesperson performance”. *Journal of the Academy of Marketing Science*, 14, 36–46.
- Dweck, C. S. (1986) *Motivational processes affecting learning*. *American Psychologist*, 41, 1040-1048.
- Dweck, C. S. & Leggett, E. L. (1988). A social cognitive approach to motivation and personality. *Psychological Review*, 95, 256 –273.

- Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality, and development*. Ann Arbor, MI: Psychology Press, Taylor & Francis Group
- Elliott, D. M. (1994). Assessing adult victims of interpersonal violence. In J. Briere (Ed.), *Assessing and treating victims of violence* (pp. 4–16). San Francisco: Jossey-Bass.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist, 34*(3), 169-189.
- Elliot, A. J., & Church, M. A. (1997). A Hierarchical model of Approach and Avoidance Motivation. *Journal of Personality and Social Psychology, 72*, 218-232.
- Elliott, A. J., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology, 54*, 5–12.
- Elliot, A. J., & Fryer, J. (2008). *The goal construct in psychology*. In J. Shah, & W. Gardner (Eds.), *Handbook of Motivation Science* (pp. 235–250). New York, NY: The Guilford Press
- Elliot, A. J. & Harackiewicz, J. M. (1996). Approach and avoidance achievement goals and intrinsic motivation: A mediational analysis, *Journal of personality and social psychology, 70*, 968-980.
- Elliot, A. J., & McGregor, H. A. (2001). A 2X2 achievement goal framework. *Journal of personality and social psychology, 80*, 501-519
- Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3 x 2 achievement goal model. *Journal of Educational Psychology, 103*, 632–648.
- Emuwa, A. (2013). Authentic leadership: Commitment to supervisor, follower empowerment, and procedural justice climate. *Emerging Leadership Journeys, 6*(1), 45-65.
- Erez, A., & Judge, T. A. (2001). Relationship of core self-evaluations to goal setting, motivation, and performance. *Journal of Applied Psychology, 86*, 1270-1279.
- Erickson, R. J. (1995). *The importance of authenticity for self and society*. *Symbolic Interaction, 18*(2), 121–144.
- Evans MG (1970). The effects of supervisory behaviour upon the pathgoal relationship. *Organizational behaviour and human performance. 5*(3): 277 - 298.
- Farooq M. & Tariq, M. (2005). Information Technology & E-Governance, *Pakistan Development Review, 50-57*.

- Fiedler, E. (1964): A contingency Model of Leadership effectiveness; *Journal for Advances in Experimental Social Psychology. Academic Press 1*, (12), 149-190
- Frese, M., & Zapf, D. (1988). Methodological issues in the study of work stress: Objective vs. subjective measurement of work stress and the question of longitudinal studies. In C. L. Cooper & R. Payne (Eds.), *Causes, coping and consequences of stress at work* (pp. 375-411). Chichester, England: Wiley.
- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14(6), 693-727.
- Fulk, J. & Wendler, E. R. (1982). Dimensionality of leader-subordinate interactions: A path-goal investigation. *Organizational Behavior and Human Performance*, 30, 241-264
- Gaertner, K. N., & Nollen, S. D. (1989). Career experiences, perceptions of employment practice and psychological commitment to the organization. *Human Relations*, 42, 975-91.
- Gardner, W. L., & Avolio, B. J. (1998). The charismatic relationship: A dramaturgical perspective. *Academy of Management Review*, 23, 32 – 58.
- Gardner, W. L., Avolio, B. J., & Walumbwa, F. O. (2005b). *Authentic leadership theory and practice: Origins, effects, and development*. Oxford, UK: Elsevier.
- Gardner, W. L., Cogliser, C. C., Davis, K. M., & Dickens, M. P. (2011). Authentic Leadership: A review of the literature and research agenda. *The Leadership Quarterly*, 22, 1120-1145.
- Gardner, A. S., Moholdt, G., Wouters, B., Wolken, G. J., Burgess, D. O., Sharp, M. J., Cogley, J. G., Braun, C., and Labine, C. (2011). Sharply increased mass loss from glaciers and ice caps in the Canadian Arctic Archipelago, *Nature*, 473, 357.
- Garvin, D. A., Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization?. *Harvard business review*, 86, 109-116.
- George, W. (2003). *Authentic Leadership: Rediscovering the secrets to creating lasting value*. San Francisco: Jossey-Bass
- George, W., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, 85(2), 129–138.

- Giallonardo, L. M., Wong, C. A., & Iwasiw, C. L. (2010). Authentic leadership of preceptors: Predictor of new graduate nurses' work engagement and job satisfaction. *Journal of Nursing Management, 18*, 993–1003.
- Gilbert, J. A, Carr-Ruffino, N. C., Ivancevich, J. M. & Konopaske, R. (2012). Toxic versus cooperative behaviors at Work: the role of organizational culture and leadership in creating community centered Organizations. *International Journal of Leadership Studies, 7*(1), 2012, 29-47.
- Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly, 33*(1), 61-81.
- Greenberg, J. (2011). *Behavior in organizations*. Upper Saddle River, NJ: Prentice Hall.
- Greenleaf, R. K. (1970). *The servant as leader*. Indianapolis, IN: Greenleaf Center.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16*, 250-276.
- Hameed I., Roques O., Ghulam A. A. (2013), Nonlinear Moderating Effect of Tenure on Organizational Identification(OID) and the Subsequent Role of OID in Fostering Readiness for Change, *Group & Organization Management. 38* (1).
- Hamstra, M. R. W, Sassenberg, K., VanYperen, N. W. & Wisse, B. (2014). Followers feel valued—When leaders' regulatory focus makes leaders exhibit behavior that fits followers' regulatory focus. *Journal of Experimental Social Psychology 51*, 34-40
- Harmon, M. M., & Mayer, R. T. (1986). *Organization theory for public administration*. Boston: Little, Brown
- Hassan, A. & Ahmed, F. (2011). Authentic Leadership, Trust and Work Engagement. *International Journal of Human and Social Sciences, 6* (3) 1-7
- Hassan, S. A., Saher, N., Zahid, H., Gull, H., Aslam, I.& Sumaira, A. (2013). Authentic Leadership and Ethical Practices: Finding Traces from Pakistani System. *5* (1). 406-423
- Harter, S. (2002). *Authenticity*. In C. R. Snyder, & S. Lopez (Eds.), *Handbook of positive psychology* (pp. 382–394). Oxford, UK7 Oxford University Press.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis*. New York: The Guilford Press.

- Hidayat, S. (2016). The Authentic Leadership Is Source Of Intrinsic Motivation In Work Engagement With Moderating Role Of Overall Trust (Cognitive And Affective Trust). *Journal of Multidisciplinary Engineering Science and Technology (JMEST)*, 3(3), 4236-4242
- Hodge, K., & Petlichkoff, L. (2000). Goal profiles in sport motivation: A cluster analysis. *Journal of Sport and Exercise Psychology*, 22, 256–272.
- Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-related Values*, Sage, Beverly Hills, CA.
- Hofstede, G. (1991). *Cultures and Organizations: Software of the Mind*, McGraw-Hill, New York, NY.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*, Sage, Thousand Oaks, CA.
- Hofstede, G. (2006). What did GLOBE Really Measure? Researchers' Minds versus Respondents' Minds, *Journal of International Business Studies*, 37(6), 882-96.
- Hollander, E. F. J. (1978). *Leadership dynamics*. New York: Free Press.
- Hollander, E. P. & Offermann, L. R. (1990). Power and leadership in organizations: Relationships in transition. *American Psychologist*, 45(2), 179-189
- Holmbeck, G. N. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Examples from the child-clinical and pediatric psychology literatures. *Journal of Consulting and Clinical Psychology*, 4, 599-610.
- Hoppock, R. (1935). *Job satisfaction*. New York: Harper & Brother
- House, R. J. (1971). A path-goal theory of leadership effectiveness. *Administrative Science Quarterly*, 16, 321–338.
- House, R. J. (1977). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larson (Eds), *Leadership: The cutting edge* (pp. 189-207). Carbondale: Southern Illinois University Press.
- House, R. J. (2004) Preface. In R. J. House, P. J. Hanges, M. Javidan, P. W. Dorfman & V. Gupta (Eds.), *Culture, leadership, and organizations: The GLOBE study of 62 societies* (pp. xxii-xxviii). Thousand Oaks, CA: Sage.

- House, R. J., Dessler, G. (1974). *The path goal theory of leadership: some post hoc and a priori tests*. In J. G. Hunt & L. L. Larson (Eds) *Contingency approaches to leadership* 29-26. Carbonate , IL: Southern Illinois University Press
- House, R. J., & Mitchell, T. R. (1974). Path-goal theory of leadership. *Journal of Contemporary Business*, 3, 81–97.
- Hrebiniak, L. G., & Alutto, J. A. (1972). Personal and role related factors in the development of organizational commitment. *Administrative Science Quarterly*, 17, 555-572.
- Hsieh, C. C. & Wang, D. S. (2015). Does supervisor-perceived authentic leadership influence employee work engagement through employee-perceived authentic leadership and employee trust? *The International Journal of Human Resource Management*. 26 (18), 2329-2348
- Hughes, L.W. (2005). *The spirit of GIVE: Relational transparency and humor in authentic leader-follower relationships*. In W.L. Gardner & B.J. Avolio (Eds.), *Authentic leadership development: Monographs in leadership and management series* (vol. 3), Boston, MA: Elsevier, JAI Press.
- Hulin, C.L., & Judge, T.A. (2003). Job attitudes. In W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.), *Handbook of psychology, Industrial and organizational psychology*, 12, 255–276). Hoboken, NJ: Wiley.
- Hunjra, A. I., Chani, M.I., Aslam, S., Azeem, M. & Ur-Rehman, K. (2010). Factors affecting job satisfaction of employees of banking sector. *African Journal of Business Management*. 4(10). 2157-2183.
- Igbaria, M. & Greenhaus, J. H. (1992). "Determinants of MIS Employees' Turnover Intentions: A structural Equation Model," *Communications of the ACM* 35(2): 35-49
- Ilies, R., Morgeson, F. P., & Nahrgang, J. D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. *The Leadership Quarterly*.
- Indvik, J. (1985) *A Path–Goal Theory Investigation of Superior Subordinate Relationships*, unpublished doctoral dissertation, University of Wisconsin
- Indvik, J. (1988). A more complete testing of path-goal theory. Paper presented at the Academy of Management, Anaheim, CA

- Jehanzeb, K., Rasheed, M. F., Rasheed, A., & Aamir, A. (2012). Impact of rewards and motivation on job satisfaction in banking sector of Saudi Arabia. *International Journal of Business and Social Science*, 3(21), 272-278.
- James, L. R., Hater, J. J., Gent, M. J., & Bruni, J. R. (1978). Psychological climate: Implications from cognitive social learning theory and interactional psychology. *Personnel Psychology*, 31, 783-813.
- Javaid, M. F., Luqman, K., Amir, H. & Umair, T. (2015). Authentic leadership affects employee's attitudes (Affective Commitment) through the mediation role of Personal Identification and Organizational Identification. *International Journal of Academic Research in Business and Social Sciences*, 5(2), 215-231
- Jensen, S. M., & Luthans, F. (2006). Entrepreneurs as authentic leaders: Impact on employees' attitudes. *Leadership and Organization Development Journal*, 27, 646–666.
- John, M. C., & Taylor, W. T (1999). Leadership style, school climate and the institutional commitment of teachers. *International Forum (InFo)*, 2(1), 2557.
- Judge, T. A., Bono, J. E., & Locke, E. A. (2000). Personality and job satisfaction: The mediating role of job characteristics. *Journal of Applied Psychology*, 85, 237-249.
- Judge, T. A., Locke, E. A., & Durham, C. C. (1997). The dispositional causes of job satisfaction: a core evaluations approach. *Research in Organizational Behavior*, 19, 151-188.
- Judge, T. A., Van Vianen, A., & De Pater, I. (2004). Emotional stability, core self-evaluations, and job outcomes: A review of the evidence and an agenda for future research. *Human Performance*, 17, 325-346.
- Kahn, W.A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692-724.
- Kafetsios, K., Nezlek, J. B., & Vassiou, A. (2011). A multilevel analysis of relationships between leaders' and subordinates' emotional intelligence and emotional outcomes. *Journal of applied social psychology*, 41(5), 1121-1144.
- Katz, D., & Kahn, R. L. 1966, 1978. *The social psychology of organizations*. New York: Wiley.
- Kerfoot, K. 1998. *The strategic use of humility*. *Nursing Economics*, 16: 238-239.

- Kernis, M. (2003). Toward a Conceptualization of Optimal Self-Esteem. *Psychological Inquiry*, 14(1), 1-26.
- Khan, M. J., Aslam, N. & Riaz, M. N. (2012). Leadership Styles as Predictors of Innovative Work Behavior. *Pakistan Journal of Social and Clinical Psychology*. 10 (1). 17-22
- Khan, S. N., (2010) Impact of Authentic Leaders on Organization Performance. *International Journal of Business and Management*. 5, (12)
- Kliuchnikov, A. (2010). Leader's Authenticity Influence on Followers' Organizational Commitment, *Emerging Leadership Journeys*, 4 (1), 70-90.
- Knottnerus, J. D., Ulsperger, J. S., Cummins, S., and Osteen, E. (2006). Exposing Enron: Media representations of ritualized deviance in corporate culture. *Crime, Media, Culture: An International Journal*, 2: 177-195.
- Knight, R. (2011). *Employee Engagement A study of employee engagement at Topaz's South Dublin Region Service Stations*. (Unpublished master thesis). Dublin, National College of Ireland.
- Kohli, Ajay, Tasadduq A. Shervani, and Goutam M. Challagalla (1998). Learning and Performance Orientation of Salespeople: The Role of Supervisors, *Journal of Marketing Research*, 35 (May), 263-274.
- Krekeler, L. A, (2010). "The Relationship between Servant Leadership Behavior and Individual Personality Style in New York Annual Conference United Methodist Pastor". Master dissertation, Seton Hall University, US
- Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kriel, L. (2006). "How to Build Evaluation Associations and Networks: Learning from the Pioneers", In *Creating and Developing Evaluation Organizations: Lessons Learned from Africa, Americas, Asia, Australasia, Europe*, Eds Segone, M, and A. Ocampo, 161- 187 Lima, Peru: DESCO & UNICEF
- Krishnan, R., Omar, R., Ismail, I. R., Alias, M. A., Hamid, R. A., Ghani, M. A., & Kanchymalay, K. (2010). Job satisfaction as a potential mediator between motivational job characteristics and organizational citizenship behavior: Evidence from Malaysia. *Journal of Information Technology and Economic Development*, 1(1), 86-110.

- Kritsonis (2004), "leadership in organizations:National implications", International Journal of Scholarly Academic Intellectual Diversity Volume 8, Number 1, 2004
- Kular, S., Gatenby, M., Rees, C., Soane, E. & Truss, K. (2008). Employee Engagement: A Literature Review, Working Paper Series No 19, Kingston Business School Kingston University.
- Kuvaas, B. (2009). A field test of hypotheses derived from self-determination theory among public sector employees. *Employee Relations*, 31(1), 39-56.
- Lai, J. Y., Chi, H. J. & Yang, C. C. (2010). Task value, goal orientation, and employee job satisfaction in high-tech firms. *African Journal of Business Management* 5(1) 76-87
- Laschinger, H. K. S., Wong, C. A., & Grau, A. L. (2012). The influence of authentic leadership on newly graduated nurses' experiences of workplace bullying, burnout and retention outcomes: A cross-sectional study. *International Journal of Nursing Studies*, 49, 1266-1276.
- Lee, O. F., Tan, J. A., Javalgi, R. (2010) "Goal orientation and organizational commitment: Individual difference predictors of job performance", *International Journal of Organizational Analysis*, 18 (1), 129 - 150
- Leroy, H., Anseel, F., Gardner, W.L. & Sels, L. (2012) 'Authentic leadership, authentic followership, basic need satisfaction, and work role performance: A cross-level study', *Journal of Management*.
- Lichtenstein, B., Uhl-Bien, M., Marion, R., Seers, A., Orton, D., & Schreiber, C. (2006). Leadership in emergent events: Exploring the interactive process of leading in complex situations. *Emergence: Complexity and Organization*, 8(4), 2-12.
- Lok, P. & Crawford, J. (2003). The effects of organizational culture and leadership style on job satisfaction and organizational commitment. *The Journal of management development*, 23 (3). 321-338
- Lomoya, M. G., Pingol, M. B. & Teng-Calleja, M. (2015). Antecedents of Job Satisfaction and Organizational Citizenship Behaviors Among Agency-Hired Blue-Collar Contractual Workers in the Philippines. *Philippine Journal of Psychology*, 48(1), 1-27
- Lussier, R. N., and Achua, C. F. (2010). *Leadership*, Fourth Edition, South-Western Cengage Learning: Mason,USA

- Luthans, F., Avolio B. J. (2003). *Authentic leadership: a positive developmental approach*. In *Positive Organizational Scholarship: Foundations of a New Discipline*, ed. KS Cameron, JE Dutton, RE Quinn, 241–58. San Francisco, CA: Berrett-Koehler
- Luthans, F., & Youssef, C. M. (2004). Human, social, and now positive psychological capital management. *Organizational Dynamics*, 33, 143–160.
- Lyke, J. A. & Kelaher, A. J. (2006) Cognition in context : Students’ perception of classroom goal structures and reporting cognitive strategy use in the college classroom . *Research in Higher education* , 47(4), 477-490
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology*, 1, 3–30.
- Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2009). *Employee engagement: Tools for analysis, practice, and competitive advantage*. Malden, WA: Wiley-Blackwell.
- Maccoby, M. (2000). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review*. 69-77
- Malik, S. H. (2012). A Study of Relationship between Leader Behaviors and Subordinate Job Expectancies: A Path-Goal Approach. Pakistan. *Journal of Commerce and Social Sciences*. 6 (2), 357-371
- Malik, M. E. ,Ghafoor, M. M. & Naseer, s. (2011). Organizational effectiveness: a case study of Telecommunication And banking sector of Pakistan. *Far East journal of psychology and business*. 2 (1) 37-48
- Mann, R. D. (1959). A review of the relationship between personality and performance in small groups. *Psychological Bulletin*, 56, 241–270.
- Marquis, B., & Huston, C. (1992). *Leadership roles and management functions in nursing: theory and application*. Philadelphia: Lippincott.
- Marsh, R. M., & Mannari, H. (1977). Organizational commitment and turnover: A predictive study. *Administrative Science Quarterly*, 22, 57-75.
- Maslach, C. Schaufelli, W.B. & Leiter, M.P. (2001). Job burnout, *Annual Review of Psychology*, 52, 97-422.
- May, D. R., Chan, A., Hodges, T., & Avolio, B. J. (2003). Developing the moral component of authentic leadership. *Organizational Dynamics*, 32: 247-260.

- May, D.R. Gilson, R.L. and Harter, L.M. (2004) 'The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work', *Journal of Occupational and Organisational Psychology*, 177,11-37.
- McElroy, J. C. (2001). Managing workplace commitment by putting people first. *Human Resource Management Review*, 11, 327-335.
- McCall, M. & Lombardo, M. (1983). *Off the track: Why and how successful executives get derailed* (Tech. Rep. No. 21). Greensboro, NC: Center for Creative Leadership
- McClelland, D. C. (1961). *The achieving society*. New York: The Free Press
- McMillan, J.H. (2002). *Educational research: Fundamentals for the consumer*. New York: Addison Wesley.
- Meyer, J. and Allen, N. (1997), "Commitment in the Workplace: Theory, Research, and Application", Sage Publications.
- Meijman, T. F., & Mulder, G. (1998). Psychological aspects of workload. In P. J. D. Drenth, & H. Thierry (Eds.), *Handbook of work and organizational psychology: Work psychology* (2),5-33). Hove, U.K.: Psychology Press.
- Middleton, M., & Midgley, C. (1997). Avoiding the demonstration of lack of ability: An under-explored aspect of goal theory. *Journal of Educational Psychology*, 89, 710-718
- Miller and Brewer (2003), *The A-Z of social research*, Sage, London.
- Moorman. The relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, 76, 845-855 (1991).
- Morris, J. A., Brotheridge, C. M., & Urbanski, J. C. (2005). Bringing humility to leadership: Antecedents and consequences of leader humility. *Human Relations*, 58: 1323-1350.
- Morris, J. H. and Sherman, D. J. (1981). 'Generalizability of organizational commitment model', *Academy of Management Journal*,24, 512-526.
- Mowday, R. T., Porter, L. W. & Steers, R. M. (1982). *Employee-organization linkages*. New York: Academic Press.
- Mowday, R. T., Steers, R. M. & Porter, L. W. (1979). The measurement of Organizational commitment. *Journal of Vocational Behavior*. 14, 224-247

- Mukhtar, A., Sial, M. A., Iman, A., & Jilam, S. M. (2012). Impact of HR practices on organizational citizenship behavior and mediating effect of organizational commitment in NGOs in Pakistan. *World Applied Science Journal*, 18(7), 901-908.
- Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Thousand Oaks, CA: Corwin Press.
- Nezlek, J. N. (2008). An introduction to multilevel modeling for Social and Personality Psychology. *Social and Personality Psychology Compass*, 2(2), 842–860.
- Naqvi, R., Malik, F., & Mahmood, Q. (2013). The impact of promotions, recognition and autonomy and pay incentives on job satisfaction: A case of banking sector employees in Pakistan. *European Journal of Business Management*, 5(5), 187-193.
- Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Cambridge, MASS: Harvard University Press.
- Nikpay, I. Siadat, S. Hoveida, R. & Nilfrooshan, P. (2014)./ Developing A Model For Effect of Perception of Authentic Leadership on Individual Oriented and Organizational Oriented Organizational Citizenship Behaviors at Universities *Educational Research International*. 3(2), 64-73
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.
- Okpara, J. O., (2004). *Job satisfaction and organizational commitment: Are there differences between American and Nigerian managers employed in the US MNCs in Nigeria?* Paper presented at the Academy of Business and Administrative Sciences (ABAS) International Conference, Montreux, Switzerland.
- Oppenheim, A.N. (1992). *Questionnaire design, interviewing and attitude measurement*, Continuum, London
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: its nature, antecedents, and consequences*. Beverly Hills, CA: Sage.
- Osborn, R. N., & Hunt, J. G. (1975). An adaptive-reactive theory of leadership: The role of macro variables in leadership research. In J. G. Hunt & L. L. Larson (Eds.), *Leadership frontiers*. Columbus, OH: Kent University Press.

- Owens, B. P., & Hekman, D. R. (2012). Modeling how to grow: An inductive examination of humble leaders behaviors, contingencies, and outcomes. *Academy of Management Journal*, 55(4), 787-818. Pakistan Economic Survey (2012)
- Packer, E. (1985). Understanding the subconscious (I). *The Objectivist Forum*, 6, 1-10.
- Packer, E. (1986). The art of introspection (II). *The Objectivist Forum*, 7, 1-8.
- Painter, J., & Akroyd, D. (1998). Predictors of organizational commitment among occupational therapists. *Occupational Therapy in Health Care*, 11(2), 1-15.
- Payne, J.D., Propper, R., Huang, L., Walker, M.P., Schacter, D.L., & Stickgold, R. (2007, May). *Sleep on it to get the gist: Memory associations across the night*. Paper presented at the annual meeting of the Association for Psychological Science, Washington,DC.
- Penger, S. & Cerne, M. (2014). Authentic leadership, employees' job satisfaction, and work engagement: a hierarchical linear modeling approach. *Economic Research-Ekonomska Istraživanja*, 27 (1), 508–526.
- Phillips, J. M., and S. M. Gully (1997). Role of Goal Orientation, Ability, Need for Achievement, and Locus of Control in the self-efficacy And Goal-Setting Process, *Journal Of Applied Psychology*, 82, 792-802
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.
- Podsakoff, P. M., MacKenzie, S. B., Lee, Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88, 879–903.
- Porter, C. O. L. H. (2005). Goal Orientation: Effects on Backing Up Behavior, Performance, Efficacy, and Commitment in Teams. *Journal of Applied Psychology*. 90 (4) 811-818.
- Porter, L., Steers, R., Mowday, R., & Boulian, P. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59, 603-609.
- Price, J.L. (1997), Handbook of Organizational Measurement, *International Journal of Manpower*, 18: 303- 558.

- Radzi, C. W. J. W. M. Hui, H. Jenatabadi, H. S. Kasim, F. A., & Radu, S. (2013). The relationship among transformational leadership, Organizational learning, and organizational innovation: a Case study in Asian manufacturing food industry. *Asian Journal of Empirical Research*. 3(8): 1051-1060
- Raudenbush, S.W., & Bryk, A.S. (2002). *Hierarchical linear models* (2nd ed.). Newbury Park, CA: Sage.
- Rego, P., Lopes, M. P. & Nascimento, J. L. (2015). Authentic Leadership and Organizational Commitment: The Mediating Role of Positive Psychological Capital. *Journal of Industrial Engineering and Management*. 9(1), 129-151.
- Reisel, W. D., Probest, T. M., Chia, S., Maloles, C., & Konig, C. (2010). The effects of job insecurity on job satisfaction, organizational citizenship behavior, deviant behavior, and negative emotions of employees. *International Studies of Management and Organization*, 40(1), 74-91.
- Riaz, T., Akram, M. U. & Ijaz, H. (2010). Impact of Transformational leadership style on affective employees' commitment: an empirical study of banking sector in Islamabad (Pakistan). *The Journal of Commerce*, 3 (1), 43-51
- Richards, B., O'Brien, T., & Akroyd, D. (1994). Predicting the organizational commitment of marketing education and health occupations education teachers by Work Related Rewards. *Journal of Industrial Teacher Education*, 32(1), 49-64.
- Rizvi, S. (2010) *A transnational approach to educational leadership capacity building: A case study of the masters of education programme at Notre Dame Institute of Education*, Karachi, Pakistan. PhD Dissertation
- Robinson, D., Perryman, S. and Hayday, S. (2004) *The Drivers of Employee Engagement*. Brighton, Institute for Employment Studies.
- Rodriguez, M. A. and Griffin, M. (2009). From error prevention to error learning: The role of error management in global leadership. In W. H. Mobley (Ed.) *Advances in Global Leadership*, 5, 93-112. Oxford: Emerald.
- Roebken, H. (2007). Multiple goals, satisfaction, and achievement in university Undergraduate education: a student experience in the research University (seru) project research paper. *Research & Occasional Paper Series: CSHE.2.07*

- Rokhman, W. (2010). The Effect of Islamic Work Ethics on Work Outcomes. *Electronic journal of Business Ethics and Organization Studies*, 15 (1)
- Rog, E. J. (2001). *Managers' and Subordinates' perceptions of authentic leadership, subordinate outcomes, and mediating mechanisms*, (unpublished doctoral thesis). The University of Guelph, Canada.
- Roth, P. L., and Switzer, F. S. III (1995). A Monte Carlo analysis of missing data techniques in a HRM setting. *Journal of Management*, 5, 1003-1023.
- Rue, L. W. & Byers, L.L. (1994). *Management skills and application*, Homewood, Irwin.
- Samad, S., (2005). Mediating effect of organizational commitment on job satisfaction-turnover intentions relationship. *Academy of Taiwan Business Management Review*, 1(2): 1-10.
- Saks, A.M. (2006) 'Antecedents and consequences of employee engagement', *Journal of Managerial Psychology*, 21,6, 600-619.
- Sarantakos, S., (1993) : *Social Research*, MacMillian Education, Basingstoke.
- Sazandrishvili, N. (2009) *Contextual and personal antecedents of innovative behavior*. (unpublished master thesis). University of Twente, Netherlands.
- Schaufeli, W.B., Salanova, M., González-Romá, V., & Bakker, A.B. (2002). The measurement of Engagement and burnout and: A confirmative analytic approach. *Journal of Happiness Studies*, 3, 71-92.
- Schmidt, S. (2007). The relationship between satisfaction and workplace, training and overall job satisfaction. *Human Resource Development Quarterly*, 18(4), 481-491.
- Schwab, D. P. (1999). *Research methods for organizational studies*, Mahwah, NJ: Lawrence Erlbaum.
- Schwartz, S. H. (2006). A theory of cultural value orientations: Explication and Applications. *Comparative Sociology*, 5: 2-3
- Seco, V. & Lopes, M. P. (2013). Calling for authentic leadership: the moderator role of Calling on the relationship between authentic Leadership and work engagement. *Open Journal of Leadership*, (2),4, 95-102
- Senge, P.M. (1990) *The Fifth Discipline: The Art and the Practice of the Learning Organization*. Doubleday Publish, NY.
- Seters, V. A. D and Field, G. H.R, (1990). "The evolution of leadership theory",

- Shah, M. J., Rehman, M., Akhtar, Zafar, H. & Riaz, A. (2012). Job Satisfaction and Motivation of Teachers of Public Educational Institutions. *International Journal of Business and Social Science*. 3 (8). 271-281
- Shamir, B., & Eilam, G. (2005). What's your story? A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16, 395-417.
- Skaalvik, E. M., & Skaalvik, S. (2013). *Skolen som læringsarena. Selvoppfatning, motivasjon og læring*. Oslo: Universitetsforlaget AS.
- Sobel, M. E. (1988). Direct and indirect effects in linear structural equation models. In J. S. Long (Ed.), *Common problems / proper solutions: Avoiding error in quantitative research* (pp. 46–64). Newbury Park, CA: Sage.
- Song, C. A., Laschnger, H. K. S., & Cummings, G. G. (2010). Authentic leadership and nurses' voice behavior and perceptions of care quality. *Journal of Nursing Management*, 18, 889–900
- Song, B & Seomun, G. (2014) “The influential factors related to organizational citizenship behavior of nurses: With focus on authentic leadership and organizational justice”, *Journal of Korean Academic Nursing Administration*, 20(2), 237-246.
- Sonnentag, S. (2003) Recovery, work engagement, and proactive behavior: A new look at the interface between nonwork and work. *Journal of Applied Psychology*, 56(2), 518 - 528.
- Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The Leadership Quarterly*.
- Spector, P. (1996) *Industrial and organizational psychology, Research and practice*, New York, John Wiley.
- Spreitzer, G. M., & Mishra, A. K. (2002). To stay or to go: Voluntary an organizational downsizing. Survivor turnover following. *Journal of Organizational Behavior*, 23, 707-729.
- Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.
- Stevens, J. M., Beyer, J. M., & Trice, H. M. (1978). Assessing personal, role and organizational predictors of managerial commitment. *Academy of Management Journal*, 21, 380-396

- Stewart Wherry, H. M. (2012). *Authentic leadership, leader-member exchange, and organizational citizenship behavior: A multilevel analysis*. Doctoral dissertation, University of Nebraska-Lincoln, Lincoln, NE.
- Steyn, G.M., & van Wyk, J.N. (1999). Job satisfaction: Perceptions of principals and teachers in urban black schools in South Africa. *South African Journal of Education*, 19 (1), 37-43.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25, 35–71.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: Free Press.
- Stone, A.G., Russell, R.F., & Patterson, K. (2003). Transformational versus servant leadership: a difference in leader focus. *Leadership & Organization Development Journal*, 25(4), 349-361.
- Sujan, Harish, Barton A. Weitz, and Nirmalya Kumar (1994), “Learning Orientation, Working Smart, and Effective Selling,” *Journal of Marketing*, 39-52.
- Super, D. E. (1957). *The psychology of careers*. Newyork: Harper.
- Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees’ expectations: The influence of training fulfillment on the development of commitment, self efficacy and motivation. *Journal of Applied Psychology*, 76, 759-69.
- Taylor, .M.S., Audia, G. & Gupta, A.K. (1996) 'The Effect of Lengthening Job Tenure on Managers' Organizational Commitment and Turnover', *Organization Science*, 7(6), 632-648.
- Trevino, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *California Management Review*, (42), 128-142.
- Trevino, L. K., Brown, M., & Hartman, L. P. (2003). A qualitative investigation of perceived executive ethical leadership: Perceptions from inside and outside the executive suite. *Human Relations*, 56(5), 5-37.
- Triandis, H.C. (1995). *Individualism and Collectivism*. Boulder,CO: Westview Press

- Tsui, K., Leung, T., Cheung, Y., Mok, H., & Ho, W., (1994). The relationship of teacher's organizational commitment to their perceived organizational health and personal characteristics in primary schools. *CUHK Journal of Primary Education*, 4(2), 27-41.
- VandeWalle, D. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement*, 57(6), 995-1015.
- Vandewalle, D, S. P. Brown, W. Cron, and J. W. Slocum, J. R. (1999), "the Influence of goal orientation and self-regulation tactics on sales Performance: a longitudinal field test," *journal of applied Psychology*, 84, 249-259.
- VandeWalle, D., Cron, W. L., & Slocum, Jr., J. W. (2001). The role of goal orientation following performance feedback. *Journal of Applied Psychology*, 86 (4), 629-640.
- Van Dyne L, Graham JW, Dienesch RM. 1994. Organizational citizenship behavior: construct redefinition, operationalization, and validation. *Academy of Management Journal*, 37: 765±802.
- Van Eeden, R., Cilliers, F., & van Deventer, V. (2008). Leadership styles and associated personality traits: Support for the conceptualization of transactional and transformational leadership. *South African Journal of Psychology*, 38(2), 253-267.
- Valsania, S. E., León, J. A. M., Alonso, F. M. & Cantisano, G. T. (2012). Authentic leadership and its effect on employees' organizational citizenship behaviors. *Psicothema*. 24(4). 561-566
- Van Hooft, E. A. J., & Noordzij, G. (2009). The effects of goal orientation on job search and reemployment: A field experiment among unemployed job seekers. *Journal of Applied Psychology*, 94, 1581–1590.
- Van Yperen, N. W., & Janssen, O. (2002). Fatigued and dissatisfied or fatigued but satisfied? Goal orientations and responses to high job demands. *Academy of Management Journal*, 45(6), 1161-1171.
- Vera, D., & Rodriguez-Lopez, A. (2004). Humility as a source of competitive advantage. *Organizational Dynamics*, 33: 393-408.
- Vroom, V. H. (1964). *Work and motivation*. San Francisco, CA: Jossey-Bass.
- Vroom, V.H. and Yetton, P.W. (1973). *Leadership and decision-making*. Pittsburgh: University of Pittsburgh Press

- Vazirani, N. (2007). *Employee Engagement*, working paper: SIES College of Management Studies.
- Wagner, S. L. & Rush, M. C. (2000). Altruistic Organizational Citizenship Behavior: Context, Disposition and Age. *Journal of Social Psychology*. 140 (3),379
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126
- Wasti, s. A. (1999). *A cultural analysis of organizational commitment and turnover intentions in a collectivist society*. Academy of Management Proceedings.
- Weick, K.E., 1995. Sensemaking in Organizations. Sage, Thousand Oaks, CA.
- Weick, K. E. (2001). *Leadership as the legitimation of doubt*. In W. Bennis, G. M.
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3), 601–617.
- Wyld D. (June 29, 2010) Southeastern Louisiana University in Management. Top Ten Management on Situational Leadership Theory: An Overview of How to Match The Right Leader to The Right Group of Followers. Accessed April 4th:<http://bizcovering.com/management/top-ten-management-on-situationalleadership-theory-an-overview-of-how-to-match-the-right-leader-to-the-right-groupof-followers/>
- Wright, P. (1996). *Managerial leadership*. London: Routledge.
- Yammarino, F., Dionne, S., Schriesheim, C., & Dansereau, F. (2008), 'Authentic leadership and positive organizational behavior: A meso, multi-level perspective', *The Leadership Quarterly*, 19(6), 693-707.
- Yesilkaya, M. & Aydin, P. (2016). Do Employees' Perceptions on Authentic Leadership Affect the Organizational Citizenship Behavior? : Turkish Context. *Journal of International Education and Leadership*, 6 (1)
- Yong A.G and Pearce S (2013). A Beginner's Guide to Factor Analysis: Focussing on Exploratory Factor Analysis. *Tutorials in Quantitative Methods of Psychology*, .9(2),79-94.

- Yousef, D. A. (1998). Satisfaction with job security as a predictor of organizational commitment and job performance in a multicultural environment. *International Journal of Manpower*, 19(3), 184-194.
- Yperen, N. W. V. & Janssen, O. (2002) Fatigued and dissatisfied or fatigued but satisfied? Goal orientations and responses to high job demands. *Academy of Management Journal*. 459(6)1161-1171
- Yukl, G. (2002). *Leadership in organizations*. (5th ed.). Upper Saddle River: Prentice Hall.
- Yun, S., Cox, J., Henry P.Sims, J., & Salam, S. (2007). The effects of leadership and job satisfaction on team citizenship. *International Journal of Leadership Studies*, 2, 171-193.
- Zilwa, D. D. (2016) "The strengths and capacities of Authentic Followership", *Leadership & Organization Development Journal*, 37(3), 310 – 324

## **Appendix A**

### **Leader Survey**

**Dear participant,**

My name is Qaiser Mehmood and I am a PhD candidate in department of Management and Social Sciences at the Mohammad Ali Jinnah University. I am currently carrying out my dissertation research examining manager-employee processes and am contacting managers and their direct reports to participate in survey.

To be eligible to participate in the survey, I set a criterion to be met by leader that the leader should have supervised at least two or more direct reports for the past six months or more. If you meet this criterion then please cooperate to fill the attached questionnaire. It is assured that the information provided would remain absolutely confidential. To ensure anonymity, you are not supposed to write your name or name of organization anywhere in the questionnaire.

Thank you very much for your cooperation.

Sincerely,

**Qaiser Mehmood**

PhD Scholar,

Faculty of Management and Social Sciences,

Mohammad Ali Jinnah University, Islamabad

**SECTION ONE: *Perceptions of Direct Report's Workplace Behaviors***

As explained above, my research examines the relationship between leader behaviors and employee behaviors. In this section, I will ask you about your direct reports.

List up to 5 direct reports that you have regularly interacted with over the last six months or more.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SECTION TWO: Contact Information**

Direct Report Contact Information

Please provide the contact information for the direct report whom you will rate in the questionnaire below. Your survey responses will NOT be shared with your direct report in any way.

Name of Direct Report: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Work Telephone Number: \_\_\_\_\_

*Managers' Relationship Variable Questions*

**DIRECT REPORT'S BACKGROUND INFORMATION**

1. How long have you known this person? \_\_\_ years \_\_\_ months.
2. How long have you been this person's manager? \_\_\_ years \_\_\_ months.
3. How frequently do you interact with this person?
  - a. Once per month or less [1]
  - b. Once every other week [2]
  - c. 1-2 times per week [3]
  - d. 3-4 times per week [4]
  - e. At least once per day [5]
4. How well do you think you know this person?
  - a. Not very well [1]
  - b. Somewhat well [2]
  - c. Quite well [3]
  - d. Very well [4]

**SECTION THREE: Organizational Citizenship**

*The following statements concern your "Perception of your Subordinate's Organizational Citizenship Behavior" within the organization. For each item of the statements below, please indicate the extent of your agreement and disagreement by ticking (✓) the appropriate number.*

<b>1= Strongly Disagree</b>	<b>2= Disagree</b>	<b>3= Neither Agree/Nor Disagree</b>
<b>4= Agree</b>	<b>5= Strongly Agree</b>	

Sr No	Item	1	2	3	4	5
	<b>My this subordinate</b>					
1	encourage friends and family members to patronize this organization.					

2	try to generate favorable goodwill for this company.					
3	actively promote this organization's products and services to people.					
4	always say good things about this organization to others.					
5	tell outsiders this organization is a good place to work.					
6	regardless of circumstances, is exceptionally courteous and respectful to clients.					
7	sometimes make creative suggestions to coworkers about work problems.					
8	tend to encourage coworkers to contribute ideas and suggestions for service improvements.					
9	sometimes make constructive suggestions for work improvements.					
10	regularly attend and participate in the organizational meetings.					
11	consults with colleagues before initiating actions.					
12	carefully follow this organization's regulations and procedures while nobody is watching him/her.					
13	sometime doesn't bother to read the organization's memos and announcements.					
14	sometime doesn't give thought to the quality of the product of this work.					

**SECTION FOUR: Demographic Information**

**1. Age** *(Please provide information regarding your age)*

Age in Years: \_\_\_\_\_

**2. Gender** *(Please Tick applicable gender)*

(1)Male, (2) Female

**3. Total years of Experience** *(Please mention your total year of service)*

Experience in Years: \_\_\_\_\_

**4. Total years of Experience with this Organization** (*Please mention your experience below*)

Experience in Years: \_\_\_\_\_

**5. Highest qualification** (please encircle your highest qualification)

1) Bachelor, 2) Master, 3) Mphil/MS or PhD

**6. Organization Type** (*Please Tick your Organization Type*)

(1) Bank, (2) Telecommunication

**Date**\_\_\_\_\_ **Designation**\_\_\_\_\_

**Department**\_\_\_\_\_

## **Follower Survey**

**Dear participant,**

My name is Qaiser Mehmood and I am a PhD candidate in department of Management and Social Sciences at the Mohammad Ali Jinnah University. I am currently carrying out my dissertation research examining manager-employee processes and am contacting managers and their direct reports to participate in survey.

Your manager, [*name of manager*], has already participated in the manager portion of this study and has passed on your contact information to me in hopes that you might be willing to assist me in the employee portion of this research.

Please cooperate to fill the attached questionnaire. It is assured that the information provided would remain absolutely confidential. To ensure anonymity, you are not supposed to write your name or name of organization anywhere in the questionnaire.

Thank you very much for your cooperation.

Sincerely,

**Qaiser Mehmood**

PhD Scholar,

Faculty of Management and Social Sciences,

Mohammad Ali Jinnah University, Islamabad

**SECTION ONE: Employment Information and followers relationship with supervisor**

1. What is your current job title?

\_\_\_\_\_ (please specify)

2. How long have you been employed by your current organization (i.e., total tenure at this organization)?

\_\_\_\_\_ years \_\_\_\_\_ months.

3. How long have you been in your current position (i.e., total tenure at this job)?

\_\_\_\_\_ years, \_\_\_\_\_ months.

4. How long have you been working for your direct manager (i.e., the individual who referred you to this study)?

\_\_\_\_\_ years, \_\_\_\_\_ months.

5. How long have you known your direct manager in total?

\_\_\_\_\_ years, \_\_\_\_\_ months.

6. How frequently do you interact with your direct manager?

- a. Once per month or less
- b. Once every other week
- c. 1-2 times per week
- d. 3-4 times per week
- e. At least once per day

7. How well do you think you know your direct manager?

- a. Not very well
- b. Somewhat well
- c. Quite well

d. Very well

**SECTION TWO: Direct Manager’s Leadership Behaviors**

**Authentic Leadership Questionnaire (ALQ)**

*The following statements concern your leader’s Authentic Leadership Behavior. For each item<sup>1</sup> of the statements below, please indicate the extent of your agreement and disagreement by ticking (√)the appropriate number.*

<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly often</b>	<b>Frequently, if not always</b>
1	2	3	4	5

Sr No	Item	1	2	3	4	5
<b>My Leader:</b>						
1	says exactly what he or she means.					
2	admits mistakes when they are made.					
3	<i>Item is not listed due to copy right</i>					
4	<i>Item is not listed due to copy right</i>					
5	<i>. Item is not listed due to copy right</i>					
6	demonstrates beliefs that are consistent with actions.					
7	<i>Item is not listed due to copy right</i>					
8	<i>Item is not listed due to copy right</i>					
9	<i>Item is not listed due to copy right</i>					
10	<i>Item is not listed due to copy right</i>					
11	<i>Item is not listed due to copy right</i>					
12	listens carefully to different points of view before coming to conclusions.					
13	<i>Item is not listed due to copy right</i>					

<sup>1</sup> Due to copyright, only 5 of 16 items are published in this dissertation

14	accurately describes how others view his or her capabilities					
15	<i>Item is not listed due to copy right</i>					
16	<i>Item is not listed due to copy right</i>					

**SECTION THREE: Follower's self-rated mastery goal orientation**

*The following statements concern your **Mastery goal orientation**. For each item of the statements below, please indicate the extent of your agreement and disagreement by ticking (✓)the appropriate number.*

<b>1= Strongly Disagree</b>	<b>2= Disagree</b>	<b>3= Neither Agree/Nor Disagree</b>
<b>4= Agree</b>	<b>5= Strongly Agree</b>	

<b>Sr No</b>	<b>Item</b>					
1	The opportunity to do challenging work is important to me.					
2	When I fail to complete a difficult task, I plan to try harder the next time I work on it.					
3	I prefer to work on tasks that force to learn new things.					
4	The opportunity to learn new things is important to me.					
5	I do my best when I am working on a fairly difficult job.					
6	I try hard to improve my past performance.					
7	The opportunity to extend the range of my abilities is important to me.					
8	When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.					

**SECTION FOUR: Follower’s self-rated Organizational Commitment:**

*The following statements concern your **Organizational Commitment**. For each item of the statements below, please indicate the extent of your agreement and disagreement by ticking (√)the appropriate number.*

<b>1= Strongly Disagree</b>	<b>2= Disagree</b>	<b>3= Neither Agree/Nor Disagree</b>
<b>4= Agree</b>	<b>5= Strongly Agree</b>	

<b>Sr No</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I am willing to put in a great deal of efforts beyond that normally expected in order to help this organization be successful.					
2	I talk up this organization to my friends as a great organization to work for.					
3	I feel very loyalty to this organization.					
4	I would accept almost any type of job assignment in order to keep working for this organization.					
5	I find that my values and the organization’s values are similar.					
6	I am proud to tell others that I am part of this organization.					
7	I could just as well be working for a different organization as long as the type of work was similar.					
8	This organization really inspires the very best in me in the way of job performance.					
9	It would take very little challenge in my present circumstances to cause me to leave this organization.					
10	I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.					
11	There is not too much to be gained by sticking with this organization indefinitely.					
12	Often, I find it difficult to agree with this organization’s policies					

	on important matters relating to its employees.					
13	I really care about the fate of this organization.					
14	For me this is the best of all possible organizations for which to work.					
15	Deciding the work for this organization was a definite mistake on my Part.					

**Follower's self-rated work engagement:**

*The following statements concern your **Work Engagement**. For each item of the statements below, please indicate the extent of your agreement and disagreement by ticking (✓) the appropriate number.*

<b>1= Strongly Disagree</b>	<b>2= Disagree</b>	<b>3= Neither Agree/Nor Disagree</b>
<b>4= Agree</b>	<b>5= Strongly Agree</b>	

<b>Sr #</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Time passes quickly when I perform my job.					
2	I often think about other things when performing my job					
3	I am really distracted when performing my job					
4	Performing my job is so absorbing that I forget about everything else.					
5	My own feelings are affected by how well I perform my job.					
6	I really put my heart in to my job					
7	I get excited when I perform well in my job					
8	I often fell emotionally detached from my job					
9	I stay until the job is done					
10	I exact a lot of energy performing my job					
11	I take work home to do					

12	I avoid working overtime whenever possible					
13	I avoid working too hard.					

**Follower's self-rated Job Satisfaction:**

*The following statements concern your **Job Satisfaction**. For each item of the statements below, please indicate the extent of your agreement and disagreement by ticking (√) the appropriate number.*

<b>1= Strongly Disagree</b>	<b>2= Disagree</b>	<b>3= Neither Agree/Nor Disagree</b>
<b>4= Agree</b>	<b>5= Strongly Agree</b>	

<b>Sr No</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Generally speaking, I am very satisfied with my job					
2	I am generally satisfied with the feeling of worthwhile accomplishment I get from doing this job					
3	I am satisfied with the kind of work I do in this job					

**SECTION FIVE: Demographic Information**

**1. Age** (*Please provide information regarding your age*)

Age in Years: \_\_\_\_\_

**2. Gender** (Please Tick applicable gender)

(1) Male, (2) Female

**3. Total years of Experience** (*Please mention your total year of service*)

Experience in Years: \_\_\_\_\_

**4. Total years of Experience with this Organization** (*Please mention your experience below*)

Experience in Years: \_\_\_\_\_

**5. Highest qualification** (please encircle your highest qualification)

1) Bachelor, 2) Master, 3) Mphil/MS or PhD

**Organization Type** (*Please Tick your Organization Type*)

(1) Bank, (2) Telecommunication

## Appendix B

Sr. No	Private Sector Bank Name	Branches	Web Address
1	Allied Bank Limited	1000	<a href="http://www.abl.com">http://www.abl.com</a>
2	Askari Bank Limited	423	<a href="http://www.askaribank.com.pk">http://www.askaribank.com.pk</a>
3	Bank Alfalah Limited	574	<a href="http://www.bankalfalah.com">http://www.bankalfalah.com</a>
4	Bank Al Habib Limited	559	<a href="http://www.bankalhabib.com">http://www.bankalhabib.com</a>
5	Faysal Bank Limited	275	<a href="http://www.faysalbank.com">http://www.faysalbank.com</a>
6	Habib Bank Limited	1500	<a href="http://www.hbl.com">http://www.hbl.com</a>
7	Habib Metropolitan Bank Limited	153	<a href="http://www.hmb.com.pk">http://www.hmb.com.pk</a>
8	JS Bank Limited	277	<a href="http://www.jsbl.com">http://www.jsbl.com</a>
9	MCB Bank Limited	1200	<a href="http://www.mcb.com.pk">http://www.mcb.com.pk</a>
10	NIB Bank Limited	171	<a href="http://www.nibpk.com">http://www.nibpk.com</a>
11	SAMBA Bank Limited	34	<a href="http://www.samba.com.pk">http://www.samba.com.pk</a>
12	SILKBANK Limited	88	<a href="http://www.silkbank.com.pk/">http://www.silkbank.com.pk/</a>
13	Soneri Bank Limited	266	<a href="http://www.soneribank.com.pk">www.soneribank.com.pk</a>
14	Standard Chartered Bank (Pakistan) Limited	116	<a href="http://www.standardchartered.com.pk">http://www.standardchartered.com.pk</a>
15	Summit Bank Limited	192	<a href="http://www.summitbank.com.pk">http://www.summitbank.com.pk</a>
16	United Bank Limited	1320	<a href="http://www.ubl.com.pk">http://www.ubl.com.pk</a>
<b>ISLMAIC BANKS</b>			
17	AlBaraka Bank (Pakistan) Limited	146	<a href="http://www.albaraka.com.pk">www.albaraka.com.pk</a>
18	BankIslami Pakistan Limited	317	<a href="http://www.bankislami.com.pk">http://www.bankislami.com.pk</a>
19	Burj Bank Limited	75	<a href="http://www.burjbankltd.com/">http://www.burjbankltd.com/</a>
20	Dubai Islamic Bank Pakistan Limited	200	<a href="http://www.dibpak.com/">http://www.dibpak.com/</a>
21	Meezan Bank Limited	550	<a href="http://www.meezanbank.com">http://www.meezanbank.com</a>
22	MCB Islamic Bank Limited	27	<a href="http://www.mcbislamicbank.com">http://www.mcbislamicbank.com</a>

## Appendix C

### Telecommunication Organizations

<b>Sr. No</b>	<b>Mobile Network</b>	<b>Subscribers</b>	<b>Manpower</b> <i>(Retailer, franchises, sales &amp; service centre)</i>	<b>Website</b>
1	Mobilink Pakistan	38,184,925	Above 100,000	<a href="http://www.mobilink.com.pk/">http://www.mobilink.com.pk/</a>
2	Telenor Pakistan	36, 598,171	Above 100,000	<a href="https://www.telenor.com.pk/">https://www.telenor.com.pk/</a>
3	Zong Pakistan	27,429,830	Above 100,000	<a href="https://www.zong.com.pk/">https://www.zong.com.pk/</a>
4	Ufone Pakistan	21,507,765	Above 100,000	<a href="https://www.ufone.com/">https://www.ufone.com/</a>
5	Warid Pakistan	11,187,285	Above 100,000	<a href="http://www.waridtel.com/">http://www.waridtel.com/</a>
<b>Total</b>		<b>134,907,976</b>		

## Appendix D

### Krejcie and Morgan (1970) Table for Determining Sample Size

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*