

Exploring Authentic Leadership In Relation To Job Satisfaction in Public and Private Sector Universities

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Abstract

The study aims to investigate the authentic leadership attributes (ALA) and its relationship with job satisfaction. The objectives of the study were to investigate the ALA of leaders and measure the relationship between ALA and job satisfaction at the university level. The population of the study was 6975 university leaders and teachers. The sample of the study was 967. The mixed method approach was used to collect information from the sample through a modified form of ALQ developed by Walumbwa, Avolio, Gardner, Wernsing, & Peterson (2008) and interviews. The analysis was done with Mean, STD, Pearson's rank correlation and thematic analysis. It was found that the relationship between ALA and job satisfaction in private sector universities is higher than the public sector. It was also found that r value (.426) which was significant at .000 showed significant positive and average level correlations between ALA and job satisfaction at the university level. It is recommended that research studies may be conducted at primary, secondary and college level as these areas are in need of authentic leaders.

Keywords: *Authentic leadership, job satisfaction, organizational development*

INTRODUCTION

The world is rapidly changing and transforming. Quickly changing educational contexts demand adroit leadership retorts (Kedian, Giles, Morrison & Fletcher, 2016). Everything needs refinement and takes a new shape. Similarly, leadership requires fine-tuning and is taking the form of authentic leadership (Shokooh, Pourkiani, Moghadam, & Madadi, 2015). Authentic leadership is self-awareness, relational transparency, balanced processing and ethical perspective (Walumbwa et al. 2008), knowledge capital, two way learning and integrity (Avolio & Gardner, 2005), and idealized influence (Spillane, 2005) is more follower-centered in comparison to most of the recognized leadership models that come into view more leader-centered (Luthans, Youssef & Avolio, 2007). The organizations of present time require Authentic leaders (Avolio et al., 2004) to build up authentic leadership (AL) in their followers (Ilies, Morgeson, & Nahrgang, 2005) for constructive and optimistic decision-making behaviors which comes

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to an end in encouraging administrative outcomes such as follower leader interactions and job satisfaction. AL is a way of learning about self, and self-information; understanding and thoughtfulness to other positioning and a methodological cleverness that proceeds to the interaction of management actions (Warszewska-Makuch et al., 2015).

Job satisfaction strengthens the knowledge, skills and competence of followers and manages human resources regarding organizational development (Lim, 2004) which is enhancing organizational effectiveness for the achievement of organizational goals (Jung, 2011). The improvement of organizational performance and effectiveness needs authentic leadership as it is considered a sign of goodwill in followers which makes strong psychological capital and self-development of them which in return promotes job satisfaction and organizational commitment (Lee & Choi, 2010). These optimistic psychological traits have shown to directly influence the professional gratification and administrative obligation, in relation to the attitude and behaviour of organizational members and their energies are used for securing organization competitiveness (Hwang & Lee, 2015).

Problem Statement

The new millennium in Pakistan is shocking and dismal for many people due to the unethical practices in all walks of life. The society is feeling the thirst for a new brand of leaders who epitomize an understanding and cognizance of aim and show loyalty to beliefs and ethics. The main objective of this thesis is to investigate the attributes of authentic leadership and its relationship with job satisfaction of teachers at the university level. The previous research works have shown that authenticity and authentic leadership have positive influences on the performance of human resources, particularly on the professional development of teachers. Truthfulness, leader-follower interactions, knowledge and love for humanity are the authentic leadership attributes which play crucial importance in job satisfaction teachers, their professional development and in making them future leaders.

Objectives of the Study

The objectives of the study were;

- To investigate authentic leadership attributes of educational leaders at the university level
- To investigate the existing status of job satisfaction at the university level
- To measure the relationship between authentic leadership attributes and job satisfaction
- To measure the relationship between authentic leadership attributes and job satisfaction in public and private sector universities

Research questions

- What are authentic leadership attributes of educational leaders at the university level?
- What is the existing status of job satisfaction as organizational development at the university level?
- Is there a relationship between authentic leadership attributes and job satisfaction?
- Is there a relationship between authentic leadership attributes and job satisfaction in public and private sector universities?

LITERATURE REVIEW

AL appeared as a fruit of the previous leadership notions. It has universality. As organizations develop, so problems created. The best weapon to handle such type of situation in academic institutions is AL (Avolio, & Gardner, 2005). Leaders in academic circles are forefront workforce (Scheurich & Shikla, 2003), properly grooming the next generation to face lurking challenges and intricacies of the time. The different empirical studies showed the variables of AL i.e. self-awareness (SA), relational transparency (RT), ethical perspective (EP), balance processing information- BPI (Walumbwa et al., 2008), positive psychological capital, self-truth and authenticity (Rego, Vitória, Magalhães, Ribeiro, & Cunha, 2013); as well as diverse components of organizational development, effectiveness, communication, behaviour, psychological capital, job satisfaction, pedagogical development, job satisfaction, professional development training, follower leader interaction, and follower AL development.

Authentic leadership (ALs) is still at its nascent phase of evolution and displays some weaknesses in connection to validity and reliability of AL constructs and researchers are required to bring into consideration the positive and non-positive aspects of AL (Avolio, & Gardner, 2005). Context or identity not taking into consideration is a weakness of AL, therefore, it is sought to explore through the lived experiences of participants that scrutinizing the setting based on environments affects numerous individualities (Jones, Kim, & Skendall, 2012). In addition, the ethical aspect and criteria of information have not been completely illuminated (Northouse, 2013). Northouse (2013) posit that ALs is the product of the aftermath of industrialized management theory, signifying, it is cooperative, interpersonal, and not concentrated on specific spearhead. Answers to organizational challenges and opportunities have been provided by authentic practices and AL theory, for institutional transformation, by admitting how their different and crisscrossing social individualities influence them.

Balanced processing, internalized moral perspective, relational transparency, and self-awareness are the conceptual basis, have been branded by research studies for AL behaviour (Walumbwa et al., 2008). Balanced processing is the objective analysis of all related information prior to final decision-making. Internalized moral perspective is characterized by the intrinsic ethical values and criteria of the attitude of leaders rather than by extrinsic influence of society, same age people as well as by organizational atmosphere. Relational transparency is the name of individual openness such that the sharing of information willingly with others and communicating selfless opinions and frame of mind with groups members. As a final point, self-awareness is getting information that how the followers think about his leadership as well as to know the drives and purposes and weigh his strong and weak points for the heightening of their authenticity and genuineness and efficiency using both self-learning and replicated self-perception. These paradigms have been advocated scientifically and considered as the foundation for the validation and measurement of AL (Walumbwa et al., 2010).

Since the inception of sophisticated technology, fiscal pressures, transnational competition, organizational initiatives, and an ever-growing financial and ethical climate; leaders in both private and public sector universities are meeting a high degree of difficulty in the environment. There is a struggle for skills across organizations; upholding job satisfaction is challenging; leaders can no longer dependent on their authority to attain their targets. Their workforce also expects to be esteemed, appreciated and supported and to see their leaders as models of

truth. At the same time, leaders have to make hard decisions which sometimes go against the outlooks and principles of their followers (Rich, Lepine, & Crawford, 2010). The atmosphere in organizations is progressively multifaceted and challenging, and some leaders are not succeeding to cope within it, as apparent by the number of organizations that continue to experience failings. Many leaders are struggling to develop organizations that can operate successfully within multifarious settings; while ensuring that their followers behave ethically (Nonaka & Takeuchi, 2011). Leaders are as being 'climate engineers'; what they convey through their character, principles, philosophies, fondness, and manners, leaves an influence on those they lead (Padilla, Hogan & Kaiser, 2007).

Followers' efficiency can be stirred and driven by AL (Walumbwa, Luthans, Avey, & Oke, 2011). Followers are advanced and strengthened by their authentic leaders by revitalizing and energizing them with noble actions psychologically, ethically and morally that is contributing to their performance. The perspective of complementary congruity produces the question that whether the followers' performance is uniformly or differently affected or taking influence in a different context and further elucidate that to what extent it is same and to what extent it differs as influenced by AL. The complementary congruity theory further suggests the performance of the followers get influence from the authentic leader efficiently and this performance further improves due to the positive effect of authentic leaders. Particularly, the qualities and attributes of authentic leaders back and balance the required abilities and skills, for good performance of the followers (Luthans, Youssef, & Avolio, 2007). It is shown by the previous studies that the continuous connections and exchange of views of the leaders and followers with one another enhance the performance for the better achievement of organizational goals (Northouse, 2013).

METHODOLOGY

The study was mixed method research in nature. It is the blend of numerical and non-numerical methodologies in one study (Creswell, 2013). Concurrent triangulation design (Convergent Parallel design) was used.

Population of the Study

The population was all VCs/ Deans, HEC approved supervisors, heads of departments (HODs), and teaching faculty of public and private sector universities of Khyber Pakhtunkhwa leading and teaching at different levels. Gay and Mills (2011) posit about the dimensions and proportion of the population that may either target or accessible. The human resources population of the study is presented. HEC website was visited for the identification of the available population in twenty-nine (29) public and private sector universities of Khyber Pakhtunkhwa. Twenty-nine (29) vice chancellors / (58) Deans, four hundred and thirty-two (432) HODs, seven hundred and seventy-two (772) HEC approved supervisors; and five thousand, seven hundred and forty-two (5742) assistant professors and lecturers comprised the population of the study.

Sample of the study

Probability and non-probability sampling techniques were used for selection of the sample. Simple random sampling techniques were adapted for selection of sample to get quantitative

data. Purposive sampling techniques were adopted for the selection of leaders and teachers for interviews to gain qualitative data. The human resources sample comprised twelve (12 with 40%) vice chancellors/ Deans, one hundred and ninety five (195 with 45%) HODs, three hundred and fifty (350 with 45%) HEC supervisors and four hundred and ten (410 with 8%) assistant professors and lecturers; total sample of the study was nine hundred and fifty seven (967) from nine (9) public and four (04) private sector universities (45%) of Khyber Pakhtunkhwa (Gay & Mills, 2011).

Data collection tools

Questionnaires and in-depth interview were used as research instruments to collect data from the concerned participants and informants.

RESULTS & FINDINGS

Table 1 shows that respondents are “strongly agreed” with the five statements of self-awareness construct having mean scores 4.54, 4.67, 4.69, 4.54 and 4.53 which come in the (Range from 4.51 to 5.00) among leaders. Statements “I seek feedback as a way of understanding who I really am as a person” has the mean scores “4.43” which comes in the range (3.51 – 4.50) indicates that respondents are agreed. The overall mean score of 4.57 comes in the range (4.51 – 5.00) shows that all the respondents are strongly agreed with the construct of self-awareness of authentic leadership. The mean scores further show that most of the leaders at the university level are self-aware and have the attribute of self-awareness, which is the prime component of authentic leadership. R.Q.1:- What are authentic leadership attributes of educational leaders at the university level?

Table 1: Self-Awareness among university leaders

S.No	Statements	M	Std D
1	<i>I can list my three greatest weak points.</i>	4.54	.669
2	<i>I can list my three greatest strong points.</i>	4.67	.649
3	<i>I seek feedback as a way of understanding who I really am as a person.</i>	4.43	.666
4	<i>I accept the feelings I have about myself.</i>	4.69	.465
5	<i>I consider myself answerable to all.</i>	4.54	.810
6	<i>I remain I am aware of my own loopholes and openly discuss with followers.</i>	4.53	.667
	<i>Overall</i>	4.57	0.65

However, all the STD scores reflect that all the respondents have convergence in their opinions about the statements of self-awareness construct. Table 2 indicates that respondents are “strongly agreed” (Range from 4.53 to 4.83) with the four statements. Statements “I rarely present a “false” front to others.” and “I keep positive relations with followers.” have the mean scores “3.54” and “4.26” which demonstrate that the respondents are agreed with two statements. The overall mean score of 4.45 follows the range (3.51 - 4.50) shows that all the respondents are agreed with all the statements. The mean scores further show that the leaders at the university level have transparency in their relationship with followers and have the attribute of relational transparency, which is the key component of authentic leadership. However, most of the STD scores reflect that all the respondents are unanimous on their opinions about the statements.

Table 2: Relational Transparency among university leaders

S.No	Statements	M	Std D
1	<i>I openly share my feelings with others.</i>	4.81	.419
2	<i>I let others know who I truly am as a person.</i>	4.73	.440
3	<i>I rarely present a "false" front to others.</i>	3.54	.720
4	<i>I confess to others for my mistakes.</i>	4.53	.681
5	<i>I almost always consult with my team before decision-making.</i>	4.83	.388
6	<i>I keep positive relations with followers.</i>	4.26	.440
	<i>Overall</i>	4.45	.514

Table 3 points to that respondents are “strongly agreed” (Range from 4.55 to 4.74) has come in a range of strongly agreed (4.51 to 5.00) with the three statements and “agreed” (Ranged from 3.51 to 4.15) has come in the range (3.50 to 4.50). The overall mean score of 4.20 move toward the range (3.51 - 4.50) shows that all the respondents were agreed with all the statements. The mean scores further show that the leaders at university level have the balance processing of information within the outskirts of the university and have the quality of balance processing of information, which is an important component of authentic leadership. However, the standard deviation scores reflect that all the respondents are undivided in their opinions about the statements of balance processing.

Table 3: Balance Processing of Information among university leaders and followers

S.No	Statements	M	Std D
1	<i>I seek others' opinions before making up my own mind.</i>	4.56	.685
2	<i>I listen closely to the ideas of those who disagree with me.</i>	4.74	.539
3	<i>I do not emphasize my own point of view at the expense of others.</i>	4.55	.677
4	<i>I listen carefully to the ideas of others before making decisions.</i>	3.51	.751
5	<i>My followers feel I am genuinely interested in serving them.</i>	3.71	.847
6	<i>I share my information with followers.</i>	4.15	.575
	<i>Overall</i>	4.20	.679

Table 4 describes that respondents are “strongly agreed” (Range from 4.59 to 4.70) with all six statements. The overall mean score of 4.65 follows the range (4.51 - 5.00) displays that all the respondents are strongly agreed with all the statements. The mean scores further show that the leaders at the university level are ethically strong and have the attribute of an ethical perspective, which is a major component of authentic leadership. However, most of the standard deviation scores reflect that all the respondents are exclusive in their opinions about the statements ethical perspective.

Table 4: Ethical perspective among university leaders

S.No	Statements	M	Std D
1	<i>My actions reflect my core values.</i>	4.66	.668
2	<i>I do not allow group pressure to control me.</i>	4.67	.660
3	<i>Other people know where I stand on controversial issues.</i>	4.70	.638
4	<i>My moral standards guide me in what I see to do as a leader.</i>	4.70	.638

5	<i>I deal ethically with my followers.</i>	4.59	.662
6	<i>I look forward to creating a genuine relationship through my association at work.</i>	4.59	.662
	<i>Overall</i>	4.65	0.65

Table 5 refers to that respondents are “agreed” (Range from 4.48 to 4.49) with the four statements. Statements “I am optimistic in my performance as a role model for my followers.” and “I am resilient and won’t be unhappy for long” having the mean scores “4.59” and “4.68” which express that the respondents are strongly agreed with these two statements. The overall mean score of 4.53 emanates in the range (4.51 - 5.00) shows that all the respondents are strongly agreed with all the statements. The mean scores further show that the leaders at the university level are hopeful, self-efficacious, resilient and optimistic; and have the attribute of positive psychological capital, which is a most important component of authentic leadership. However, the standard deviation scores reflect that all the respondents have similar opinions about the statements of positive psychological capita.

Table 5: Positive psychological capital among university leaders

S. No	Statements	M	Std D
1	<i>I am optimistic about my performance as a role model for my followers.</i>	4.59	.662
2	<i>I share a common vision with my associates.</i>	4.49	.809
3	<i>I encourage my co-workers when facing difficulties.</i>	4.49	.809
4	<i>I try to become a model of authentic leadership attributes.</i>	4.48	.809
5	<i>The actions I take are always linked with my values.</i>	4.49	.809
6	<i>I am resilient and won't be unhappy for long.</i>	4.68	.646
	<i>Overall</i>	4.53	0.75

Table 6 mentions that respondents are “agreed” (Range from 3.94 to 4.37) with five the statements as come in the range (3.51 to 4.50). Statements “My job inspires me” having the mean scores “4.55” which takes place in the range (4.50- 5.00) expresses that the respondents were strongly agreed. The overall mean score of 4.23 emanates in the range (3.51 - 4.50) illustrates that all the respondents were agreed with all the statements of job satisfaction. The mean scores further show that the leaders at university level have the abilities to engage followers in the best of their activities for the development of the organization and well-being of the human resources and believe that job satisfaction is the best construct for the organizational development and a necessary element for the professional development of the teachers and other followers. However, the standard deviation scores reflect that all the respondents have the alike opinions about the statements of job satisfaction.

Table 6: Job satisfaction among university teachers

S. No	Statements	M	Std D
1	<i>I receive recognition from the leader for doing good work.</i>	4.13	0.72
2	<i>I feel that my fellow workers are committed to doing good quality work because of an authentic leader.</i>	4.16	0.73
3	<i>The leader makes me feel that my job is important for the well-being of others.</i>	4.37	0.66
4	<i>I am satisfied with what I am doing for the others,</i>	4.55	0.67
5	<i>I am contented what I am receiving for my job.</i>	3.94	0.87

6	<i>I receive recognition from the leader for doing good work.</i>	4.24	0.62
	<i>Overall</i>	4.23	0.71

Table 7 illustrates that the self-awareness which is the first construct of authentic leadership has the average correlation for job satisfaction (r-value .388) which is significant at .000.

Table 7: Pearson Product Moment Correlations between self-awareness and job satisfaction

	Correlations	SA	JS
<i>Self-awareness</i>	<i>Pearson Correlation</i>	-	.388**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>		967
<i>Job Satisfaction</i>	<i>Pearson Correlation</i>		-.912**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>		967

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 illustrates that the relational transparency which is the most important construct of authentic leadership has the highest correlation for job satisfaction (r-value .115) which is significant at .000.

Table 8: Pearson Product Moment Correlations between relational transparency and job satisfaction.

	Correlations	RT	JS
<i>Relational Transparency</i>	<i>Pearson Correlation</i>	-	.115**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>		967
<i>Classroom Management</i>	<i>Pearson Correlation</i>		-.912**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>		967

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 illustrates that the balance processing which is the third construct of authentic leadership has the highest correlation for job satisfaction (r-value .129) which is significant at .000.

Table 9: Pearson Product Moment Correlations between balance processing and job satisfaction

	Correlations	BP	JS
<i>Balance Processing</i>	<i>Pearson Correlation</i>	-	.129**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>		967
<i>Job Satisfaction</i>	<i>Pearson Correlation</i>		-.912**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>		967

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10 illustrates that the ethical perspective which is the fourth construct of authentic leadership has the highest correlation for job satisfaction (r-value .177) which is significant at .000.

Table 10: Pearson Product Moment Correlations between ethical perspective and job satisfaction

	Correlations	EP	JS
Ethical Perspective	Pearson Correlation	-	.177**
	Sig. (2-tailed)		.000
	N		967
Job Satisfaction	Pearson Correlation		-.912**
	Sig. (2-tailed)		.000
	N		967

** Correlation is significant at the 0.01 level (2-tailed).

Table 11 illustrates that the ethical perspective which is the construct of authentic leadership has the highest correlation for job satisfaction (r-value .255) which is significant at .000.

Table 10: Pearson Product Moment Correlations between ethical perspective and job satisfaction

	Correlations	PPC	JS
Positive Psychological Capital	Pearson Correlation	-	.255**
	Sig. (2-tailed)		.000
	N		967
Job Satisfaction	Pearson Correlation		-.912**
	Sig. (2-tailed)		.000
	N		967

** Correlation is significant at the 0.01 level (2-tailed).

Medium positive correlation between the two variables, $r = .426$, $n = 967$, $P < .000$, not as much of .05 indicating the statistical significance of the results. Cohen (1988) suggests the following guidelines: small correlation ($r=.10$ to $.29$) medium correlation ($r=.30$ to $.49$) large correlation ($r=.50$ to 1.0) (pp.79-81). In the light of this suggestion, there is medium correlation ($r=.426$) between authentic leadership attributes and job satisfaction.

Table 12: Pearson Product Moment Correlations between authentic leadership attributes and job satisfaction

	Correlations	Authentic leadership attributes	Job satisfaction
Authentic leadership Attributes	Pearson Correlation	-	.426**
	Sig. (2-tailed)		.000
	N		967
Job Satisfaction	Pearson Correlation		-
	Sig. (2-tailed)		
	N	967	967

** Correlation is significant at the 0.01 level (2-tailed).

Table 13 illustrates the mean, STD deviation, Pearson correlations and significance of the authentic leadership attributes and job satisfaction from sector-wise perspective. The mean

score of the authentic leadership attributes and job satisfaction in public and private sector universities was 140.8170 and 134.0424 with standard deviation 7.52612 and 14.96052. The r value between authentic leadership attributes and job satisfaction in public sector universities is ($r = .355$) which shows a medium relationship which is highly significant as shown by the significant level (.000). The r value between authentic leadership attributes and job satisfaction in private sector universities is ($r = .519$) which is indicative of large correlations as suggested by Cohen (1988) that small correlation ranges from (.10 to .29) medium correlation (.30 to .49) and large correlation (.50 to 1.0) which is highly significant as shown by the significant level (.000). These values show that the relationship between authentic leadership attributes and job satisfaction in private sector universities is higher than public sector universities.

The qualitative data collected through interviews was analyzed following thematic analysis procedures as adopted by Clarke and Braun (2014). They have mentioned six basic steps for thematic analysis of qualitative data. The researcher used all six steps and analyzed the data and basic themes of authentic leadership emerged which supported the quantitative constructs of authentic leadership.

Table 13: Sector-wise correlation between authentic leadership attributes and job satisfaction in public and private sectors

Correlations	Type of organization (binned)	N	Mean	Std D	r-value	Sig. level
<i>Authentic leadership attributes</i>	<i>Public</i>		140.817	7.526		.000
<i>Job satisfaction</i>		483			.355	
<i>Authentic leadership attributes</i>	<i>Private</i>		134.042	14.960		.000
<i>Job satisfaction</i>		484			.519	

** . Correlation is significant at the 0.01 level (2-tailed).

Findings

The overall mean scores (4.57, 4.45, 4.20, 4.65 and 4.53) showed that majority of university leaders were strongly agreed that self-awareness, relational transparency, balance processing of information, ethical perspective and positive psychological capital are the constructs of authentic leadership (tables 1, 2, 3, 4 & 5). The overall mean score (4.23) illustrates that all the respondents were agreed with all the statements of job satisfaction. The mean scores further show that the leaders at university level have the abilities to engage followers in the best of their activities for the development of the organization and well-being of the human resources and believe that job satisfaction is the best construct for the organizational development (table 6).

The r values (.388, .115, .129, .177 and .255) which were significant at .000 showed significant positive correlation with job satisfaction (table 7, 8, 9, 10 & 11). The r value (.426) which was significant at .000 showed significant positive and average level correlations between authentic leadership and job satisfaction at the university level (table 12). The r value (.355) which was significant at .000 showed a significant positive and average level correlation in public sector universities between authentic leadership and job satisfaction at the university level (table 13). The r value (.519) which was significant at .000 showed a significant positive and large level correlation in private sector universities between authentic leadership and job satisfaction at the university level (table 13).

Most of the qualitative data support the quantitative data as all the major themes of the qualitative data such as self-awareness, relational transparency, ethical perspectives, positive psychological capital, and balance processing of information of authentic leadership supported the quantitative authentic leadership constructs taken from the literature of empirical studies. Similarly, major themes emerged from qualitative data on job satisfaction supported the quantitative constructs taken from research studies.

DISCUSSIONS

The present study adds to the authentic leadership literature by documenting empirical support of relations between authentic leadership and organizational development and particularly teacher professional development- job satisfaction. All hypothesized relations were supported by the data. As expected, authentic leadership attributes self-awareness (Walumbwa et al., 2008), relational transparency (Walumbwa et al., 2008; ClappSmith et al., 2009), ethical perspective (Walumbwa et al., 2008; Branson, 2010) and balance processing information was significantly positively related to job satisfaction. Banks, McCauley, Gardner, & Guler, (2016); Miralles, Navarro & Unger (2015); Rana (2015); Su & Bozeman, (2009); Lee & Choi, (2010); Jung, (2011); Roche, Haar, & Luthans, (2014); Ozturk, Hancer & Im, (2014); Hwang & Lee, (2015); Lee & Sabharwal, (2016) studies on job satisfaction favor the findings of this paper. This finding was consistent with Walumbwa et al. (2008), who found self-awareness, relational transparency, ethical perspective and balance processing of information as the constructs of authentic leadership. It was found a positive psychological capital attribute of authentic leadership is significantly positively related to job satisfaction is in line with previous research of (Rego, Vitória, Magalhães, Ribeiro, & Cunha, 2013).

This study suggests that authentic leadership (AL) is significantly related to organizational development which in line with the studies of (Hwang & Lee, (2015), Gardner et al. (2011) and Walumbwa et al. (2008) who coined self-knowledge and self-awareness as integral components of AL in accord with Hamachek (2000) and Lux (2012) who emphasized that followers improve more self-awareness as their authentic leadership attributes progress. High authentic leaders are, therefore, able to appropriately transform their behaviours for attaining the desired organizational goals through job satisfaction. Earlier empirical studies have related AL to both attitudinal (Laschinger, Wong, & Grau, 2013; Leroy, Palanski, & Simons, 2012) and behavioural outcomes (Leroy, Anseel, Gardner, & Sels, 2015). Empirical studies suggest that when leaders are aware of their moral standards and act upon such principles, they are more likely to gain higher levels of performance and assist others to get done the same (Ryan & Deci, 2001). Followers tend to express greater satisfaction with their leader when the leader involves inauthentic actions and this satisfaction is likely to link to growth in job satisfaction (Jensen & Luthans, 2006).

Leaders who are professed to be more moral and make righteous decisions will be professed as caring more about their followers. Furthermore, AL has got a strong relation to enhanced task performance (Leroy, Anseel, Gardner, & Sels, 2015) and performance at both the group and organizational levels (Hannah et al., 2011a), in part, because persons who are authentic are able to efficiently use balanced processing of information and establish consistency between their sayings and actions (Walumbwa et al., 2008). "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” (Rego, Vitória, Magalhães, Ribeiro, & Cunha, 2013, p. 62) is in harmony with the findings of this paper.

Liborius (2014) found that truth, meekness, mercy, concern, awareness and gratefulness towards followers positively correlated with followers’ willingness to engage with their leader, and positively correlated with job satisfaction which favours the findings of this study. Narrative, reflection and other modes focus leaders to investigate the origins of their values, actions, and assumptions, and thus be better positioned to encourage and empower the leadership of followers (Laschinger, Wong, & Grau, 2013) favours the findings of this study.

CONCLUSION

It was concluded that majority of the university leaders strongly agreed to self-awareness, positive psychological capital and ethical perspective; agreed to relational transparency, balance processing attributes of authentic leadership; and organizational job satisfaction is the components of organizational development. It was concluded from the findings of the study that there was a significant positive correlation among all the components of authentic leadership. It was concluded from the findings of the study that there is a significant positive correlation between self-awareness, relational transparency, and balance processing information, ethical perspective and positive psychological capital of authentic leadership with the organizational job satisfaction. It was concluded from the findings of the study that there is a significant positive and average level correlation in public sector universities between authentic leadership and organizational job satisfaction at the university level.

It was concluded from the findings of the study that there is a significant positive and large level correlation in private sector universities between authentic leadership and organizational job satisfaction at the university level. It was concluded from the findings of the study that there are a significant positive and average level correlations between authentic leadership and organizational development at the university level. It was concluded from the findings of the study that qualitative data support the quantitative data as all the major themes of the qualitative data such as self- awareness, relational transparency, ethical perspectives, positive psychological capital, and balance processing of information of authentic leadership supported the quantitative authentic leadership constructs taken from literature of intellectual works. Furthermore, a major theme emerged from qualitative data on organizational development (teachers’ professional development) such as organizational job satisfaction also supported the quantitative organizational development construct taken from research studies. It was concluded from the findings of the study that authentic leadership attributes i.e., self-awareness, relational transparency, ethical perspective, balance processing of information and positive psychological capital transform a follower into an authentic leader and the major themes of authentic leadership were those attributes which guarantee to transform followers into authentic leaders.

Recommendations

Begley (2006, p. 570) defines that Authentic Leadership “is a metaphor for professionally effective, ethically sound, and consciously reflective practices in educational administration”,

therefore, it is time for universities to encourage, motivate, progress and provide job satisfaction to followers. It is suggested that more leadership opportunities be provided for teachers, with the intention also to provide greater incentives to the professional. It may be well to conduct a research study on the authentic leadership at primary level, secondary level and college level both at private and public sectors as these areas are in great need of authentic leadership because these sectors suffered a lot due to the unethical attitude of the leaders. It becomes incumbent upon each and every researcher, leader and follower, who seeks the dignity and bliss of authentic leadership, to regulate his /her life according to the valuable constructs (attributes) of authentic leadership; as not accumulated wealth (by hook or crook) but righteousness (authentic leadership attributes) attains the happy end; the gift of Nature and the solace of mind and soul come from adopting authentic leadership attributes; as authentic leadership creates purity, harmony, balance and transparency; and evil is doomed to perish. Authentic leadership is a guide and a mercy to men and teaches them wisdom- the path of Golden Mean-pure life. It is concluded from the interviews that theoretically leaders are very strong but in practice, they are lagging behind. One interviewee remarked "(HAM GUFTAAR K HERO HAN LAKEN KIRDAAR K ZERO). It means that speech-wise we are heroes but character-wise we are zeroes." Therefore it is recommended that all leaders and teachers must work in disciplined ranks to repel evil. They must choose between Good and evil, with their consequences in the coming life. If they did well, they did well for themselves; if they did evil, they did it against themselves.

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