
**THE IMPACT OF AUTHENTIC LEADERSHIP BEHAVIOR ON
EMPLOYEE LEVEL OUTCOMES: THE ROLE OF
PSYCHOLOGICAL EMPOWERMENT AND STRUCTURAL
DISTANCE**



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EMPOWERMENT AND STRUCTURAL DISTANCE**

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A thesis submitted in partial fulfillment of the requirements for the degree of Master of
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Supervisor
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In the name of Allah, the most merciful and beneficent

DEDICATION

This research work is dedicated to my parents who made me an ardent lover of inquiry and learning; to my wife, who has been my undoubting support in the thick and thin of my intellectual journey hitherto and to my beloved children son *Abdullah* and daughter *Zymal*, who have been the main inspiration of my life.

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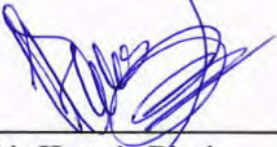
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ABSTRACT

Based on an in-depth review of the literature and significant interest that authentic leadership behavior has received in the recent years and following critical rationalism philosophy, this research study is aimed at the development of a theoretical framework that maintains that psychological empowerment mediates the relationship between authentic leadership behavior and employee job level outcomes i.e. organizational commitment, organization citizenship behavior and employee work engagement .

In addition, as grounded in Tajfel and Turner's (1986) "Social Identity" and Leader Member Exchange theory, the model emphasizes the need to examine the moderating role of structural distance between authentic leadership behavior and psychological empowerment. Consequently, this research study also maintains that structural distance moderates the relationship between authentic leadership behavior and psychological empowerment. The proposed model will be helpful for the HR managers/practitioners to exploit the true potential of their employees and to produce synergetic work results. Future researches are encouraged strongly to incorporate other appropriate moderating variables between the relationship of authentic leadership and psychological empowerment. Likewise other organizational outcomes such as Turnover intention, Job Satisfaction, Job involvement, Job retention can also be studied.

KEYWORDS: Authentic Leadership Behavior, Psychological Empowerment, Structural Empowerment, Employee Work Engagement, Organizational Commitment, Organizational Citizenship Behavior.

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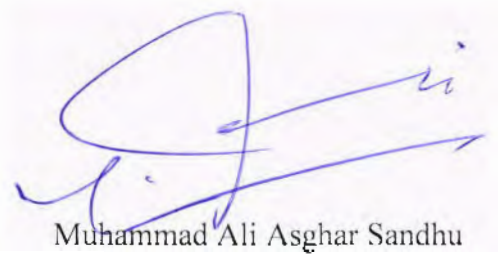
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DECLARATION

I hereby declare that this thesis, neither as a whole nor as a part thereof, has been copied out from any source. It is further declared that I have prepared this thesis entirely on the basis of my personal effort made under the sincere guidance of my supervisor and colleagues. No portion of work, presented in this thesis has been submitted in support of any application for any degree or qualification of this or any other university or institute of learning.

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Mr. Muhammad Ali Asghar Sandhu

FORWARDING SHEET

The thesis entitled “The impact of authentic leadership behavior on employee level outcomes: the role of psychological empowerment and structural distance”, submitted by Mr. Muhammad Ali Asghar Sandhu as partial fulfillment of MS degree in Management Sciences with specialization in HRM, has completed under my guidance and supervision. The changes advised by the external and the internal examiners have also been incorporated. I am satisfied with the quality of student’s research work and allow him to submit this thesis for further process as per IIU rules & regulations.

Date: _____

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Name : _____

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In addition, as grounded in Tajfel and Turner's (1986) "Social Identity" and Leader-Member Exchange theory, the model emphasizes the need to examine the moderating role of structural distance between authentic leadership behavior and psychological empowerment. Consequently, this research study also maintains that structural distance moderates the relationship between authentic leadership behavior and psychological empowerment. The proposed model will be helpful for the HR managers/practitioners to exploit the true potential of their employees and to produce synergetic work results. Future researches are encouraged strongly to incorporate other appropriate moderating variables between the relationship of authentic leadership and psychological empowerment. Likewise other organizational outcomes such as Turnover intention, Job Satisfaction, Job involvement, Job retention can also be studied.

KEYWORDS: Authentic Leadership Behavior, Psychological Empowerment, Structural Empowerment, Employee Work Engagement, Organizational Commitment, Organizational Citizenship Behavior.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

We are living in such an epoch where corruption in corporate sector accompanied by scandals of CEOs' is common (Crawford, 2005; Henriques, 2009), stakeholders associated with different organizations have started to classify success in wider terms than objective financial indicators. Societies now stress that leaders in organizations should not only generate profit, in addition they must uphold strong values like high integrity levels, far above the ground ethics, and high spirit of justice even as they remain busy in their day to day affairs (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

Authenticity when referenced and discussed in organizational and managerial literature identifies the authenticity of a leader in terms of administrative and managerial qualities of a leader (Kliuchnikov, 2011). According to (Luthans & Avolio 2009; Walumbwa, Wang, Schaubroeck, & Avolio 2010) due to a renewed interest on positive leadership the academic focus is now firmly moving towards the development of authentic leadership as a research construct. Consistent with findings of (Luthans, May, & Walumbwa, 2005; Avolio & Gardner 2005) Authentic leadership encompasses (a) *Leader's guidance in the direction of organizational goals* (b) *Leader's emphasis on follower development and the most important aspect concerning* (c) *Leader's transparency, openness and trust;* presence of such behavior in a leaders ensures that leaders influence their followers

(Steidlmeier & Bass, 1999; Fields, 2007, Riggio, Zhu, Avolio & Sosik, 2011) and such behavior of leaders helps generally in the development of their followers (Steidlmeier & Bass 1999; Walumbwa et al, 2010, Gardner et al, 2005).

Leaders in organizations are considered as being the top management nevertheless leaders can be found in all organizational levels holding their respective official authorities (Fernald, Solomon, & Tarabishy, 2005). Leaders in organizations are the individuals that others resort to for guidance and support towards achieving the small and large scale organizational goals and it is that confidence guidance and support of the leaders which enables the followers to achieve organizational goals effectively.

This contemporary era of widespread corruption, major corporate scandals and chaos in the ethical standards values the importance of authentic leadership and need for the genuine leadership has increased manifold (Lorenzi, 2004; Crous, & Venter., 2007; Avolio & Luthans, 2006; Gardner& Avolio 2005; George, 2003,Puente 2007,Northouse, 2010). According to (Gardner& Avolio, 2005) as a result of aforesaid malpractices in different organizations witnessed massive breakdown in their financial performance and it has also become the foundation of the catastrophe in the banking system and also the root cause of the moral scandals at the corporate level in corporations like WorldCom, Enron Anderson and Arthur (Northouse, 2010; May, Chan, Hodges, & Avolio, 2003George, 2003).

George (2003) in his findings reported the interesting findings of the poll conducted by Cable News Network a subsidiary of TIME Warner Company (TIME/CNN) in which 71% of polled audience felt that "A typical CEO working for an organization contrast to

an average person is less ethical and honest". Another question that was asked from the respondents was to report the ethical and moral standards of chief executive officers of major corporate sector organizations from the entire population 72% of the respondents rated the CEOs as either "poor" or fair".

Along with the shareholders, consumers and the other stake holders i.e. the internal customers or employees of the organizations are also becoming intolerant these days about the discrepancies between leaders' principles values and actual conduct. As a result shareholders, employees and other stakeholders always expect that their top leaders and management to work in respective organizations with full level of dedication and integrity (Northouse 2010, Gardner & Avolio 2005, Gardner Peterson, Avolio, Walumbwaand Wernsing2008, May et al 2003). In nutshell the employees these days expect their reporting heads and leaders to be more constant, trustworthy and honest.

In the recent times authentic leadership has gained a lot of scholarly and corporate attention and it adds to another viewpoint on ethical leadership. In 2005, Leadership Quarterly exclusively published an issue on authentic leadership (Gardner& Avolio, 2005), A former CEO provides practitioner insights about authentic leadership in his recent book (George, 2003). For different theorists the meaning and description of authentic leadership varies, yet there exists consensus over the significance of uniformity of values, actions and words. Self-awareness, integrity and relationship build on trust and respect are the additional important traits of authentic leaders.

Authentic leaders their behavior and adopted values are always in line with their actual values they do not endeavor for top leadership positions to oblige certain individual or for

power, status or esteem rather they opt for this to enact their actual beliefs and values. Because of their selflessness their actions are always in line with their strongly held beliefs and values. Authentic leaders do not perform or conform any task or role that is not consistent to their own beliefs and values.

As compare to the social norms which can be changed easily the convictions and values of authentic leaders are very strongly internalized and cannot be changed easily. Since authentic leaders have a strong desire for self-verification and improvement they always welcome positive criticism and feedback over their mistakes. When contrasted with ethical leadership, authentic leadership is all about becoming aware of one's internal and replicating them all in the real life.

The premise of ethical leadership is the simple difference between right and wrong and that an ethical leader is the one who always does what is right. Authentic leadership when compared with ethical leadership goes one step ahead of being ethical as it is comprised of three important components i.e. *Transparency, Self-Awareness and Information Processing* between the leader-member relationships. (Peterson, Wernsing Gardener Avolio and Walumbwa, 2008)

According to Smith, Bhindi, Riley, Hansen (2008) "Authentic leadership is an approach which requires leaders to rise above the situation to a higher level of moral and ethical state not only for the betterment and improvement of the leader himself but also for the betterment of relationship with their members". Authentic leadership has been reviewed comprehensively with the attention focused on what contributes to be such a leader

within both academic, applied and management literatures. (Luthans & Avolio, 2003, Luthans, et al, 2005, Avolio &Walumbwa 2006 & Avolio et al. 2004).

In the recent past a number of empirical studies have been carried out to date to check authentic leadership and its association with followers' behavioral outcomes. Most of the studies which have been carried out on authentic leadership stated the need for broader frameworks to explore its relationship with the organizational outcomes (Avolio et al. 2004, Taylor & Ladkin 2010, Eagly 2005, Eilam &Shamir, 2005 Luthans et al 2005, Puente et al 2007).

Latest studies in the field of authentic leadership have shown that authentic leaders have this ability to look at various issues and problems of the organization with different perspectives consequently they become able to understand different problems of their followers. May et al, 2003 in their study have shown that because authentic leaders behave ethically persistently which sends their followers' very strong message about their leaders which furthermore establishes that authentic leaders are fair, transparent, self-aware and have a clear moral center (George, 2003).

Authentic leadership revolves around the concept of leading people by example which demands veracity honesty and high moral standards (Avolio et al. 2004). Authentic leaders are the ones who always behave in just and fair manner (Avolio and Luthans 2003).

As today most of the research work done on authentic leadership is conceptual in nature which only provides theoretical description of the concept and its relationship with others variables therefore it is about time that the topic should be explored quantitatively

(Walumbwa et al., 2008, Walumbwa et al., 2010, Northouse 2010, Avolio & Gardner 2005)

Since outcomes are the end state of existence for the organizations or any other work group. A desired result for the organization is known as positive outcome. A lot of outcomes are studied and discussed by the various researchers in the past in the field of behavioral and social sciences that includes workplace tenure (Youssef & Luthans, 2004), Employee turnover (Wayne & Green, 1993), Extra-role behavior i.e (OCB) (Organ, 1988), leader-member relations (Matkin, 2005; Story, 2010), satisfaction with supervisor (Story, 2010), Trust in leader (Story, 2010), perception of fairness (Matkin, 2005; Moorman, 1991), organizational commitment (Quinn, 1998) and perceived organizational support (Matkin, 2005).

In their research piece Gardner and Schermerhorn (2004) explained that authentic leader also transform and develop their followers into leaders which results in higher in role performance of the employees and their increased job commitment. Avolio et al. (2004) made their contributions of authentic leadership outcomes by studying trust in leadership as an outcome.

Literature calls for more quantitative research on authentic leadership because there exists a lack of empirical research on the topic. Cogliser, Dickens, Gardner and Davis (2011) also explained about the significance of studying authentic leader-member relationships.

Therefore, this study in addition with the existing studied employee outcomes like (OCB) i.e. organizational citizenship behavior and (OC) i.e. organizational commitment is aimed

to study the impact of authentic leadership on employee's psychological empowerment and on employee job outcomes furthermore the effect of structural distance on authentic leadership and psychological empowerment of the employees' relationship. LMX theory posits that the process of leadership is focused on the leader and member/follower's interactions. According to the Leader-Member exchange theory leaders do not use uniform style while dealing with different followers rather they adopt a different leadership styles while dealing with different subordinates (Maslyn & Liden 1998). Subordinates who are in high quality exchange with their supervisors/leaders receive higher performance evaluations and greater attention as a result when the structural distance between leader and follower is reduced and leader and member get close to each other employee engages him/herself in his job responsibilities i.e. in-role and extra-role behavior i.e. organizational Citizenship Behavior (OCB). These employees as a result of such attention and close relationship with their leaders are more involved and satisfied with their work assignments and supervisor respectively (Maslyn. & Liden, 1998).

Structural distance is defined as “physical structure in the organization (e.g., *physical distance between leader and follower*), organizational structure (e.g., *hierarchical level, span of management control, and management centralization*), and supervision structure (e.g., *frequency of leader-follower interaction*)” (Antonakis & Atwater 2002).

Literature suggests that quality of leader and member relationship effects the on job experiences of the subordinates (Gobdel. & Vecchio, 1984). Empirical research pertaining to leader-member relationship led contemporary researchers to arrive at a conclusion that this relationship is one of the most important predictor of organizational outcomes (Wayne Liden, Sparrowe 1997 & Matkin, 2005).Therefore the more the leader and

member are organizationally close to each other there is a strong likelihood that as a result employees will feel empowered and consequently their organizational commitment engagement and involvement in extra role behavior will increase.

Organ (1988) proposed different components of Organizational Citizenship Behavior (OCB) all these elements are not part of the formal job assignments of an employee job description rather these elements help to establish a socially and psychologically attuned environment in an organization. These elements are integral part of organizational performance that helps the organization to effectively achieve its goals Borman and Motowidlo (1997).

There exists a lack of empirical and conceptual link between followers' job attitudes their work behaviors and organizational performance outcomes (Walumbwa et al., 2010; Avolio & Gardner, 2010; Avolio et al. 2004). As a result the literature calls for additional studies and contribution of researchers to help establish an empirical link between authentic leadership and its positive outcomes pertaining to organization and followers structural distance and psychological empowerment of the employees and its effect on employee work outcomes like OCB, organizational commitment and work engagement of the employees.

Consistent with the findings of (Dailey & Kirk 1992, Koo and Boo 2001) Authentic leaders are those who treat their followers in such a way that is fair and unbiased in all aspects which consequently creates a sense of justice and empowerment among their employees and when employees in an organization observe such a behavior by their leaders their perception of being treated fairly increases which eventually affects their job

attitudes like satisfaction and organizational commitment. Persistent with the findings of Wetzel (1997) that when leaders treat their followers without any contrast in their sayings and doing it ultimately increases the employee perception of being treated fairly which consequently will enhance employee commitment and attitudes towards their organizations causing employees to get engaged in extra role behaviors like organizational citizenship behavior (OCB).

According to the findings of Walumbwa et al. (2010) The association between AL and OCB hypothesized that authentic leaders due to their leadership qualities like transparency, far above ground moral role modeling and their impartial decision making create and foster organizational settings that create a sense of extra role behaviors in the followers of authentic leadership. Moreover the presence of leadership quality like exhibiting interpersonal intelligibility in authentic leaders is the pivotal factor that helps the followers to enhance and enlarge their thinking patterns and helps authentic leaders in developing a balanced organizational setting (Walumbwa et al., 2010, Ilies et al., 2005; Avolio & Gardner, 2005), A balanced organizational context is without a doubt a work environment that provides follower a preferred environment trust, cooperation and support which is essential for the commitment of an organizational employee or follower of authentic leadership working in an organization (Dale & Fox, 2008).

Employee Engagement as described by Schneider and Macy (2008) is a combination of employee commitment attachment and involvement with the job and organization. Walumbwa et al (2010) in their research piccc found out that authentic leadership is a strong predictor of employee work engagement. Employee Work Engagement as

construct explained here means the enthusiasm, commitment satisfaction and involvement of the employee for his/her job.

Those leaders who exhibit respect, recognition, openness and work hard for employee development i.e. (Authentic Leadership) are embraced by followers, Gardner et al. (2005). Due to their relational justice, fairness and transparency the commitment level of followers of authentic leaders increases manifold. Hence being a role model for the followers due to high level of integrity and moral standards, authentic leaders induce strong commitment among their followers which increases the self-awareness in followers (Walumbwa et al, 2008).

The remaining part of this chapter entails problem identification/research gap, relevant research objectives/research questions, and significance of this study.

1.2 PROBLEM IDENTIFICATION/RESEARCH GAP

Extensive past researches have provide evidence which reveals the link relationship between organizational outcomes and authentic leadership. Moreover, recent literature has indicated that positive association exists between employee behavioral outcomes and authentic leadership (Bruce J. Avolio 2004, Amara Emuwa 2013, Morten Birkeland, Rod Erakovich, Kathryn Mearns, Thomas W. Nichol, Douglas R. May 2004, Gerry Larsson 2011, Jarle, Weichun Zhu, Nielsen, 2011)

Even though some researchers have attempted in the recent past to prove association between charismatic leadership with psychological empowerment yet authentic leadership is not linked with different facets of empowerment so as per the recommendations of (K.S. Laschinger, Carol A. Wong & Heather 2012) this makes it

imperative and interesting to investigate the impact of psychological empowerment as a mediator between organizational outcomes and authentic leadership. Therefore, this study will aid in filling the existent research gap both from a contextual and theoretical point of view the major theoretical contribution of this study is to study psychological empowerment as a mediator between authentic leadership and employee behavioral outcomes like Work Engagement, OCB and Organizational Commitment.

This study also examines moderating role of structural distance in the relationship of authentic leadership and psychological empowerment because this facet of structural distance has received very meager attention in the past. Hence through the intended study we can foresee an important addition in the existing body of knowledge.

In addition as this study is aimed at highlighting authentic leadership and its importance from an eastern perspective. Consequently contextually speaking this study can serve as a notable contribution in highlighting authentic leadership its understanding, importance and implications thereof from a region i.e. Pakistan that exhibits entirely different cultural, political, social and economic background and values.

1.3 RESEARCH OBJECTIVES

Research objectives of the study are as under:

- First and the foremost objective of this study is to investigate the effects of authentic leadership on psychological empowerment and employee behavioral outcomes relationship (i.e. organization citizenship behavior, organizational commitment and employee work engagement).

- Second objective is to predict that how psychological empowerment mediates the relationship between authentic leadership and employee's behavioral outcomes i.e. (organization citizenship behavior, organizational commitment and employee work engagement)?
- Third to investigate the moderating effect of structural distance between the relationship of authentic leadership and psychological empowerment.

1.4 RESEARCH QUESTIONS OF THE STUDY

Research questions to be investigated are outlined as under :

1. What is the effect of authentic leadership behavior on employee work engagement, organizational commitment and organizational citizenship behavior?
2. What is the effect of psychological empowerment on employee work engagement, organizational commitment and organizational citizenship behavior?
3. What is the moderating effect of structural distance between authentic leadership behavior and psychological empowerment and what is the mediating effect of psychological empowerment between authentic leadership behavior and work outcomes?

1.5 LIMITATIONS OF THE STUDY

Research limitations always remained the part of most of the research studies conducted in the past, Likewise this study is also not free of these limitations.

- First and foremost this study is aimed to investigate the role of authentic leadership in only telecommunication sector of Pakistan.

- Second, limitation of this study is the sample size because reporting a large scale sample was hindered by the unavailability and unwillingness of the respondents and organizational policies.
- Third, the irregular and uneven distribution of the demographic groups hampered the process of reporting group differences in the model based upon ethnicity and gender as it is likely that different groups respond contrarily.
- Fourth, due to the limited time frame the nature of study was cross sectional and the responses which were obtained from the respondents were collected at only one point of time.

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 THEORETICAL SIGNIFICANCE

Authentic leadership is studied by different researchers since 1970. But in the last decade the interest in authentic leadership has reborn and intensified among researchers. Different researchers have contributed valuably in the field of authentic leadership; yet there still exists research gaps which needs to be filled. As a result, this study intends to bridge an important research gap suggested by (Heather K.S. Laschinger & Carol A. Wong 2012) which states that there exist a lack of empirical research support for the relationship of authentic leadership, psychological empowerment of the employees and their work outcomes.

Furthermore, investigating the moderating effects of structural distance between authentic leadership and psychological empowerment will help in augmenting the existent

authentic leadership theory which will help to comprehend the authentic leadership paradigm from a different perspective.

1.6.2 PRACTICAL SIGNIFICANCE

In addition to the contextual significance the practical significance of the study is that the model which is proposed in the study will be very helpful for the managers to fully exploit the true potential of their employees and for human resource practitioners to produce collegial work outcomes.

1.6.3 RESEARCH THEORY

The study takes its theoretical foundations from Tajfel and Turner's (1986) "Social Identity" theory which is best described as a theory that "predicts certain intergroup behaviors on the basis of perceived group status differences, the perceived legitimacy and stability of those status differences, and the perceived ability to move from one group to another". The theory states that "social behavior will vary along a continuum between interpersonal behavior and intergroup behavior. Completely interpersonal behavior would be behavior determined solely by the individual characteristics and interpersonal relationships that exists between two or more people. Completely intergroup behavior would be behavior determined solely by the social category memberships that apply to two or more people".

Chapter 2

Literature Review

LITERATURE REVIEW

The proposed model of the study investigates how psychological empowerment mediates the relationship of authentic leadership and organizational outcomes like Employee Work Engagement, Organizational Citizenship Behavior and Organizational Commitment. In addition as grounded in Tajfel and Turner's (1986) "Social Identity theory", Leader-Member Exchange theory and relational leadership model the study also investigates the role of structural distance between the leader and the follower, consequently this study investigates the impact of structural distance as a moderator between authentic leadership behavior and the psychological empowerment level of the employees in addition the study also study the direct impact of authentic leadership on organizational outcomes i.e. Organizational Citizenship Behavior Employee Work Engagement and Organizational commitment. This chapter starts with the recent research literature on authentic leadership then it reports the effect of authentic leadership on employee behavioral outcomes in the light of existent literature, the chapter also covers the historic and contemporary viewpoints and research findings about study. Finally the chapter reports about the role of psychological empowerment as a mediator between authentic leadership and employee behavioral outcomes in addition it also reflects on the relationship of structural distance as a moderator between authentic leadership behavior and psychological empowerment of the followers in the end of all the established relationships hypothesis are developed between the predictor and outcome variables.

AUTHENTIC LEADERSHIP

Authentic leadership is comparatively a new framework stemming from the leadership construct, ethics, optimistic psychology and work outcomes (Gardner, May, Avolio,

Luthans & Walumbwa 2004; Cooper & Nelson, 2006; Walumbwa et al. 2008; Avolio & Luthans 2003). Building upon the various definitions of authentic leadership initially proposed (e.g., Avolio & Luthans 2003; May, Avolio, Walumbwa, Gardner & Luthans 2005) Walumbwa et al. (2008) recently defined Authentic leadership as *“a pattern of leader's behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate to foster greater self-awareness and internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development”* (p. 94). Avolio et al. (2008) offered a more succinct definition as *“a pattern of transparent and ethical leader behavior that encourages openness in sharing information needed to make decisions while accepting followers' inputs”* (p. 423). George (2003) described authentic leadership as *“those who are high in integrity and purpose, have unwavering core values, and show a strong commitment to all stakeholders”*.

In the light of aforesaid definitions authentic leadership is now recognized and measured as a four dimensional higher-order Construct; It comprised of: Self-Awareness, Relational Transparency Balanced Processing & Internalized Moral Perspective.

Self-awareness explains how much a leader is aware about his or her own strengths, weaknesses, and how he or she makes sense of the world. Relational transparency refers to how authentic and transparent a leader is perceived to be by others (e.g., followers). A leader who exhibits high relational transparency openly shares information, true thoughts, and feelings with subordinates, while also encouraging such open sharing by and among followers. Balanced processing refers to the behavioral process used by leaders in decision-making. Leaders who use balanced processing in decision-making are the ones

who always analyze issues objectively before coming to any conclusion and will encourage all affected parties (e.g., followers) to voice their positions in the decision-making process – even when, and perhaps especially when those positions challenge those held by the leader. The fourth dimension, internalized moral perspective, refers to the strength of a leader's own moral compass and the consistency exhibited between leaders' own values and morals and their decisions and behaviors. Leaders with a highly internalized moral perspective make decisions and behave in ways that are reflective of their strong moral value system. Followers perceive authentic leadership when their leaders behave in ways consistent with all four of these dimensions (Walumbwa et al., 2008).

Resulting from the renewed interest in the field of authentic leadership several studies have been conducted in the last decade to investigate authentic leadership and other organizational outcomes' mutual relationship. The findings of these studies have shown that there exists a positive relationship between authentic leadership and such variables such as psychological empowerment, OCB, trust in leadership (Carsten et al. 2008, Smith-Clapp et al. 2009, Walumbwa et al. 2008 & 2010, Peus et al. 2012).

Since its evolution as a construct authentic leadership has been studied in various kind of organizations. Authentic leaders are “those who have are highly self-aware, who know their values and beliefs and those who act according to their beliefs and values while interrelating with others” Avolio et al. (2004). Followers of such leaders see these leaders as the ones who know themselves and their followers' abilities, values and ethical perspectives very well. They are well aware of the situation which they work and they also know how to deal with their followers effectively. May et al (2003) pointed out that

authentic leaders are the ones who are fully capable to incorporate their beliefs and values in their organizational and personal lives which creates a transparent and open environment in the minds of the followers and other organizational stakeholders. Authentic leaders use motivation, rational stimulation, inspiration and evenhanded consideration in a principled manner that fosters the followers' perception positively. In order to more clearly define how authentic leader is related to employee positive work outcomes and psychological empowerment with the moderating role of structural distance is presented in the following paragraphs.

AUTHENTIC LEADERSHIP AND EMPLOYEE WORK ATTITUDES

Several research studies have revealed that leadership behavior is associated positively with employee work outcomes e.g. OCB. (Podsakoff et al., 2000). The same findings stand appropriate and valid for authentic leadership as well because these leader due to their principled stance and ethical behavior leaves a optimistic effect on the minds of the followers which generates higher level of job satisfaction, commitment levels, trust in management and availability to perform extra role behaviors i.e. OCB(Avolio& Luthans2003; Avolio et al., 2004; Gardner & Avolio, 2005). Different personality factors of authentic leaders which effects the minds of the followers which are self-determination, transparency, positive social feedback and exchange, personal and social identification (Ilies et al., 2005). In organizations whenever authentic leaders deal with their followers with balanced processing, transparently and with self-awareness it always increases the understanding of their followers about them and their social identification with the group in which they perform which consequently increases involvement,

satisfaction and commitment of the followers to the leader, group and organization eventually (Avolio et al., 2004; Gardner et al., 2005; Ilies et al., 2005).

As a result of the commitment and trust which followers' exhibits in their leaders positive consequences are generated on work outcomes i.e. Employee Work Engagement and OCBs (Wong & Cummings, 2009; LePinc & Colquitt, Scott, 2007) other positive outcomes which are associated with authentic leadership are group performance (Burke, et al., 2006), job satisfaction (Lok & Crawford, 2004), extra effort (Brown, Trevino, & Harrison, 2005), organizational commitment (Judge & Piccolo, 2004), wellbeing of employees (Fisher, 2010). Following paragraphs will demonstrate associations of authentic leadership and positive work outcomes.

ORGANIZATIONAL CITIZENSHIP BEHAVIOR

According to Dennis Organ (1988), OCB is "*individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization*". OCB is composed mainly of three important facets that are integral towards the understanding of the real meaning of the construct. Foremost, OCBs are the discretionary behaviors of any individual and not part of his or her routine job description as employees who are engaged in it perform it as a matter of their own choice. Second, OCBs are performed by individuals because of their own discretion and without any formal obligation to do. Finally, OCBs are the behaviors that contribute and foster on the whole organizational effectiveness by enhancing overall performance level of the organization. OCB has

transformed into a notable construct these days (Organ, 1997) and has become an integral part of organizational performance.

ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND AUTHENTIC LEADERSHIP

Numerous studies have been conducted on OCB in the past with the prime objective to identify that what are the factors that contribute towards (OCB) in all these studies different factors were identified e.g. individual differences, task characteristics, organizational environment and most importantly leader's behavior (Bachrach, Paine, MacKenzie & Podsakoff 2000).

Organ et al. (2006) reviewed a number of empirical studies and noted that there exists a positive relationship between leader behaviors and OCB. The foundation of this association is that what so ever is emphasized by the leader through his behavior is endorsed by the followers as an outcome (Niles-Jolly, Schneider, Saltz, Mayer & Ehrhart 2005).

From the aforementioned discussion it is eminent that since authentic leader promote and foster open, transparent and fair work environment such environment works as a catalyst in promoting culture where employee would actually like to engage in extra role behaviors i.e. OCB (Treviño Brown & Harrison, 2005, Avolio & Gardner, 2005). Leaders play a pivotal role in aiding employees' extra role behavior who are perceived as authentic. A number of empirical research studies have shown existence of a positive association between OCB and authentic leadership behavior (Kuenzi, Bardes, Greenbaum, Mayer and Salvador (2009) Brown et al. (2005) other studies from different

organizations have also shown that in organizations there exists a positive association between authentic leadership and OCB where the leader-member relationship depends upon respect, recognition and trust. Therefore we can safely assume that where there exists a considerate, open and fair relationship between leader and follower it will promote more extra role behaviors in followers and this forms the basis of our hypothesis1 which is as under:

HYPOTHESIS 1

Authentic leadership is positively related to organizational citizenship behavior.

ORGANIZATIONAL COMMITMENT

Organizational commitment “is a bond between the employee and his/her organizations it can be emotional and as well as normative” (Samad, 2005). Employees who wish to maintain citizenship with the organization are considered as committed and these are employees who always go step ahead from the routine job duties to help others and make valuable contribution in the organization (Jordan&Perryer 2005, p. 382). Organization commitment has various types (Nwadei, 2003). According to Meycr andAllen (1991) there are three components of organizational commitment i.e. Affective commitment, Normative commitment and Continuance commitment. Affective Commitment refers to “emotional attachment of the employee with the organization” (Ashaman, 2007) described affective commitment as “emotional bond between employce and his organization”; Continuance Commitment is the “perceived economic value of staying with and organization compared with leaving that organization” i.e. where economic benefit of the employee lies in enduring with the organization for the reason this commitment is termed as “calculative involvement” by Hrebiniak and Alutto. Normative

commitment is the “ethical or moral obligation that an employee feels to remain associated with the organization” Marsh and Mannari (1977). These types are, according to Meyer and Allen (1991), complementary and are not mutually exclusive.

ORGANIZATIONAL COMMITMENT AND AUTHENTIC LEADERSHIP

Perryer and Jordan (2005) found that there exists only a few researches on the subject of leadership and organizational commitment the relationship moreover they also noted that not much work is available which reports particularly about the relationship between authentic leadership and employee job commitment. Since the followers of authentic leaders are emotionally attached with the leaders and they exhibit the values, beliefs and convictions of their leaders so it is likely that authentic leaders will affect the emotional attachment of their followers and followers will be emotionally i.e. affectively attached with the organization(Shamir & Eliaz, 2005,Gardner et al., 2005; Meyer & Allen, 1991).Watson & Papamarcos (2002) found that authentic leaders due to their open and transparent style of dealing with their followers generate trust and faith in the minds of the followers which has been the main cause that reduces turnover and increases the commitment levels of the employees Papamarcos & Watson, 2002; Jordan and Perryer 2005; Guptill and Bernadi 2008).

As compared to affective commitment, authentic leadership may also found to affect continuance and normative aspects of commitment due to their fairness and high moral grounds (Avolio & Gardner, 2005).Similarly when leaders share positive relationship with their followers and especially when the leaders are true to followers and authentic in

nature then according to followers will posit trust in their leaders which will eventually lead towards the enhancement of follower's commitment.

HYPOTHESIS 2

Authentic leadership is positively related to organizational commitment

WORK ENGAGEMENT

Employee work Engagement is defined as the "attachment of workers with roles where they employ themselves mentally, physically and emotionally during their job performances William Kahn (1990). Macy and Schneider (2008) explained employee engagement as a personality trait, a state (in terms of commitment, mood and involvement), a behavior (i.e. OCB) or a combination of all these. Researchers like Thomas, Dalal and Brummel 2008; Saks 2008 differ in their views that considering employee engagement as discretionary effort of employee can be confusing and mystifying. Since there is no clear definition of engagement that literature offers but we can conclude that engagement is extent to which employee of a particular organization is emotionally, physically, cognitively and psychologically attached with the organization and his job roles (Schmidt and Harter 2008; Harter et al. 2002 Bakker and Schaufeli, 2004).

Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002 defined employee engagement as the employee state of mind characterized by vigor, absorption and dedication. Vigor shows the persistence level of the employee, absorption is the extent to which an employee is fully concentrated and involved in the task that he or she performs while dedication deals with the enthusiasm, challenge and pride that the employee takes in the

his job responsibilities. Contemporary studies on employee engagement have shown that the most fundamental aspects that constitute employee engagement are dedication and rigor (Bakker, Schaufeli & Gonzalez-Roma Lloret in press)

WORK ENGAGEMENT AND AUTHENTIC LEADERSHIP

One of the most important factor that contributes towards employee work engagement is leadership (Harter et al., 2002). Authentic leaders always interact with their followers with openness, honesty and truthfulness such leaders always lead from front and behave transparently (Kernis, 2003, Gardner et al., 2005, Avolio & Gardner, 2005). According to Brown et al. (2005) leaders because of their credibility and openness become role models and they do not only show path to their followers for the accomplishment of goals rather they assist them as well in the process of achieving organizational goals which becomes the driving force that increases the employee work engagement (Bandura, 1977).

It has been observed by Kernis and Goldman (2005) that authenticity is the prime predictor of work engagement and goal achievement. In this self-administered qualitative study Kahn (1990) observed that in an organizational setting where employees feel themselves owned, supported, psychologically protected and free to participate in organizational affairs without any negative reinforcement are found to be more involved and engaged in the jobs. All these finding overlap with the traits and behaviors of authentic leaders (George, 2003, Luthans & Avolio, 2003, Gardner et al., 2005; Sparrowe, 2005; Ilies et al., 2005, Avolio & Gardner, 2005)

Following hypothesis is proposed keeping in view the aforementioned discussion,

HYPOTHESIS 3

Authentic leadership is positively related to work engagement

PSYCHOLOGICAL EMPOWERMENT

Spreitzer (1995) defined psychological empowerment as a construct consisting of four essential elements i.e. meaning, competence, self-determination and impact." It is a state where an employee experience high intrinsic motivation. Meaningfulness is experienced by an employee when he feels that he is been assigned with a greater responsibility. Self-efficacy of a person/employee reflects his competence. Self-determination is experienced by an employee when he feels liberty and autonomy to perform the tasks he is assigned with (Fulford & Enz, 1995).

Lastly, impact is the perception of the employee about his assigned duties that how much his part makes significant difference in the overall accomplishment of the task and the extent to which his duties affects the overall outcome of the task (Spreitzer, 1995).

PSYCHOLOGICAL EMPOWERMENT AND AUTHENTIC LEADERSHIP

Since managers deal with their employee through controlling strategies on the contrary leaders show path ways to their followers provide them guidance and assistance through empowerment to accomplish the organizational goals effectively and efficiently. Empowerment is an essential trait of authentic leadership (George, 2003; Ilies et al., 2005).

Empowerment as stated above is construct which features four essential elements i.e. meaning, competence, self-determination and impact. Meaningfulness is experienced by

an employee when he feels that he is been assigned with a greater responsibility. Self-efficacy of a person/employee reflects his competence. Self-determination is experienced by an employee when he feels liberty and autonomy to perform the tasks he is assigned with (Fulford & Enz, 1995). These elements act as impetus towards employee's job involvement (Spreitzer, 1995).

Authentic leaders always strive to involve their followers in the decision making process they also work hard to create meaningfulness in the tasks of their followers which gives the followers with the required amount of confidence (Ilies et al., 2005). Consequently, when leader involve their followers in the decision making process and share with them all the required information that then contributes to be source that fosters meaningfulness, competence, impact and self-determination in the minds of the followers (Conger & Kanungo, 1988; Thomas & Velthouse, 1990).As a consequence of which followers most often feel themselves empower working with leaders who are true and authentic in nature with the above in view proposed here is the fourth hypothesis of the study:

HYPOTHESIS 4

Authentic leadership is positively related to employee psychological empowerment.

PSYCHOLOGICAL EMPOWERMENT AS MEDIATOR BETWEEN AUTHENTIC LEADERSHIP AND EMPLOYEE BEHAVIORAL OUTCOMES

Most of the research work done on authentic leadership has unvciled that authentic leaders due to their fair, open and transparent relationship with the followers yields them with the followers who feel more empowered psychologically due to this considerate relationship of leader and followers their sense of owner ship of the followers is noted to

be high also in the all the tasks which are assigned to them (Ilies et al., 2005 ; Walumbwa et al., 2010). Empowerment as stated above is construct which features four essential elements i.e. “meaning, competence, self-determination and impact”. Meaningfulness is experienced by an employee when he feels that he is been assigned with a greater responsibility. Self-efficacy of a person/employee reflects his competence. Self-determination is experienced by an employee when he feels liberty and autonomy to perform the tasks he is assigned with (Fulford & Enz, 1995). These four elements are effectively fulfilled by authentic leaders through their positive behavior and modelling with the followers authentic leaders also help their followers in discovering their true self and hidden talents and developing their skills in to their strong points which gives them self-determination, competence and autonomy (Gardner et al., 2005). Empowerment reflects self-determination and autonomy (Spritzer, 1995; Walumbwa et al., 2010b). Since authentic leaders help their followers in finding their hidden skills and opportunities which generates self-determination, such behavior of the leaders as a result generates commitment and work engagement in the employees (Ilies et al., 2005). Gardner et al. (2005) also highlighted in their study that authentic since authentic leaders help their followers in finding their true talents and then developing such talents in to strengths that creates a fit and congruence between the skills of the followers and the goals of the organization which consequently helps to produce effective organizational performance and employee psychological empowerment.

Managers who support involvement of employees in the decision making process and who readily share all the necessary information with their subordinates it helps them

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eventually to create an atmosphere where they experience high quality leader member exchange Walumbwa et al. (2010).

Since authentic leaders always support and embolden their followers to always do something new for which they always assist and motivate them and for this purpose they always work to have a relationship of high quality with their followers based upon the standpoint of social exchange as compared to economic exchange (Walumbwa et al. 2008; Ilies et al., 2005). Social exchange view point posits that the followers will go an extra mile and put extra effort to meet the requirements of the job and as a consequence of that high quality exchange that they experience with their leaders. Similarly followers who are empowered are more likely to be engaged in OCB because they then they take it as their responsibility to help others. Similarly authentic leadership is also reported to be the predictor of OCB (Walumbwa et al., 2008; Walumbwa et al., 2010; Gardner et al., 2011).

Since authentic leaders always treat their employees equally and with openness as a result the followers feel close to their leaders; trust of authentic leaders in their followers is also a factor that causes empowerment in their followers (Walumbwa et al., 2008). In addition when the followers are treated transparently it also fosters empowerment in them because when the leaders are themselves transparent and unbiased only then the followers will have strong faith and belief in them. As a result of aforesaid discussion authentic leadership is strongly associated with the employees' work engagement.

Followers of the managers who are involved in the decision making information and with whom all the necessary information is shared have reported higher level of satisfaction and psychological empowerment which is a key trait of authentic leaders and since

authentic leaders always provide their followers constructive feedback which causes a great amount of empowerment in their followers Spreitzer (1996). In the light of aforementioned discussion is expected that authentic leadership is correlated strongly with followers' empowerment and in the literature there are numerous evidences which have shown that empowerment causes commitment, satisfaction, involvement in the followers which increases their work output through increased productivity as a result of enhanced individual and team level performance (Kizilos, & Nason, Seibert, Silver, & Randolph, 2004; Chen, Kirkman, Kanfer, Spreitzer 1997, Allen, & Rosen, 2007).

When employees in the organization feel empowered they tend to perform extra-role duties in line with the in-role duties (Tangirala, Oakley, Ballinger & Alge 2006). Similarly when employees are empowered and they experience high quality relationship with their leaders they are more likely to perform extra roles i.e. OCB Wat & Shaffer (2005) because when the employees are empowered they experience more autonomy and impact in their job responsibilities which keep them motivated and which in turns causes them to be more engaged in their job duties (Spreitzer, 1996).

Social cognitive theory also supports the aforesaid discussion it says that employees when feel proficiency in their job duties and when they are encouraged they always tend to produce synergetic results and which produces higher level of work engagement in such employees Bandura (1977). Similarly relational identification is a construct that helps to explain relationship between OCB, work engagement and authentic leadership because it the relational identification that helps to create a sense of autonomy and ownership in the followers consequently in this study empowerment is studied as a

mediator between authentic leadership on left side and employee behavioral outcomes i.e. (OCB, OC and employee work engagement) on the right side

Consequently in the light of aforementioned literature it is stated that authentic leadership produces organization commitment, work engagement and OCB and this relationship is completely accounted for when there exists relational identification and empowerment between this authentic leaders and their followers.

Resultantly following hypothesis are proposed

Hypothesis 5:

Psychological Empowerment mediates between authentic leadership and organizational citizenship behavior.

Hypothesis 6:

Psychological Empowerment mediates between authentic leadership and work engagement.

Hypothesis 7:

Psychological Empowerment mediates the relationship between authentic leadership and organizational commitment.

STRUCTURAL DISTANCE AS MODERATOR BETWEEN AUTHENTIC LEADERSHIP AND PSYCHOLOGICAL EMPOWERMENT

The basis of structural distance is the leader-follower physical distance, organizational structure which incorporates the hierarchies, management jurisdictions and the supervision structure i.e.frequency of leader-member interactions (Antonakis & Atwater,

2002). In this study we studied one of the **most important** facets of structural distance i.e. **Organizational Structure** which is the hierarchical distance between leader and their followers within the ambit of their respective job responsibilities. In the past numerous studies have explored the nature of leader-member relationships and the effect of quality of their mutual relationships on the motivation level of their followers, and their satisfaction and job performance (Eden, Dvir, Avolio, & Shamir, 2002 ; Yammarino & Waldman, 1999; Yammarino, 1994).

Meanwhile the proximity between leader and member relationship that is how far and close they are to each other **in reality in the organizations** is not studied and has not received reasonable research attention. As noted by Atwater and Antonakis (2002) that distance between the leader and followers is a decisive factor that explains the quality of relationship between them and it also helps to predict how leaders are being perceived by their followers. According to Shamir (1995) charismatic leaders leave profound effects on their followers whether or not they are close to their followers both physically and organizationally i.e. Structural Distance

According to Hall and Howell (1999) followers who are close to their leaders reported great amount of trust in their leaders, similarly where the proximity is between leader and follower is high it always produced considerate relationships. In addition those followers have more opportunity to learn from their leaders who work closely to them and usually such followers become confidants of their leaders and produce synergetic results and always produce great results whenever they are assigned with new tasks and responsibilities as compare to leader who work at a distance from their followers.

In consistent with the above facts and figures Shamir and Dvir (2003) found that the **impact of leaders** on their followers who are close and at distance respectively is different. Leaders who work close to their followers are more considerate to them, they show support to the ideas of the followers and they are very much concerned and sensitive to the needs of the followers and they always strive to **work for the betterment** and development of the followers Shamir (1995).

Due to the fact that proximity between followers and leaders depicts the leader-followers relationship, since close leaders have greater influence over their followers while distant leaders have weak relationships with their followers and their influence over followers is also low Bliese & Chen 2002, Liden Wayne & Sparrowe, 1997). Based upon above theory the **relationship of authentic leadership** and **psychological empowerment** is viewed to be moderated by structural distance and in especially in eastern context i.e. Pakistan

HYPOTHESIS 8

The relationship between authentic leadership and **psychological empowerment** is moderated by **Structural distance** in a way that authentic leaders will have a stronger relationship with **psychological empowerment** where leaders are structurally close their followers as compare to those who are at a distance structurally.

THEORETICAL FRAMEWORK

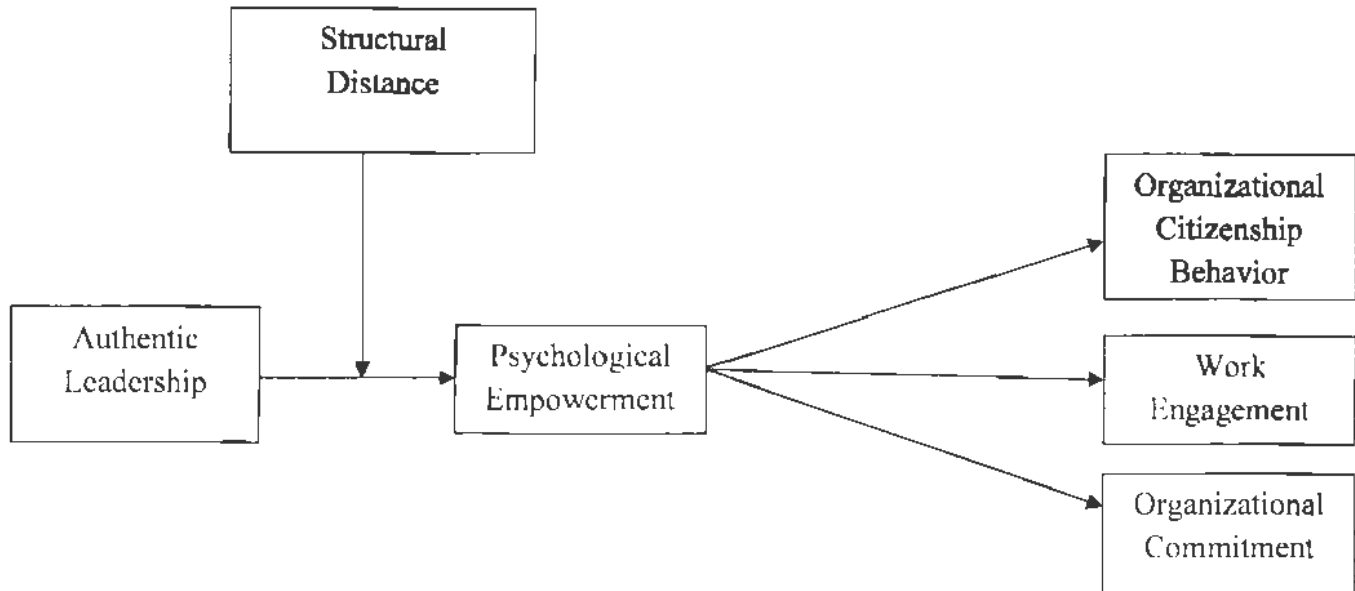


FIGURE 1:

Impact of authentic leadership behavior on employee level outcomes: The mediating and moderating roles of psychological empowerment and structural distance.

CHAPTER- 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter narrates the methods used to perform this research study. The topics that will be discussed under the heading of research methodology include Research type, Unit of analysis, Target Population, Sampling Strategy and Data collection, Sample Size, Statistical Techniques, Statistical software, summing up of the study and limitations.

3.2 RESEARCH TYPE

This is a study type that is explanatory in nature. “Explanatory research identifies the cause and effect of a specific event or series of events”. This type of method has been chosen to perform the study because the causality of different variables is intended to be studied. The responses of the respondents are gathered via survey questionnaire

3.3 SAMPLE AND DATA COLLECTION

a) POPULATION

The employees working in Telecom Sector across twin cities i.e. Rawalpindi/Islamabad, constitute the population of the current study.

b) SAMPLING AND DATA COLLECTION

The size of the sample for current study was 400. The unit of analysis is individual employees of the telecom sector. Simple random sampling technique has been used to select the population members as sample.

4 MEASURES

The scales were adapted from the recent studies. One of the main reasons why these scales from the recent studies are used is that they have proven reliability because they have been used extensively in the past (see table 1 and Appendix A). The scales that were adopted for each variable used in this study are:

TABLE 1: MEASURING TOOLS USED FOR DATA COLLECTION

	Variables	Adapted from	Number of items	Reliability score
1.	Authentic Leadership	Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa, (2007)	16 items	$\alpha = 0.74$
2.	Psychological Empowerment	Spreitzer (1995)	12 items	$\alpha = 0.89$
3.	Organizational Commitment	Allen and Mayer (1990)	8 items	$\alpha = 0.85$
4.	STRUCTURAL DISTANCE	Klauss, R., & Bass, B. M. (1982)	7 items	$\alpha = 0.89$
5.	OCB	Podsakoffetal.,(1990)	24 items	$\alpha = 0.79$
6.	Work Engagement	Schaufeli & Bakker (2003)	9 items	$\alpha = 0.82$

3.4.1. AUTHENTIC LEADERSHIP

The 6 item scale of Authentic leadership is adapted from Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa (2007). Subordinates reported about their respective heads/supervisors. Reliability of this scale in the previous research was reported at ($\alpha = 0.74$); using 5point likert scale.The sample item from the scale is "My leader says exactly what he or she means"

3.4.6. PSYCHOLOGICAL EMPOWERMENT

A 12-item scale of Spreitzer (1995) was adapted to measure psychological empowerment during the study. Reliability of this scale in the previous research was reported at ($\alpha = 0.89$); an example of items from the scale is: "I can decide on my own how to go about doing my work".

3.5 STATISTICAL TECHNIQUES

The data was analyzed with the help of inferential statistical techniques linear regression analyses, ANOVA, correlation analyses, to name a few. The mediation analyses were conducted using a "*bootstrapping method*" as proposed by (Preacher & Hayes, 2008) which has a lower Type II error rate and greater statistical power" as compared to the traditionally used causal steps approach advocated by Baron and Kenny" (1986).

3.6 STATISTICAL SOFTWARE

The software known as "Statistical Package for the Social Sciences (SPSS)" (version 21) was used to analyze the descriptive statistics using process technique by A.F. Hayes.

CHAPTER 4

RESULTS AND DISCUSSION

Chapter Brief

The main objective of this chapter is to report the findings of the analyzed data and to interpret the statistical outcomes of the same. The chapter includes of the details about the demographics of the respondents besides the chapter include correlation matrix of the variables of the study, alpha reliabilities of the scales used in the study and the nature and strength of relationship between different variables of this research.

Almost 400 questionnaires were floated in different telecom organizations i.e. Zong, Telenor, Mobilink, Ufone and Warid out of which 238 questionnaires were returned which shows a response rate of almost 60 percent.

4.1 Demographic Profile

Following tables demonstrate the demographic details about respondents of the study. Out of all 238 respondents 154 were male and 84 were females, respondents were from different age groups i.e. from 20-30, 31-40 and 41 and above. Working experience of the study respondents was also different i.e. (5, 10, 15, 20 years and above). Respondents were categorized in three different groups based upon their qualification i.e. Intermediate, Bachelor's, Masters or Higher Degree. Respondents were also asked about their pay scales which are reported in the tables given below. Out of 238 respondents 68 were from Ufone, 51 were from Zong, 57 were from Mobilink, 36 were from Telenor and 26 were from Warid.

4.2 Frequency Tables

Table 1: Gender of Respondents

Table-1, represents the female and male distribution of respondents. The table shows that males respondents are in majority in the distribution with $n = 195$, whereas female respondents are $n = 43$ in aggregate. It means that the percentage of male and female respondents in the sample is 81.9 and 18.1 respectively.

	Gender	Frequency	Percent	Cumulative Percent
Valid	Male	195	81.9	81.9
	Female	43	18.1	100
	Total	238	100.0	

Table 2: Age of Respondents

The respondents are divided in three different age groups based upon the data received. Following table demonstrates that the majority of the respondents are from the age group i.e. 31-40 years i.e. n = 98 and the least number of respondents are from the age bracket i.e. 41 years and above i.e. n = 65.

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 years	75	31.5	31.5	31.5
31-40 years	98	41.2	41.2	72.7
41 years and above	65	27.3	27.3	100.0
Total	238	100.0	100.0	

Table 3: Work Experience of Respondents

Table 3 represent the work experience of the study participants. Majority of the participants are from the (11-20 years) of experience category (n=97). While from the (21-30 years) cadre

only 52 participants appeared to be in the list from the population of 238 participants.

	Frequency	Percent	Valid Percent	Cumulative Percent
1-10 years	89	37.4	37.4	37.4
11-20 years	97	40.6	40.6	78.0
21-30 years	52	22.0	22.0	100.0
Total	238	100.0	100.0	

Table 4: Qualification of Respondents

Following table illustrates the educational qualifications of the respondents. They were divided in two categories i.e. Bachelor's and Master's or higher degree 109 participants have done bachelors while 129 have done Master's or higher degree respectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's Degree	109	45.8	45.8	45.8
Master's or Higher	129	54.2	54.2	100.0
Total	238	100.0	100.0	

Table 5: Occupational level of Respondents

Officers from three different managerial levels were studied i.e. Senior Managers, Middle Managers and First-Line Managers. The following tables illustrates the numbers in details.

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior Managers	25	10.5	10.5	10.5
Middle Managers	172	72.3	72.3	82.8
First-Line Managers	41	17.2	17.2	100.0
Total	238	100.0	100.0	

4.3 Correlation Matrix of Study Variables

Table illustrates the correlation matrix of the dataset in which it can be seen that there is no value that of the study the maximum value of correlation which was found was .582 and no other value was above this value which clearly shows that for further data analysis the data is fit.

Following table exhibits the correlation matrix of the study which shows that up to which extent the variables of the study are correlated. The highest value reported from the results is .569, since no value was larger than this value so it is evident that variables are fit for data analysis.

Variables	AL	PE	WE	OC	OCB	SD
Authentic Leadership	1					
Psychological Empowerment	0.520**	1				
Work Engagement	0.543**	0.473**	1			

Organizational Commitment	0.577**	0.572**	0.466**	1		
Org. Citizenship Behavior	0.440**	0.524**	0.309**	0.530**	1	
Structural Distance	0.582**	0.269**	0.446**	0.484**	0.266**	1

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

4.4 Data Screening

Before taking data in to analysis the following steps were taken to make sure that the data set assembled based upon the responses obtained from the respondents is fit for further analysis.

4.4.1 Removing Outliers

An outlier is an extreme value that is distant from other responses or values of the data to make sure that the data set of current study is free from all such outliers or extreme values box plot technique was used which showed that there exists no outliers in the dataset.

4.4.2 Missing Values

Missing values or data is an important issue it is a common occurrence and it has a significant effect on the results which are drawn from the data hence during the data screening missing value were entered using the mean substitution technique available in SPSS which replaces the missing value with the mean of the variable under study.

central tendency of the data it shows the average of the values reported against each variable. The spread in the responses is demonstrated through standard deviation which shows the spread of the values from

the mean of the values reported against each variable.

	N	Minimum	Maximum	Mean	Std. Deviation
Auth_Leader	238	1.50	5.00	3.2010	.79636
Psy_Emp *	238	1.67	4.58	3.2024	.75408
Work_Eng *	238	1.56	4.89	3.3151	.68191
Org_Com*	238	1.57	5.00	3.1885	.75226
OCB*	238	1.43	5.00	2.9478	.68551
St Dis*	238	2.00	5.00	3.3704	.71150
Valid N	238				

(List-wise)

*Auth_Lead = Authentic Leadership

*Psy_Emp = Psychological Empowerment

*Work_eng = Work Engagement

*Org_commit = Organizational Commitment

*OCB = Organizational Citizenship Behavior

*St Dis = Structural Distance

Descriptive Statistics

4.6 Regression Analysis

4.6.1 Effect of Authentic Leadership on Psychological Empowerment

Authentic leadership was regressed against psychological empowerment which is the mediating variable of the study. The regression results of the independent and mediating variable are found to be significant and authentic leadership i.e. independent variable explains almost 52% variation in psychological empowerment that is represented by .520 beta at $p < .05$, Psychological empowerment is the mediating variable of the study. Consequently, there is sufficient support to validate that *authentic leadership positively affects psychological empowerment*. Hence, H1 is accepted.

Table 6: Authentic Leadership and Psychological Empowerment (Model Summary)

Model	R	R ²	Adjusted R ²	Standard Error
	.520 ^a	.271	.267	.64541

a. Predictors: (Constant), Authentic Leadership

Table 7: ANOVA^a

ANOVA	Sum of Squares	df	Mean Square	F	Sig
Regression	36.460	1	36.460	87.530	.000 ^b
Residual	98.305	236	.417		
Total	134.766	237			

a. DV: Psychological Empowerment b. IV: Authentic Leadership

Table 8: Authentic Leadership and Psychological Empowerment Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.626	.174		9.364	.000
Authentic leadership	.493	.053	.520	9.356	.000

a.: DV: Psychological Empowerment

4.6.2 Effect of Authentic Leadership on OCB

OCB i.e. (Organizational Citizenship Behavior) showed statically significant results when it was regressed against authentic leadership. Consistent with the hypothesis of the study authentic leadership positively affects and explains almost 44% variation in the beta value is .44 <.05(table 6 and 8). Consequently, there is sufficient support to validate that *authentic leadership positively affects organizational citizenship behavior* therefore, H1 is accepted.

Table 9: Model Summary of Authentic Leadership and Organizational Citizenship Behavior

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
	.440 ^a	.194	.190	.61683

a. IV: Authentic Leadership

Table 10: ANOVA^a

ANOVA	Sum of Squares	df	Mean Square	F	Sig
Regression	21.579	1	21.579	56.715	.000b
Residual	89.793	236	.380		
Total	111.371	237			

a. DV: Organizational Citizenship Behavior

b. IV: (Constant), Authentic Leadership

Table 11: Authentic Leadership and OCB Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.735	.166		10.455	.000
Authentic leadership	.379	.050	.440	7.531	.000

a.: Organizational Citizenship Behavior

4.6.3 Effect of Authentic Leadership on Organizational Commitment

The overall model showed significant statistical results the value of the beta coefficient is representing almost 58% change i.e. (increase) with beta value .577 at p

<.05 in organizational commitment level of the employees with respect to the availability of authentic leadership in the organizations. Hence, H3 i.e. *Authentic Leadership positively affects employees' organizational commitment* is proved statistically.

Table 12: Model Summary of Authentic Leadership and Organizational Commitment

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
	.577 ^a	.333	.330	.61583

a. IV: Authentic Leadership

Table 13: ANOVA^a

ANOVA	Sum of Squares	df	Mean Square	F	Sig
Regression	44.616	1	44.616	117.644	.000b
Residual	89.501	236	.379		
Total	134.117	237			

a. DV: Organizational Commitment
b. IV: Authentic Leadership

Table 14: Authentic Leadership and Organizational Commitment Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.444	.166		8.719	.000
1 Authentic Leadership	.545	.050	.577	10.846	.000

a. Dependent Variable: Organizational Commitment

4.6.4 Authentic Leadership effect on Employee Work Engagement

In the light of the results obtained through the regression analysis it is evident that between authentic leadership and work engagement a significant relationship exists. The beta value is .543 at $p < .05$ which states that availability of authentic leadership brings almost 54% more work engagement in the employees.

Table 15: Model Summary of Authentic Leadership and Work Engagement

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
	.543 ^a	.295	.292	.57382

a. IV: Authentic Leadership

Table 16: ANOVA^a

ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.498	1	32.498	98.697	.000b
Residual	77.707	236	.329		
Total	110.205	237			

a. Dependent Variable: Employee Work Engagement

b. Predictors: (Constant), Authentic Leadership

Table 17: Authentic Leadership and Work Engagement Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1.827	.154		11.833	.000
1	.465	.047	.543	9.935	.000

a. Dependent Variable: Employee Work Engagement

4.6.5 Effect of Psychological Empowerment on Work Engagement

Statistical results obtained from the regression of psychological empowerment and work engagement demonstrates that psychological empowerment explains work

engagement almost 47% which is evident from the beta coefficient i.e. .473 at $p < .05$ which proposes which supports the hypothesis i.e. Psychological empowerment positively effects employee work engagement.

Table 18: Model Summary of Psychological Empowerment and Employee Work Engagement

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.473a	.224	.221	.60190

a. IV: (Constant), Psychological Empowerment

Table 19: ANOVA^a

ANOVA	Sum of Squares	df	Mean Square	F	Sig
Regression	24.705	1	24.705	68.192	.000b
Residual	85.500	236	.362		
Total	110.205	237			

a. Dependent Variable: Employee Work Engagement

b. Predictors: (Constant), Psychological Empowerment

Table 20: Psychological Empowerment and Employee Work Engagement Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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	B	Std. Error	Beta		
(Constant)	1.944	.171		11.398	.000
1 Authentic Leadership	.428	.052	.473	8.258	.000

a. Dependent Variable: Employee Work Engagement

4.6.6 Effect of Psychological Empowerment on OCB

When both the aforementioned variables regressed each other the statistical figures demonstrated that psychological empowerment explained OCB almost 54% which is evident from the coefficient i.e. .524 which illustrates that one percent increase in psychological empowerment leads to .524 increase in the OCB behaviors of the employees which substantially fulfills the hypothesis that psychological empowerment positively affects OCB.

Table 21: Model Summary of Psychological Empowerment on OCB

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
	.524 ^a	.274	.271	.58514

a. Predictors: (Constant), Psychological Empowerment

Table 22: ANOVA^a

ANOVA	Sum of Squares	df	Mean	F	Sig.
			Square		
Regression	30.567	1	30.567	89.273	.000b
Residual	80.805	236	.342		
Total	111.371	237			

a. DV: Organizational Citizenship Behavior (OCB)

b.IV: Psychological Empowerment

Table 23: Psychological Empowerment and OCB Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	1.423	.166		8.580	.000
	Psy_Emp	.476	.050	.524	9.448	.000

a. Dependent Variable: Organizational Citizenship Behavior (OCB)

4.6.7 Effect of Psychological Empowerment on Organizational Commitment

When psychological empowerment and organizational empowerment were regressed against each other results showed that psychological empowerment explained 57% variation in employees' organizational commitment level which is apparent through the

beta coefficient i.e. .572 which fulfills the acceptance of hypothesis i.e. Psychological Empowerment positively affects Organizational Commitment of the employees.

Table 24: Model Summary of Psychological Empowerment and Organizational Commitment

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
	.572 ^a	.327	.324	.61836

a. Predictors: (Constant), Psychological Empowerment

Table 25: ANOVA^a

ANOVA	Sum of Squares	df	Mean Square	F	Sig
Regression	43.878	1	43.878	114.754	.000b
Residual	90.239	236	.382		
Total	134.117	237			

a. DV: Organizational Commitment

b. IV: (Constant), Psychological Empowerment

Table 26: Psychological Empowerment and Organizational Commitment Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	Beta	Sig.
1	(Constant)	1.361	.175	7.768 .000
	Psy_Emp	.571	.053	.572 10.712 .000

a. DV: Organizational Commitment

4.7 Psychological Empowerment's mediating effect between Authentic Leadership and Organizational Citizenship Behavior

Independent Variable - Authentic Leadership

Dependent Variable - Organizational Citizenship Behavior

Mediating Variable - Psychological Empowerment

The aforementioned analysis have substantially fulfilled the prerequisites of a

valid mediation model which helps to proceed to the next level i.e. Mediation Analysis of

the study.

Independent-dependent variable relationship is statistically significant

($\beta=.440$ at $p<.05$).

Independent-mediator variable relationship is statistically significant

($\beta=.520$ at $p<.05$).

Mediator-dependent variable relationship is statistically significant

($\beta=.524$ at $p<.05$).

Mediation analysis of the study was conducted using the bootstrapping process technique by Preacher and Hayes (2004) which comprises of three models/effects i.e. Total, Direct and In-Direct effects as given below in the forms of tables. As established by Preacher and Hayes (2004) following conditions must be established to prove whether there exists mediation between independent and dependent variables of the study.

4.7.1 Total effect (Mediating Variable & Dependent Variable) (Effect of Psychological Empowerment on Organizational Citizenship Behavior).

The total effect process technique determines the “*effect of mediating variable on the dependent variable*”. The effect of mediating variable i.e. Psychological Empowerment on dependent variable i.e. *Organizational Citizenship Behavior (OCB)* brings a positive value of .3789 at significant p-value and since no zero is present between LLCI (.2798) and ULCI (.4780) we can safely say that obtained statistical results are significant.

Table 27: Psychological Empowerment and Organizational Citizenship Behavior

Effect	SE	T	P	LLCI	ULCI
.3789	.0503	7.5309	.0000	.2798	.4780

4.7.2 Direct effect of X on Y (Authentic Leadership and Psychological Empowerment as independent variables and Organizational Citizenship Behavior as Outcome Variable)

Using the process technique when combined effect of independent and mediator variables i.e. Authentic Leadership and Psychological Empowerment was examined on dependent variable i.e. Organizational Citizenship Behavior which showed positive effect

value which is .1979 and non-existence of zero between the LLCI and ULCI also demonstrate and validates the statistical results.

Table 28: Authentic Leadership and Psychological Empowerment combined effect on Organizational Citizenship Behavior

Effect	SE	T	P	LLCI	ULCI
.1979	.0545	3.6311	.0003	.0905	.3052

4.7.3 Indirect effect

Indirect effect posits (“relationship between independent and dependent variable in the presence of mediating variable”) The relationship between independent variable i.e. “Authentic Leadership and dependent variable i.e. (OCB)” was also found to be significant which is evident from the findings that in the presence of psychological empowerment as mediator the effect size obtained is .1810 and since no zero value is present between LLCI i.e. .1146 and ULCI .2730 it proves that “psychological empowerment mediates in full the relationship between authentic leadership (IV) and organizational citizenship behavior” (OCB) (DV).

Table 29: Psychological Empowerment’s mediating effect between Authentic Leadership and Organizational Citizenship Behavior

Psychological	Effect	Boot SE	BootLLCI	BootULCI
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Empowerment as Mediator	.1810	.0416	.1146	.2730
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4.7.4 Normal Theory Tests for Indirect Effect

In addition with the boot strapping technique used by the Process Plugin it also provides normal theory test for the sake of more validity and authenticity. Following table illustrates the effect size which is same i.e. (.1810) which shows that obtained results are significant.

Table 30: Psychological Empowerment’s mediating effect between Authentic Leadership and Organizational Citizenship Behavior

Effect	Se	Z	P
.1810	.0345	5.2544	.0000

In the light of the aforementioned results we can safely accept out H5 i.e.

“Psychological Empowerment fully mediates the relationship between authentic leadership and organizational citizenship behavior”. (H5)

4.8 Psychological Empowerment as mediator between Authentic Leadership and Work Engagement

Independent Variable = Authentic Leadership

Dependent Variable = Work Engagement

Mediating Variable = Psychological Empowerment

The three prerequisites for a valid mediation model that there should be statistically significant relationship between Independent-Dependent, Independent-Mediator and Mediator-Dependent variable(s) respectively which is fulfilled and maintained already in the regression analysis and which is evident as follows and which allows to further proceed with the mediation analysis

Independent-dependent variable relationship is statistically significant

($\beta = .543$ at $p < .05$)

Independent-mediator variable relationship is statistically significant

($\beta = .520$ at $p < .05$)

Mediator-dependent variable relationship is statistically significant

($\beta = .473$ at $p < .05$).

4.8.1 Total effect of X on Y (Psychological Empowerment and Work Engagement)

The total effect calls for the effect of mediator variable i.e. *Psychological Empowerment* on outcome variable i.e. *Work Engagement* of the employees the results showed positive effect size i.e. .4650 with a significant p-value and since no zero value falls between LLCI (.3728) and ULCI (.5572) which also validates that p-value and obtained statistical results are significant.

Table 31: Psychological Empowerment and Work Engagement Relationship

Effect	SE	T	P	LLCI	ULCI
.4650	.0468	9.9347	.0000	.3728	.5572

4.8.2 Direct effect of X on Y (Authentic Leadership and Psychological Empowerment as independent variables and Work Engagement as Outcome Variable)

The combined effect of Authentic Leadership (IV) and Psychological Empowerment (Med-Var) on Work Engagement (DV) also showed positive effect size i.e. .3484 and since between the LLCI (.2441) AND ULCI (.4526) there is no zero it validates the results obtained are significant.

Table 32: Authentic Leadership and Psychological Empowerment combined effect as independent variable on Work Engagement as dependent Variable

Effect	SE	T	P	LLCI	ULCI
.3484	.0529	6.5810	.0000	.2441	.4526

4.8.3 Indirect effect (Mediating Role of Psychological Empowerment between independent and dependent variable)

Mediating role of psychological empowerment between independent variable i.e. (authentic leadership) and dependent variable (work engagement) was also found to be significant it shows total effect size of .1166 without any zero value between LLCI (.0610) and ULCI (.1980) which demonstrates that p-value and obtained results are statistically significant.

Table 33: Mediating role of Psychological Empowerment between Authentic Leadership and Work Engagement

Psychological	Effect	Boot SE	BootLLCI	BootULCI
---------------	--------	---------	----------	----------

Empowerment as Mediator	.1166	.0357	.0610	.1980
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4.8.4 Normal Theory Tests for Indirect Effect

Consistent with the aforementioned statistical results the normal theory test showed the same effect size i.e. .1166 with significant p-value i.e. .0001 as depicted in the following table.

Table 34: Mediating role of Psychological Empowerment between Authentic Leadership and Work Engagement

Effect	SE	Z	P
.1166	.0304	3.8407	.0001

Since the above mentioned results and figures are statistically significant hence they provide ample support to accept H6 i.e.

“Psychological Empowerment mediates between authentic leadership and work engagement”. (H6)

4.9 Mediating role of Psychological Empowerment between Authentic Leadership and Organizational Commitment

Independent Variable = Authentic Leadership

Dependent Variable = Organizational Commitment

Mediating Variable = Psychological Empowerment

The valid mediation model calls for three important prerequisites which posits that relationship between Independent-dependent, Independent-mediator and Mediator-dependent variable(s) should be significant all these three conditions are fulfilled in the regression analysis of the study. The beta values are mentioned again for reference.

Independent-dependent variable relationship is statistically significant

($\beta = -.577$ at $p < .05$)

Independent-mediator variable relationship is statistically significant

($\beta = .520$ at $p < .05$)

Mediator-dependent variable relationship is statistically significant

($\beta = .572$ at $p < .05$).

4.9.1 Total Effect of X on Y (Psychological Empowerment and Organizational Commitment)

To total effect of X on Y examines the effect of mediator variable on dependent variable which showed positive effect size i.e. and since the zero value is not present between the LLCI and ULCI which further depicts that p-value and obtained statistical results are significant.

Table 35: Psychological Empowerment and Organizational Commitment Relationship

Effect	SE	T	P	LLCI	ULCI
.5448	.0502	10.8464	.0000	.4459	.6438

4.9.2 Direct effect of X on Y (Authentic Leadership and Psychological Empowerment as independent variables and Organizational Commitment as Outcome Variable)

The combined effect of Authentic Leadership (IV) and Psychological Empowerment (Med-Var) on Organizational Commitment (DV) also showed positive effect size i.e. .3616 and absence of zero between LLCI (.2547) and ULCI (.4686) validates the results obtained are significant.

Table 36: Effect of Authentic Leadership and Psychological Empowerment as independent variables on Organizational Commitment

Effect	SE	T	P	LLCI	ULCI
.3616	.0543	6.6628	.0000	.2547	.4686

4.9.3 Indirect effect X on Y (Mediating Role of Psychological empowerment between authentic leadership and organizational commitment)

Finally, relationship mediating role of psychological empowerment between “independent variable (authentic leadership) and dependent variable (organizational commitment)” was also found to be significant it shows total effect size of .1832 without the presence of zero value between LLCI (.1104) and ULCI (.2784) which demonstrates that p-value and obtained results are statistically significant.

Table 37: Mediating role of Psychological empowerment between authentic leadership and organizational commitment

Psychological Empowerment as Mediator	Effect	Boot SE	BootLLCI	BootULCI
	.1832	.0431	.1104	.2784

4.9.4 Normal Theory Tests for Indirect Effect

The normal theory test also showed the same results for indirect effect it showed the same effect size i.e. (.1832) with a significant p-values which suggests that “psychological empowerment fully mediates the relationship between authentic leadership and organizational commitment”.

Table 38: Psychological empowerment as mediator between authentic leadership and organizational commitment

Effect	Se	Z	P
.1832	.0345	5.3117	.0000

The aforementioned results allow us to safely accept that:

“Psychological Empowerment mediates the relationship between authentic leadership and organizational commitment”. (H7)

4.10 Structural Distance as moderator between Authentic Leadership and Psychological Empowerment Organizational Commitment

The statistical results are significant and consistent with (H8) i.e. “*Structural distance moderates the relationship between independent and dependent variables authentic leadership and psychological empowerment respectively in such a way that authentic leaders will have a stronger relationship with psychological empowerment where leaders are structurally close their followers as compare to those who are at a distance structurally*”. The results are also consistent with the “Social Identity Theory” by Henri Tajfel and John Turner (1980). According to Hayes (2012) the significance of the moderation results and its existence depends upon the interaction term’s coefficient i.e. (.1456) which shows positive effect size and $p < .05$. The moderating variable principle is that its presence can strengthen or weaken the relationship between independent and criterion/dependent variable Kim, Kaye and Wright (2001). Results have shown that where structural distance is less between authentic leaders have a stronger impact on the psychological empowerment of the followers. The “conditional effect of X on Y at values of the moderator” at the lowest, moderate and at the highest level is reported at 2.8876, 3.5875, and 4.3341 respectively, that indicates that structural distance moderates the relationship between authentic leadership and psychological empowerment with positive conditional effect.

Furthermore Table 55 also shows that R^2 also increases due to interaction term and the change in $R^2 = .0235$ and is significant ($p = .0041$).

Model = 1

Independent Variable = Authentic Leadership (X)

Dependent Variable = Psychological Empowerment (Y)

Moderating Variable = Structural Distance (M)

Sample size 238 Respondents

Table 39. Model Summary

Outcome: Psychological Empowerment

R	R ²	f	df1	df2	p
.7854	.5972	129.4651	3.0001	255.0000	.0000

Outcome: Psychological Empowerment

	Coeff	SE	t	p	LLCI	ULCI
Constant	.3069	.4564	.8259	.4033	.6354	1.5719
SD	.5677	.1469	3.7843	.0001	.2563	.8876
AL	.9859	.1767	6.6245	.0000	.6891	1.2387
Int_1	.1456	.0467	2.4478	.0058	.2365	.0456

Interactions:

Int_1 Authentic Leadership X Structural Distance

R² increase due to interaction(s):

	R ² -Change	f	Df 1	Df 2	p
int_1	.0235	9.1165	1.0000	255.0000	.0041

At the values of the moderator(s) the conditional effect of X on Y:

St. Dis	Effect	SE	t	p	LLCI	ULCI
2.8876	.4439	.0405	8.8867	.0000	.3675	.5688
3.5875	.5234	.0467	12.1376	.0000	.4223	.5971
4.3341	.6066	.0582	15.3272	.0000	.5294	.6983

4.11 Future Directions and Recommendations:

Future researches are encouraged strongly to incorporate other suitable moderating variables between the relationship of authentic leadership and psychological empowerment. Similarly other organizational outcomes such as Turnover intention, Job Satisfaction, Job involvement, Job retention can also be studied. As mentioned above the study is cross sectional in nature therefore, future researchers can conduct a longitudinal study for a greater exactitude of the proposed model. Moreover as the study is conducted in twin cities only i.e. Rawalpindi and Islamabad therefore for the future researchers it is recommended that they can conduct a likewise research study using a more diverse sample across the country.

CHAPTER 5

CONCLUSION

The study was initiated with the focus to explore the positive side of authentic leadership and its effect on employee outcomes such as organizational commitment, work engagement and organizational citizenship behavior in the presence of psychological empowerment as mediator and structural distance as moderator of the study. Both the social identity theory and LMX theory fundamentals were established by the results obtained during this study, consequently it was established that authentic leaders have a positive impact on the performance of the employees and their performance outcomes the results indicated that authentic leadership buttress the work engagement levels of the employee it strengthens the organizational commitment of the employee in addition it also generates extra role behaviors in the followers in the shape of organizational citizenship behavior.

In addition it was also established using the empirical results obtained during the study that more the structural distance is less more the followers/subordinates feels themselves close to the their respective leaders/supervisors which yield in them psychological empowerment which consequently yields in them positive work outcomes in the shape of work engagement, strong organizational commitment and extra role behaviors in the shape of organizational citizenship behavior. This study contributes to the existing body of literature by examining the relationship of psychological empowerment as mediator between as recommended by (K.S. Laschinger[, Carol A. Wong. & Heather 2012.). This study also examines moderating role of structural distance in the relationship of authentic leadership and psychological empowerment because this facet of structural distance has

received very meager attention in the past. Hence through the intended study we can foresee an important addition in the existing body of knowledge

In addition as this study is aimed at highlighting authentic leadership and its importance from an eastern perspective. Consequently contextually speaking this study can serve as a notable contribution in highlighting authentic leadership its understanding, importance and implications thereof from a region i.e. Pakistan that exhibits entirely different cultural, political, social and economic background and values.

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5. **Monthly Salary** i) Below 15000 ii) 16-30,000 iii) 31-50,000 iv) Above 50,000.
 For each item of the statement below, please indicate the extent to which you agree or disagree with the following statement by ticking (✓) the appropriate number as per following rating scale.

THE RESPONSE SCALE IS AS BELOW
 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree **Scale**

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

STRUCTURAL DISTANCE

1. My supervisor frequently talks to me in face to face about organizational matters.

1	2	3	4	5
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2. I have to take prior appointment from my supervisor before I want to discuss something important to him.

1	2	3	4	5
---	---	---	---	---

3. My supervisor believes in working together to achieve both organizational and personal goals.

1	2	3	4	5
---	---	---	---	---

4. My supervisor tells always what needs to be done and how to be done.

1	2	3	4	5
---	---	---	---	---

5. My supervisor allows me to participate in the decision making process.

1	2	3	4	5
---	---	---	---	---

6. My supervisor does not listen to my suggestions because he doesn't have time to listen our ideas.

1	2	3	4	5
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7. My supervisor provides me with assistance in exchange for my efforts.

1	2	3	4	5
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SOURCE: Klauss, R., & Bass, B. M. (1982).

ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

THE RESPONSE SCALE IS AS BELOW	Scale
1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree	

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

- | | | | | | | |
|--|--|---|---|---|---|---|
| 1. I help others who have been absent. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 2. I always find fault with what the organization or institution is doing | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 3. I am always ready to lend a helping hand to those around me. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 4. I help others who have heavy workloads. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 5. I help orient new people even though it is not required. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 6. I willingly help others who have work related problems. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 7. I am one of the most conscientious employees. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 8. I am the classic "squeaky wheel" that always needs greasing. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 9. I do not abuse the rights of others | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 10. I obey company rules and regulations even when no one is watching. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 11. I always focus on what's wrong, rather than the positive side | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 12. I attend functions that are not required, but help the company's/institution's image | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 13. My attendance at work is above the norm. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |
| 14. I believe in giving an honest day's work for an honest day's pay. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | | |

15. I do not take extra breaks. 1 2 3 4 5
16. I consume a lot of time complaining about trivial matters 1 2 3 4 5
17. I consider the impact of my actions on coworkers. 1 2 3 4 5
18. I read and keep up with organization or institution announcements, memos, etc. 1 2 3 4 5
19. I am mindful of how my behavior affects other people's jobs 1 2 3 4 5
20. I try to avoid creating problems for coworkers 1 2 3 4 5
21. I tend to make "mountains out of molehills". 1 2 3 4 5
22. I take steps to try to prevent problems with other workers 1 2 3 4 5
23. I attend meetings that are not mandatory, but are considered important. 1 2 3 4 5
24. I keep abreast of changes in the organization or institution. 1 2 3 4 5

SOURCE: Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990).

AUTHENTIC LEADERSHIP (AL)

THE RESPONSE SCALE IS AS BELOW				Scale
1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree				
1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1. My leader admits mistakes when they are made 1 2 3 4 5
2. My leader asks me to take positions that support my core values 1 2 3 4 5
3. My leader listens carefully to different points of view before coming to conclusions.

4. My leader knows when it is time to reevaluate his or her positions on important issues

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

5. My leader says exactly what he or she means

1	2	3	4	5
---	---	---	---	---

6. My leader demonstrates beliefs that are consistent with actions

1	2	3	4	5
---	---	---	---	---

SOURCE: 2007 Authentic Leadership Questionnaire (ALQ) by Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa.

WORK ENGAGEMENT (W.E)

THE RESPONSE SCALE IS AS BELOW 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree	Scale
---	--------------

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

1. At my work, I feel bursting with energy

1	2	3	4	5
---	---	---	---	---

2. I find the work that I do full of meaning and purpose.

1	2	3	4	5
---	---	---	---	---

3. 3. Time flies when I am working.

1	2	3	4	5
---	---	---	---	---

4. At my job, I feel strong and vigorous.

1	2	3	4	5
---	---	---	---	---

5. I am enthusiastic about my job

1	2	3	4	5
---	---	---	---	---

6. When I am working, I forget everything else around me

1	2	3	4	5
---	---	---	---	---

7. My job inspires me.

1	2	3	4	5
---	---	---	---	---

8. When I get up in the morning, I feel like going to work.

1	2	3	4	5
---	---	---	---	---

9. I feel happy when I am working intensely.

1	2	3	4	5
---	---	---	---	---

SOURCE: Schaufeli and Bakker (2003).

ORGANIZATIONAL COMMITMENT (OC)

THE RESPONSE SCALE IS AS BELOW	Scale
1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree	

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

1. I would be very happy to spend the rest of my career with this organization.

1	2	3	4	5
---	---	---	---	---

2. I enjoy discussing about my organization with people outside it

1	2	3	4	5
---	---	---	---	---

3. I really feel as if this organization's problems are my own

1	2	3	4	5
---	---	---	---	---

4. Right now, staying with my organization is a matter of necessity as much as desire.

1	2	3	4	5
---	---	---	---	---

5. It would be very hard for me to leave my organization right now, even if I wanted to.

1	2	3	4	5
---	---	---	---	---

6. Too much in my life would be disrupted if I decided to leave my organization now

1	2	3	4	5
---	---	---	---	---

7. I think that people these days move from company to company too often.

1	2	3	4	5
---	---	---	---	---

8. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.

1	2	3	4	5
---	---	---	---	---

9. One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain

1	2	3	4	5
---	---	---	---	---

SOURCE: (Allen & Meyer, 1990)

PSYCHOLOGICAL EMPOWERMENT (P.E)

THE RESPONSE SCALE IS AS BELOW

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

Scale

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

1. The work I do is very important to me.

1	2	3	4	5
---	---	---	---	---

2. My job activities are personally meaningful to me.

1	2	3	4	5
---	---	---	---	---

3. The work I do is not very meaningful to me personally.

1	2	3	4	5
---	---	---	---	---

4. I do not have enough confidence in my ability to do my job.

1	2	3	4	5
---	---	---	---	---

5. I am self-assured about my capabilities to perform my work activities.

1	2	3	4	5
---	---	---	---	---

6. I have mastered the skills necessary for my job.

7. I do not have enough autonomy in determining how I do

1	2	3	4	5
---	---	---	---	---

my job.

1	2	3	4	5
---	---	---	---	---

8. I can decide on my own how to go about doing my work.

1	2	3	4	5
---	---	---	---	---

9. I have considerable opportunity for independence and freedom in how I do my job.

1	2	3	4	5
---	---	---	---	---

10. My impact on what happens in my department is large.

1	2	3	4	5
---	---	---	---	---

11. I have a great deal of control over what happens in my organization.

1	2	3	4	5
---	---	---	---	---

12. I have significant influence over what happens in my organization.

1	2	3	4	5
---	---	---	---	---

SOURCE: Spreitzer (1995)