

EFFECT OF AUTHENTIC LEADERSHIP ON JOB SATISFACTION AND EMPLOYEE ENGAGEMENT

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ABSTRACT

The purpose of this study was to examine the effect of authentic leadership on employee engagement and job satisfaction of employees working in public sector universities operating in Peshawar. The faculty members working at University of Peshawar, Islamia College University, University of Agriculture and University of Engineering and Technology were considered as the target population of the study. From these employees, 143 were selected as a sample of the study using proportional allocation method. Descriptive statistics, regression technique and reliability statistics were used to analyze the data. As per the results of reliability statistic, scales for authentic leadership ($\alpha = 0.827$), employee engagement ($\alpha = 0.924$) and job satisfaction ($\alpha = 0.744$) were found reliable. Results of regression analysis reveal that authentic leadership has a significant and positive effect on employee engagement and also has a positive and significant effect on job satisfaction.

It is concluded that there is desire need to focus on authentic leadership in developing countries. The study findings if implemented will be fruitful for organizations and their employees.

Keywords: Authentic leadership, employee engagement, job satisfaction.

INTRODUCTION

1.1 Background of the study

Leadership in any organization needs to be authentic in order to be effective and more successful in a long term (Hassan and Ahmed, 2011). Different leaders, research scholars from across the world from the ancient times have emphasized on the ethics and authenticity for organization's leaders, in order to get more accurate and effective governance (Hassan and Ahmed, 2011). Leadership of every organization needs to show the standards of morality in every talk, decisions and behavior, which can be helpful in the smooth flow of organization. The current financial recession is the result of inefficient leadership who adopted unethical organizational practices. The financial mismanagement that have been present in the current organizations, for example, WorldCom, Health South, Enron etc have called for ethical leadership more than ever before. (Gardner et al, 2011).

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Authentic leaders always show a high level of integrity, and have sense of purpose and commitment to their core values. These leaders can help firms fulfill the needs of shareholders and other stakeholders. As a result, these kinds of leaders, healthy relationship among the work groups are caused which lead to several positive outcomes for example, employee engagement, employee intention to stay, organizational commitment, job satisfaction etc (Hassan and Ahmed, 2011). As per the discussion of Gardner et al, (2005), followership is the most important component of leadership and the followers always expect that leader's authenticity must be developed with the passage of time. As a result, by keeping the positive role of leaders, authentic leadership serves as an important component for the improvement of authentic followers. For the development of authentic leadership theory, researchers have examined a variety of outcomes on followers (Gardner, et al, 2011). They include job satisfaction (Avolio et al, 2004), job performance (Chan et al, 2005) and other key variables like employee engagement (Avolio et al, 2004). Employee engagement is a broad concept which includes basic features, for example, involvement, effective energy and personal presence at the workplace (Britt et al, 2007; Macey & Schneider, 2008). Kahn (1990) was the first who introduced the concept of employee engagement. He describes employee engagement as different from commitment, motivation and job involvement. According to Kahn (1990), employee engagement is the concept in which the employees are associated emotionally, physically and cognitively (Maslach and Leiter, 1997). A few research scholars argued that employee engagement is the opposite concept of burnout (Maslach and Leiter, 1997) because it is comprised of self-efficacy, involvement and energy. The literature of burnout concluded that employee engagement is a different concept featured by dedication, vigor and absorption in work tasks (Schaufeli and Bakker, 2004). Just like job satisfaction, employee engagement involves personal attachment of employee to his organization; employee engagement is neither specific nor a momentary state but is a universal thinking state which is not only focused on a certain object but also on behavior or individuals as a whole.

LITERATURE REVIEW

This chapter provides the review of literature. The review of literature means reviewing the previous work done on the topic of the current research study. Under section 2.1 the overview of leadership is explained, in 2.2 Authentic Leadership, in 2.3 Job Satisfaction, in 2.4 Employee Engagement is explained and at the end conclusion of the literature is presented accordingly.

Leadership has been defined as “it is the process of directing and affecting the activities of followers in the team or organization” (Stoner et al, 2000). Leadership is the process of managing the people working in the organization through better communication, by encouraging them, by motivating them on the work so that they can easily complete their tasks so that the organization's goals can be achieved. The most important point in the definition of leadership is the ability of the leader to influence the attitude of followers to work with others and work for the firm's values (Ghorbani, 2009). According to the definition of McGroger “that leader who did

not consider the spiritual and moral aspects in leadership, the history of the world will remember him as dishonorable person and will give him poorer titles (Stoner, 2000).

2.1 Overview of Leadership

In this section, the leadership theories have been discussed. The main objective of this section is to focus on the theoretical dimensions of leadership suggested by various researchers. The theories from great man theory to new updated theories have been debated in this section; Chemers (2000) in his work discussed the most significant leadership theories and gathered them under multiple categories that includes great man theory, behavioral theories, participative theories, theories of trait, transformational and transactional theories, contingency and situational theories (Ardichvili and Manderscheid, 2008).

The early literature was grounded on analysis of those leaders who were extremely great leaders. They focused on concept “leaders are born not made”. In the early 19th century the theory of great man was very popular because the idea of great man theory accepted by the people. According to which world's history can be explained by the effects of this great man, heroes, most effective people who, by using their personal capabilities, wisdom, intelligence or power in such a way that it had a decisive impact on history. The theory was popular in 1840 which was presented Thomas Carlyle, and 1860 by Herbert Spencer, they developed a strong argument that remained effective in the whole 20th century. According to Spencer, these great men are the product of these societies; their actions may not be possible with the social interactions build in their life.

2.2 Authentic leadership

The roots of authenticity could be traced back to the ancient Greeks, as caught by their enduring caution to be true to oneself (Walumbwa et al., 2008). The concept has been captured in field of the positive psychology (Seligman, 2002), the definition authenticity is “owning someone's personal experiences, beliefs, preferences, needs, emotions, their thoughts, captured by the order to recognize oneself” and the behavior of individual in accordance with oneself (Walumbwa et al, 2008).

Authenticity was initially discussed in the organization and management literature. This literature focuses on the authentic quality of leaders as litmus of executive skills (Kliuchnikove, 2011). Along with the new updated interest in the modern era on positive leadership (Luthans, 2002), the researchers have focused on the scholarly development of this leadership style (Luthans and Avolio, 2009; Walumbwa et al, 2010b). The boundaries of the authentic leadership have been extended beyond the authenticity of the leadership as an individual to create authentic relationship with the subordinates (Garnder et al, 2005; Avolio and Gardner, 2005). As a result, the behavior of authentic leaders is expressed in their subordinate's actions (Bass and Steidlmeier, 1999; Zhu et al, 2011; Fields, 2007) and in development of their followers (bass and Steidlmeier, 1999; Walumbwa et al, 2010b, Garnder et al, 2005).

2.2.1 *Balanced processing*

These perspectives are proceeds by the individual perceptions for his personal benefits, and even associated to support his society status, and also to get the higher status principles for the external concerns for example, equality and freedom are considered significant for the individual and his family as well. According to the research's study that the development of high level may move toward universal consciousness, (Hannah, Woolfolk, and Adept, 2009). For instance, towards the extent to the leader of nation may demonstrate high moral character we would anticipate they to help hold up understanding with identifying your main brings about for virtually every one particular country's behavior. By simply stalling wisdom they might always be signaling many people are prepared to tune in, and find out one particular country's reason and cost–benefit considerations for those constituencies within a balanced approach.

Balanced processing is considered to be one of the most important components of authentic leadership (Walumba, 2005). Authentic leaders pay full attentions to both positive and negative information about them and their leadership styles (Gardner, 2005). AL do not change, overstress or discount information that has been collected (Kernis, 2003) therefore it meaningfully impacts a leader's decision making and strategic actions (Ilies et al, 2005).

2.2.2 *Self-awareness*

It refers to the awareness of some one's, trust in and the personal characteristic, motives, feelings, values. (Ilies et al., 2005). Self-awareness includes the degree of knowledge of one's inherent contradictory aspects and the roles, which effect thoughts, feelings and actions. Self-awareness is that type of process through which the leaders may come to know their exclusive experience and capabilities (Gardner and Avolio, 2005). It is connected with self-reflection as a key that the leader can get the core value and clarity about themselves (Gardner et al., 2005).

In relation to the concept that self-awareness is balanced and is an unbiased processing. Though joining is self-reflective technique of increasing self-awareness, possibly via internal reflection as well as external critiques, authentic leaders don't exaggerate, change or overlook info that has been compiled (Kernis, 2003), but somewhat pay equivalent response to each negative and positive interpretations independently and at their own command (Gardner et al., 2005). Balanced processing has become referred to as 'the heart connected with Personal integrity and character', thus appreciably impacting on a leader's decision making and strategic actions (Ilies et al., 2005).

Moreover, self-regulation is actually different through methods such as effect administration, which will include purposively distorted communications and for that reason lead to inauthentic conversation. To some extent personal legislation entails setting up congruence between one's interior criteria and envisioned final results (Gardner et al., 2005) and also the discipline to help change key beliefs in behavior (George, 2003).

2.2.3 Relational Transparency

According to the conclusion drawn by Ilies et al., (2005) that the earlier capabilities in the act of open and self-disclosure is known as relational transparency. The authentic leaders are transparent in these sort of expressions to the followers in which to being self-awareness, balanced in one's goal, motive and emotions (Mazutis and Slawinski, 2008). Disclosing one's legitimate self in order to build trust along with closeness, promoting teamwork and co-operation (Gardner et 's., 2005). Moreover, relational transparency calls for the willingness to hold on to yourself open with regard to assessment along with suggestions, thereby being a crucial element inside the understanding process (Mazutis and Slawinski, 2008).

2.2.4 Internalized moral perspective

Internalized moral perspective, the process of self-regularity conducted by the person utilize his or her internal moral standards and values to direct their behavior instead of allowing external pressure to handle or control them (Chan et al, 2005). There is an ethical core in authentic leader where he or she using right thing to do by the concern for ethics. The authentic leadership had come from Greek philosophy that focuses on the organizational development and virtues. Getting an authentic leader just isn't easy. It requires a great deal of self-reflection, as well as the courage to complete the proper factor. In a planet filled with morally corrupt and dysfunctional management, authentic command theory has grown to be well-accepted as men and women try to find the particular "good" leaders.

2.3 Job satisfaction

As the name signifies that Job satisfaction is that type of process in which an individual represents different type of aspects of work, which includes the reward system, and some sort of conditions (Robbins, 2009). And on other side, job satisfaction is the process in which the staff builds perception regarding job context that provides the values to the employees. But according to Moghimi, (2006), it is the positive outcomes of individual experience and contribute to the physical health and mental health of the employee. According to the different views of different researchers, job satisfaction is the emotional reaction of individuals towards their job. Previous literature contains concept that the employee's achievements is the worldwide concept no matter what situation exists both inside or outside the organization. This thought is added with the conception that the achievements of the employees individually and both in the team part, by interactions with the supervisors, co-workers, and career advancement occasions, managers attract the attention of the recent researches (Faragher et al, 2005).

2.3.1 Authentic Leadership and Job satisfaction

Avolio et al (2004), suggest that authentic leaders have the abilities to improve the employee motivation, their engagement, job satisfaction, commitment and the involvement so that they might improve their performance results by the creation of personal identification with subordinates and social identification with the firm (Kark and Shamir, 2002). Trust in authentic leadership has been considered as

significant element in the leadership effectiveness (Bass, 1990). The study conducted by Dirks and Ferrin (2002), found that leadership trust has been found as related to multiple firm outcomes, including commitment, satisfaction, organization citizenship behavior and retention in the current organization.

However, the conclusion of their study was that there is a gap to investigate the behavioral cues that subordinates utilize to draw about the character of their leader or how the leadership can develop trust in the followers. The authentic leadership might help in understanding such behavioral prompts. In coming times, the researchers will examine that how trust in subordinates and trust in followership make easy the effects of authentic leaders in promoting authentic organizations. The following are the hypothesis.

Hypotheses of the study

H0: Authentic leadership has no significant effect on job satisfaction.

H1: Authentic leadership has a significant effect on job satisfaction.

H0: Authentic leadership has no significant effect on employee engagement.

H2: Authentic leadership has a significant effect on employee engagement.

2.4 Employee Engagement

The literature has several studies which argue that what truly makes up the employee work engagement. Employee engagement can be treated as a feature (proactive personality), a state (mood, involvement, commitment, attachment etc) or performance behavior (OCB, role) or a might be the mixture of all (Macy and Schneider, 2008). Nevertheless, other researchers (Dalal et al, 2008; Saks, 2008) did not agree that the concept of engagement is a discretionary effort or a shape of in-role or extra role, state or feature may be problematic or misleading.

The leadership can be considered as one of the significant factors which contribute to employee engagement at workplace (Harter et al, 2002). The authentic leaders always behave in such a way in accordance to their values which leads to get openness and trust in their association with their followers (Gardners et al, 2005; Kernis, 2003). This leadership is called as leading by example and expressing the clear decision making (Avolio and Gardner, 2005). Authentic leadership has been considered as the process which draws from positive psychological abilities and developed organizational context, which leads to get high self-awareness and self-regulated behaviors (positive) from the part of leaders and subordinates, improving positive self-development (Luthans and Avolio, 2003).

Avoli et al, (2004) conclude that the authentic leadership can improve the satisfaction and employee engagement of their followers by intensification of their identification with the leadership and firm and fostering hope, positive emotions, optimism and trust. Brown and Starkey (2000) suggested that ethical leadership, which can have defined very much similar to the authentic leadership, are “likely the sources of guidance due to their credibility and attraction as a role models that draw attention to the positive behavior.” The leading by by example shows the leader commitment to his work and giving guidelines to their followers about how to be associated emotionally and physically and cognitively during the course of

work and leading to a raise in the level of employee engagement by observational learning (Bandura, 1997).

2.4.1 Authentic Leadership and employee engagement

Authentic leadership is positively related to personal identification, trust in leadership, job satisfaction, employee organization commitment, employee work engagement, employee happiness and subordinates job performance (Chan et al, 2005). The findings from the quantitative studies provide support for the forecasting and advancement of authentic leadership theory.

Macy and Schneider (2008) concluded that the employee engagement can be taken as the state which means involvement, attachment and commitment. The study of Walumbwa et al, (2008) found the authentic leadership to have positive relationship with employee workplace engagement. Employee engagement can be taken as the employee's involvement and satisfaction with his job and also shows passion for his work.

Gardner et al, (2005) suggested that the subordinates are ready to embrace the leader who express integrity, candor and has focus on development (modeled as authentic leaders) to create productive and long career. Authentic leaders have high moral, high standard of integrity, these leaders have expected to suggest a commitment among the subordinates (Walumbwa et al, 2008) and in this process, high self-awareness in the followers.

RESEARCH METHODOLOGY

The sample design shows the information about the selected units from the population and the method of how these units have been selected. Based on convenience and trends in prior studies, a sample of 143 respondents was selected for the data collection from 4 target universities. It is necessary to declare that 143 faculty members were taken as a sample through method of proportional allocation (Cochran, 1977). For the sake of easiness, the method is described as:

$$n_i = \frac{n}{N} \times N_i \dots\dots\dots(3.1)$$

Where,

n = the required sample size

N = population size (total number of staff)

N_i = number of teaching personnel in the i^{th} university

n_i = number of samples employees from i^{th} university

Table 3.1: Number of sampled faculty members in the selected University.

University	No. of Employees	Sampled Employees
Peshawar University	424	53
Islamia College University, Peshawar	143	18

The University of Agriculture, Peshawar	293	37
University of Engineering and Technology	276	35
Total	1136	143

Source: Registrar Offices & Official Websites of universities

3.1 Data Collection

Current research study used primary data and were collected through questionnaire. The data from the sampled faculty members were collected by closed ended and structured questionnaires. The questionnaires were administered personally. Questionnaire used in the study is given in appendix –A.

3.2 Theoretical Framework

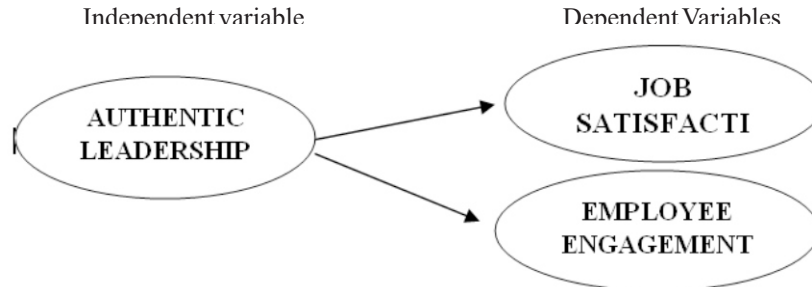


Fig 3.1: Theoretical framework of authentic leadership, job satisfaction and employee engagement

3.6 Data Analysis

3.6.1 Reliability test

Reliability of all scales was measured using Cronbach Alpha coefficient. The reliability test is necessary to know that all the scales included in the questionnaire are reliable for the data collection. The standard value of Cronbach Alpha is 0.70. If the items have more than 0.70 score, the scale is considered reliable. (Selearan, 2000).

3.6.2 Regression

All hypothesis was tested using simple linear regression. Regression that contains only one independent variable is called simple linear regression. The simple linear regression thus could be defined as the dependence of one variable upon another variable. Hypothesis 1 was tested by applying a simple linear regression method in order to find out the relationship between the job satisfaction (dependent variable) and authentic leadership (independent variable). Similarly, the hypothesis 2 was also tested by applying simple linear regression method in order to find out the

relationship between employee engagement (dependent variable) and authentic leadership (independent variable).

Following are the regression models for both of the hypothesis:

$$JS_i = \alpha_0 + \beta_1 AL_i + \epsilon_i \dots \dots \dots (i)$$

$$EE_i = \alpha_0 + \beta_1 AL_i + \epsilon_i \dots \dots \dots (ii)$$

EE = Employee Engagement

JS = Job Satisfaction

AL = Authentic leadership

RESULTS AND DISCUSSIONS

4.1 Demographic Distribution

4.1.1 Age

Table 4.1 shows the results of distribution of respondents on the basis of their age. 5 categories were developed i.e. 25-30, 31-35, 36-40, 41-45 and 46-50. The table shows that 52 respondents with 36.4 percent were from the age group of 31-35. From the age 36-40 were 35 respondents with 24.5 percent and 30 respondents with 21 percent belong to 25-30 years of age. The results show that the majority of the respondents were having the age 31-35 years and the least response i.e. 11 from the age group of 46-50.

Table 4.1: Distribution of Respondents by Age

Age (years)	Frequency	Percentage
25 to 30	30	21
31-35	52	36.4
36-40	35	24.5
41-45	15	10.5
46-50	11	7.7
Total	143	100

4.1.2 Gender

Table 4.2 shows the results of distribution of respondents on the basis of their gender. 2 categories were developed i.e. Male and Female. The table shows that 134 respondents with 94 percent were from the male group. From the female group were 9 respondents with 6 percent. The results show that the majority of the respondents were belonging to the male group and the least response i.e. 9 from the female group with 6.

Table 4.2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	134	94
Female	9	6
Total	143	100

4.1.3 Qualification

Table 4.3 shows the results of distribution of respondents on the basis of their qualification. 3 categories were developed i.e. Bachelor, Master and Ph.D. The table shows that 104 respondents with 72.7 percent were from the Master group. 37 respondents with 25.9 percent belong to Ph.D. group. The results show that the majority of the respondents were having Master qualification and the least response has 2 from the bachelor group with 2.

Table 4.3: Distribution of Respondents by Qualification

Degree	Frequency	Percentage
Bachelor	2	1.4
Master	104	72.7
Ph.D	37	25.9
Total	143	100

4.1.4 Experience

Table 4.4 indicates the results of distribution of sampled respondents on the basis of their service experience. 5 categories were developed i.e. 1-5, 6-10, 11-15, 16-20 and 21 onwards. The table shows that 47 respondents with 32.9 percent were from the 6-10 years' group. From the 1 to 5 years' group were 39 respondents with 27.3 percent and 40 respondents with 28 percent were belong to more than 11-15 years' group. The results show that the majority of the respondents were having from the 6-10 years' group and the least response i.e. 5 from the more than 21 onwards years' group with 3.5 percent. Table

Table 4.4: Distribution of Respondents by Experience

Scale (years)	Frequency	Percentage
1-5	39	27.3
6-10	47	32.9
11-15	40	28
16-20	12	8.4
21 onwards	5	3.5
Total	143	100

4.2 Reliability

Table 4.5 shows the results of reliability statistics. The reliability of these scales was measured by Cronbach alpha. As per the common standard by Sekaran (2000), the Cronbach alpha should be more than 0.70. The table 4.5 shows that all the scales are reliable.

Table 4.5: Results of Reliability Test

S.No	Variable	No of items	Cronbach Alpha
1	Authentic Leadership	16	0.827

2	Job satisfaction	06	0.744
3	Employee empowerment	18	0.924

4.3 Descriptive statistics

Table 4.6 describe means of Authentic leadership 3.01(S.D=0.54), mean of Job satisfaction is 3.1 (S.D=0.73), mean of Employee engagements 3.63(S.D=0.56). Employee engagement mean of responses for items was found 3.63, which clarify the high level of engagement shown by the staff. Mean responses for items of Job satisfaction was found 3.12, which means that employee are somewhat satisfied with their current job but need improvement. Authentic leadership mean of responses for items was found 3.01 which also indicate that employees have a low perception of authentic leadership in organizations.

Table 4.6: Perception of employees about authentic leadership, job satisfaction, and employee engagement

S. No	Authentic leadership	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	MAS
1	I can list my three greatest weaknesses	11(7.7%)	20(14%)	50(35%)	55(38.5%)	7(4.9%)	3.18
2	My actions reflect my core values	4(2.8%)	33(23.1%)	49(34.3%)	46(32.2%)	10(7.0%)	3.17
3	I seek others' opinions before making up my own mind	11(7.7%)	32(22.4%)	50(35%)	37(25.9%)	12(8.4%)	3.04
4	I openly share my feelings with others.	15(10.4%)	40(28.0%)	45(31.5%)	34(23.8%)	7(4.9%)	2.98
5	I can list my three greatest strengths.	8(5.6%)	25(17.5%)	42(29.4%)	61(42.7%)	7(4.9%)	3.23
6	I do not allow group pressure to leadership me	10(7.0%)	32(22.4%)	55(38.5%)	39(27.3%)	7(4.9%)	3.00
7	I listen closely to the ideas of those who disagree with me.	15(10.5%)	39(27.3%)	41(28.7%)	40(28.0)	8(5.6%)	2.90

8	I let others know who I truly am as a person	11(7.7%)	33(23.1%)	45(31.5%)	40(28.0%)	9(6.3%)	3.02
9	I seek feedback as a way of understanding who I really am as a person	11(7.7%)	31(21.7%)	59(41.3%)	36(25.2%)	6(4.2%)	2.96
10	Other people know where I stand on controversial issues	11(7.7%)	45(31.5%)	48(33.6%)	33(23.1%)	6(4.2%)	2.84
11	I do not emphasize my own point of view at the expense of others.	12(8.4%)	38(26.6%)	52(36.4%)	33(23.1%)	6(4.2%)	2.87
12	I rarely present a "false" front to others	16(11.2%)	45(31.5%)	42(29.4%)	30(21.0%)	10(7.0%)	2.81
13	feelings I have about myself	10(7.0%)	37(25.9%)	39(27.3%)	49(34.3%)	8(5.6%)	3.05
14	My morals guide what I do as a leader	6(4.2%)	37(25.9%)	42(29.4%)	45(31.5%)	13(9.1%)	3.15
15	I listen very carefully to the ideas of others before making decisions	7(4.9%)	31(21.7%)	45(31.5%)	41(28.7%)	19(13.3%)	3.23
16	I admit my mistakes to others	24(16.8%)	38(26.6%)	36(25.2%)	35(24.5%)	10(7.0%)	2.78
Total							3.01

4.4 Effect of Authentic Leadership on Job Satisfaction

Table 4.7 shows the results of regression of authentic leadership and job satisfaction. The test was used to check the effects of authentic leadership on the job satisfaction. The value of R² (coefficient of determination) is 0.416, this value shows that the authentic leadership explains 41.00 percent variance in job satisfaction. The p-value of the model is 0.000, which shows the significance of the model because the value is less than 0.05. The F-value of the model is 100.360, which is very high and shows the statistical significance of the model. The value of f-ratio, if higher than 4, it shows that the model is significant and vice versa. The p-value of the F-statistic is 0.000, which shows the significance of the model.

Table 4.7: Effect of Authentic Leadership on Job Satisfaction

Variable	Coefficient	Std. error	t-value	p-value
Constant	0.487	0.262	1.823	0.070
Authentic Leadership	0.876	0.086	10.018	0.000

R² = 0.416, F-value = 100.360, P-value = 0.000

Results also indicate that regression coefficient of authentic leadership and job satisfaction. Beta is 0.876 which shows the per unit change in the dependent variable due to independent variable. The value shows that 1 unit change in the authentic leadership will lead to .876-unit change in the job satisfaction. The t-ratio of the authentic leadership is 10.018, which is significant. If the value of t-ratio is more than 2 then it is significant and if the value is less than 2 then it is insignificant. Therefore, the alternate hypothesis is accepted.

4.5 Effect of Authentic Leadership on Employee Engagement

Table 4.8 shows the results of regression of authentic leadership and employee engagement. The test was used to check the effects of authentic leadership on the employee engagement. The value of R² (coefficient of determination) is .374, this values shows that the authentic leadership explains 37 percent variance in the employee engagement. The p-value value of the model is 0.000, which indicated that the model is statistically significant as 0.000 is less than 0.05. The f-ratio of the model is 84.419, which is very high and indicates that the model is significant statistically. The value of f-ratio, if higher than 4, it shows that the model is significant and vice versa. The p-value of the f-ratio is 0.000, which shows that the model is significant.

Table 4.8: Effect of Authentic Leadership on Employee Engagement

Variable	Coefficient	Std. error	t-value	p-value
Constant	1.440	0.235	6.029	0.000
Authentic Leadership	0.718	0.076	9.188	0.000

R² = 0.374, F-value = 84.419, P-value = 0.000

The beta value of authentic leadership is 0.718, which shows the per unit change in the dependent variable due to independent variable. The value shows that 1-unit change in the authentic leadership will lead to 0.718 units change in the employee engagement. The t-ratio of the authentic leadership is 9.188, which is significant. If the value of t-ratio is more than 2 then it is significant and if the value is less than 2 then it is insignificant. The p-value of authentic leadership is 0.000, it is concluded that authentic leadership has positive and significant effects on employee engagement. Thus, it could be said that the alternative hypothesis in this case is accepted.

CONCLUSION

The results of the study depict that the perceptions of the followers of leaders' authentic leadership were found positively linked to the individual job satisfaction and employee engagement of the follower. Therefore, the findings of this research study offer some initial perceptions related to the relationship among the follower job satisfaction and employee engagement and authentic leadership. This finding shows the need for consideration of the factors like authenticity of the leaders, that we suspect increase the trust of the individual follower in the leader and thus it results in employee engagement and job satisfaction. The results obtained in the current study were found in line with the prediction of the theories. They showed the significant relationship of the authentic leadership with job satisfaction and employee engagement. The results obtained in this study are in line with the previous results of the studies i.e., (Walumbwa et al., 2008; Tate, 2008; Gardner and Schermerhorn, Jr, 2004). Furthermore, this current study gives the insight about the relationship between the authentic leadership to job satisfaction of the employees and also their commitment to the teams or groups that they are working in. Moreover, the findings of this study indicate the important to understand the constructions like leaders' authenticity that lead to the promotion of confidence in their employees and as such an increase in their job performance.

RECOMMENDATIONS AND FUTURE DIRECTIONS

It is recommended that leaders should make use of authentic behaviors in order to enhance the levels of satisfaction and engagement of employees.

1. Further research is needed about authentic leadership in public universities of Peshawar, Khyber Pakhtunkhwa.
2. Authentic leadership is an emerging field, researchers should analyze it with different angles and different variables.
3. There is a dire need for finding the effect of authentic leadership on employee commitment, loyalty, willingness and other attitudes.
4. Students of academic research should work on authentic leadership because third world country employees facing huge difficulties regarding their leaders.

If findings of this study are implemented in structured way in return it will give fruitful results to the organizations and their managers.

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