

EFFECT OF AUTHENTIC LEADERSHIP OF SCHOOL HEADS ON TEACHERS' WITHDRAWAL AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS: CONFIRMING THE MEDIATION OF PSYCHOLOGICAL EMPOWERMENT

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Abstract

This study explored school teachers' perception about their heads' authentic leadership, their psychological empowerment, withdrawal behavior and organizational citizenship behavior. It also attempted to measure the correlation among all variables understudy and the mediation of psychological empowerment in the association of authentic leadership of heads and teachers' organizational citizenship behavior (OCB) and withdrawal behavior. A self-developed tool was used for data collection from a sample of 360 public sector school teachers at secondary level. The data was analyzed through t test, Pearson r, multiple regression and process Macro. The findings revealed that teachers rated their heads as high on authentic leadership scale. They rated themselves high on OCB and psychological empowerment scales and low on withdrawal behavior scale. There was significant positive relationship among all variables. The study also revealed effect of authentic leadership behavior on psychological empowerment, and OCBs and inverse effect on withdrawal behavior. The mediating effect of teachers' psychological empowerment in relationship

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between authentic leadership and teachers' OCBs was confirmed but same was not the case with withdrawal behavior.

Keywords: Authentic Leadership, Psychological Empowerment, Withdrawal Behavior, Organizational Citizenship Behavior

Introduction

Leadership plays a vibrant role in the phases of dynamism and reforms in every walk of life including education. The society needs leaders who can transform the whole system to achieve success, progress, development and high performances, (Nadler & Nadler, 1998). The past two decades had gained researchers attention towards employees' behavior outcomes and their relationships with kind of leadership they are working under. Among those were pessimistic behaviors like withdrawal from job and optimistic behaviors like organizational citizenship behavior (Shapira-Lishchinsky, 2012; Bachrach, et al., 2006) with the influence of authentic leadership on such outcomes (Gill et al., 2017; Bird et al., 2009). The objective of such studies was to signify the benefits of value-oriented leadership styles through pinpointing authentic, moral and ethical leadership styles (Bird et al., 2009).

Authentic leadership adorns leaders with certain qualities and beliefs that could be very beneficial in schools; these qualities were defined by Avolio and his associates (2004) as leaders who are ethical and collaborative with conscientiousness and diligence. It was discussed that the conscientiousness of the leader is related to the behavior and beliefs he holds not only for himself but also for others; these behaviors and beliefs are actually the results of values he gave to others (Avolio et al., 2004).

Authentic leaders empower employees diligently. Psychological empowerment refers to the enhanced motivation, willingness and interest for a particular job task (Spreitzer, 1995). These are founded upon four types of awareness levels i.e. meaning, competence, impact and self-determination. This refers to the employees' beliefs about their own meanings of work and capacities of accomplishing it, commitment to their work as well as judging the expected outcomes (Quinn & Spreitzer, 1997).

Organizational citizenship behavior (OCB) is an involvement of the employees with their organization in a sense that they go beyond formal organizational decorum to complete the task assigned to them (Shapira-Lishchinsky, 2012). This is a quality in employees that let them go beyond the expectations of the employer and thus enable them to survive positively in crucial times of organizations (Vigoda-Gadot et al., 2007). On the other hand, withdrawal behaviors are harmful and can cause harm in future productivity level (Sackett et al., 2006). Withdrawal behaviors and OCB are considered to be opposite of each other (Dineen, Lewicki & Tomlinson, 2006).

Employees are either involved in positive work behavior i.e. organizational citizenship behavior or negative behaviors i.e. withdrawal behaviors (Shapira-Lishchinsky, 2012). Employees get involved with their organization and they go beyond formal organizational decorum and beyond the expectations of the employer to complete the task assigned to them (Somech & Drach-Zahavy, 2000; Vigoda-Gadot et al., 2007). On the other hand, withdrawal behaviors are considered harmful and can cause damage to the productivity of the organization (Sackett et al., 2006). OCB and withdrawal behaviors are considered opposite of each other (Dineen, Lewicki & Tomlinson, 2006).

The human resource is the most essential asset in an organization. They are the personnel who should be able to operationalize various kinds of management tasks. Leaders must lead authentically, effectively and efficiently and empower the employees psychologically to cope up with any challenge they had to face. These challenges demand a positive organizational citizenship behavior (OCB) of teachers. OCB actually reflects their confidence, autonomy and freedom with which they usually exert extra efforts in achieving educational or institutional goals while psychologically empowered individuals can provide effective educational and institutional results. The present study aims to address the role of authentic leadership in empowering the teachers mentally and evaluating its prospective effect on their OCB or withdrawal behaviors. These characteristics are evaluated in terms of teachers' perceptions concerning their leaders' authentic leadership, their own organizational citizenship, withdrawal behaviors and their psychological empowerment.

Objectives

This study intends to:

- Explore teachers' perceived authentic leadership of school heads, teachers' organizational citizenship behavior, withdrawal behavior and their psychological empowerment.
- Find the correlation among withdrawal behavior, organizational citizenship behavior, psychological empowerment and authentic leadership.
- Evaluate the effect of authentic leadership on psychological empowerment, withdrawal and organizational citizenship behaviors.
- Assess the mediation of teachers' psychological empowerment in the correlation between authentic leadership, withdrawal and organizational citizenship behaviors.

Methodology

This was a descriptive quantitative research study. A cross-sectional survey method was used for collection of data. Teachers' opinions regarding variables of the study were surveyed from Lahore district about various variables. Survey is the best way to measure beliefs about or any variable in a certain time and place; it is most appropriate to utilize cross-sectional survey (Fraenkel & Wallen, 2006; Cresswell, 2009).

Population and Sample

All male secondary school teachers (SSTs) working in public sector at district Lahore were the population of this study. The sample size was calculated from sample size calculator present online (raosoft.com). The sample size was determined from 95% confidence level and 5% of margin of error. Total number of male secondary schools in Lahore district was 153 and number of teachers working in these schools was 5864. A sample of 365 teachers was drawn out of 5864 teachers from 15 sampled schools. The filled questionnaires, which were returned back, were 360 thus making the return rate 99%.

Instrumentation

A questionnaire was developed as a survey tool for this study by the researchers on the basis of literature review (Shapira-Lishchinsky, 2012; Spreitzer, 1995; Vigoda-Gadot et al., 2007; Walumbwa et al., 2008). Each variable was further divided into factors. The first variable i.e. authentic leadership was composed of moral aspects, transparency and balanced processing. The second variable i.e. psychological empowerment was further divided into meaning, competency, impact & self-determination. The last variable organizational citizenship behavior was divided among; OCB towards school, towards team and towards students. No. of items are given in table 1. The instrument was translated into Urdu language for getting accurate and valid data. The purpose of translation was to make the instrument easily understandable for the respondents.

Reliability and Validity

Validity of the instrument was considered by expert opinions, and for this purpose six educational experts from different universities of Lahore were approached and their suggestions were incorporated in the tools. An expert from Urdu department was also consulted for translation of the instrument into Urdu language.

Table 1: Reliability of the Instruments

SN	Factors	Items	Cronbach Alpha
1	Authentic Leadership	15	0.907
2	Psychological Empowerment	8	0.896
3	Organizational Citizenship Behavior	12	0.895
4	Withdrawal Behavior	4	0.797

The reliability or the trustworthiness of the instrument was measured with Cronbach alpha. The coefficient values ranged from .797 to .907 for all variables of the study. This showed that the items in the instrument were highly trustworthy to measure the variables.

Results

Table 2: Summary of the Main Factors of the Study

SN	Main Factors	N	Mean	Std. Deviation
1	Organizational Citizenship Behavior	360	4.13	0.64
2	Authentic Leadership		3.91	0.72
3	Psychological Empowerment		3.79	0.65
4	Withdrawal Behavior		2.72	1.19

The above table demonstrated about the overall mean scores and standard deviation scores of the main factors of the study. According to it, organizational citizenship behavior (M= 4.13, SD= 0.64) had higher mean compared to all other variables, depicting that teachers believed that their OCB was quite high. The authentic leadership of the heads was at second place (M= 3.91, SD= 0.72) indicating that teachers perceive the level of their head's authentic leadership's as high. At the third place (M= 3.79, SD= 0.65) was the teacher's psychological empowerment that too was considered at high level according to them. Teachers' withdrawal behavior was inclined towards disagreement (M= 2.72, SD= 1.19) it means that teachers showed less withdrawal behavior in their schools.

Table 3: Pearson Correlation among Authentic Leadership, Psychological Empowerment, OCBs, and Withdrawal Behavior

Variables		PE	WB	OCB
1	Authentic Leadership	.537**	.530**	.574**
2	Psychological Empowerment		.217**	.772**
3	Withdrawal Behavior	.217*		.349**
4	Organizational Citizenship Behavior	.772**	.349**	

** . Significant at 0.01 level. * . Significant at 0.05 level.

The above table shows the high level of correlation among the variables of the study except relationship of psychological empowerment with withdrawal behavior ($r = .217$). The correlation of authentic leadership with psychological empowerment ($r = .537$), and organizational citizenship behavior ($r = .574$) was significant and high. Psychological empowerment was highly and significantly related with OCBs ($r = .772$).

Table 4: Regression Analyses for Variables Predicting Authentic Leadership (N=360)

DV	IV	B	SE B	β	t	Sig
Psychological Empowerment	(Constant)	19.169	1.296		14.794	.000
	Authentic Leadership	.262	.022	.537	12.066	.000
	R ²	.289				
	F	(1,359) 145.588**				
OCB	(Constant)	25.412	1.838		13.824	.000
	Authentic Leadership	.409	.031	.574	13.277	.000
	R ²	.329				
	F	(1,359) 176.268**				
Withdrawal Behavior	(Constant)	-2.859	1.179		-2.425	.016
	Authentic Leadership	.234	.020	.530	11.844	.000
	R ²	.281				
	F	(1,359) 140.271**				

** $p < .01$.

A simple linear regression was measured to predict teachers' psychological empowerment based on their heads authentic leadership. The regression equation ($F(1,359), 315.01, p < .001$) was significant with an R^2 of 0.47, which realized that 47% variance of teachers' psychological

empowerment is explained by heads authentic leadership. Results of linear regression was significant ($F(1,359), 176.268, p < .001$) which predicted teachers' OCBs based on their heads' authentic leadership with an R^2 of 0.329, which comprehended that about 33% variance of teachers' OCB is explained by heads authentic leadership. Same was the case to predict participants withdrawal behavior ($F(1,359), 140.271, p < .001$) with an R^2 of 0.281, which means that about 28% variance of teachers' Withdrawal Behavior is explained by heads authentic leadership. The unstandardized beta value is negative ($B = -2.859$), which explains that the more a leader is authentic in his behavior the less is the withdrawal behavior.

Table 5: Linear Regression Analyses for Variables Predicting Psychological Empowerment (N=360)

DV	IV	B	SE B	β	t	Sig
OCB	(Constant)	10.442	1.712		6.098	.000
	Psychological Empowerment	1.128	.049	.772	23.022	.000
	R^2	.596				
	F	(1,359) 530.010**				
Withdrawal Behavior	(Constant)	-2.494	.243		-10.272	.000
	Psychological Empowerment	1.377	.063	.217	21.781	.000
	R^2	.047				
	F	(1,359) 474.403**				

Predictors: (Constant), psychological empowerment, b. Dependent Variable: OCB, Withdrawal Behavior, ** $p < .01$.

A linear regression was measured to predict teachers' OCBs due to their psychological empowerment. A significant regression equation ($F(1,359), 530.01, p < .001$) was found with an R^2 of 0.596, and comprehended that 59% variance of OCB is explained by teachers' psychological empowerment. The second result is also reflecting simple linear regression to predict participants withdrawal behavior based on their psychological empowerment which was significant ($F(1,359), 474.403, p < .001$) with an R^2 of .047, which tells that 5% variance of teachers' withdrawal behavior is being explained by psychological empowerment.

Mediation Analysis

Table 6: Direct, Indirect and Total Effects due to Mediation of Psychological Empowerment in the Relationship among Authentic Leadership, Withdrawal Behavior and OCBs

Effects	β	95%CI LL, UL	<i>p</i>
Direct Effects			
Auth_Lead → Withdrawal Behavior	.257*	[.211, .302]	.000
Auth_Lead → OCB	.159*	[.106, .212]	.000
Indirect Effects			
Auth_Lead →Psy_empwt→ Withdrawal Behavior	-.023	[-.053, .007]	n.s.
Auth_Lead →Psy_empwt→ OCB	.250*	[.179, .325]	.000
Total Effects			
Auth_Lead → Withdrawal Behavior + Auth_Lead →Psy_empwt→ Withdrawal Behavior	.234*	[.195, .273]	.000
Auth_Lead → OCB + Auth_Lead →Psy_empwt→ OCB	.409*	[.349, .470]	.000

* $p < .05$

Table 6 shows the direct, indirect and total effect due to mediation of psychological empowerment in the correlation among authentic leadership; withdrawal behavior and OCB. The results showed significant positive direct effect of authentic leadership on withdrawal behavior ($\beta = .257$, 95% CI = [.211, .302]) and indicated insignificant negative indirect effect of authentic leadership on withdrawal behavior through psychological empowerment ($\beta = -.023$, 95% CI = [-.053, .007]). It explained that due to negative indirect effect (mediation) of psychological empowerment when authentic leadership goes up by 1 standard deviation, withdrawal behavior reduces by .02 standard deviations. This was in addition to any direct effect that authentic leadership may have on withdrawal behavior. Overall significant results of direct effect ($\beta = .257$, $p < .001$) and insignificant indirect effect ($\beta = -.023$, $p < .001$) indicated no mediation of psychological empowerment in the correlation between authentic leadership and withdrawal behavior at $p < .05$.

The results also revealed the significant positive direct effect of authentic leadership on OCBs ($\beta = .159$, 95% CI = [.106, .212]), $p < .05$, and significant positive indirect effect of authentic leadership on OCBs through

psychological empowerment ($\beta = .250$, 95% CI = [.179, .325]). It showed significant positive indirect effect (25%) of psychological empowerment in the correlation between authentic leadership and OCBs ($p < .05$). It explained that due to indirect effect (mediation) of psychological empowerment when authentic leadership goes up by 1 standard deviation, OCBs goes up by .25 standard deviations. This was in addition to any direct effect that authentic leadership may have on OCB. Overall significant results of direct effect ($\beta = .159$, $p = .000$) and indirect effect ($\beta = .250$, $p = .000$) indicated partial mediation of psychological empowerment in the association between authentic leadership and OCBs at $p < .05$.

Discussion

The research findings provided evidences that are quite similar to the past researches. This study indicated that teachers were considering their heads' as highly equipped with authentic leadership qualities. On the other hand, they also stated about themselves that they were also strongly adorned with high psychological empowerment as well as OCBs. Consequently, they also declared that they sparingly show withdrawal behavior. This provides the basis for verifying the results of past study i.e. the more the psychological empowerment the less will be the withdrawal behavior of the employees (Seibert, Wang, & Courtright, 2011; Fook et al., 2011).

As correlation analysis presented a positive significant correlation between authentic leadership of school heads and teachers' psychological empowerment in this study, this result was also aligned with findings of some of the past studies which depicted that authentic leadership was significantly associated with psychological empowerment (Zue et al., 2004; Wong & Cummings, 2009; Weichun, 2008). This association had also been supported by some of the previous studies conducted in Pakistan like Zubair and Kamal (2017) who found out a positive relationship of authentic leadership and psychological capacities and strengths of employees, while the same relationship was also measured by Adil and Kamal (2019) taking psychological capital similar to psychological empowerment and authentic leadership in Pakistan's higher education sector. Their research also showed a positive relationship between authentic leadership and OCB which was endorsed in the literature by Liu and his colleagues (2018) that authentic leaders influence the behavior outcomes of employees.

Moreover, the relationship between psychological empowerment and OCB was also found significantly positive which was confirming the findings of Iftikhar and his research team (2016) but these findings were on non-educational organization. Another study discovered a significant association between teachers' opinions of their psychological empowerment and their OCB, conducted upon 936 school teachers (Bogler & Somech, 2004). The father of organizational citizenship behavior in his research work

endorsed that employees who may be more psychologically empowered may be more encouraged intrinsically towards high job performance (Organ, 1988). Bogler and Somech (2004) also found relationship between OCB and psychological empowerment. These results endorsed that when the level of psychological empowerment of employees increased the intention towards quitting job, coming late or becoming absent decreased accordingly (Fook et al., 2011).

Results also indicated a positive but weak association between teachers' psychological empowerment and withdrawal behavior. Shapira-Lishchinsky and Rosenblatt (2010) conclude that withdrawal behaviors of employees lead them to stay away from tasks or make them too lazy to accomplish their job tasks. Studies indicated negative association among employees' level of psychological empowerment and their withdrawal behavior (Adil & Kamal, 2019; Seibert et al., 2011). The literally specified withdrawal behaviors are considered a psychological ailment among some ineffective employees named as withdrawal syndrome by some psychologists (Shapira-Lishchinsky, 2012; Biron & Bamberger, 2012).

The results revealed the effect of authentic leadership on teachers' psychological empowerment. These results coincide with Xu and Yang (2018) but in a partial manner as they discovered that authentic leadership was effecting psychological empowerment indirectly through structural empowerment. The effect of authentic leadership on teachers' OCBs was signified in this research which was also confirmed by Joo and Jo (2018) and Zaabi et al., (2016), they found that authentic leadership, employees' work engagement and their psychological empowerment had significant effect on their OCBs. Same was the case to predict participants withdrawal behavior which made it clear that 28% variance of teachers' Withdrawal Behavior is explained by heads authentic leadership. Laschinger and Fida (2014) also discovered that when the leaders were more authentic their nurse subordinates were experiencing less bullying and burnout.

The mediating role of psychological empowerment in the association between authentic leadership and OCBs was found significant but no mediation was found in the correlation between authentic leadership and teachers' withdrawal behavior. These results were same as a past studies (Shapira-Lishchinsky & Tsemach, 2014; Gill, et al., 2014; Zhang, Bowers, & Mao, 2020), where the researchers discovered that psychological empowerment was a strong mediator for criterion and predictor variables and authentic leadership impacts workers' proactive behavior when mediated by psychological empowerment. Adil and Kamal (2019) also found out the mediating effect of psychological capital in the association between authentic leadership and various job outcomes. Their findings substantiated that authentic leadership did not influence burnout although the two variables were negatively related. Shapira-Lishchinsky and Tsemach,

(2014) were also not able to find mediating effect of psychological empowerment on authentic leadership and withdrawal behaviors.

Conclusions

The results of the study lead to conclude that teachers' perceive their head's authentic leadership's level as high. Teachers' also perceived their Psychological empowerment and OCBs quite high. Teachers' withdrawal behavior was inclined towards disagreement, it means that teachers show less withdrawal behavior in their schools. A significant positive correlation was evident among all variables. Authentic leadership was a significant predictor of teachers' psychological empowerment, teachers' OCB and Withdrawal Behavior. Likewise psychological empowerment was a significant predictor of teachers' OCB and withdrawal behavior. A significant partial mediation of teachers' psychological empowerment in the correlation between authentic leadership and OCB was discovered but no such mediation for authentic leadership and withdrawal behavior could be found.

Implications of the Study

Findings of the study made it clear that authentic leadership has an influence on psychological empowerment of employees and their organizational citizenship behavior. This finding leads administration and management of organizations specifically educational institutes to follow principles of authentic leadership in their daily working so that it may help employees to be more psychologically empowered with more citizenship behavior that would ultimately and positively influence organizations effectiveness and productivity. The study unfolded that employees were more psychologically sound when their heads were more authentic, thus educational institutions specifically should develop such administrative policies for training employees to make them more psychologically empowered and more strong in their OCBs.

Recommendation

This sort of further researches may be conducted upon various tiers of education in Pakistan and upon various groups of population because this study provided a ground breaking platform for further researchers to understand how authentic leadership plays its role in empowering the employees psychologically and how psychological empowerment let employees to depict more citizenship behavior in their educational institutes.

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