

**Impact of Authentic Leadership Behavior on Employee
Commitment and Performance: An Empirical Study on
Higher Educational Institutions of Bangladesh**

By

Nuray Akter

A Dissertation

Submission

**At University of Dhaka for the Degree of
Doctor of Philosophy (Ph.D.)**



**Department of Management
Faculty of Business Studies (FBS)
University of Dhaka, Bangladesh**

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philosophy**’



By

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Declaration

Hereby I declare that I have devoted myself to this PhD thesis works and I am very much conscious about the rules and regulations concerned with thesis preparation, research workings, submission and continuance of a higher degree. I am aware about the rules related to intellectual property of University of Dhaka. I am also declaring that my PhD dissertation titled “**Impact of Authentic Leadership Behavior on Employee Commitment and Performance: An Empirical Study on Higher Educational Institutions of Bangladesh**”, is an authentic thesis of mine under the supervision of **Professor Md. Ali Akkas** and **Dr. Mohammad Thoufiqul Islam** which has been submitted at Department of Management, Faculty of Business Studies, University of Dhaka to fulfill the vital requirement to achieve ‘Doctor of Philosophy’ award. I am giving assurance that this researched dissertation has not been submitted anywhere before for achieving any academic degree or award.

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Certification

It is honourable and delightful to certify that the dissertation titled “**Impact of Authentic Leadership Behavior on Employee Commitment and Performance: An Empirical Study on Higher Educational Institutions of Bangladesh**” submitted by **Nuray Akter** at the Department of Management, Faculty of Business Studies, University of Dhaka, Bangladesh, is an original, genuine and sincere composition regulated under our supervision. The manuscript of the doctoral researched thesis has been scrutinized by us. The research workings of this dissertation have not been submitted yet for the purpose of achieving any degree elsewhere.

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Dedication

**To the Almighty Allah & to My Daughter Jara Chowdhury
(Angel)**

And

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Summary of Study or Abstract

The research dissertation strives to investigate the impact of authentic leadership (AL) behavior on employee commitment (EC) and employee performance (EP). It has been conducted on the higher educational institutions (HEIs) in Bangladesh. The research purposes of concerned study were, to identify the impact of authentic leadership on employee commitment; and to investigate the effect of authentic leadership on employee performance; both major objectives with logical specific aims were scrutinized by the opinions and perceptions of the respondents from the tertiary educational institutions of Bangladesh. For investigating the outcomes from result analyses, the most important dimensions of AL behavior practices i.e., Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), and Relational Transparency (RT) were taken into account of, as latent constructs or variables of AL for measuring the relationships as well as impacts on EC as well as EP. And for achieving the research purposes of the study, survey (by printed questionnaire) method as a strategy and deduction as an approach were used with quantitative data analysis technique. A strata probability sampling technique was used and the respondents were selected randomly for collecting data and information from different universities (educational organizations) in Bangladesh. The employees (teachers, academic employees and research fellows) of the higher educational institutions were treated as respondents and the respondents were experienced in the various functional areas of activities and curriculum of HEIs in Bangladesh. Data normality has been ensured by the test EFA, CFA, Skewness & Kurtosis where the loadings of each indicator variables as well as each latent construct showed high reliability of data to conduct the study. Again, primary reliability test by Cronbach Alpha approach, indicated strong data reliability to conduct AL-EC-EP linked theoretical model, concerned with current research. With the thorough assessment of full dissertation, the existence and presence of face, content, criterion as well as construct validity is very strong. The study also covered the validity of convergent and discriminant for the constructs of Authentic Leadership (SA, IMP, BP, and RT), Employee Commitment (AC, CC, and NC), and Employee Performance (EP) accordingly. Moreover, Common Method Variance (CMV) has also been assessed with the technique of 'Harman's Single Factor Technique' through EFA and 'Common Latent Factor' through CFA as well as concerned others calculations. And, though 400 questionnaires were distributed among the employees as well as researchers of HEIs to gather data and information but finally 381 applicable responses were utilized for result analysis. Findings from quantitative

data analysis using descriptive, inferential statistics, measurement model evaluation, and structural equation model (SEM) revealed that there is a positive and significant interrelationship between the components of AL behavior practices i.e., SA, BP, RT and EC; but only in case of IMP and EC, the relationship is moderate. Again, there is supportive and positive relationship between SA, IMP, BP, and EP; but RT and EP relationship is not supportive. Again, there is a significant, positive and acceptable level of impact of AL behavior (SA, IMP, BP, and RT) on EC (though IMP and EC showed poor acceptance) by which major objectives MRO-1 with specific objective SRO-1; and forecasted research hypotheses $H_1= H_{1a}$, H_{1b} , H_{1c} , H_{1d} have been scrutinized and satisfied. Gradually, it has been also found that there is a significant, positive and acceptable level of impact of AL behavior (SA, IMP, BP, and RT) on EP (though RT and EP showed poor acceptance) by which major objectives MRO-2 with specific objective SRO-2; and forecasted research hypotheses $H_2= H_{2a}$, H_{2b} , H_{2c} , H_{2d} have been examined and satisfied in the higher educational institutions in Bangladesh. The study has a crucial theoretical implication because it provides a valuable contribution in the field of literature with a new theory development and model fitness. This research can enhance the knowledge of academics, teachers, researchers, students with the theoretical application in the field of authentic leadership, employee commitment and performance. Again, it also has been applicable for human resource management, production management, organizational behaviors, organizational strategy, international management & business, MIS and environmental leadership, and related other fields. The study also conveys practical implications for the researchers, academicians, industrialists, entrepreneurs and business leaders to identify the ways to improve employees' moral value and relational transparency with other strongly practices to ensure and retain HEIns growth and expansion in Bangladesh as well as anywhere in the world. The study didn't conduct taking all of the educational institutions and other concerned institutions, enterprises of Bangladesh which might limit the generalizability of the findings. Sometimes, miscommunication from some specific persons create a cause of limitation of the present study. Lastly, the essential directives of research for further study of this dissertation have also been explained.

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Abbreviations

AL: Authentic Leadership
SA: Self-Awareness
IMP: Internalized Moral Perspective
BP: Balanced Processing
RT: Relational Transparency
EC: Employee Commitment
AC: Affective Commitment
CC: Continuance Commitment
NC: Normative Commitment
EP: Employee Performance
HEIns: Higher Educational Institutions
EFA: Exploratory Factor Analysis
CFA: Confirmatory Factor Analysis
AVE: Average Variance Extracted
SEM: Structural Equation Model
ANOVA: Analysis of Variance
SPSS: Statistical Package for Social Science
AMOS: Analyses of Moment Structure

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Introductory Chapter

Title: Impact of Authentic Leadership Behavior on Employee Commitment and Performance: An Empirical Study on Higher Educational Institutions of Bangladesh

Chapter–One (1): Introduction

1.1 Prelude

1.2 Statement of the problem

1.3 Research Questions

1.4 Objectives of the Study

1.5 Significance of the Study

1.6 Structure of the Study

Summary

1.1 Prelude

The world is going to be more complex, competitive, and dynamic than before. Thus, from very ancient times philosophers, religions, leaders, scholars, researchers, academicians, and thinkers have given more attention to the essentiality of genuineness, trustiness, and unsophistication activities of a leader. Moreover, in today's competitive working environment, organizations are increasingly making efforts to ensure sustainable competitive advantage which distinguishes the organizations from their competitors. In this circumstance, leadership must be authentic in an organization for long-term growth in the organization as well as the world. Furthermore, organizations need to emphasize authentic leaders for better commitment and performance at the workplace to develop and achieve a sustainable competitive advantage with productivity and profitability.

Again, the world is passing with serious crisis moment at different issues in different sectors development. Most importantly, the educational sector is one of them to develop a nation where authentic leadership (AL) is an emergent argument for the development and peaceful living of a nation. Because, a leader's authenticity must be the best way of identifying and resolving such type of crisis in a complex & competitive working environment (Kempster, Iszatt-White, & Brown, 2018; Fries-Britt, & Snider, 2015).

An authentic leader can play a significant role in assure a high commitment level & vast performance of the employees by his/her authentic behaviors (dimensions of Authentic Leader) for long-term success (Leroy et al., 2012; 2015; Semedo, Coelho, & Ribeiro, 2016) and the growth of different educational institutions in Bangladesh as well as in the world.

The present research study strives to measure the extent of authentic leadership (AL) behaviors for developing employee commitment (EC) and ensuring high employee performance (EP) in the workplace. It is concerned with the identification of the impact of authenticity in a leader's functioning on the commitment of employees and the performance of employees in their respective job fields.

Authentic leadership (AL) is termed as a vital part of organizational leadership that depicted a positive approach to stimulate others, support the followers with genuine, transferable, or sharable views, and influence others in an ethical way that must be met the challenges of today's world (Walumbwa, et al., 2008; George, 2003; Avolio & Gardner, 2005).

Accordingly, employee commitment means the deep engagement of an individual to accomplish respective duties, and responsibilities with zeal and excitement intention to reach an organization's objectives (Gul, 2015). The performance of employees is generally linked with motivation, outcome-based activities, and the overall success of an organization. Again, innovating inestimable outcomes that involve the compatibility of employees' acts, production-quality of an organization, and job place's commitment - may assure the best performance of the employees (Kiruja, & Mukuru, 2018).

This study has been conducted on some selected higher educational institutions in Bangladesh to investigate the authentic leadership impact on employee commitment and performance. Because education is the major driving force for the development of any society as well as a nation in all fields. Educational institutions are the main sources to spread education to the human being in society. Learning from education is a lifelong process that is the basis for the progress of a nation.

An organization can be treated as an educational institution that can be build-up and established by the local state or government or regional council or municipal or any other self-initiated (private) bodies for recruiting scholastic professionals or employees to achieve the purposes; the goals of education and for socio-cultural and economic development, educational institutions have great importance (Lavanya et al., 2016). If all of the employees who are working in the different educational institutions, perform as a committed human being under an authentic leader in the respective job field, then fruitful employee performance may be ensured by which our nation may be introduced as an authentic and highly committed human resource at workplace in the educational institutions of Bangladesh as well as in the globe.

Basically, the functional activities of a leader with authenticity can be treated as authentic leadership. An authentic leader needs to convey the highest extent of integrity, a core realization of objectives, and commitment to deep internal moral values. So that, a trusted & bonded association between the leader-followers-members can be upgraded in workgroups. These associations or relationships can be transferable or shareable to a few positive results (Hassan & Ahmed, 2011).

Again, the features of an authentic leader are concerned with the consciousness of the leader's observation, imagination, practice, and realization about self and others. The characteristics of an authentic leader also include strengths & weakness, knowledge, perceptions, internal moral prospects, and attention to others (opposites) views (Ilies, Morgeson, & Nahrgang, 2005; Luthans & Avolio, 2003; Avolio & Gardner, 2005). When leadership drives with followers identified path of an organization then it is indicated as authentic leadership. Because, in such a situation, a leader is directed with trust in him/herself. This authentic leadership extended

with the alignment of easy ideality to followers for believing as a keynote speaker of an organization (Leroy, Palanski & Simons, 2012).

Furthermore, Avolio and Walumbwa (2014), that Authentic Leadership has a vital role to expand people/follower engagement in works for developing beliefs and ethicality between leaders and members or followers. It is also important for authentic leadership to align with the employees' values of a firm or institution, equal justice for each member, and no intention to exploit any members or followers. Because, for sustaining competitive economic markets effectively, expertness, experience, generosity, and integrity must be necessary. And then an authentic leader can be able to maintain organizational viability for a long time (Simons, 2002).

Employee Commitment (EC) has been stated as naturally dynamic, employees loyal work-involvement, own intention to input best efforts for the organization, the extent to reach purposes and coherence of value for the respective workplace, and the willingness to balance the activities of members or followers (Bateman & Strasser, 1984; p.95). Originally, the idea of Employees Commitment is an emphasis that suggests a standard form of work through some objects or goals (Herscovitch & Meyer, 2002).

Employee Commitment (EC) had been implied by Meyer, Stanley, Herscovitch, & Topolnytsky (2002), as a theory of multi-constructed dimension of organizational behavior and it's a predictor for linking and sequencing the indicators of the components of commitment. Attitudes Of Commitment and Behavior of Commitment were also identified wherever employees' commitment interprets essential excessive motive of job behaviors such as citizenship behavior of an organization that related to the commitment of employees (Mowday, Steers, and Porters, 1979; Moorman, Niehoff, & Organ, 1993).

Employee Performance (EP) is a factor to assess a single person by the working activities and it is also referred to as the functioning that an individual accomplishes (Campbell, McHenry, & Wise, 1990; Kehoe & Wright, 2013). The idea of employee performance is concerned with the system of managerial performance for identifying, differentiating, reviewing, and rewarding an actual performance in an organization (Travis & Grace, 2010). Again, employee performance (EP) is defined as the way of behaving with the job responsibilities and duties in multiple situations at the workplace (Akter, 2016). In addition, Campbell, Ganco, Franco, & Agarwal, (2012) assessed a theory on employee performance that implied “the action and practice applicable to achieve the objectives of an organization,” can be calculated and measured with a standard. Employee Performance (EP) is referred to as the effort an individual inputs to perform, or the effort an individual needs to perform (Akter, 2016).

Many studies supported the notion that changes in strategic actions; are one of the dimensions of organizational management which may conduct standard steps for the performance of employees. After assessing many research studies on higher educational institutions (public & private universities), Subramanian & Nilakanta (1996), redefined employee performance as a ‘tool of achievement from unstable services or markets.’ From other research evidence on the variables of private-public sectors, Boyne and Gould-Williams (2003), treated that some conditions supported moderately the performance of employees as additional economic sources can ensure the best performance. Employee Performance (EP) is a very crucial but complex concept that may be assessed from a lot of attention by concerned managerial authorities in different enterprises in a country as well as in the world.

Thus, to understand the current circumstances and the necessity of authenticity in leadership; the current research study strives to measure the extent of behaviors of Authentic Leadership (AL) for improving Employee Commitment (EC), and ensuring high Employee Performance (EP) in higher educational institutions of Bangladesh.

1.2 Statement of the Problem

Service-based organizations are treated as the important workplace for the people who can serve with authenticity, so that authentic leadership style contributes fully and honestly in the workplace and bring their whole selves to their employment. Again, service organizations are key-place to encourage real behavior that more likely to have psychologically secure cultures, and engaged, enthusiastic, motivated staff or employees. Among the different kinds of service sectors, educational institution is of them and this educational sector is one of the parts of service & knowledge-based organizations. Additionally, educational institutions are a crucial setting for fostering human growth and equipping individuals to serve as productive and knowledgeable resources for their communities and the country (Akter & Taher, 2017). Because without education, a human being is not only an illiterate person but also treated as a blind man in society.

Again, there is an important role of educational organizations in socio-economic-cultural development internally and externally, so the goals of the educational institutions are to build each person as an actual human being from the root level (Bryan, & Clegg, 2019). Thus, Educational Institutions must have some common standard objectives, though these goals may be established or not, by private or public, or government initiatives. The scenario is about that, of AL found to be less practiced with the styles of management such autocratic, democratic and laissez-faire; the gaps of practices in AL, must need to identified, and balanced or managed

for assuring a core-promise (commitment) and worthwhile performance of the people in an educational institution in Bangladesh. And for balancing properly the concerned factors that may raise to be erratic in education, a minute idea about authentic leadership, employee commitment and performance need to assess;

Aolio, *et al.*, (2009), incepted **Authentic Leadership** (AL) is a norm of transferring and behaving ethically that stimulates the exchange of information openly for making essential decisions to support the efforts of followers. Authentic Leadership has been offered as the original component of fruitful activities, necessary to develop comfortable working environments; the reason to give the best concentration to identify and placement a leader-member alignment (Wong & Laschinger, 2013); But if any problem raises to develop the leader-member-follower relationships then Authentic Leadership (AL) can reduce such kinds of problems that may be concerning in educational sector or other sectors of Bangladesh.

The Commitment of Employees is incepted as a psychological plunge in the respective workplace by an employee. Employee Commitment (EC) is concerned with self-involvement, and engagement due to the objectives of an organization and the ability to face the challenges of the organization (Barton, & Ambrosini, 2013). Besides that, an individual who conveys more hopes or expectations must pay more attention to perform uniquely; thus, the performance of the committed employee is definitely better than others (Meyer *et al.*, 1993; Baugh & Roberts, 1994).

Again, **Employee Performance (EP)** is defined as the outputs or effects of functional activities of an employee maintaining the time period of the performance (Chen, *et al.*, 2016).). It means that Employee Performance (EP) is the essential procedure to accomplish and reach the purposes or objectives of the respective organization (Bernard, Moxnes, & Saito, 2019).

Moreover, for preparing a delightful human being (who can make accurate or authentic decisions, and can manage an organizational activity with high commitment and performance), the essentiality of educational institutions is irrefutable. But in Bangladesh, because of some surrounding factors authentic leadership AL may not appropriately be maintained to drive employees with adjustable commitment, and standard performance in educational institutions. Moreover, HEIs are facing so many problems in academic-activities, research areas, and administrative functioning too. The brief on AL, EC, and EP indicated that the practices of AL for producing committed employees with greater performance; can reduce such kinds of problems concerning in educational sector though there is minimal attention to the application of AL in Bangladesh.

The various puzzles such as system-loss, bureaucracy complexity, lack of providing quality education, below standard output, session- jams, sometimes poor judgment about the meritorious, conflict in team management, contradictions between faculties or in academies, ungenerous highly educated resources, poor contribution in teaching and research are arising as regular problems in many educational organizations in Bangladesh. Additionally, not sufficient classroom, reading materials, course curriculum, and proper sound system to deliver a lecture properly. Again, the large class size is a deficiency in providing quality education. Moreover, sometimes, discrimination, deprivation, nepotism, revenging attitude, and self-gaining mentality than greater interest of an organization is enhancing regular complexity in higher education sectors.

However, mainly high profit-making tendencies are emphasizing excess enrolment with below-standard students which are generating quality problems regularly for teachers, academics, and students too. Besides these, the ownership structure of public and private

universities is also considered to influence private universities for maximizing profit tendency; but in some cases, owners' intention and mentality are also liable for the overall quality standards of a university. Furthermore, improper implementation of principles of good governance is another problem in higher educational institutions in Bangladesh.

The assessment showed that the most important reasons behind the problems in higher educational institutions are the lack of authentic team leaders and committed employees, and the lack of intention to perform duties and responsibilities effectively and efficiently in the respective organization. For the shortage of authentic human resources, employee commitment and performance become decreased in some of the educational institutions in Bangladesh. To resolve such kinds of problems in educational institutions – the application of authentic leadership for the leader-members group works with the mechanism of impact of AL on EC and on EP is irrefutable.

The current study focused on authentic leadership, as the maximum of organizations or institutions are coping with authentic problems from different sides (academic, teaching, research, employment, work commitment, biased performance evaluation, etc.) in Bangladesh and thus what is the actual position or condition of authentic leadership in Bangladesh is difficult to describe now but shortly from the surface, it can be implied that authentic leadership position is not good enough in the higher educational institutions in Bangladesh. However, after data collection and analysis some obstacles or barriers have been identified specifically by this illustrated research dissertation.

Lastly, to realize the great contributive role of different educational institutions (in the holistic socio-economic growth in Bangladesh), maximum of which are suffering people management dynamics in authenticity to lead, low commitment of employees in some cases, and might be

unable to assure high employees performances’, the researcher of this study, encouraged and decided to conduct the current dissertation that is “authentic leadership behaviors and its impact on employee dedication (commitment) and performance which is a study of higher education institutions in Bangladesh.”

1.3 Research Questions

In light of the literature analysis, concept, and overview of authentic (genuine) leadership, employee engagement, and performance presented above, a few research questions and objectives have been developed.

The major research questions of the present study are stated below;

1.3.1 What are the Authentic Leadership (AL) behaviors that influence Employee Commitment in the selected higher educational institutions of Bangladesh? And

1.3.2 What are the Authentic Leadership (AL) behaviors that affect Employee Performance in the selected higher educational institutions of Bangladesh?

1.4 Objectives for this Research Study

For attaining 1st and 2nd major questions of this research, the present study sets the following broad and specific purposes:

1.4.1 Broad Objectives

1.4.1.1 To investigate the association between authentic leadership and employee commitment, this has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.4.1.2 To assess the impact of authentic leadership on employee performance, this has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.4.1.3 To identify some obstacles (if any) to authentic leadership, employee commitment, and employee performance in the higher educational institutions in Bangladesh.

1.4.1.4 To suggest some future directions for the regular practices of authentic leadership to improve employee commitment and employee performance in the higher educational institutions in Bangladesh.

1.4.2. Specific Objectives

The broad research objectives ‘1.4.1.1’ and ‘1.4.1.2’ have been specified with relevant other objectives. Now the specific objectives under the major/broad objectives 1.4.1.1 are identified below.

The concise form of Specific Research Objectives of the Study is as under;

Specific Research Objective One (SRO-1):

To identify the effect of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), and Relational Transparency (RT) on Employee Commitment (EC) which have been measured by the perceptions and opinions of the employees from the selected higher educational institutions of Bangladesh. Now, the SRO-1, has been simplified with the following sub-sections:

1.4.2.1. To examine an association between Self-Awareness (SA) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

1.4.2.2 To assess the relationship between Internalized Moral Perspective (IMP) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.4.2.3. To investigate the effect of Balanced Processing (BP) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

1.4.2.4. To identify the impact of Relational Transparency (RT) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

Again, the **specific objectives** under the major/broad objectives ‘1.4.1.2’ are implied below;

The concise form of Specific Research Objectives of the Study is as under;

Specific Research Objective Two (SRO-2):

To examine the influence of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), and Relational Transparency (RT) on Employee Performance (EP) which have been measured by the perceptions and opinions of the employees from the selected higher educational institutions of Bangladesh. Now, the SRO-1, has been simplified with the following sub-sections:

1.4.1.2.1 To examine an association between Self-Awareness (SA) and Employee Performance (EP), which has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.4.1.2.2 To assess the effect of Internalized Moral Perspective (IMP) on Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.4.1.2.3 To investigate the effect of Balanced Processing (BP) and Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.4.1.2.4 To investigate the impact of Relational Transparency (RT) and Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

1.5 Significance of the Study

This research dissertation is relevantly worthy to the students, teachers, academicians, researcher (self) & other researchers, educational sector, and other organizations, for the country (national) as well as for international leadership too.

For the Concerned Researcher: This is the first-time research study by the concerned researcher of this study, which was conducted to know about the impact (association between AL and EP) of Authentic Leadership (AL) on Employee Commitment (EC) and Employee Performance (EP) at different educational institutions in Bangladesh.

So, definitely, it is providing an opportunity to study a new field to gather more knowledge about authentic leadership (AL) and also about how this study of AL can contribute to ensuring more organizational commitment and performance with the various dimensions of AL impact

(effect) on employee commitment (EC) and employee performance (EP). And, if any chance or opportunity to apply this knowledge of AL impact on EC and EP, it will be applied and implemented with the necessary decisions to manage an organizational activity.

The **stakeholders of educational institutions** can learn about this new dimension of the leadership style of Authentic Leadership (AL) in the context of Bangladesh elaborately with its impact on Employee Commitment (EC) and Employee Performance (EP). They will be able to gather knowledge about, how the different dimensions or components of Authentic Leadership that means, Relational Transparency (RT), Balanced Processing (BP), Internalized Moral Perspective (IMP), and Self – Awareness (SA) have an effect on employee commitment and performance which is not studied yet.

Moreover, they will be benefited from the theoretical dimensions (Authentic Leadership Behaviors impact on Employee Commitment and Employee Performance i.e., “Theory of Authenticity - Employee Commitment and Performance”) and from findings for the extension of their academic knowledge. Again, the student will be able to conduct more research on this Authentic Leadership with other variables in other organizations as well as they can also expect this existing research with upcoming circumstances too i.e., for the next research internally and externally in the country or in the world.

Again, the concerned positioned stakeholders like teachers, academicians, officials and students will be able to conduct the next research on Authentic Leadership’s impact on Employee Commitment and Employee Performance as well as with other variables, or on the different sectors like the banking & service sector, or any other industrial sector or can conduct an overseas study on Authentic leadership using the instrument of this study. In this way, gradually we will be able to practice authenticity with its various dimensions in education as

well as other sectors in Bangladesh which will obviously, ensure more employees' commitment and employees' performance to conducting relevant kinds of functional activities in Bangladesh. In fact, for improving- the quality of education, research & development, and applied theoretical-to-practical based education, practices of authentic leadership have great significance. And this significancy of AL, can reduce the pitfalls in the path of higher education as well as the socio-economic development of Bangladesh.

1.4 Structure of the Study

The structure of the current research-based thesis is organized or frame-worked into eight chapters designed to explain about introductory brief with the role of authentic leadership on employee commitment and performance, a problem statement of the concerned topics with the title of the research which addresses the research question and to reach the answer of research questions. All the chapters are introduced with topics set out in a sequence till the summary. The chapter is set with an Introduction, literature review, research methodology, findings, discussions, and conclusion. A brief about all included chapters which are treated as the structure of the thesis is depicted gradually below;

Chapter – One: The first chapter is the Introduction. It is arranged with the prelude, statement of the problem, research questions, objectives, significance, structure, and summary. The prelude is the introductory explanation of authentic leadership, employee commitment, and employee performance with the significance of inception at educational institutions in Bangladesh. Statement of the problem illustrated various problems in the educational sector in Bangladesh and how these kinds of problems can be resolved by the application and implementation of authentic leadership practices to assuring working commitment and performance in Bangladesh.

Chapter – Two (2): The Second Chapter consists of the Conceptual Review of various constructs, latent constructs, and indicator variables. It is explained the relevant topics with some sections and subsections to conduct the study properly. The sections 2.1 Introduction, 2.2 Concept of the Authentic Leadership, 2.3 Dimensions/Components/Factors of Authentic Leadership, 2.3.1 Self Awareness; the sub-sections under this section are 2.3.2 Internalized Moral Perspective, 2.3.3 Balanced Processing, and, 2.3.4 Relational Transparency. Again, under section 2.4 Employee Commitment; sub-sections 2.5 Employee Performance, 2.6 Educational Sector in Bangladesh, 2.6.1 Background Study of Higher Educational Institutions in Bangladesh, 2.6.2 Contributions of Educational Institutions, 2.6.3 A comparison of male and female engagement in the educational industry, and 2.6.4 SOWT Analysis of Educational Institutions have been illustrated. This chapter provides a framework for an overall overview of the previous concepts, ideas, opinions, brief, and approaches to different variables of the current study which is necessary to illustrate the other chapters too.

Chapter – Three (3): The third chapter is implied the Literature Review. It is constructed with various logical reviews of different factors or variables of the current study. The concerned sections and sub-sections are 3.1 Introduction, 3.2 Leadership in General Perspectives, 3.3 Authentic Leadership Overview, 3.3.1 Origin of Authentic Leadership, 3.3.2 Why Authentic Leadership? 3.3.3 Features of Authentic Leadership, 3.3.4 Authentic Leadership Behavior, 3.3.5 Backdrop Study of the Dimensions of Authentic Leadership Behavior, 3.3.5.1 Self-Awareness, 3.3.5.2 Internalized Moral Perspective, 3.3.5.3 Balanced Processing, 3.3.5.4 Relational Transparency, 3.4 Backdrop of Employee Commitment, 3.5 Backdrop of Employee Performance, 3.6 Research Gap Identification. The assessment of literature reviews helps to prepare the logical ‘research survey instrument’ and identify the research questions, objectives,

structure of a theory as well as hypotheses formation that are necessary to continue a research study logically, chronologically, and systematically.

Chapter – Four (4): This chapter consisted of the ‘Formation of Hypotheses’. For assessing hypotheses the chapter organized as 4.1 Introduction, 4.2 Authentic Leadership and Employee Commitment, 4.2.1 Self Awareness and Employee Commitment, 4.2.2 Internalized Moral Perspective and Employee Commitment, 4.2.3 Balanced Processing and Employee Commitment, 4.2.4 Relational Transparency and Employee Commitment, 4.3 Authentic Leadership and Employee Performance, 4.3.1 Self Awareness and Employee Performance, 4.3.2 Internalized Moral Perspective and Employee Performance, 4.3.3 Balanced Processing and Employee Performance, 4.3.4 Relational Transparency and Employee Performance, 4.4 Development of Hypotheses with concerning variables, 4.5 Explanation of Hypothesized theoretical framework. The hypotheses have been analyzed by the findings and interpretations due to the methodology of the research study. According to the result analyses for accepting or rejecting hypotheses, further decisions can be initiated properly and strategically.

Chapter – Five (5): The most important road or line of the study is ‘Research Methodology’ which is designed with a logical way to explain or demonstrated the study. The sections and subsections of the research methodology of the study are structured as 5.1 Introduction, 5.2 Research Philosophy, 5.2.1 Positivism, 5.2.3 Realism, 5.2.4 Interpretivism, 5.2.5 Pragmatism, 5.3 Applicable Philosophy for the current study, 5.4 Research Assumptions, 5.4.1 Ontology, 5.4.2 Epistemology, 5.4.3 Axiology, 5.5 Applicable Research Assumption for the current study, 5.6 Research Paradigms, 5.7 Research Approach, 5.7.1 Induction, 5.7.2 Deduction, 5.8 The Purposes of Research, 5.9 Research Strategy, 5.10 Research Choices, 5.11 Time Horizon, 5.12 Research Design, 5.12.1 Exploratory, 5.12.2 Explanatory, 5.12.3 Descriptive, 5.12.4

Descripto-explanatory, 5.13 Research Techniques and Procedure, 5.14 Data Collection Method (method choice), 5.15 Instrumentation, 5.12.1 Survey Instrument for Authentic Leadership, 5.12.2 Survey Instrument for Employee Commitment, 5.12.3 Survey Instrument for Employee Performance, 5.16 Questionnaire Translation, 5.17 Sampling Technique and Design, 5.17.1 Defining the target population, 5.17.2 Sampling Frame and Sample Selection, 5.17.3 Selecting Appropriate Sampling Technique/Method, 5.17.4 Determination of Sample Size, 5.17.5 Selecting Sampling Units, 5.17.6 Sampling Distribution and Allocation of Sample Size, 5.17.7 Procedure of Data Collection, 5.17.8 Sources of Data, 5.17.9 Respondents and Response Rate, 5.18 Data Analysis Tools and Techniques, 5.18.1 Procedure of Data Analysis, 5.18.2 SEM Analyses, 5.19 Measuring Common Method Variance, 5.20 Reliability and Validity Measure, 5.20.1 Reliability Measure, 5.20.1.1 Reliability Measure of Previous Research, 5.20.1.2 Reliability Measure of Current Research Study, 5.20.2 Validity Measure, 5.20.2.1 Face Validity, 5.20.2.2 Content Validity, 5.20.2.3 Criterion Validity, 5.20.2.4 Construct Validity, 5.20.2.5 Unidimensionality, 5.20.3.6 Ethical Issues. The overall allocation of research methodology is relevant and logical for the study and applicable to the findings of the present study.

Chapter – Six (6): This chapter is concerned with the ‘Findings of Study’, the main core research works for a study. The topics of this chapter are disclosed in some relevant sections and subsections and these are 6.1 Introduction, 6.2 Part-A: Descriptive and Inferential (Statistics) Analyses, 6.2.1 Response rate and Non-response bias, 6.2.2 Overall demographic profile of the Sample, 6.2.3 Descriptive and Inferential Statistics of Measurement Scales: 6.2.3.1 Authentic Leadership Scale, 6.2.3.2 Employee Commitment Scales, 6.2.3.3 Employee Performance, 6.3 Part-B: Measurement Model Evaluation, 6.3.1 Data Presentation, and Screening, 6.3.2 Missing data, 6.3.3 Normality, 6.4 Evaluation of Measurement Model, 6.4.1

Exploratory Factor Analysis, 6.4.2 CFA Results for Individual Construct, 6.4.3 CFA Results for Authentic Leadership, 6.4.4 CFA Results for Employee Commitment, 6.4.5 CFA Results for Employee Performance, 6.5 Item Parceling, 6.6 CFA for the overall measurement model, 6.7 Assessment of divergent and discriminant validity (overall measurement model), 6.8 Assessment of Common Method variance, 6.9 Part-C: Structural Equation Model, 6.9.1 Structure Model (X^2 - test of Model fitness), 6.9.2 Hypotheses Testing, 6.10 Authentic Leadership and Employee Commitment at Educational Institutions of Bangladesh, or Findings (results) regarding impact of Authentic Leadership behavior on Employee Commitment at Educational Institutions of Bangladesh, 6.11 Authentic Leadership and Employee Performance at Educational Institutions of Bangladesh or Findings (results) regarding impact of Authentic Leadership behavior on Employee Performance at Educational Institutions of Bangladesh. The findings are the crucial part of a study for demonstrating the results of all constructs, variables and their relationships, interrelationships, and impact of one construct or variable if any change occurred in any other constructs or variables. Hence, the importance of the findings of the study is indescribable.

Chapter – Seven (7): The chapter contains ‘Discussions of the Findings’ which explained these gradual topics and the topics are 7.1 Introduction, 7.2 Presence/Practices of Authentic Leadership Behavior at Educational Institutions of Bangladesh, 7.3 Discussions Based on Objectives, 7.3.1 Major Research Objective-One (MRO-1), 7.3.2 Major Research Objective-Two (MRO-2), 7.3.3 Specific Research Objective-One (SRO-1), 7.3.4 Specific Research Objective-Two (SRO-2), 7.4 Discussions Based on Other Objectives. The interpretations of this chapter have been illustrated by the in-depth output that is implied by logical descriptions. So, it is another vital part of the current dissertation.

Chapter – Eight (8): The final chapter consisted of “Implications, Limitations, and Conclusion”. The structure of this chapter is allocated into sections and sub-sections and these are 8.1 Introduction, 8.2 Implications, 8.2.1 Methodological Implications, 8.2.2 Theoretical Implications, 8.2.3 Practical Implications, 8.3 Limitations, 8.4 Directions for Further Research/Future Directives, Conclusion. After explaining all parts of the chapter, the current research study showed the ‘References’ following APA-style and then the relevant appendices {(Appendix A: List of Universities According to Strata, Appendix B: Total Variance Explained (From Factor Analysis), Appendix C: Survey Questionnaire, Appendix D: Code Book, gradually.

Summary

The chapter contains the fundamental inception, problem identifications, research questions and purposes, importance or role, and allocated structure of this research dissertation. The major topics are organized by sections and sub-sections and the sections are 1.1 to 1.6 chronologically. The full study is organized by eight chapters logically and gradually. Hence, this first chapter is crucially essential to understand the core goals and next chapters of the current research study.

Impact of Authentic Leadership Behavior on Employee Commitment and Performance: An Empirical Study on Higher Educational Institutions of Bangladesh

Chapter- Two (2): Conceptual Review

- 2.1 Introduction
- 2.2 Concept of the Authentic Leadership
- 2.3 Dimensions/Components/Factors of Authentic Leadership
 - 2.3.1 Self Awareness
 - 2.3.2 Internalized Moral Perspective
 - 2.3.3 Balanced Processing
 - 2.3.4 Relational Transparency
- 2.4 Employee Commitment
- 2.5 Employee Performance
- 2.6 Educational Sector in Bangladesh
 - 2.6.1 Background Study of Higher Educational Institutions in Bangladesh
 - 2.6.2 Contributions of Educational Institutions
 - 2.6.3 A comparison of male and female engagement in Educational Institutions
 - 2.6.4 SOWT Analysis of Educational Institutions
- Summary

2.1 Introduction

Conceptual Review basically emerged with the fundamental concept, original revolution of the specific word, statement or idea. The concept can generate or regenerate a particular definition or assumption to explore (disclose) a meaningful notion for a nation. The introduction of this chapter extended with the concept of authentic leadership, components (SA, IMP, BP, and RT); Employee Commitment definition; employee performance (EP); the educational sector of Bangladesh (Background, contribution, and comparison), and SWOT analysis of Educational Institutions of Bangladesh.

2.2 Concepts of Authentic Leadership

Conceptual Review is based on ideas, approaches, theories, and various concepts and relevant variables aligned into particular areas of the research study. In the last period of the twentieth (20th) century, a most recent form of leadership has arisen. This new leadership approach is known as Authentic Leadership with its most prominent constructs of leadership. The authentic leadership concept involved being true to self, ethical, or authentic to your followers (Tabak et al., 2013). They also referred that authentic leadership basically depends on the authenticity of a leader and the meaning of authenticity indicated the needs, emotions, thoughts, preferences, individual experiences, trustiness, and processes composed due to the true self-realization by the behavioral situation of an individual.

In the contemporary period of leadership, the concept of authentic leadership (AL) occurred with evidence though there is a scarcity of consistency (Cooper *et al.*, 2005; Avolio & Gardner, 2005). The authenticity reevaluates confidence and hope in the organization that may place an organization in the top- top-ranking score (Miniotaite & Buciuniene, 2013). It is also concerned with the development of followers too. The theory of Authentic Leadership has arisen from the

leadership intersect, ethical views, and organizational mannerism properly; thus, Authentic Leadership (AL) behaviors have been defined as Self-Awareness, Internalized Moral Perspective, Balanced Processing, and Relational Transparency (Qiu et al.,2019; Walumbua *et al.*, 2008).

Authentic Leadership (AL) is a root component of fruitful leadership. It is essential to make a healthy working surrounding situation at the job place. A special fact of AL is the care of empowering leader-member-follower associations for the development of an organization. Considering the organizational leader-follower relationships, there were few studies documented to examine the effect of Authentic Leadership on the outcomes of work and empowerment, and the studies conducted on the leadership among the nurses in the various areas of functions at different hospitals (Wong, & Laschinger, 2013).

A leader's authentic leadership behavior is featured by clarity, openness, and self-awareness at the functional level. On the one side, authentic leaders make decisions by sharing information and accepting others' opinions or inputs, and on the other side explore individuals' purposes, missions, values, and thinking. The above features or characteristics of an authentic leader are the tools to assess the authentic leader's morality and competency by the followers (Walumbwa, *et al.*, 2010). According to Luthans and Avolio (2009); Avolio *et al.*, (2004) some positive techniques of organizational behavior such as identity, emotion, trust, and theories to prescribe authentic leadership that is practiced on the follower's performance, attitudes, and behaviors. Moreover, generally, followers' work efficiency, productivity, and realization of each employee can be affected by the behavior of an authentic leader and formal elements of authentic leadership can impact the necessary performance of the followers (Wang, Sui, Luthans, Wang, & Wu, 2014).

The background reviews of Gardner and Schermerhorn (2004), also showed that by the positive psychological states, an authentic leader can be energized, influenced, and developed the followers which were very effective to ensure the performance of the followers or members or concerned employees. The different employees have a dynamic extent of thinking and ability to accept the responsibilities but AL can handle unitedly the employees by playing a key role to continue employees' internal best performance (Wang, et al., 2014). These authors also illustrated the complementary congruity theory to their research study that recommended the authentic leader's effective contribution to developing and positively impacting the performance of the followers; actually, the characteristics of AL have great significance and comments to bring out the eligibilities of the employees for inputting vast performance.

The concept of authentic leadership (AL) is aligned with the activities of authentic leaders who trust and intersect the institutional functions openly and transfer important information to others due to necessity (Avolio *et al.*, 2004). Involvement of authentic leadership is the ongoing process whereby self-awareness is gained by leaders' and followers' associations, and open, transparent, trusting, and genuine relationships with others are established (Luthans & Avolio 2003). Authentic leadership is composed of relational transparency, internalized moral perspective, self-awareness, and balanced processing as these are the core components of AL (Walumbwa et al. 2008; Walumbwa, Luthans, Avey, & Oke, 2011).

Organizational outcomes are affected by authentic leadership, the reason is the self-development of followers & self-awareness, comfortable climates, and physiological eligibilities are promoted by authentic leaders (Gardner, Cogliser, Davis & Dickens, 2011; Ilies, Morgeson & Nahrgang, 2005). Agia, while physiological outcomes of authentic leadership are tested by prior studies (Gardner et al.,2011), there was little-bit carelessness in

studying authentic leadership mechanisms for understanding performance too. Authentic leadership behavior that is working for the nation; models to followers are the Learning Goal Orientation (LGO)- aims at improving abilities to drive individuals with the motivational mindset (Dweck, 1986). It is whether tested by the followers LGO is able to interpret the connection between the followers' performance and Authentic Leadership (AL) behavior (Mehmood, Nawab, Hamstra, & Vriend, 2016).

In the previous time, Luthans and Avolio (2003) conceptualize authentic Leadership (AL) as an overall procedure that aligned with the ability of psychology and the high perspective of organizational development; AL is the output of the best composition of self-awareness and self-regulated behaviors of the leaders that fostered self-development too. In addition, Avolio and Gardner (2005); Luthans and Avolio (2003), have argued that authentic leadership includes a positive moral perspective characterized by high ethical standards that guide decision-making and behavior. Recent research emphasized the need for more research on the conceptualized clarification and clarifying mechanisms of impact of authentic leadership which was conceptualized as a multi-component construct suggesting different theoretical mechanisms (Walumbwa et al., 2008; Cooper-Hakim & Viswesvaran, 2005).

Authentic Leaders work due to their beliefs, values, and transparent and relevant processing for focusing and creating followers' positive working environment with the base of trust (Walumbwa et al., 2008). And Authentic leadership is engaged with the above concepts and also involved with a process that stimulated the development of followers'- members' relationships for whole industrial development (Luthans & Avolio, 2003). Again, Gardner *et al.*, (2011), defined AL as concerned with the outcomes of positive performance and applying an open collaboration and communication of leaders-members-followers functioning at job-

place. Moreover, according to Walumbwa *et al.*, (2008), ethical transformation and approaches of charismatic leadership are also associated with Authentic leadership (AL).

2.3 Dimensions/Components/Parts/Factors of Authentic Leadership

Gardner *et al.* (2005) identified several distinguished dimensions linked with authentic or fair self-regulation procedures, including regulation of internalization, information balancing and processing, transparent relationship, and authentic practice. Specifically, the idea of “being true to oneself” has manifested a meaningful concept of authentic leadership with high behavioral integrity and trust that supported members’ perceptions of word-action alignment: which focused on different forms/constructs of authentic leadership such as Self-Awareness (SA), Internalized Moral Perspectives (IMP), Balanced Processing (BP) and Relational Transparency (RT) (Avolio & Gardner, 2005; Walumbwa *et al.*, 2010, 2011). These four indicator variables/components of AL have a great effect and association with commitment and key performance of the employees (Palanski, Kahai & Yammarino, 2011).

Most importantly, researchers have identified and validated four dimensions/components (SA, IMP, BP, and RT) to describe authentic leadership, (Marinakou, & Nikolic, 2016; Walumbwa *et al.*, 2010, 2011; Gardner *et al.*, 2005; Leroy, Polanski, & Simons, 2012) such as;

Self-Awareness (SA) refers to representing behaviors, denoting that leaders must be conscious about personal necessities, choices, stimulations, and desires;

Internalized Moral Perspective (IMP) indicated to regulations of self that is suggested by moral standards internally, values, self-respect and outcomes in behavioral practices, and decisions adjusted with the internalized self-values;

Balanced Processing (BP) asserted the behavior of leaders that reveal the leaders in trial situation to analyze logical data before entering to a decision and those leaders are not scared to implore opposing opinions or views from the members or followers; Finally,

Relational Transparency (RT) simplify to present a leader's self-authentic exchange, true feelings of the concerned, and approaches to subordinates and followers.

For more demonstration of authentic leadership practices, a framework has been drawn in the following table:

Table- One (1), below illustrated the different dimensions of authentic leadership (AL) practices:

	Dimensions/ Components of AL behaviors	Concerning internal variables of SA, IMP, BP and RT
Calderón- Mafud, Moreno, & Colunga- Rodríguez, (2018); (Emuwa, 2013)	SA	High-level of self-knowledge, internal referent (mental states), external referent (self-image or how a leader is perceived); strengths & weaknesses of the subordinates or followers, the way/technique of a leader’s behaviors, etc. that influences teamwork.
	IMP	Leaders use internal moral norms, a guide to self-regulate the behaviors, not economic or power concerned, deeply rooted moral values and standards, etc.
	BP	Describes people, objectively analyze the situations, consider all kinds of information, makes decisions, includes contrary views, etc.
	RT	involves personal disclosures, sharing information and feelings in an open manner, expressing true thoughts, and motives to others, adapting to situations to participate properly, presenting themselves (leaders) authentically, etc.

Source: Author’s own contribution, 2021.

Kernis and Goldman (2006), has been assessed the above four elements while the function of authentic leadership is defined as “*the unobstructed operation of one’s true, or core, self in one’s daily enterprise*”, or, from the other point of view, “the extent that leaders remain true to oneself” is treated as authentic leadership (Luthans et al., 2006).; Avolio and Gardner 2005). The most important notification for authentic leadership is termed the functioning of an authentic leader which indicated the behaviors or attitudes that can build an individual authenticity. The cases of authentic leadership are observed with the perceptions of followers, members, or employees genuinely.

The four dimensions or components of authentic leadership are briefly implied accordingly (Avolio & Gardner, 2005; Gardner et al., 2005; Ilies, et al., 2005):

The 1st component of Authentic Leadership (AL) is Self-Awareness (SA). It is referred as to feeling, assessing accurately, realizing and accepting other's weaknesses and strengths, working for feedback, and intention to develop self and others' interactions in society;

The 2nd component is Internalized Moral Perspective (IMP) which explains the functioning of one, due to his/her ability, and describes' not to allow work-activities by the pressure of others;

The 3rd component is Balanced Processing (BP), concerned with seeking proper information from the individuals, and listen to everyone's positive and negative views, and never force on one at the expense of the other;

The 4th component is Relational Transparency (RT) which focuses on easy sharing of one's realization, truly understanding others, and if any error happens, confessing and correcting the mistakes.

Moreover, AL has been featured `by the awareness of own's of a leader, perspective of internal moral values, classify behaviours in open manners, transfer important views, and opinions to trusted subordinates. The characteristics of AL relevantly developing and implementing proper decisions; assessing and accepting other views, perceptions, values, purposes, sentiments, and trustiness of the followers or members or subordinates. Accurate balancing of necessary characteristics of authenticity builds a leader to depict the competency, internal consistency, and moral values for managing challenges (Wang, Sui, Luthans, Wang, & Wu, 2014; Semedo, Coelho, & Ribeiro, 2016).

Authentic Leadership (AL) assumption is identified for managing financial complexity and ensuring the ways to get out of the critical issues of business (Stewart, et al., 2017). Again, authentic leadership views are composed of a simple theory with four distinct components (Riggio, 2014) and these are:

“Know Thyself” is concerned with Self-Awareness (SA);

“Be Genuine” is involved with Internalized Moral Perspective (IMP);

“Be Fair-Minded” is related to Balanced Processing (BP);

“Do the right thing” is linked with Relational Transparency (RT).

The four (4) major dimensions or components of authentic leadership such as SA, IMP, BP, and RT make true and cooperative surroundings of the workplace in the educational, industrial, and service sectors. Among the four components, BP indicates a whole process of analysing purposes or goals including conflicting and non-conflicting opinions too; IMP involved an approach of advised functioning where the internal-core value of morality and works-standards couldn't initiate by the pressure of external one; RT is concerned with individual's (personal) exposures, the share of information openly, and presenting real objectives and thoughts, while; SA revealed the external and internal knowledge of a leader (included mentality, self-image, perceptions, and intention to perform) in any dynamic situations (Gardner et al. 2005; Walumbwa et al., 2010; Emuwa, 2013). The combination of all relevant activities of these one-by-one dimensions must be considered to be an authentic leader.

A leader who wants to build self as an authentic must convey some key-rolled features of different dimensions or components of AL. And the key features are self-knowledge, image, perceptions, and trustiness from SA; actions, in-depth moral values, works-standards not forced by others from IMP; unbiased activities, clear objectives, relevant information for taking a

decision from BP, and; disclosures of self, information sharing, motives, and true thoughts from RT (Walumbwa et al. 2008; Wong & Laschinger, 2013; Semedo et al., 2016).

For conducting an organization, there may be some limitations with strengths and weaknesses but all of the characteristics of the prescribed dimensions of AL, need to follow for managing subordinates properly. Because, Emuwa, (2013) explained authentic leaders have the responsibility to develop trust, values, and a healthier environment for workings with the four major elements or dimensions that were self-awareness (SA) of a leader, Internalized moral perspective (IMP) of a leader, Balanced processing (BP) of a leader, and, Relational Transparency (RT) of a leader; whether elaborately Identified and validated four main components or constructs (SA, IMP, BP, and RT) to describe authentic leadership, such as;

Balanced/unbiased Processing (BP) simplify the ability to analyze and consider all relevant information, objectively prior to make decision including contradictory views;

Internalized Moral Perspective (IMP) defined the leader's activities which guided by in-depth-core values of morality and behavioral standards and, not rocked by outside pressures (peers, familiars, professional and societal);

Relational Transparency (RT) includes self-exploration, freely sharing information, and impressing actual motives and thoughts; while

Self-Awareness (SA) express the leaders' self-knowledge of internal referent (mental states) and external referent (manifested self-image or the perception of a leader); and these substantive and regulated dimensions, are all trusted to be essential for an individual which to be deliberated as an authentic leader (Walumbwa et al., 2010; Gardner et al. 2005; Ilies et al., 2005; May et al., 2003). Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018); conducted

an important study on authentic leadership behaviors which are formed by **four dimensions** and that are:

Self-Awareness (SA), means that the leaders have a upgraded, top level of insight, knowledge of strengths and weaknesses, real judgments about followers; it is also stated that self-awarded leaders are strongly aware of the path by which own behavior of leaders influences the work team.

Internalized Moral Perspective (IMP), refers to the leader using internal moral norms as a guide to self-regulate their behavior, and not economic or power concerns.

Balanced Processing (BP), which describes people who objectively analyze the situations and make decisions, even if they are averse to the way of thinking; and finally;

Relational Transparency (RT), means that the leaders need to demonstrate themselves authentically when they are in leading situations, where they must exchange the information and feelings in a free manner, or the adapting ability due to the situations, where appropriate participation must be ensured.

Again, these four essential components recommended by Walumbwa et al. (2008) for authentic leadership emerged from backdrop research, directed several times and these four elements of AL are;

Semedo *et al.*, (2016) and Walumbwa *et al.*, (2008) explained authentically the leaders' positive and negative perspectives of making an emergency decision for the followers or members using the concept of Balanced Processing (BP) of AL; a stage of truthfulness and openness focused on Relational Transparency (RT) that the ideas, opinions, and challenges upcoming by the encourage of an authentic leader. Moreover, Wong and Laschinger (2013), emphasized the top-standard of ethical or moral issues concerned with Internalized Moral

Perspective (IMP); the strength and weaknesses affect each indicator that understands by the assessment of Self-Awareness (SA) of AL.

According to many prominent scholars, researchers, or academicians such as, Marinakou & Nikolic (2016); Kempster, Iszatt-White, & Brown, (2018); Walumbwa *et al.*, (2008; 2012); Leroy, Palanski, & Simons (2015), Emuwa, (2013); Semedo, Coelho, & Ribeiro, (2016); Gatling, Kang, & Kim, (2016); Authentic Leadership (AL) behaviors have been identified and explained by relational transparency (RT), balanced processing (BP), internalized moral perspective (IMP) and self-awareness (SA). So, these four components or dimensions of AL (authentic leadership) behaviors have been illustrated below accordingly;

2.3.1 Self-Awareness (SA)

SA is the eligibility of one's perception to realize the consequences and emotions at functioning. According to Kernis and Goldman (2006), SA is implied as a characteristic of authentic leadership, confident purposes set with awareness; intentions, feelings, and self-recognition to reach those goals. It is concerned with one's strengths and limitations that he/she conveyed relevantly and managing personality and emotions by self (Ilies, Morgeson, & Nahrgang, 2005). Again, Self-Awareness (SA) is a procedure while one can focus on different values and cooperate with others to obstruct the socio-cultural and environmental uncommitted demands (Luthans, Norman, & Hughes, 2006).

Self-awareness stimulates self-confidence and competence which is a stronger predictor of performance than the level of skill. Thus, the arguments assumed that self-awareness is positively linked with performance (Holahan and Sears, 1995; Shahzad, Sarmad, and Abbas, 2011). Self-awareness is also concerned with individualism and collectivism where employees' behavior for the best performance is affected by the culture of collectivism and individualism

in an organization/institution (Hofstede, 1983). It means realizing a deep understanding of individual's emotions, weaknesses, needs, strengths, and drives, as well as their effect on others, and SA, is also concerned with self-confidence, realistic self-assessment presence, and self-deprecating sense of humor (Bhattacharjee & Rahman, 2016). Additionally, self-awareness reflects upon all of the actions and decisions with the strengths and weaknesses without any bias, and self-awarded human beings put a lot of effort to overcome their fears and use maximum strengths (Carver, 2012). Self-Awareness is also concerned with the achievements of the employees, as described in the following paragraph.

Realization of a single person's self-weaknesses and strengths is the role term to define Self-Awareness (SA). For practicing SA of employees, achievements can be managed by employees and the average performance of employees can be separated from the superior performance of the employees by their achievements (Goleman, 2001). According to Rochat, Broesch, and Jayne (2012), for the best achievements, one's should be optimistic and proactive in the workplace which is directly connected to the superior performance, regularity and employee's satisfaction. By the ways of achievements, emotion handling, self-confidence and self-assessment can be performed perfectly to compete with others in the competitive markets.

And gradually, the feedback assessment is the tool for identifying mistakes and the path to improve one's errors and then strength comes to facing others; the first and better competence of an employee is Self-Awareness (SA) which is generally found in each star performer that makes him/her different from any other knowledgeable workers (Kelley & Jacoby, 1998). More objectively, Kernis and Goldman (2006), implied the SA as a way of bearing consciousness of, belief in, individual motivation, intentions or desires, feelings or emotions, and relevant self-recognitions. The unique talents, values, strengths, and goals can be realized by this ongoing process of SA in the leading with authenticity (Avolio *et al.*, 2004).

2.3.2 Internalized Moral/Core Perspective (IMP)

Internalized Moral Perspective (IMP) is one of the vital parts of Authentic Leadership referred to as self-regulation and internalization of integration, suggested by the values and norms internally. It is involved with internalized values that transect with decision-making and are near to a group, organization or institution, and society as well (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Due to the opinion of May *et al.*, (2003), IMP is a crucial component of authentic leadership that prescribe the basis of transparent and ethical decisions, made on the values, effectiveness, and capacity of morality; IMP is composed of sustainable moral issues, ethical actions, and resistance to facing challenges.

More specifically, IMP is concerned with Leaders using internal moral norms, a guide to self-regulate the behaviors, not economic or power concerned, deeply rooted moral values and standards, etc. (Calderón-Mafud, Moreno, & Colunga-Rodríguez, 2018). Lastly, the inherent moral values, competency, and ethicality in the actions of a leader- treated as Perspective of Internalized Morality (IMP); it is a structure of own-regulation which is directed by standards of self-morality and self-value not team, institution, and socio-cultural value (Avolio & Gardner, 2005; Walumbwa *et al.*, 2008).

2.3.3 Balanced/Equable Processing (BP)

The 3rd component of authentic leadership is Balanced Processing (BP) implies the capabilities that a leader holds to analyze all the acquired information to accomplish the objectives. It is founded on drawing a perfect decision, on whether leaders are tolerable to hear the different points of view from the opposites or others too (Avolio & Gardner, 2005). In the meantime, Kernis and Goldman (2006), defined Balanced Processing (BP)- as the technique to minimize

people's poor stamina or self-esteem for stimulating and interpreting the work information properly.

Moreover, the whole processing of the perceptions of self-protection, self-defense, and self-exaltation allowed the leaders to explain the balanced processing of dynamic actions in an organization; the whole procedure also involved the base of integrity in personality (Ilies, Frederick, & Nahargang (2005). Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018) referred to Balanced Processing (BP) as conveying the internal variables such as describing people, objectively analyzing the situations, and considering all kinds of information, making decisions, including contrary views, etc. to achieve pre-defined purposes.

Purposefully, Balanced Processing (BP) referred that before coming to a decision, others separated views or opinions and all of the relevant data or information must be processed by an authentic leader (Luthans & Avolio 2003). BP also engaged with work involvement that is concerned with an individual's positive work-associated state and pervasive and persistent mind to perform (Schaufeli & Bakker 2004). According to Schaufeli *et al.*, (2006), the work engagement featured absorption, DEDICATION, and feelings of VIGOR where vigor means a high level of energy and consistency in mind during the time of working; vigor also indicated the desire to input the labor in functional activities and resilience in the difficult works. Again, Walumbwa, Luthans, Avey, and Oke (2011), stated that dedication is treated as strong involvement in an individual's acts and empirically a significant sense, of enthusiasm, motivation, pride, and ability to face challenges. Hence, Balanced Processing is the composition or form of making decisions to take others' views and relevant information, work-engagement, absorption, feelings of vigor, persistence, and dedication of the persons who are in the functional activities for an organization, society as well as a nation within a territory.

2.3.4 Relational Transparency (RT)

RT is another most important feature or component of authentic leadership (AL). In 2006, Kernis and Goldman, defined RT as the involvement of transparent relationships, behaving authentically with others, and openly sharing of information, ideas, thinking, and feelings as own expressions for developing trusty and promotional behavior in the workplace. As per the concept of Avolio, et al. (2004), Relational Transparency (RT) is the result of connecting the goals, beliefs, values, functioning of a leader, and reality-based relationship in society; so that leader-member-follower relationships may stand at the high level of social and personal identification.

Relational Transparency (RT) is concerned with the engagement of personal disclosures, sharing information and feelings in an open manner, expressing true thoughts, and motives to others, adapting to situations to participate properly, presenting themselves (leaders) authentically, etc. (Calderón-Mafud, Moreno, & Colunga-Rodríguez, 2018; Emuwa, 2013). Avolio *et al.*, (2004), Relational Transparency is the basis for encouraging the followers by transmitting the values, attributes, aspirations, and weaknesses of followers for building intimacy and trust among follower employees. Bass and Avolio (1990), identified a most crucial element of Relational Transparency ‘TRUST’ which is defined as the effectiveness of a leader; trust also has been associated with various outputs of an organization such as civic behavior of an institution, commitment of employees, beliefs in information, leader’s satisfaction, and intention for staying in the competitive world workplace (Dirks & Ferrin, 2002).

Particularly, Avolio *et al.*, (2004), expressed that Relational Transparency (RT) specified the importance of stresses and confidently handled the stresses to progress the development of organizational leadership. Again, in 2005, Gardner *et al.*, asserted that the leader in authentic

behavior must convey the character of relational transparency for disclosing honest emotions and thoughts to members or followers; TRUST can be built in such kind of behavior through revealing that can minimize the imperfect emotions and expressions by the practice of sharing information and open-minded honest mannerism (Kernis & Goldman, 2003). The overall work activism with the practices of ethical emotions and feelings, realizations, trustiness, honest expressions, and sharing of relevant information to reach the appropriate decision of achieving goals – is the technique of Relational Transparency (RT).

Hence, according to many prominent scholars, researchers, authors, and academicians such as; Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018); Marinakou & Nikolic (2016); Kempster, Iszatt-White, & Brown, (2018); Walumbwa *et al.*, (2008; 2012); Leroy, Polanski, & Simons (2012; 2015), Emuwa, (2013); Emuwa, & Fields, (2017); Semedo, Coelho, & Ribeiro, (2016); Gatling, Kang, & Kim, (2016) and some other prominent scholars have been identified and explained **Authentic Leadership (AL) ‘behaviors’** by the four dimensions and these are self-awareness (SA), balanced processing (BP), internalized moral perspective (IMP), and relational transparency (RT). Thus, this study has measured the behaviors of AL construct, with the composition of these four dimensions/components/elements of AL. The different dimensions of AL concerned with various latent constructs of Self-Awareness (SA), Internalized Moral Perspectives (IMP), Balanced Processing (BP), and Relational Transparency (RT) where SA is conveyed with, a standard level of inner-knowledge, externally referencing (image of self or the perception of a leader), internally referencing (statement of mentality); strengths & weaknesses of the subordinates or followers, the way/technique of a leader’s behaviors, etc. that influence teamwork of organizational or institutional leadership.

2.4 Employee Commitment

The extent of attachment or degree of involvement or loyalty of an employee that he/she realizes for the organization and responds affectively for the whole institution- is treated as Employee Commitment (EC). Actually, it is the measure or degree by which an employee feels dedicated and devoted to the respective organization, as expressed by Dixit and Bhati (2012); Akintayo (2010). Employee Commitment (EC) is also defined as the attitude to the organization which is a crucial factor in achieving organizational success (Newman, & Sheikh, 2012; Ireferin, & Mechanic, 2014). Employees with a low level of commitment (just do the work but do not put hearts into the work to reach organizational missions) are more concerned with personal achievement rather than organizational success; employees with a mid-level of commitment, do the work but seek alternative jobs and if get a better opportunity, they resign and go; but employees with high commitment believes that they are an integral part of the organization and works with creativeness and belongingness to reach organizational goals and missions (Meyer et al., 1993). Accordingly, Zheng *et al.*, (2010) referred to Employee Commitment (EC) as Employees' attitudes to the organization that is a vital factor for achieving institutional growth.

Barton and Ambrosini, (2013), interpreted that a commitment of employees is considered to be the immersion of psychology of a single person by which he/she involved with the institute through the sense of engagement, belongingness, institutional goals accomplishment, and prepare to face dynamic challenges for the respective organization. Therefore, Employee Commitment was investigated as the way that the involved professionals must need to carry a good interrelationship with the nearer or immediate work team for strong commitment (Meyer & Allen, 1997). Again, Meyer *et al.*, (1993) got a positive association between commitment and extra-role behavior of employees that was essential for an organization. Moreover,

employees who conveyed commitment have standard expectations of providing best performance and therefore they perform in high motives (Baco, Arifin, & Awang, 2020), and ultimately the objectives of the organizations or institutions served successfully. As the research study was conducted to assess the impact of the different dimensions of AL on employee commitment and performance, the study now also focused on the different types of commitment that have a clear look and effect on the study.

The different types of employee commitment such as employee affective commitment, continuance commitment, and normative commitment were the base to measure employee commitment (Meyer *et al.*, 2002). It is also found that lower levels of commitment had higher levels of absenteeism in the workplace; again, employee commitment and job involvement are especially predictions of organizational outcomes and success (Huselid & Day, 1991). Therefore, Gul (2015) referred to the components of employee commitment (EC) influence efficiency, behaviors, attitudes, and effectiveness of performance of employees with the determinants of affective, continuance, and normative commitment. These parts of EC are expected to increase employee performance and qualify the organization to achieve a competitive opportunity in dynamic situations (Wright, & Bonett, 2002). So, Whitener (2001), suggested that a high level of employee commitment is indispensable for obtaining sustainable competitive advantages and increasing gradual output.

On the contrary, low commitment is one of the greatest obstacles in Bangladesh in the field of organizational as well as national development. Apparently, it is found that there are so many problems in employees' commitment in Bangladesh for some different reasons such as; resource scarcity, ineffective/unethical team-leadership, job dissatisfaction, internal conflict, biased performance evaluation, discriminative pay structure and policies, wrong person in an important position, etc. are generating commitment problem in Bangladesh. Moreover,

sometimes committed people are not getting the right place and position to work with commitment. Thus, the commitment level is in the up-down situation in Bangladesh. After data collection and analyses the present study has illustrated more commitment scenarios in Bangladesh.

2.5 Employee Performance

Employee Performance (EP) is getting high importance, especially in the educational sector or in the industrial sector with greater competition and dynamic issues. For gathering better knowledge or idea of employee performance, it is necessary to give attention first to the performance, and then the study has been illustrated with reviews of employee performance.

The word or term ‘performance’ is prescribed as an overall capability of a single person and the proper utilization of the ability (with knowledge and skills) of that individual effectively and efficiently (Saeed, 2016). According to Yildiz, *et al.*, (2014), performance is a concept to explain how an individual can apply self-potential or real skills, knowledge, and abilities to reach expectations and can able to earn goals. Again, performance is the technique or percentage to use the ability of a person for successful finishing of work within a predefined period of time.

Performance can also be prescribed as an efficient and effective effort that is executed to achieve the objectives or goals or gradual success of a business or an industry (Altindag, & Kosedag, 2015). So, it is the PERFORMANCE that is concerned with qualitative and quantitative disclosure or expression while an individual, group, team, or business can operate the job-works to reach an ultimate desired destination of an organization (Bas, & Artar, 1990). When performance is measured for the evaluation of employees’ works-activities,

responsibilities, duties, and self-devotion for committed works- then it is converted as employee performance that is described from the reviews as under:

Employee performance can be focused and measured through the reflection of different indicators like the performance-based outcome, effectiveness, efficiency, and productivity that are forecasted to reflect the fulfillment of the economic objectives of the firms (Cania, 2014; Kariithi & Ogutu, 2016). In specific, employee performance asserted as a composition of individual purposes of employees with institutional goals that supported by the employees' working culture of an organization and it argued an expectation to be initiated and agreed upon the terms of key-rolled responsibilities, duties and accountabilities, capabilities or skills, and practices or behaviors (Zhang, 2011).

According to Kiruja and Mukuru (2018), ability and motivation are the main two elements of Employee Performance; the composition of training, skills, and resources necessary to perform a job- is treated as ABILITY; and MOTIVATION is referred to as an internal factor that strives one to perform through something and to reach an organization's strategic objective that depends highly on the level of employee performance are also concerned with the overall growth and success of an organization. With this connectivity, Laraib, & Hashmi, (2018) explained Employee Performance (EP) as a stimulated workforce in an organization or institution where high productivity, quantity, quality, commitment, and drive to achieve goals are timely composed and maintained.

These approaches are also concerned with the results and benefits of an institution than the perspective of management, and another prospect considered for the VISION 2030 is that the reality bears the auxiliaries of practices of employee performance and the duration of education; and longtime education appears with the VISION that is tailored through the social,

personal, and economic developments (Kiruja, & Mukuru, 2018; Nasab, & Afshari, 2019). The recent literature denotes that Employee Performance (EP) is not only determined by the specific and precise meaning of the performance but also identified by subjective measures (such as employee satisfaction, customer satisfaction, executives' perceptions about the company's performance, absenteeism, employee engagement, and other behavior aspects) and objective measures (such as financial and market indicators) for evaluating institutional performance; thus as a result, there is no common measure of indicator concerning employee performance (Cania, 2014).

But, some indicators of employee performance concerned with some elements such as; creativity/innovation, communication, job knowledge, technological skills, problem-solving attitude, sense of accountability, culture fit, and so on are associated with profit level and success of an organization (Becker, Billings, Eveleth, and Gilbert, 1996; Liao and Chuang, 2004; Borman, 2004).

Some other reviews showed that the success of an organization impacts the performance of an employee through different approaches; the approaches of 'pay-for-performance', PEP (merit/bonus pay), and 'pay that varies with few initiatives of one or institutional performance' are two examples to judge the performance (Gerhart, Rynes, & Fulmer, 2009; Gardner, Wright, & Moynihan, 2011). According to Cohen (2006), PEP is generally, a merit-based-pay or seasonal 'bonus pay' which is existed at 90% of an institution, and in most cases, it is considered for performer employees (Nyberg, Pieper, & Trevor, 2016).

Nyberg, Fulmer, Gerhart, and Carpenter (2010), described the idea of evaluating the performance of an employee that may reflect some unsolved crisis in a relationship or in the role factor/constructs; here over, basically, emphasize on PEP approaches that were studied in

three (3) different periods of time. 1st some of the specific studies overlooked at PEP is a measure of performance as a precursor; it is a strong alignment between pay and performance where there is no effect of motivational necessity. 2nd few series of studies demonstrated that context and contingencies are an integral part of PEP; and 3rd, a few studies also revealed that PEP is not a longitudinal and multidimensional approach but it is a precursor of performance. So, employee performance can be influenced the future performance and organizational internal constraints that also affect the efficacy characteristic of authentic leadership (Nyberg, Pieper, & Trevor, 2016).

The performance of the employees' can be evaluated in some other ways and the techniques are; to draw a framework to perform the job responsibilities with job description and specification by which employees can learn more and can fulfill the expectations of the respective organization; by this way, this employee performance (EP) can be evaluated and it must help to identify the employees' deficiencies and the ways to remedies the skill-gaps of each and every employee in an organization (Altindag, & Kosedag, 2015). Again, when a business or an organization can able to earn success and the employees are satisfied with their jobs, employee performance can be ensured and, the fruitful outcome showed that the evaluation of employee performance must build an individual to prepare updated quests and new breakthroughs for facing the dynamic challenges.

Grote (2002), simplifies that Employee Performance (EP) can be evaluated by a formal system of management; and to measure the quality of employees by performance, a 'chronological order of performance' needs to be pre-determined at the respective workplace. And according to Mathis and Jackson (1991, p.288) 'chronological order of performance' cab be standardized in the following ways: the activities of employee performance evaluation standards; the different extents to measure the employee performance. Again, Pinar et al., (2012) illustrated

that, identifying the purposes of employee performance evaluation; defining the methods to improve the performance; setting the administrative decisions, for instance; promotion, wages, and salary, rule of dismissal after the evaluation of the performance of an employee, etc.; initiatives to recognize all the staffs and employees; distinguish between performer and non-performer employees.

Additionally, Nelson et al. (2001) assessed that feedback on the employees' performance provides a measurable standard for evaluating performance; ways of dismissal, or downsize strategies; determination, and development of goals; setting the purposes, and upgrading the needs; improvement of performance as well as organizations or businesses; and proper guidelines to recover insufficient skills of employees are also the parts of performance evaluation of the employees. Dvir, Eden, Avolio, and Shamir (2002), conducted research on employee performance and observed that the performance of employees is strongly linked with one's academic and physical profile.

Accordingly, Bodla and Nawaz (2010), implied that an individual's performance uniquely depends on the respective institution's policies and programs that having the package of payment, bonuses, rewards, increments (half-yearly and yearly), privileges, and other perks. So, these are the instruments for managing international standards for employee performance as well. Moreover, according to Rizwan, Nazar, Nadeem, and Abbas (2016), the academic profile of the employees is a high level of standard among all other variables of employee performance; and the output or productivity of the employees may be sustained and expanded by the efficient and effective authenticity in leadership and by the agile or active participants of the employees in an institution's nationally or internationally.

Research on Authentic Leadership (AL) including self-awareness (SA), Internalized Moral Perspectives (IMP), Balances Processing (BP), Relational Transparency (RT); Employee Commitment (EC), and Employee performance (EP) has interfered the academic, professional and practitioners' debate for more than twenty to thirty years. However, most important studies and research publications enhanced the terms or approaches from the perspective of individual practices such as AL with EC; AL with EP, or EC with EP; in the respective work field but specifically the current study is different from any other research conducted till now, which is the unique and most important characteristic of this study. For the more specification of the current study, the following section and sub-sections have been illustrated below:

2.6 Educational Sector in Bangladesh

As it is evidenced that the educational industry gives the people that light of internal learning by which a child can be built as a real or ideal human being for family, society as well as the nation. In this regard, considering the necessity of the educational institutions, now the study has been focused on the educational sector of Bangladesh: (see next)

The education system is comprised of three (3) major stages in Bangladesh;

Stage 1 is the Primary Education System. It is one of the largest educational systems in Bangladesh but is centralized by the authorities everywhere. The following **table-2** provides the Primary Education Scenario;

Number or Size of Students	17 million (app.)
Number of Teachers	4, 00, 000 (app.)
Number of Schools	79, 000 schools

Source: BANBEIS, 2021 (composed by Researcher)

Stage 2 is the Secondary Education System. The secondary education system is served by three steps of education such as; class or grade 6-8; secondary education is 9-10, and higher

secondary class or grade is 11-12. There are more than 23,500 high schools providing secondary education to students in Bangladesh. And almost average 54% of students enrolled in high school after passing primary education. According to the information of directorate controls (2022), 29559 secondary, higher secondary, and tertiary level institutions consisted of 4,13,526 teachers and 1,38,40,164 students in the overall education system in Bangladesh.

Stage 3 is the Tertiary Education system. It includes Bachelor's (all kinds), Master's, MPhil, Doctorate (Ph.D.), etc. Others include Vocational Education System; example, diploma in engineering, etc. Among these three educational systems, the present study was conducted on the 'Tertiary' level of education in Bangladesh. The current research study has been operated on higher educational institutions in Bangladesh and a brief about this sector is prescribed in the following sub-section 2.6.1.

2.6.1 Background Study of Higher Educational Institutions in Bangladesh

This section of the present study strives to imply a short overview of the scenario of the education system at higher educational institutions in Bangladesh. The study was conducted by taking some selected public, private, and international universities from Bangladesh. And educational practices have been examined by measuring the effect of different variables of Authentic Leadership (AL), Employee Commitment, and Performance. According to the database of UGC (2020), there are fifty-two (52) public universities, one hundred and eight (108) private universities, and three (03) international universities providing higher education in Bangladesh. Again, thirty-one (31) specialized colleges, and two (2) special universities are also providing tertiary education in Bangladesh (source: BANBEIS, 2021).

The public, private, and international universities have been serving higher institutions with graduations, masters, MPhil, and Ph.D. A number of qualified, experienced, and highly

educated teachers, academicians, and other employees are providing service to each-others and students as well as teachers. So, it is a line of teachers-researchers-academicians-students generally. Over the last two (2) decades, the higher educational institutions, teachers, and students at the tertiary stage, expanded so more than before. But in Bangladesh, no university is in the (qualified) ranking categories within 100 to 500 universities in the world (Sarkar et al., 2019).

After liberation, educational systems were not like the recent educational scenarios of Bangladesh. A number of schools, institutions, and universities have been developed to provide quality education in Bangladesh though there is some scarcity because of problems of bureaucracy, lack of self-awareness or consciousness, moral values of the teachers, academicians, and the concerned authorities with the educational organizations. Though some problems, educational institutions have great contributions or roles to building an individual to be a real human being with the establishment. Now, the contributions of the educational institutions are illustrated below:

2.6.2 Contributions of Educational Institutions

Educational Institutions are spread outing roles, significance, contributions, and necessity of a nation by the technological advancement, improvement of values (morality) in the social and economic life in a country or in the field of the international boundary. These academic organizations also teach (by the concerned human beings) the lessons of harmony, humbleness, tolerance, quality, and justice (Alam et al., 2021). Again, for sustainable growth and development of the present and next generations; and to build and maintain a peaceful nation of a country, educational institutions have a vital or crucial role internally or externally. But in Bangladesh, educational systems are not properly developing, maintained, and practiced due to some problems of bureaucracy, complexity, contradictions among the concerned persons

each other, etc. To solve such kinds of problems and to meet humans' sufficient development, the study has a significant contribution in the case of higher academic levels in Bangladesh.

2.6.3 A comparison of male and female engagement in Educational Institutions

This section of the study has been observed by the researcher from the viewpoint of different stages of the educational system of Bangladesh. Generally, in stage 1; there is more involvement of female teachers than male teachers but in stage 2; there is the engagement of females rationally near to the involvement of males in the secondary and higher secondary educational systems in Bangladesh. As the current study was conducted on the higher educational institutions taking selected public, private, and international universities in Bangladesh; thus, there is a clear feature (calculation from the collected numeric primary data) of males' and females' engagement in higher education organizations of Bangladesh. Male and Female respondents are the center-key for conducting this study. Data and information were collected from the respondents (teachers, academics, research students, etc.) who are working at different (public Universities, private and international Universities) educational organizations/institutions in Bangladesh. Among the usable number of respondents of the current study such as 381 while male respondents are 287 (75.33%) and female respondents 94 (24.67%); thus, it is clear that there is male and female recruitment discrimination in the higher educational institutions in Bangladesh.

Moreover, because of the lack of qualified doctorate female teachers or professors, sometimes, female students or researchers, or teachers have to face different types of internal or external harassment, and obstacles in case of achieving higher research degree as well as employment too. Hence, for ensuring quality research works and education, more female engagement is necessary for university teaching and research in Bangladesh. It is also essential to gain bits of knowledge about a brief assessment on educational institutions as education is the backbone of

a nation. Now, brief assessment for educational institutions or organizations has been depicted or framed as under:

2.6.4 A Brief Assessment on Educational Institutions

A technique of strategic management and planning is developed by the literate and skilled people of a country. And the skilled or knowledgeable people has been built through the educational as well as different training institutions. Again, every organization is usually applied to identify strengths of the service holders, weaknesses of each individual, opportunities of an organization or employees, and external threats for operating a service-organization, business-enterprises to face competitors, or for better planning of a project in specific area of a country. As a part of service organizations, a brief assessment has been delineated from the aforementioned (concerned sections of the study) information and discussions which is demonstrated in the table-2 below;

Table- 2: A Brief-Assessment on the educational sector

Summary Assessment of Educational Institutions
Skills and Knowledge development; Talents can be searched by HEIns, Applicable, Innovative, and Practically makes people; Crisis-Solving Ability, Literacy rate = 74.91% (source: BANBEIS, 2020); Highly Educated = 22.83% (source: UGC, 2019); Experienced plus educated= averagely less than 50% (population census: 2022); Advanced Techno-infrastructural Supports with Vision, 2030 to 2041; Teachers, researchers and learners' collaboration; Mixed learning approaches and exchange learning concepts; Distance learning or inequality overcome; Individual Establishment and Social Well-being.

Table- 2: A Brief-Assessment on the educational sector continued..

Summary Assessment of Educational Institutions
<p>From the view point of one side, Problems of bureaucracy; Internal conflict between the employees; Quality Gaps in Education; Students’ opinions are less preferable; Impractical or inappropriate rules and regulations for employee selection; poor working conditions and lack of fringe benefits are liable for poor service provided by the employees; Inter-conflicts, Nepotism, and biased policies of the teacher’s association may weak the backbone of an educational institution.</p> <p>And from the other point of views, Sometimes, political mis-practices create obstacles or threats to education; Highly financially able persons sometimes threaten an institution for taking unauthorized facility; Unexpected external threats may fall down an organization’s quality. Example: COVID-19 Effect, Natural Disaster, Etc.; Unsupported career-based education; Scarcity of Resources; Inappropriate person in an important authorized place, may be a threat for the future of the educational institutions; Unbalanced surroundings or working environment may threaten the quality of education in Bangladesh.</p>

Source: Researcher’s own contribution, 2022.

Summary

The conceptual review-based chapter has been illustrated with the introduction, the concept of AL, dimensions of AL, and initial reviews on SA, IMP, BP, and RT as the four constructs of AL. The preliminary reviews on EC and EP also have been discussed in this chapter. And in the ending parts of this chapter enhanced the scenarios of the educational sector, Background study, Contributions of educational institutions, and a male/female comparison have been implied. All of the sections and review discussions are of paramount importance for the next parts of the current research study.

Chapter- Three (3): Literature Review

- 3.1 Inception
 - 3.2 Reviews on Literatures
 - 3.3 Leadership in General Perspectives
 - 3.4 Authentic Leadership Overview
 - 3.4.1 Origin of Authentic Leadership
 - 3.4.2 Why Authentic Leadership?
 - 3.4.3 Features of Authentic Leadership
 - 3.4.4 Authentic Leadership Behaviour
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 - 3.4.6 Backdrop Study of the Dimensions of Authentic Leadership Behaviour
 - 3.4.6.1 Self- Awareness
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 - 3.4.6.3 Balanced Processing
 - 3.4.6.4 Relational Transparency
 - 3.5 Backdrop of Employee Commitment
 - 3.6 Backdrop of Employee Performance
 - 3.7 Research Gap Identification
- Summary

3.1 Inception

The chapter has been focused on theory or result or output-oriented different research reviewed studies. It is conducted on the reviews of various areas of AL (Authentic Leadership), EC (Employee Commitment), and EP (Employee Performance). The purpose of this chapter is to identify the research gap for conducting a significant study and to contribute theoretically and practically to the educational field of Bangladesh. It has been studied in the empirical, origin-idea-based reviews and for developing a theoretical model, equational simple model with other contents analyses of different constructs of AL, EC, and EP.

So, this chapter is also part of examining authentic leadership in Bangladesh. Again, this chapter demonstrated different research-based empirical studies in the context of relationships, alignments, and effectiveness or impacts of AL, EC, and EP to initiate an appropriate model as a new contribution to the study. This chapter is organized or illustrated with the main topics, including in sections 3.2, 3.3, 3.36, 3.4, 3.5, and 3.6 i.e., authentic leadership, authentic leadership studies in Asia and other countries in the world, leadership in general perspectives, AL in educational institutions in Bangladesh, AL, and EC; AL and EP associations, links, and influences.

3.2 Review of Literatures

For any kind of research study, reviews of previous literature or studies are extremely important. As per relevancy, this study has been reviewed in the context of Authentic Leadership (AL), Employee Commitment (EC), and Employee Performance (EP). As authentic leadership (AL) is implicated with leadership; thus, first of all, an overview of leadership and then, authentic leadership (AL) and its dimensions, employee commitment (EC), and employee performance (EP) are reviewed gradually. The variables of AL, EC, and

EP are vital issues for the current competitive & complex workplace environment. Now a necessary brief on reviewed works of literature is demonstrated below:

3.3 Leadership in General Perspectives

The studies or researches on leadership were started in the century of twentieth (20th) generally, and more than four hundred (400) interpretations or discussions have been proposed or advised for leadership problems, success, growth, scarcities, and modernization till now (Rost, 1993). Many researchers, academicians, and scholars also agreed that the scientific research on leadership began in the age of 20th century like Rost (1993). Leadership is the key managerial function and most important aspect of management that is concerned with various attributes, approaches, theories, ideas, concepts, and ways of influencing people for performing with a specific commitment to achieve a predetermined goal. It can be defined and clarified in many ways. Phenomena of Leadership is complicated and have large difficult tasks but not out of research fields of study.

Leadership has been studied for several decades and has a long number of relationships with employee commitment, employee performance, cultures, and well-being of workers (Calderón-Mafud, Moreno, & Colunga-Rodríguez, 2018) that concerned with a process of influencing individuals to support and achieve worthwhile results while acting with respect, care and fairness for the well-being of all involved (Acar, 2012; Ruben & Gigliotti, 2016; Blanchard, 2018). Basically, Leadership is concerned with the terms influence, direct, and motivation.

In the general context, leadership is considered a process by which a person influences other people to work towards accomplishing the organizational goals and objectives in a cohesive and coherent manner (Acar, 2012; Ahmad, et al., 2015; Kayemuddin, 2012). Leadership is primarily related with organizational culture, commitment, and performance through the

process of articulation of vision and mission statements stated in the strategic plans (Belias & Koustelios, 2014; Rashid, 2020). Taylor-Bianco and Schermerhorn (2006) referred to leading from an organizational perspective that leadership is a way of stimulating and affecting others to work hard in order to realize, accept and support institutional goals, while Ruben and Gigliotti, (2016) believe that leadership influences individuals' behavior based on both individuals' and organizational purposes where communication- oriented approaches are specifically involved.

According to Khan and Nawaz (2016), leadership is a style that included emotional strength, strong commitment, motivation, and the functional relationship between leader-member and follower. It is a process where; utmost diligence and ability are efforded by the employees. They also attributed leadership that is extracted from the relevant literature to efficiency, effectiveness, innovativeness, and responsiveness. On the other point of view, Khan and Nawaz (2016), argued that leadership involved some other attributes related to the employees' performance such as communication, work ethics, creativity, professionalism, development, and commitment; these are all attributes of leadership contributed on the part of employees to ensure effective performance at the workplace.

Gil, Alcover, Rico, and Sanchez-Manzanares (2011), explained that leadership can be a feature, an approach, and the ability to affect others with different charisma and motivate the followers to perform with their best functioning to reach the pre-targeted hopes and aims. Again, it is expanded the theme of leadership with the previous explanation that leadership is the procedure to affect others to understand and support member-followers' work which makes and facilitates combine efforts to accomplish planned goals (Avolio, Walumbwa, & Weber, 2009; Gil, Alcover, Rico, & Sánchez-Manzanares, 2011; Yukl, 2009). And in an educational organization, Leadership needs a commitment, a culture of sharing of energy, and role play or contribution

of all who work there to be successful with their leadership responsibilities (Salahuddin, 2012; Sperandio, 2005). Thus, it is clear that the leadership concept is concerned with numerous ideas, theories, approaches, styles, issues, features, and areas where one of the newest approaches/areas of leadership is Authentic Leadership.

Allen, Eby, Poteet, Lentz, and- Lima (2004) and Farmer (2010), leadership affect linked with social acceptance and form of tutoring. They also explained that leadership behavior is confined with the positive results, opportunity for promotion and conveying confidence for updated career. Again, leadership can be expressed positively and oriented to trusty behavior which is aligned with the approach of well-being, near to positive internal mental health. It states strengthening individual identity and special autonomy at the workplace, which may reveal optimal performance and contrary to alienation (Luthans, Avolio, Avey, & Norman, 2007)

Some prominent scholars and researchers emphasized the identification and expansion of ‘Models of Leadership’ and one of the models of leadership is concerned with ethical behavior, moral values, guides, and standards that are better than the written rules and documentary standards; this model also describes the model of leadership which has a positive attitude and effect on the employees’ level of job satisfaction; the model interpretation also involved with the employees’ freedom to perform logical-work roles, individual’s interest to develop skills and knowledge to work with each other rather than utilizing the authority & power to conduct the employees in an organization (Park et al., 2014; Walumbwa, *et al.*, 2005; Hannah, *et al.*, 2008; Azanza, Moriano & Molero, 2013). On the other side, some difficult findings and theories have been identified and classified the leadership as distinctive kinds; these have been prescribed due to the leader’s skills, knowledge, context, and experience and also have been demonstrated in the institutions as well (Hater & Bass, 1988; Bass and Avolio, 1990). Again,

one of the most essential factors for business and industry today is to assure leadership that may be reflected in the hopeful outcomes and strategies to manage organizational climate successfully (Yukl & Tracey, 1992).

In a recent review of leadership theory, Northouse (2018), implied four common themes in the way leadership now tends to be conceived: (1) leadership is a process; (2) leadership involves influence; (3) leadership occurs in a group context; and (4) leadership involves goal attainment. Thus, he investigated that leadership is approached as a ‘process whereby an individual influence a group of individuals to achieve a common goal’ and is explained by various theories, approaches, and areas of leadership. Again, leadership can be interpreted by the influencing capability of a person that he/she may have the power to focus on employees’ establishments, social and organizational well-being, and commitment (Calderón-Mafud, Moreno, & Colunga-Rodríguez, 2018). They also idealized leadership as a process whereby an individual influences a group of individuals to achieve a common goal’ and Northouse, (2018) explained various theories, approaches, and areas of leadership where authentic leadership is one of the styles of the recent approach of leadership.

Kasa, Shamsuddin, Yaakob, Yusof, and Sofian, (2020), interpreted the leadership of an educational organization that must have significant, extra-ordinary support from the selected employees. Legutko, (2020) explained that the trust of subordinates and followers must be maintained by a leader, leaders-members-followers should be transparent, predictable, remain flexible, clear morality, compromising tendency, fulfillment of job requirements and expectations, and loyal manner remains for the groups rather than preferring personal agenda.

Leaders of Educational organizations are individuals who can take and face challenges, convey the capability to make a change in recent updates, contradiction, and competition. Hence, the leadership of an institution could be more competitive and credible, and this leadership must

be skilled for the long time; authentic leaders must have to carry a high degree of ethics with reasons and dedication in the core values (Tessema, 2020). The leaders, members, and followers would establish an educational organization in a path which fulfils the study-needs of students, teachers, and necessity of concerned stakeholders; afterwards, it is also essential for leaders to have analytical intention and clarification of the thoughts to make contexts and be capable to identify specific goals, strategies, priorities, and preferences (Makhmoor, 2018).

As this study has an intention to assess the impact or influence of authentic leadership behaviors on commitment of employee and employee performance in the higher educational institutions in Bangladesh, a gradual brief on the background study of authentic leadership, employee commitment and employee performance need to assess. For maintaining a chronology of the study, first of all, AL (Authentic Leadership) was illustrated with its origin, importance, features or characteristics, and contents below;

3.4 Overview of Authentic Leadership

The construct variable Authentic Leadership (AL) concept has been arisen at the end of the 20th century as a new approach of leadership. It highlighted on being honest, ethical and authentic, being true to own - self and followers (Walumbwa, *et al.*, 2008). Authentic leadership also referred the structure of leadership, basically depends on the authenticity of a leader where authenticity defined as owning individual's personal experience, thoughts, approaches, emotions, wants, needs, preferences, trusts or beliefs, a process accumulated by the injunction to each individual behavior in accordance with true self (Miniotaite & Buciuniece, 2013; Cooper *et al.*, 2005).

The concepts of authentic leadership have been reviewed by many scholars just before some years (O'Reilly, *et al.*, 2010; Stewart & Johnson, 2009), and they defined AL as the composition of loss of credibility of the models aligned with single-one, organizational

necessities, and the application of technological advancements. It is also concerned with management models, values of authenticity, transparency in business, the culture of an organization, and a sustainable environment. Again,

Authentic Leadership (AL) is treated as a vacation to conduct the individual, members, and followers with a deep consciousness of values and beliefs, the way of honest behaving, and the easy ways that others can perceive the relevant matters timely and authentic leaders definitely have to serve and use the position that he/she obtained (Calderon-Mafud, & Pando-Moreno, 2018). In this kind of authentic leader's regard, individuals could be more influenced by the persons who collaborate to develop the capabilities, skills and earn very high autonomy to play important role in the performance, instead of conducting only with the positioners (Shamir & Eilam, 2005).

One of the most upgraded concepts of leadership is Authentic Leadership which is necessarily applicable in today's complex world. It is the approach of the authenticity of a leader, encouraging or stimulating the subordinates or followers to be more open; appreciating individual and team performance and enhancing their level of thinking, and crafting a positive and commitment-oriented organizational environment (Iszatt-White, Carroll, Gardiner, & Kempster, 2019); Srivastava & Dhar, 2019). Moreover, Authentic leadership (AL) is one of the most interesting leadership approaches that developed to serve people with authenticity, ethicality, and trust, and be useful to others through the appropriate position a leader has; thus, the authentic leader carry the understanding motives as an individual who is highly- conscious about the moral-values and beliefs, the way leader-member or follower behaves to reach organization's combine purposes (Calderon-Mafud, & Pando-Moreno, 2018; Kempster, Iszatt White, & Brown, 2018)

AL is a thought of leadership that is concerned with legitimacy through ethical interrelationships with members or followers which make an honest foundation with moral values, and positive attitudes with truthful self-concepts that promote openness (Fairholm, 1996). Because, people in general, are very self-centered, unethical (or ethicless), conveying lack of integrity, moral values to one's ambition or target. That's why sometimes honest or intelligent or integral man may be fall in complex working environment or may have to leave workplace that can create cause of destroying an organization's success or may hamper the regular smooth working environment of workplace. The idea of authentic leadership also concerned with a specific purpose, values, leader-member relationships, integrity, discipline or structured works and openness in heart etc. for nurturing a committed man with better performance. Authentic leadership is the approach of encouraging or stimulating the subordinates or followers to be more open; appreciate individual and team performance for the success of an organization (Steenkamp, 2019).

Most of the academics, researchers conducted so many research studies on the impact as well as the association between AL (authentic leadership), organizational commitment, and work-related results at an each person level, while other researchers conducted the life-experimental research at the team level in China, the UK, Europe or USA on each of the components of authentic leadership (SA, IMP, BP, and RT) and overall authentic leadership, which have a great impact on the efficacy collectively, commitment, and group or team performance. The study describes commitment, and performance as these are part of this research but not defined as collective efficacy through collective efficacy is one of the partial indicator variables of self-awareness. Collective efficacy which is the part of AL also has a significant impact on team or group performance positively, and partially moderated the association between authentic leadership and team performance (Emuwa, & Fields, 2017; Stewart, et al., 2017; Friesbritt, & Snider, 2015; Semedo, et al., 2016).

Authentic leadership also concerned with extensive and highly developed theoretical base (Cooper et al., 2005) and advanced approach for leadership that involved with the behaviors or practices such as transparency, altruistic actions, and behavioral consistency (Michie & Gooty, 2005). In fact, the theory of AL leverages synergies regarding transformational theory of leadership (Avolio & Bass, 1988,1994), and full-range leadership (Avolio, Bass, & Jung, 1999; Avolio et al., 2002, 2007) previous activities in positive institutional behavior (Luthans & Peterson, 2002), capitalism in psychology (Luthans & Youssef, 2004; Luthans et al., 2008), and positive approaches to leadership (Luthans, Luthans, Hodgetts, & Luthans, 2001). Additionally, AL theory and self-determination theory (SDT) is importantly overlap in the interpretation of the idea of authentic views and autonomy which are mostly focus to each theory (Walumbwa et al., 2008; Taylor's, 1991; Hodgins & Knee, 2002).

Norman, Luthans, and Luthans (2005) depict a model of AL that can play a key role to assist newcomers to build personal issues or resources, for instance, the modeling behavior in self-efficacy, affect to create or assess social support, positive feedback, and tasks in the theory of autonomy. The model is also concerned with adaptation, and socialization for playing the main role to develop leader-member-follower relationships (Kammeyer-Mueller, & Wanberg, 2003).

The researchers and prominent authors of leadership authenticity in school, advised simply models in different theories and emphasized on the identification of the construct of authentic leadership and the improvement of the theory of authentic leadership by conceptualizing the results of authentic leadership from the perspective of 'self-determination theory' (Miniotaite, & Buciuniene, 2013). According to Deci and Ryan (2002), theory of self-determination associated with the motivation of human that highlighted on running, growth-oriented organism of human and the contexts in society that either accept or undermine individuals'

intention to master and accumulate the human's experiences into a compatible sense of own; and the theory of self-determination centers on the extent to which an individual behavior is self-endorsed and self-destined.

The most complex issues regarding to the theory of authentic leadership were identified by Walumbwa *et al.* (2008) and Cooper *et al.* (2005), defining and examining the construct; determining that constructs' discriminant validity; identifying relevant construct outcomes. These theories have a great contribution to assessing and identifying the scientific variables of Authentic Leadership (AL) and the application of the variables to the recent research on Authentic Leadership.

The results and feedbacks of authentic leadership, for instance, the effect of authentic leadership on institutional performance, work-engagement of employee, reputation, withdrawal behaviors, and other studies didn't get enough attentions by the scholars' (Jensen & Luthans, 2006; Gardner *et al.*, 2005; Avolio *et al.*, 2004). Walumbwa *et al.* (2008), asserted the theory of authentic leadership has emerged from applicability of ethics, acceptable institutional behavior and leadership intersection.

3.4.1 Authentic Leadership Originality

The concepts of AL (Authentic Leadership) originally have been interpreted from humanistic, social, and existential psychological perspectives (Walumbwa *et al.*, 2008; Novicevic *et al.*, 2006); with the theory of definitive organizational practices (Jensen & Luthans, 2006; Verbos *et al.*, 2007), and other different leadership research studies (George *et al.*, 2007; Shirey, 2006). The scholars also agreed with common inception of authentic leadership and with the idea of functions and behaviors' aligning with the internalized values, core realization and beliefs (Harvey *et al.*, 2014; Walumbwa *et al.*, 2008).

Authentic Leadership (AL) recognized as a significant approach, genuine or unsophisticated, transparent or colorless, ethical construction of leadership that can assist to meet the challenges of today's world (Avolio & Gardner, 2005; Avolio, et al., 2004; George, 2003; Luthans & Avolio, 2003; Walumbwa et al., 2008). Walumbwa et al., (2010), termed AL as the characteristics of a leader's openness, self-awareness, and clarification of behaviors; for making decisions, accepting others' works, disclosing an individual's values and mentality, stimulation to others authenticity in leadership is also necessary.

3.4.2 Why/ Role of Authentic Leadership

Authentic Leadership has played a key role to explore the positive psychological theme in different studies aligned with it. For instance, it was invested that the authentic leadership of the executives motivated the empowerment structurally, job satisfaction and performance of the employees (Wong & Laschinger, 2013). The authors also focused on the observations of the managers for authenticity, transparency in the leadership, actions processing with balanced ways, self-awareness, and strong ethical standards, that need to conceptualize by the employees and by which employees can make them satisfied with the work and have entrance to the structures of empowerment in the job place or ability to report with high performance. Beside of that, Clapp-Smith, Vogelgesang and Avey (2009) exposed that it was found that authentic leadership deliberated or played a vitally mediating role between capability psychological and executives' performance; productivity, and commitment for getting distal output by the role of leadership (authentic perception) with trust generated in management.

AL a great role for identifying the association between different variables concerned with it. For example, the relationship between AL and attitudes linked to the followers' work, and the teams' perceived effectiveness, are mediated by the leader's predictable perceptions; where

trust is a facet that can be originated by transparency in associations and processed with balanced activities (Bamford, Wong & Laschinger 2013). These scholars also reported on the role of AL that mediated the interrelationship between the adequacy of individual-work with job involvement and recommended with the evidences that the employees who acts for executives and for organization, represent high levels of authenticity in leadership and reported a greater normal contact with appropriate labor implications, which is specifically applicable in necessary activities of surrounding environments and supportable for the well-being of an organizations.

The cruciality of the relations of multiple variables of the authentic leadership with loyalty of a leader have been established by the features of the followers, flexible and innovative professional culture and the cohesion of work teams (López, et al., 2015; Monzani, Ripoll, & Peiró, 2014). Hence, it is clear that there was not sufficient research to reveal the path by which a style of leadership as authentic leadership improves learning of the professional culture and generate the process of employees' activities in the social-organization (Calderon-Mafud, & Pando-Moreno, 2018). So that, the scholars, academicians, researchers realized the role or importance to study and practice authenticity in leadership for the better theoretical contributions in the academic fields, managing discipline and peace in the society as well as for ensuring paramount performance or employees' commitment, ethics, trust, efficacy, moral values etc. in the institutions or organizations.

3.4.3 Features of Authentic Leadership

The study found some important features or characteristics in authentic leadership. For instance, authenticity, ethicality, trust, self-determination, collective efficacy, specific purpose, values, leader-member relationships, integrity, discipline, structured works, openness in heart, knowledge, academic background, moral values, future vision, and some other features.

The features of AL (authentic leadership) and these where authentic leaders transparently transmit the attributes with followers, values, aspirations, weaknesses to followers, encourage the followers to do the best acts, the foundation for beliefs and inwardness are set by the leader etc. (Avolio *et al.*, 2004). Again, Bass and Avolio, (1990) indicated the feature ‘trust’ in leading acts, determined as an important component in the output-success of leaders and need to be shown with the association of crucial findings for institutions such as honesty in information, civic behavior in organization, leaders-satisfaction, commitment, and intentionally stay. Additionally, more particularly specified the features that stress and confidence can be the ways for the theory of authentic leadership development (Dirks & Ferrin, 2002).

3.4.4 Authentic Leadership Behavior

Basically, behavior can be defined as the attributes, dimensions, components, features, characteristics, and element or by different variables or factors or by constructs of a main variables. According to many worlds prominent authors or researchers and academicians; behavioral practices of authentic leadership simplified and interpreted by the most applicable four variables or constructs and these are self-awareness (SA) of AL, Internalized Moral Perspectives (IMP) of AL, Balanced Processing (BP) of AL, and Relational Transparency (RT) of AL. According to Wang *et al.*, (2014) and Walumbwa *et al.* (2010) the ethical behaviors of an authentic leader’s is likely to suggest the members or followers, reasons of the effectiveness and authenticity as a key featured model.

Again, Avolio and Gardner (2005), referred authentic leadership as a behavioral attempts and the behavior were prescribed by the self- awareness (SA), internalized moral perspective (IMP), balanced processing (BP) and relational transparency (RT); by which a leader founded to be ethical and transparent, with the sharing of necessary information to take decisions for well-being of members; for this reason, it has been forecasted that these kinds of leaders are

highly conscious for self and others, context of works and operations, safe, with high moral character, optimistic, and resilient. Calderón-Mafud, (2020), treated that the outputs of authentic leadership (AL) are also the features of human being who conveyed acceptable mental stability which also related with the behavior of authentic leadership.

Behaviors of AL enacted also by Avolio *et al.*, (2004), his study advised to generate high quality associations driving with actual involvement of employees in working environment, that is the result of better satisfaction in job and performance and higher effectiveness. Ilies *et al.*, (2005), highlighted on AL theory which posits a model-theory of authentic leadership for supporting self-determination of the followers. And ‘Self-determination’ is the single person’s discretion or autonomy for performing individual works in the path of one select, comprising the decisions of working techniques, pace, procurements, and efforts (Thomas & Velthouse, 1990).

Tetrick (1989), Gardner *et al.* (2005), and Ilies *et al.* (2005), described leadership of a leader in authenticity build motivation for followers, and determination of self by introducing situations or ways that create two-way cooperation, and independent rules for followers; it could be provided training and constructive feedback, acknowledgment of followers’ contexts and attractiveness for the engagement of the employees in decision making. So, empowerment structures consistent by these described structures that carried work effectiveness and employee involvement and advised an alignment between workplace empowerment and authentic leadership behaviors (Wong, & Laschinger, 2013). Moreover, Walumbwa, Avolio, Gardner, Wernsign, and Peterson (2008), conceptualized the behavioral pattern of authentic leadership that can be based on psychological characteristics considering positive thinking to seek relevant promotion with ethical environment in the institutions or organizations.

The pattern of authentic leadership (AL) behavior showed a better self-awareness, the perspective of internalized morality, equable works-maintain or balanced processing of a work team with proper inquiry and transparent relationship, between leaders and subordinates (Calderon-Mafud, & Pando-Moreno, 2018). The behavioral configurations of authentic leadership motivated to assess themselves to best way and in the respective context by which leaders develop, that influences the ways of realizing values, building easier leadership prospects to protect the ideology, manage the fields and transforms with others in words of philosophies, ethics, values or worth (Avolio, Gardner, Walumbwa, Luthans, & May, 2004).

Hence, due to these many prominent scholars, researchers, authors and academicians such as; Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018);Marinakou & Nikolic (2016); Kempster, Iszatt-White, & Brown, (2018); Walumbwa *et al.*, (2008; 2012); Leroy, Palanski, & Simons (2012; 2015), Emuwa, (2013); Emuwa, & Fields, (2017);Semedo, Coelho, & Ribeiro, (2016); Gatling, Kang, & Kim, (2016) and some other prominent scholars **Authentic Leadership (AL) ‘behaviors’** have been identified and explained by the four dimensions and these are self-awareness (SA) in authenticity, internalized moral perspective (IMP) in authenticity, balanced processing (BP) in authenticity and relational transparency (RT) to lead with authentic ways. Thus, this study has been measured the behaviors of authentic leadership construct, with the composition of these four dimensions or constructs or elements of Authentic Leadership (AL).

3.4.5 Content Analyses of AL, EC, and EP

Variables identification, organization, relevant concepts and approaches development ‘like authentic leadership (AL), Employee Commitment (EC) or Employee performance (EP) in workplace’ is concerned with contents analyses. According to Fornes et al. (2008), content analysis is an approach to identify the existence of particular concepts, ideas within the context, by analyzing and quantifying the existence, meaning and associations or relationships of ideas, and after that, for drawing the conclusions, make inferences with the messages within the text. To establish a study by content analysis, the research articles searched and selected from the prominent journals or books with the categories, based on the questions of a research (Palmquist, 2003). And these kinds of categories consisted with; (a) institutional and outcomes of employees, commitment in workplace or the commitment accordance, (b) antecedents, concerned with workplace commitment, and (c) improvement procedures of commitment of employees’ (Palmquist, Carely and Dale, 1997; Fornes et al.,2008). As the content analysis is a very crucial part to identify and establish a new theory with the concerned factors of a construct, thus the contents analyses of construct variables i.e., authentic leadership (AL), Employee Commitment (EC) and Employee performance (EP) have been illustrated below through the table- 3A (constituted with seven tables) for AL; 3B (containing eight tables) for EC; and 3C (conveying eight tables) for EP: (see next pages gradually)

Table-3A; Brief of Content Analysis of Different Dimensions/Parts (Components) of AL Study

Constr ucts	Authors, Year of Publication and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Authentic Leadership (AL)	Emuwa, A. (2013); <i>Regents University School of Business & Leadership, Virginia, USA. Emerging Leadership Journeys</i>	Authenticity in leadership: A study of commitment to followers' empowerment, supervisor, and the climate of procedural justice.	The study looked at how procedural fairness affected authentic leadership connections with follower outcomes such as empowerment and devotion to the leader.	By using a quantitative methodology that includes a cross-sectional survey approach and practical sampling.	A study found that authentic leadership influences employee outcomes across culture.
	Published in: 2016. Author: Semedo and others	Authentic leadership impacts; affective commitment and job resourcefulness on employees' innovativeness and the performance of Single-one.	To investigate the link between authentic leadership (AL), employee attitudes, and behavior.	543 employees from a variety of Portuguese public and commercial organizations made up the sample in this empirical study. SEM applied to test the model.	The results indicate that AL impacts employees' attitudes (affective commitment and job resourcefulness) and performance.
	Gatling et al. (2016);	The influences of Authentic Leadership and Employee Commitment in organization on employee turnover intention	To determine whether genuine leadership in the hospitality industry consists of four distinct but connected substantive components (i.e., SA, IMP, BP, RT); and to determine the effect of genuine leadership on employees' organizational commitment (OC) & intention to leave their jobs (TI).	236 students who were employed in the hospitality industry in the USA underwent testing.	From the results, it is found that the favorable impact of authentic leadership on OC in the sector of hospital is supported by the results of structural equation modeling, which also suggests that OC mediates lower TI.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3A; Brief of Content Analysis of Different Dimensions of AL of the Study

Construct	Authors, Publication Year, and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Authentic Leadership (AL)	Sharon Fries-Britt and Jeanette Snider, 2015. "New Directions for Higher Education". Wiley	The outside line of mentoring: The Majesty of Authenticity, Vulnerability and Transparency in the Relationships of Effective Mentoring.	Study looks at key mentoring elements that affect women in higher education through authenticity, transparency, and vulnerability.	The analysis of qualitative research has been used to illustrate the study.	According to findings, traditional mentoring approaches fail to meet the needs of underrepresented populations in higher education.
	Kempster et al. (2018). Leadership, 2018 journals. sagepub.com	Authentic Leadership: A framework of relational transparency in the sight of emotional labor.	Study explores a senior hospital manager's attempt to be genuine during a time of great difficulty.	Utilizing the analytic co-constructed auto-ethnography methodology.	The study scrutinizes the challenges faced by practitioners of leadership in balancing the demands of performing emotional labor and appearing and feeling authentic.
	Stewart et al. (2017). 'Leadership', journals. sagepub.com	In Business to be Native American: identity, culture and authentic leadership in recent American Indian organizations.	The way American Indian leaders navigate the boundaries between their indigenous organizations and the non-indigenous communities in which they operate is examined in this article.	Following are few qualitative interviews.	This study finds that American Indian business leaders are able to maintain effective leadership across cultural boundaries through a strong sense of self. Authentic leadership theories are highly consistent with this.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3A: Brief of Content Analysis of Different Dimensions of AL of the Study

Constru cts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Authentic Leadership (AL)	Spoelstra et al. (2016). <i>Leadership</i> , journals.sagepub.com	An academic exigence needs more importance to solve: A study of leadership with awake of the journal retractions.	The goal of the study is to show that there is no crisis in leadership research.	Qualitative research using a positivist technique and philosophy.	In the event of a leadership crisis, the community will need to question its guiding assumptions and reevaluate its methods and goals.
	Leroy et al. (2015). <i>Journal of Management</i> , journals.sagepub.com	Work role performance, Authentic leadership, basic need satisfaction, and authentic followership: A study of cross-level.	To investigate the part that authentic followership plays in the previously identified relationship between AL and follower performance behaviors both in and outside of their roles.	A survey study was carried out in 25 Belgian service organizations, with 30 leaders and 252 followers, using the self-determination theory (SDT) as a framework.	According to the result analyses, leadership with authenticity was strongly associated with authentic followership at the group level of analysis.
	Leroy et al. (2012). <i>Journal of Business Ethics</i> , 2012 - Springer	Leadership in Authenticity and integrity in behaviors as the driving force of commitment of followers and performance.	To put out and evaluate the hypothesis that an AL's behavior precedes perceptions of an ethical leader, that can influence workers' commitment as well as job performance.	A survey of 49 teams in the service sector provides evidence in favor of the idea that OC and AL are connected.	The results indicate that authenticity of leadership and the commitment of leaders are related to follower work role performance, which is fully mediated through employees' organizational commitment.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3A; Brief of Content Analysis of Different Dimensions of AL of the Study

Constr ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Authentic Leadership (AL)	Emuwa, & Fields, (2017). Published in an African Journal,8, (3), Page: 296 to 313. Journal of emerald insight.com	Contemporary leading with Authentic leadership in Nigeria: An applied model	This study aims to research the moderating effects of contingent incentive leadership behaviors on the links between each aspect of authentic leadership (AL) and employee organizational commitment (OC), as well as the evaluation of leading.	In order to conduct this empirical study, data from a cross-sectional survey that included 212 Nigerian employees from 16 different companies in a range of industries was employed.	In this study, hierarchical regression analysis showed a positive relationship between AL behaviors and OC.
	Wong and Laschinger (2013). Nursing related journal. Volume-69, Issue-4, Page: 947 to 959.	Performance, leadership in authenticity and satisfaction in job: It is a study of empowerment with the mediation role.	Presenting the findings from a study that tested a model connecting managers' genuine leadership with nurses' views of empowerment.	600, Registered Nurses selected randomly from a hospital in Canada was used for the sample, which had a response rate of 48%. SEM has been applied for finding the results.	Authentic leadership plays a significant role in the structural empowerment of staff nurses, which sequentially increase job integration and self-rated routine performance.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3A; Brief of Content Analysis of Different Dimensions of AL of the Study

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Constr ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Authentic Leadership (AL)	Miniotaitė and Bučiūnien (2013). <i>“Organizacijų vadyba: sisteminiai tyrimai”</i> , Volume-65.	An Interpretation of the work-outcomes of authentic leadership (AL) from the perspective of a theory like self-determination.	The effect/impact of genuine leadership in follower-leader relationships as understood from the theoretical perspective of self-determination, is examined in this article.	It is a qualitative study that the self-determination theory was used to examine.	Comparative study results show that the followers who have an extrinsic job value orientation are less involved in effective authentic leader-follower relationships.
	Wang, H., Sui et al. (2014). <i>OB related journal</i> . Volume- 35 No. 1, Page: 5 to 21.	AL impact on employee performance: A study of relational processes and followers' capital with positive psychology.	The goals of the study is to assess the potential moderating effects of followers' acceptable psychological capital and the potential mediating effects of leader-member exchange (LMX) for the correlation between authentic leadership and followers' performance.	794 followers' members and immediate leaders' matched data were used in the study to test this mediated moderation concept.	According to the study, exhibit authentic leadership to a greater extent, and the association between authentic leadership and LMX and the performance of followers' is favorable regarding how to realistically apply true leadership, as well as its effectiveness.
	Giallonardo et al. (2010). <i>“Journal of nursing management”</i> .	Preceptors' Authentic leadership (AL): predictor of job satisfaction and work engagement of fresh graduate nurses'	To investigate the associations between preceptor authenticity, work engagement, and job satisfaction as perceived by newly graduated nurses.	The associations between the research variables were investigated using a survey method with non-experimental forecasted-investigation. 170 Registered Nurses were chosen at random to make up the final sample (RNs)	According to hierarchical multiple regression, it was discovered that work engagement somewhat mediated the link between new graduate nurses' engagement and the preceptors' genuine leadership.

Table-3A; Brief of Content Analysis of Different Dimensions of AL of the Study

Constru cts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Authentic Leadership (AL)	Aria, Jafari, Behifar, (2019). Education related journal in the world 9(3).	Teachers Intention to Stay and Authentic leadership: The mediating role of perceived organizational Support and capital in Psychology.	The aims of the study is to investigate how capital in psychology and perceived institutional support mediate the association between original leadership as well as desire- ness to stay.	Data was collected using a survey utilizing basic random approach and SEM analysis.	Findings demonstrated that authentic leadership considerably affects the teachers' desires to stay, capital in psychology has a strong and direct impact on desire to stay, and supportive environments greatly increase teachers' intention to stay.
	<u>Publicatio n Yr.:</u> 2022. <u>Authors:</u> Hwang, Song, & Ko	A cross- sectional study of identifying the associations of authentic leadership perceptions, employee commitment, psychological needs, and intention to turnover.	To determine the alignment of the contexts of authentic leadership, the commitment of employees, the need for psychology, and the desire to turnover among nurses of Korea (south).	From a university hospital in Korea, using a self-report questionnaire among the two hundred sixteen (216) nurses, data were collected. After a pilot survey, SPSS 24. O was used for analyzing data.	There is a significant effect found among the variables of authentic leadership of nurses, their commitments, psychological needs, and turnover intention at the university hospital in South Korea

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3A; Brief of Content Analysis of Different Dimensions of AL of the Study

Constr ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings (revised)
	Walumbwa et al. (2011). <i>Journal of Organizational Behavior,</i>	Groups of Authentic leadership: Mediating role with trust and positivity.	The study looked at the correlation between AL and the intended results of acts groups at the level of group, looking at the potential effects.	The United States was the source of the sample, which included 146 existing work teams (526 concerned employees and direct supervisors). with the proof of discriminant and convergent validity.	The findings show a substantial correlation between collective psychological capital and trust and their success at the group level and citizenship behavior. Even when adjusting for transformative leadership, these two factors are still shown the mediating link oof AL and the intended group results.
	Rego, Lopes, & Nascimento, (2016). <i>Journal of Industrial Engineering and Management</i>	Authentic leadership study and commitment of organization: Role of mediation on psychological capital positively.	This study examines how capital in psychology mediates the link between organizational commitment and AL.	The four elements of positive psychological capital were taken into account as mediating factors in this quantitative study's model, which examined the relationship between real leadership and institutional commitment (optimism, resilience, self-efficacy, hope).	The findings demonstrate that the link between sincere leadership and institutional commitment is mediated by psychological capital.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constructs	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Ramdhani et al. (2017). <i>International Business Management</i> , 11 (3), 826-830.	Corporate Culture's Initial Framework Influence on Commitment of Employees in the Organizations.	This study was constructed utilizing theories to describe how the components of industrial culture affects the commitment based on an analysis of some prior research.	This study employs an examination model based on literature evaluations of earlier research, followed by the application of hypotheses as a methodology. This analysis is discussion-based and uses observed phenomena (variables).	The result shows that the commitment to organization is based on establishing corporate culture among the employees through training, reward, and recognition.
	Fornes et al. (2008), published an important article in, related with the review of development of Human being <i>review</i> , 7(3), 339-357.	Commitment in Workplace: An initial model development from the composite review of research.	Using content analysis and idea mapping, the study examines the prior theories in research and job place commitment.	A background review in systematic way on commitment has been done as the paper's method. This section talks about concept mapping, content analysis, and article selection.	Findings identify that the employees' engagement in leadership distribution and organizational performance will help improve workplace commitment through the interventions of HRD researchers and practitioners.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constructs	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Elmadag et al. (2008) published an article related with commitment of employees published in the related journal of theory and practice in marketing. Volume-16, No. 2, Page: 95-110.	Consequences as well as Antecedents of Committed Employees' frontline service for quality of services.	This study looks at ways to strengthen frontline service personnel promise to provide quality services which is particularly lacking in business-to-business settings.	The study used 310 front-line service workers from the logistics service provider sector as samples.	Findings provide evidence to managerial coaching in order to involve frontline service employee commitment by drawing attention to job-related outcomes.
	Peccei and Rosenthal (1997). Relevant journal is HRM internationally Volume-8, No. 1, Page: 66-86.	Antecedents of the commitment of employees to the service of customers: Research evidence of UK.	In order to examine the variables that affect important aspects of quality-service and worker performance in service companies, this article makes an effort to conceptualize and operationalize the idea of promise to the service of customer (CCS).	Research done on a "model" of the causes of CCS. It has been put to the test using information from a sample of 717 respondents at the UK food retailer, significantly.	The results demonstrate that commitment to customer service is more altruistic than instrumental.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constru-cts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	<p>Haque et al. (2019). <i>Leadership & Organization Development Journal</i>, 40 (1), 45-64. emeraldinsight.com</p>	<p>Leadership Responsibility, Intention of quit and Affective Commitment: An analysis of individual level.</p>	<p>This research examines the role of affective commitment and responsible leadership and intention to leave, drawing on social learning theory and their mediating affects.</p>	<p>The provided hypothesized model was examined by the study using a two-step method of the (SEM) structural equation modeling technique. To gather information, a web-based poll was conducted with 200 full-time Australian employees as the sample.</p>	<p>The findings indicate that responsible leadership greatly affects employees' affective commitment and their propensity to leave. As anticipated, the intention to quit was negatively influenced by both emotional commitment and responsible leadership. It's noteworthy that affective commitment among employees was found to partially mitigate the direct effect of responsible leadership on desire to resign.</p>
	<p>Lau et al. (2017), written in <i>Retailing & Consumer related journal</i>, Volume-35, page: 20-26. Elsevier.</p>	<p>Climate of Ethical Works, Commitment of Employee and employee performance by customer service proactively: An identification of politics in organizations and its mediating effects</p>	<p>This investigation looked at how organizational politics mediated the connections between an ethical workplace culture and outcomes of employees: affective commitment and pro-active service of customer.</p>	<p>Applying 200 responses from surveys, gathered using, six shopping centers, we discovered that employee opinions of institutional politics, advanced service of customer, affective commitment, and performance were all directly impacted by the perceived ethical work climate.</p>	<p>Results identify that the relationship between the ethical climate and the affective commitment was somewhat mediated by perceived organizational politics, but not by the relationship between the ethical climate and pro-active customer of service behavior.</p>

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constr ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Steers, R. M., & Lee, T. W. (2017). <i>Performance measurement and theory</i> (pp. 75-93). Routledge	Effective Appraisals of Performance Facilitation: Role of organizational environment and the commitment of staffs.	The study aims to determine how organizational climate and employee commitment affect efficient appraisal processes, which were explored in links to each of six facilitatory characteristics.	It is a description of a book and a theoretical analysis of it.	From the results, it is found that an effective performance takes place: 1. by outlining the interdependent linkages among OC, institutional culture, and evaluation systems and 2. putting forth a broad idealistic model that highlights these relationships.
	Hafiz, A. Z. (2017). <i>Published in management journal</i> , Volume-7, No.-2, page: 1-7.	Employees' Performance and Organizational Commitment: Evidence of Banking Sector.	The primary goal of the research was to examine the relationship between institutional commitment dimensions and employee actions in Lahore's banking sectors.	Employees of Lahore-based private and state banks filled out over 213 questionnaires. The results were determined using regression analysis.	Affective, ongoing and normative commitment are found in the results to be favorably associated to employees' individual and team performance.
	Baker, T., & McGuirk, P. (2017). <i>Territory, Politics, Governance</i> , 5(4), 425-442.	Methodology of Assemblage thinking: A complex policy research of Commitments as well as practices.	With a focus on dynamic, processualism, labor, and ambiguity, among other epistemological assurance linked with assemblage realization, the study tries to define these commitments and then investigate precisely how they may be applied to methodological practices in policy research.	Different methodologies have been employed as analytical instruments for exposing, interpreting, and presenting the study. It's descriptive research that uses an inductive methodology.	Findings examined three methodological approaches, including operationalizing assemblage thinking, tracing sites and situations, and disclosing assemblage labors in the field of research.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constructs	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Nazir and Islam (2017). Journal concerned with Business studies in Asian Context. Volume- 6, No. 1, page: 98 to 114.	Organizational Commitment Extension and the performance of employee through involvement of employee: An empirical assessment.	The study assessed in India, this essay aims to investigate the connections between perceived enterprise support, engagement, and performance of employees, and affective intention.	A self-administered instrument was applied to gather information from 410 respondents from different institutions (Higher educational) in India. To assess the data, structural equation modeling was employed.	The result analyses show that perceived organizational assistance has a beneficial effect on employee performance and affective commitment. Additionally, it has been discovered that employee engagement serves as a mediator in these connections.
	Ng (2015). "Journal of Vocational Behavior", Volume- 88, page: 154 to 163. Elsevier	Role of organizational Commitment to the incremental validity, identification and trust.	In order to predict job participation, job gratification, turnover desireless, task performance and institutional citizenship behavior, this study looked at the incremental validity of (OC), (OT) T=trust, and identity (OI).	This study is a meta-analysis research.	Evidence shows that OC, OT, and OI, but not all of the aforementioned correlations, have incremental validity over and above one another.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Abdullah et al. (2015). <i>“International Journal of Organizational Leadership”</i> Volume-4, page:18 to 32.	Does any association between institutional commitment and exchanging leadership which is mediated by organizational culture?	The objective of the current study is to ascertain the role that organizational climate plays in mediating the link between institutional commitment and transformational leading among small business staffs.	A cross-sectional survey had employed as the data gathering method in an explanatory study design. PLS-SEM had been applied to set the combined reliability, construct, convergent and, the measurement of discriminant validity of each construct.	The outputs demonstrate that organizational climate does not work as the mediator between exchange leadership's impact and institutional commitment to small businesses.
	Haque et al. (2019). <i>Related journal is Business and Ethics”</i> , Volume-156 No.3, Page: 759 to 774. Springer.	Organizational commitment and responsible leadership relationship: An investigation of mediating effect on the intentions of staffs’ turnover: an experienced check with the employees of Australia.	Through the mediating function of turnover intentions of employees; this article sought to examine the association between responsible leadership and institutional commitment.	Using the theories of social identity and psychological contracts, 200 full-time Australian employees were the target of web-based online survey method that was utilized to gather data. SEM technique was used for data analyses.	The findings show that executives' perceptions of responsible leadership have a big effect on the institutional promise and the intention to respite.

Source: Author’s Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Hochberg, et al. (2018). Journal of Financial Economics, Elsevier.	Commitment of Investor, Patent Collateral, and lending for venture in market.	Borrowing money to pay for hazardous business ventures that have numerous contractual and informational issues	This patenting-startup sample served as the basis for the summary data and analysis that follow. The maximum number of patents in the portfolio is 199, and descriptive analysis was used.	According to findings, the legitimacy of venture capital fund raising cycles and vows to restructure and expand startup businesses are essential for such lending.
	Mahmood, et al. (2019). Employee Relations: The International Journal. Emerald Publishing Limited	Particular Practices of HR and the Commitment of Employee: Role of Mediation in Job Satisfaction	To improve comprehension of the mechanisms by which certain HR practices variables— salary, job security, and job enrichment— influence employee commitment in a developing country environment, through the mediating role of job satisfaction. Importantly, this show staff dedication.	263 banking industry workers were selected as a sample for the test results. With secondary data, a SEM approach is used.	The findings show a supportive interrelationship between pay techniques and officary commitment and job satisfaction. According to this study, the association between job enjoyment and employee undertaking only has a mediating impact for non-financial strategies.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3B; Brief of Content Analysis of Employee Commitment (EC) of the Study

Const- ructs	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Commitment (EC)	Breza and Chandrasekhar (2019). <i>Econometrica</i> , Wiley Online Library	Assurance, networks in society, and reputation: A documentary on the experimental Savings Monitor	In order to determine whether people save more when their savings are routinely shared with a villager (a "monitor")	A field trial involving 1,300 participants in 30 villages in India was conducted by randomly assigning monitors to a group of savers.	The results show evidence of savings choice spillovers from monitored savers to their unmonitored peers in order to highlight that the other way of monitoring social networks might affect financial behavior.
	Becher, T. (2018). New York, Routledge.	<i>Professional practices: Commitment to capability in a changing environment.</i>	To explore the differences as well as the similarities between and among professional groupings, and to give insider perspectives and the special issues faced by women professionals in a predominately male setting.	The information is based on 190 interviews with different people from the six professions.	High feeling of commitment results from a desire to uphold both their individual and group professional standings.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Audenaert et al. (2019). This valuable article published in " <i>The International Human Resource Management</i> journal, Volume:30, No. (5), Page-815-834."	In the public enterprises, individual innovation effected by the management of employee performance. The role of LMX and Consistency.	This multilevel study investigates the relevance between individual creativity and EP management.	Based on the goal-setting theory, a study using CFA-factor analysis was carried out by surveying 1,095 caregivers in 68 government-run and nonprofit households' facilities in Flanders in Belgium.	The result demonstrates that consistent individual innovation and performance management are well-corresponding and LMX acts as a mediator in the aforesaid relationship in terms of public organizations.
	Reb et al. (2019), published in the 'Journal of Ethics, Volume-160, No. 3, and page 745 to 763.	Performance of Employee and mindfulness of Leader: A model of sequential mediation for the quality, justice interpersonally, and stress of employees in LMX.	Current study investigated the organizational justice and leader-member relationships are used to explore the correlations between a leader's mindfulness and EP.	Study discovers assistance of gradual model of mediating role across 2 different studies.	The result highlights that the leaders with cognition ascertain respect to a larger extent and accomplish stress in a sustainable manner.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Buil et al. (2019). <i>Hospitality Management concerned journal</i> , 77, 64-75. Wiley.com	Transformational leading to EP : The importance of denoting, involvedness and individuality in proactive-ness.	This study looks into the underlying processes and limiting circumstances that account for the link between frontline worker performance and transformational leadership.	Using partial least square regression, data from 323 front-line hotel employees were examined.	A further novel finding of the study is that proactive leaders are well acquainted with good governance followed by recognition.
	Mehmood et al. (2016) contribution published in the related journal <i>Psychology</i> , volume- 89, No. 4, and page- 877 to 883.	To show an extra-role by Authentic leader, members and followers to assure performance: A study of goal orientated learning.	Present research investigated how and whether followers' performance is predicted by real leadership.	It is a multi-dynamic-study from distinguished sources, time-lagged research that was carried out in Pakistani telecom businesses with 115 supervisors and 345 reports.	The present findings confirm that the authentic leadership passively envisages followers' performance outcomes through an adoption of LGO (<i>learning goal orientation</i>).

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Const ructs	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Kiruja and Mukuru (2018). Journal of Management Internationall y, (<i>IJAME</i>). 2(4),73-82. Management journal.info.	Motivationa l Effect on the performanc e of employee in the public institutions of technical training center in Kenya.	The aims of the research was to determine how executives performance at Kenya's public middle level technical training institutions was impacted by motivation.	The research design used in the study was descriptive. A total of 315 people were included in the sample, including department heads, administrators, teachers, and support workers. The respondents' information was gathered using SEM and questions with Likert scales. The departmental leaders and administrators were also interviewed.	The results analyses emerged from the great majority of employees at PMLTTI in Kenya are knowledge based in the matter of academia of various disciplines.
	Walumbwa and Hartnell (2011). <i>organization al psychology journal related</i> , 84(1), 153-172.	Understandi ng the links of employee performanc e and transformati onal leadership: The role played of self-efficacy and relational identificatio n.	In a study, it was looked at how the association between transformation al leading and EP as seen by supervisors, subordinates and self-efficacy.	Hierarchical linear modeling was employed for the outcome analysis, and a sample of 426 respondents and the 75 direct bosses from a sizable auto dealership were engaged.	The analysis finds that an equivalent role between supervisor and employee promotes employee performance to reach the goal of gaining challenging tasks and performance attainments.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Nyberg et al. (2016). <i>Journal of Management</i> , 42(7), 1753-1783.	Effect of pay for performance on future performance of employees: a contingency context of economic principles and integrating psychology.	The purpose of the study is to determine and indicate pay-system, employee, experience, job, elements of contingency form of the pay-for-performance-link.	During a period of five years employing 11,939 workers. Both secondary data and primary data were gathered from an insurance business with headquarters in the US using the observation method.	From the results, it is found that both merit and bonus-pay play a significant role in transmogrifying employee performance. Moreover, merit pay results in less-effective attainment compared to bonus pay for future performance.
	Bradler et al. (2016). <i>Management Science</i> , 62 (11), 3085-3099.	Recognition of Employee and Performance : An experiment of field survey.	This study presents the findings of a controlled field experiment conducted to determine the causal relationship between unexpected public acknowledgment and worker performance.	300 workers were employed to complete a three-hour data entry activity for this investigation. After two hours of labor in a random sampling of work groups, employees unexpectedly received praise.	The findings state that a successive performance remains constant with regard to the acknowledgement through dedicated performers by generating sense of including among the employees and workers.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research
Employee Performance (EP)	Dall’Ora et al. (2016). Published in “International journal of nursing studies”, volume 57, page: 12-27.	Characteristics of shifting duties and its impact on performance of employee and employee wellbeing: A review of literature.	To identify the aspects of shift work that affect employees' productivity (including job performance), wellbeing, and safety.	To find primary quantitative studies with samples drawn from all occupational sectors and participants older than 18, an electronic database search (CINAHL, MEDLINE, Psych INFO, SCOPUS) was conducted. 25 studies from the health sector were among the 35 studies that were considered in the review.	The outputs imply that working for more than 40 (forty) hours per week significantly hamper consistent performance of the employees, which pertain to risked outcomes.
	Anitha, (2014) conduct a research in “Internationally published in productivity, Performance Management related journal. Volume- 63, No. 3, Page: 308-323. Emerald Group Publishing Limited.	Determinants of employee engagement and the identification of impact on the performance of employee.	In order to understand how employee engagement affects employee performance, this paper will highlight the major factors that influence employee engagement.	It was a causal study, and to construct and evaluate the survey questions, pilot data were used ($\alpha=0.975$). The personnel from middle and lower managerial levels from small-scale firms were chosen using simple random selection. There were 700 questionnaires distributed in all, and 383 valid replies were gathered. The associations were predicted and estimated using SEM and analysis of regression.	The results show that working environment in the working places produces an influencing factor for both the employees and workers to ensure employee performance in a consistent manner

Source: Author’s Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Altındağ and Kösedag (2015) research published in ‘Social and Behavioral Sciences’, Volume- 210, No.2015, Page: 270 to 282.Elsevier.	An Association between Emotional Intelligence of Innovative Corporate Culture, Managers and the employee's performance.	Analysis is done on the study that was done to see how creative culture and working with emotionally intelligent managers affected employee performance.	The staff are handed a survey with 41 questions. A total of 305 surveys have been evaluated. Utilizing factor analysis, correlation To evaluate the accuracy and dependability of the data, use regression analysis and other types of analysis.using SPSS 17.	The survey determines that job satisfaction is highly ensured on the basis of stress-free counselling by EI managers in accordance with motivation and innovation.
	Khan and Nawaz (2016), contributed in “Gomal University Journal of Research”, Volume- 32 , No. 2, Page: 144 to150.	The Styles of Leadership and the Performance of Employees: An important review.	The current work is an ongoing effort to develop a theoretical framework that could serve as a solid foundation for the study of leadership styles and employee performance.	It was a review-style descriptive section of research.	The findings explore that there is a corresponding a transforming partnership.and transactional leadership styles form an important role to ensure ceaseless performance of each employee.

Source: Author’s Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Sutanto and Kurniawan (2016), published in "Journal of International Business and Society. Volume- 17 No. (2), page: 375-390 (Doctoral dissertation, Petra Christian University).	<i>The influence of recruitment, labor relations and employee retention on employee performance: A study of batik industry at Solo City, Indonesia.</i>	Recognizing that an effective recruitment strategy can have a favorable impact on employee dedication, productivity, and the caliber of work, including employee performance	This research is quantitative and uses an explanatory methodology. The sample size is 375 and the population is 725. Purposive sampling, a non-probability sampling approach, is used to identify respondents in the samples for this study.	The findings indicate that job security in terms of recruitment, retention, and labor relations plays a prominent role to assure a steady employee performance.
	Wong and Laschinger (2013). A Wiley Online Library published in Advanced nursing journal. volume-69, No. (4), page: 947 to 959.	Authentic leadership, performance, and job satisfaction: the mediating role of empowerment.	To present findings from a study that tested a theory connecting managers' genuine leadership with nurses' opinions on performance, job satisfaction, and structural empowerment.	It uses a predictive survey research design that is non-experimental. Using the AL, Work Performance instrument, 600 nurses working in Ontario, Canada, were chosen at random for the survey. The final sample was made up of 280 nurses (48% response rate). To test, SEM was employed with theoretical concept.	The findings clarify that the nurses' ability to mobilize necessary resources in respect of authentic leadership effectively enhance job satisfaction through their (nurses') self-rated performance.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

Table-3C; Brief of Content Analysis of Employee Performance (EP)

Constr-ucts	Authors, Publication Year and Journals	Relevant Headings	Objectives	Research Methods	Research Findings
Employee Performance (EP)	Wang et al. (2014). <i>Journal of Organizational Behavior</i> , 35 (1), 5-21.	Authentic leadership Impact on performance: Role of Relational dynamics and the favorable psychological state of followers.	In order to understand how Positive psychological capital (PsyCap) of followers and member-leader interactions (LMX) may act as moderators and mediators, respectively, in the authenticity of leadership and performance of followers.	This survey had 801 followers in total, together with their immediate leaders. Data were gathered using a survey tool. Inferential statistics and CFA were employed to analyze the outcome.	The results carried out show that the leader authenticity regarding LMX lead to effective teambuilding to a larger extent.
	Chandra, T. (2016). <i>International Education Studies</i> , 9 (1), 131-140.	The Impact of Styles of Leadership, Work Environment and Job Satisfaction of the Performance of Employees —A Study at School of S.M.P.N. 10 in Surabaya.	This research tries to mean and test how leadership styles, workplace culture, and employee job satisfaction affect performance.	The population of the current study is 45 persons, and the sample size for this research is 45 people using quantitative research methods. The SPSS (Statistical Package for Social Science) computer program, version 20.0, was applied to analyze data.	The research identifies that the leadership styles enact a supportive role for increasing job satisfaction through employees' proactive performance and congenial work atmosphere as well.

Source: Author's Self-Contribution, 2022 from the Composition of Different Literature Assessment

3.4.6 Backdrop Study of the Dimensions of Authentic Leadership Behavior Background

The above relevant and logical sections of the study indicated the specific dimensions of authentic leadership behavior with different variables or indicator variables fostered by the main construct variables of AL practices in the institutions or organizations. So many researchers, academicians, scholars and prominent authors have been delineated or employed the four most acceptable and applicable dimensions of authentic leadership by their different research studies with other crucial variables, different areas of studies in the many countries in the world.

It is possible to trace the origins of authenticity, back to the ancient Greek proverb "know thyself." early ideas of authentic leadership behavior emphasizing on self-inquiry for the fulfilment of (example: self-actualization) organizational needs (Parke & Wormell, 1956). It is expressed from some leaders, genuine leadership philosophy must be seen as genuine when leaders can identify who they are, and practically enact the beliefs values (Gardner *et al.*, 2011). According to the perspective of high confidence in corporate and political leaders, true leadership, and its effect on followers (Neider & Schriesheim, 2011) were an essential discussion subject of substantial desirability for scholars and practitioners (George & Sims, 2007) similarly (Banks, McCauley, Gardner, & Guler, 2016; Gardner *et al.*, 2011).

The fundamental definition of Being authentic to oneself is the most acceptable notion of authentic leadership that has been identified in many approaches, conceptions, and research from the many scholars (Ilies, Morgeson, & Nahrgang, 2005; Shamir & Eilam, 2005; Chan, *et al.*, 2016; George & Sims, 2007). That is regards, most research conceptualization for authentic leadership is idealized as a normal, higher-order variables that incorporates four (4) sub-

elements: one, self-awareness, (self-knowledge the effect of how an individual finds significance in the world of own self); two, intrinsic moral compass (self-control) function suggested based on personal moral principles, values expressed and in decision making; three, balanced processing the objective evaluation of self-relevant information before adjusting a decision, while separating alternative opinions to challenge individual's conveying positions); and four, relational transparency (demonstrating individual's true to self by openly sharing everyone's feelings and thoughts); (Neider & Schriesheim, 2011).

According to Leroy et al. (2015) and Wang (2014), the perception of authenticity that a leader has to carry and understood must has to maintain groups of individuals and stimulate a range of positive institutional results or outcome, for instance (1) enhance performance of an organization (2) very poor employee conflict, (3) high rate of job involvement and job satisfaction (4) better follower innovativeness, and (5) better performance of follower.

Though the four components of AL lucidly portrayed from so many research studies, a brief, again has been interpreted in this parts or section of current research. In the context of the dimensions of authentic leadership (AL), Avolio and Gardner (2005), suggested a theory of authentic leadership that demonstrated leaders' life experience, psychological abilities (optimism, resilience, self-efficacy and hope), sound moral values, production of better awareness of oneself and self-control, and supportable organizational environment; these factors in turn, conveyed or fostered the characteristics of genuine leadership, development of authenticity with followers, sustain the performance of the employees, and the genuine results for the well-being of an institutions.

In a simple statements, Avolio et al., (2009, p. 424) implied that an example of true leadership is ethical behavior and transparent attribute of a leader that stimulates transparency in information sharing is necessary to make decisions whilst assessing efforts from the followers' and the leader with authenticity develops better workplace conditions and trust through the four key dimensions or components: Self-awareness (SA), a balanced processing (BP), an internalized moral perspective (IMP), and relational transparency (RT).

The depicted or identified four dimensions or constructs of the authentic leadership behavior have been interpreted as under:

3.4.6.1 Self-Awareness (SA)

The capability of thinking about own self or oneself- is treated as the benchmark definition of Self-Awareness (Cebioğlu, & Broesch, 2021). Other evidences from Steffens *et al.*, (2021), suggested that leaders are focused on self-awareness (SA) since it is associated with a variety of advantageous outcomes of an institution. Aguado *et al.*, (2021) referred self-awareness is a key determinant of psychological adjustment and functional outcomes of the adult-persons, but the relationship has a special attention in each and every individual. Additionally, Self-awareness tracked to the awareness of followers-members about the weaknesses and abilities, and the effect on situations and individuals (Walumbwa et al., 2008). Self-awarded leaders, followers and members pursued ongoing improvement and self-development into the self-evaluation (Glowacki-Dudka & Griswold, 2016). It involved the understanding of single's personal weaknesses and strengths, and the carefulness of a leader to individual's influence on others (Kasa, Shamsuddin, Yaakob, Yusof, & Sofian, 2020).

Self-Awareness (SA) recognized as the vitality or importance of individual's self-feelings and how it affects his or her performance. It is the key tool to realizing one's internal weaknesses and strengths. Calderón-Mafud, Moreno, and Colunga-Rodríguez, (2018), stated self-

awareness of the leaders, must help members of the teams and newcomers to set realistic objectives and developed strategies to accomplish that set goals; SA also focused for improving the problem-solving skills and knowledges, which could empower the leaders and members to make decisions about works they need; factors of SA pertaining to one's own assets and self-efficacy convictions that could produce a solid professional identity with independence and commitment to the relevant tasks.

Some famous study illustrated SA from the multiple importance. Aguado *et al.*, (2021), provided a one-way analysis was undertaken to compare age at injury groups while adjusting for factors like time since injury, and the results showed a significant relationship between age at injury and self-awareness (SA). Additionally, researchers demonstrated that there was no discernible difference in the self-awareness of infants who had been harmed and their study time.

Self-Awareness (SA) from the perspective of early models, theories of AL in operation, as a process by which individuals reflect on the identity, values, emotions, knowledge, goals, and abilities (Chan *et al.*, 2016; Ilies *et al.*, 2005). In this regard, scholars have emphasized on the importance of a leader's expression capability, convictions, and personal values (Branson, 2007; Shamir & Eilam, 2005); because self-expression of a leader is necessary for observing and to think, feel, and act authentically.

The recent research also examined the most crucial two approaches of self-awareness (SA) of a leader, i.e., basically, leader awareness concerned with individual identity, team identity, that effect the realization of authenticity of leaders and the endorsement of a leader (Steffens *et al.*, 2021). For more specifications of self-awareness (SA), these authors also focused on the different studies with relevant variables and different areas; first study reveals the experimental proves that a leader's own SA has a strong impact on the perceptions of authentic leaders

somehow, than a leader's collective SA; second study express that a leader's collective self-awareness has a high level of effect on leader's endorsement. The findings from the first and second study, are replicated with political leaders, and with supervisors at workplace. Thus, the outcomes suggested that for leaders' self - awareness it is found as authentic where realistic and sincere supports are available, where there is no trend to deceive, only individuals with self-awareness could be kept as subordinates of the overall works who search to drive. .

Peus *et al.*, (2012), expressed that for the better understanding of the perceptions of self-awareness's of AL, the roles of own-knowledge and own-consistency is essential. It was founded from these authors that the perceptions of followers were positively affected by the degree of measure of leaders' self-knowledge, commanding that self-awareness of leaders was a vital factor of authentic leadership due to the perceptions of followers. For example, leaders who are found to convey self-awareness (SA) have been aligned positively with follower perceptions and leaders' outcomes (Butler, Kwantes, & Boglarsky, 2014). Followers' satisfaction with the supervisor as well as other followers treated as self-leadership (Tekleab et al., 2008) which is also connected with self-awareness, and follower perceptions with productivity (Herbst & Conradie, 2011; Sur & Prasad, 2011). In the context of earlier theories of genuine leadership and studies that emphasize the construct, self-awareness (SA), also reviewed by the following literatures.

Atmojo, Muhtarom, and Lukitoaji, (2020), conducted a study on self-awareness that has a motive to investigate the level of SA and own-policies in the learning process of science; and analyze SA and self-regulation in the learning science in the midst of the COVID-19 outbreak. The results showed that using the Zoom application, science learning may be accomplished, WhatsApp group, online classroom, and UPY e-learning by google search engine. Based on the analyses of findings, it is depicted that the average score of Self-Awareness is better than

the medium score for own-policies learning, and the average learning achievement. So, it must be suggested that the online science learning has maximum preference then the value of usefulness of independent learning numbers, student achievement, and self-awareness number which in acceptable categories or in styles of leadership.

Another important ancient or primitive study assessed by McClelland and Boyatzis (1982), that examined the accuracy of self-awareness (SA) and the hallmark of superior performance taking data from twelve (12) different organizations among the hundred (100) managers separately; findings showed that the individuals with more accurate Self-Awareness were conscious about the skills (for instance, emotion handling, self-confidence, and self-assessment) necessary for seeking of successful feedback and learning from the mistakes or errors. Author also determined the right ways to improve and the right time of works with others who convey complementary strengths for balancing weaknesses.

Additionally, Kelley (1998), assess self-awareness (SA) as the competences or skills that determined virtually in each and every "star performer" among the several hundred knowledge workers of an organization i.e., self-awareness (SA) encourages competence and self-confidence; Self-Confidence level was actually a strongest predictor of performance than skill levels. According to Holahan, Sears and Cronbach (1995), those who possessed Self-Confidence in the period of working years were most successful in the careers, which is the results from a sixty (60)-years study on more than one thousand (1000) high-IQ women and men who were tracked from early childhood to retirement. On the light of the above arguments from the reviewed studies, it is clearly stated that self-awareness (SA) is connected with the performance of employees in Asia and other countries in the world.

Salvato, Richter, Sadeno, Bottini, and Paulesu, (2020), experimented on bodily self-awareness (SA) that referred as the realization of aware experiences- bounded to oneself where

experiences are an entity of unitary. SA is a multidimensional construct of authentic leadership, engaging a few assumptions i.e., the experience of caring self-physical structure, the perception of inter core signals entering from the body, as well as the feelings of body in space, in agency or in functions (Berlucchi & Aglioti, 2010; Blanke, 2012; Blanke et al., 2015). But SA is also related with the external and internal information that are considered as necessary factors for the sense of self-belongingness, while most of the relevant research has a focus on the measurement of one's exclusive manner (Park & Blanke, 2019). Lastly, 'self-awareness' conveyed by the understandings not only the strengths and limitations, but how self-awarded leaders affect others for ensuring best actions (Wong, & Laschinger, 2013).

Again, in the context of self-awareness (SA), an important study examined by Demetriou, Kazi, Makris, & Spanoudis, (2020), disclosed a relationship between academic performance, cognitive self-evaluation, cognition and self-representation. The findings summarized that performance works as a function, varied due to the level of task difficulty; the study also focused on some predictions and these are; prediction one- the variables of SA reflected in self-evaluations; prediction two- the link between self-awareness and cognitive ability builds development consistent; prediction three- for assuring performance, the cognitive ability was always the strongest predictor where self-evaluation and self-awareness forecasted enterprise achievement; prediction four - only self-evaluation was predictive highly of cognitive ability then; prediction five- performance has an effect on cognitive ability directly and indirectly according to the investigation of the study. Hence, Self-Awareness (SA) is an important construct of authentic leadership for theoretical and realistic practices that concerned with so many general assumptions or variables' as well as some applicable indicator variables, founded from the long background studies of self-awareness of present study.

3.4.6.2 Internalized Moral Perspective (IMP)

IMP referred the coherence between judgments and expressed core principles that demonstrated a high step of career practice and justice by a leader who has the intention to retain the leadership (Kasa, *et al.*, 2020). It was also noted that a leader can be stimulated by core values, ethics and utilize self-regulation in his or her activities. An authentic leader with the characteristics of good principles, honest professional practices, justification, influencing ability, moral values would accumulate their values, integrity and functions according to morality of internal values (Walumbwa *et al.*, 2008).

This most important construct, IMP traced with moral context by a few scholars but in light of the study, IMP sometimes applied by scholars for practical purposes must be adopted in works. IMP has attributed identifiable conscious in updated situations and entered to the sharing of internal situations, which is the result of one's performance that involved with an importance to the judgment at morality of an individual's (Morris, 2020). Additionally, IMP is hidden on Inter-value of employees internally (Gigol, 2020). Again, internalized moral perspective indicated as inter-rules, and didn't accept outside effects to force individual's to take decisions in an institution (Ortiz, 2020).

So that IMP boundary has been institution pictured the functions that are reliable with the morality of employee, trusts must be able of making the employees' work-performance; thus, IMP implied how realistically one can be directed by the standards of morality, pressures of society, and team-values, institutional and particular decisions, and the behaviors aligned with internalized moral perspective or values of morality (Ribeiro *et al.*, 2020). Wong, and Laschinger, (2013), implied that internalized moral perspective (IMP) founded and apply role models with a standard stage of ethical, honest and moral valued regulations by an authentic leader.

Moreover, Kasa et al., (2020) explored the research study that expressed, disclosing impact for the head of organizational institution's Internalized Moral Perspective (IMP) through the Commitment of the teachers in Malaysia, and the study remarked that teacher commitment significantly impacted by the Internalized moral perspective in educational institution; again, Internalized moral perspective has strong influence on the employee task performance in academic organization. Additionally, Akuffo and Kivipõld (2021), stated in relevant research with the perspective internalized Morality (IMP) has been measured through the internal competencies of an authentic leader. This IMP was investigated and interpreted in by Tijani and Okunbanjo (2020), which revealed a consistent and mostly applied impact on affective undertaking, continuance assurance and normative promise of the employees in the working place. According to Ortiz, (2020), internalized moral perspective portrayed a prediction of works pleasure-ness of the employees in their respective performing organization; IMP also concerned with pay-structure, promotion opportunities, supervision with wisdom and job in general ways due to employability.

3.4.6.3 Balanced Processing

Balanced processing (BP) basically presumed that before making any decision, collection of chronological information and relevant reviews of all pertinent evidenced studies must be assessed; it is also demonstrated that how the leader acknowledges spread-out the stakeholder's views and perceptions in the time of decisions making by using both objective-based and subjective knowledge to lead an organization (Kasa, et al., 2020). Beside of these conceptions of BP, it is also identified that leaders who make opportunities of this behavior (i.e., BP), has a tendency to develop more focuses on externally generated impartial information and internal knowledge (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). And the leaders who are authentic, generally use 'balanced processing' by influencing the followers' adequate input and

contexts both positive and negative, preferable to generating key vital decisions (Wong, & Laschinger, 2013).

Employees who have a positive perception of Balanced Processing (BP): Belief that the organization will operate impartially and consistently, fostering a sense of equality among employees and a greater desire for them to work hard and make the most of their abilities (Supriyadi et al 2020). The capacity of an individual employee to thoroughly consider numerous points of view and views before reaching a decision is known as balanced information processing. The accurate evaluation of information prior to making decisions and full mental control are both examples of balance processing (Zeb et al 2020). As well as feedback and criticism from individuals who disagree with the corporate proclaimed ethics, employees' comments and perspectives are also sought, and can culminate in employee task performance.

Individuals view balanced processing as an employee's strength because it demonstrates before making a choice, he conducts an exhaustive analysis of all relevant data and information with objectivity (Zia-ur-Rehman, Iqbal, Javaid, & Ahmed, 2020). Before making decisions and seeking out opposing viewpoints, balanced information processing refers to how much one is able to objectively evaluate all relevant information that is now available (Ribeiro, Neuza, Duarte, Ana, Filipe & Toress de Oliveira, 2020). Balance processing is based on the capability to weigh the perspectives of others alongside other relevant data before making a controlling (Gigol, 2020).

According to Ortiz (2020), BP component of AL, allows for purposely analysing data and information in the time of receiving contradicts one's self-beliefs as well as understanding. Accepting opposing points of view in order to evaluate opposing information could be

incorporated into the decision-making process in order to successfully complete a task. This quality is valued because it enables informed and sound judgements on how well employees accomplish their tasks by providing for an open perspective that can discern between different personal viewpoints. Because it fosters good management habits including avoiding favouritism, listening to other employees, and avoiding bias in decision-making, balanced processing is advantageous to an organization (Yamak, 2021). Roncesvalles and Gaerlan (2020) asserted that balanced processing demonstrated how one evaluates logical information before making a decision and reaching a completeness.

In their study, Akuffo and Kiviold (2021) asserted that under the category of genuine leadership's internal competency, balance processing was evaluated. According to the results, external competences—Balance Processing—have a favourable and significant impact on positive organizational effectiveness, job satisfaction, and perceived organizational performance. Prior to making judgments, balanced processing comprises digesting self-relevant facts objectively while seeking out alternate objectivity to question one's sincerely held ideas (Steffens et al., 2021). The company solicits suggestions and information, treats all data with objectivity, and asks for input on how well workers are performing their tasks.

Employees who are conscious of a high perception of balance processing will act impartially and equitably because they believe they are on a par with other employees, which will increase their passion for the assigned task by maximizing his capacity to complete it, according to Asbari, Hidayat and Purwanto et al., (2021). Balance processing encourages employees to give their all to their task performance by encouraging them to look for innovative work methods or innovative job instruments that can help them complete their assigned task. Balance processing is closely related to self-awareness because it refers to an individual who appraises

all acceptable and non-acceptable data and information for himself or herself (Zins, 2020); concerned 2(two) variables might refer to as internal eligibility (Akuffo & Kiviold, 2021).

3.4.6.4 Relational Transparency (RT)

RT defined such is morality, decency, and refraining from acting with ulterior selfish motives in interpersonal interactions (Nasab & Afshari, 2019). Relational transparency is the practice of being open and honest with other members of the organization in order to enhance task performance. Information about divers may be made publicly available as part of such activity. Relational transparency, once more, relates to ethical and open information-sharing connections (Zeb et al 2020). The open expressing of one's actual sentiments and thoughts in relationships fosters others' confidence and trust (Supriyadi et al 2020).

RT guarantees that members communicate honestly about their thoughts, emotions, and feelings and are truthful and straightforward about their interactions and connections with others (Kernis & Goldman 2006; Northouse, 2013; Walumbwa et al., 2008). It also has to do with communicating one's genuine viewpoint to others, fostering mutual respect and cooperation, and fostering teamwork among coworkers (Iqbal et al., 2018). It also involves maintaining the integrity of interpersonal interactions, identifying mistakes, and communicating openly and transparently with others. Leaders emphasize openness and truthfulness, whereas relational transparency (RT) is strictly associated with trustworthiness and openness, which encourages others to perform forthcoming ideas, opinions, and challenges (Wong, & Laschinger, 2013).

Individual employees always express emotions that are consistent with their persistence in carrying out a task. The readiness of a worker to share information with others is referred to as relational transparency employees, including colleagues, subordinates, and the willingness to

overcome difficult tasks that are related to an individual's performance (Gigol, 2020). Relational transparency is the practice of being open and honest with other people in your organization in order to improve task performance. Such behavior includes the public disclosure of divers' information. The partnerships in information sharing that are appropriate and transparent are referred to as relational transparency (Zeb et al., 2020). Transparency in relationships is the honest expressing of one's true thoughts and emotions, which instills assurance and belief in another (Supriyadi et al., 2020). Individual employees will constantly convey feelings that consistent with their own perseverance in completing their tasks.

Relevant research academic research studies conducted by Purwanto et al., (2020), and Waruwu et al., (2020), RT is a dimension of transformational leadership, and has a emergence impact on credible behaviour. Relational transparency refers to an employee's willingness to share information with other employees, including colleagues and subordinates, as well as his willingness to relate to other employees (Gigol, 2020). Furthermore, Transparency was found to have a statistically significant, positively skewed effect between pre- and post-tests by Whitehall, Bletscher, and Yost (2021). Relationship openness refers to an employee's openness toward his subordinates (Balogun et al., 2020). The worker logically strikes a compromise between his or her own principles, views, and appropriate emotional exposure, that serves as the anchor for his or her work-performance. Roncesvalles and Gaerlan (2020) stated that, such a interrelation has the potential to foster trust among organizational members, thereby improving employee task performance. The scholars also asserted that Relational transparency entails displaying one's true self, including the employee's thoughts and feelings.

RT as a tool of AL, refers to how well a person openly disseminates information and displays their true selves, sincere emotions, feelings, and thoughts to another employee. It fosters a level

of sincerity and honesty among employees, energizing them to voluntarily show positive gestures on their task performance (Ribeiro, Neuza, Duarte, Ana, Filipe & Toress de Oliveira, 2020). Job satisfaction and perceived organizational performance are positively impacted by external competences and relational transparency, which has a favorable and significant impact on organizational effectiveness, asserted by Akuffo and Kivipold (2021).

3.5 Backdrop of Employee Commitment

EC is thought to have a good impact on institutions like schools or universities where teachers are willing to make sacrifices to further the aims of the organization (Moses, Admiraal, Berry, and Saab, 2019). Organizational commitment is defined once more by Abasilim, Gberevbie, and Osibanjo (2019) as employee conduct that enables the company to spend time on organizational matters, foster positive connections with colleagues, and more, and have a strong desire to work hard. Furthermore, Batugal (2019) emphasizes commitment by referring to the hard work of lecturers at a higher education institution on an academic level. Furthermore, Consistency, normative commitment, and effective commitment are the three categories that Allen and Meyer (2000) distinguish. People who have a normative commitment are obligated to carry on as they should; those who have an effective organizational commitment become emotionally attached to their company and want to remain so for as long as they wish to live; and people who have an ongoing commitment are aware of the risks of leaving their jobs and therefore want to keep them (Kasa, et al., 2020). The degree and kind of an employee's contribution to the organizational success as a whole depends on their level of dedication. Meyer and Allen (1997) contend that motivated employees aspire to be more significant than those who are doing it out of necessity or obligation.

Various scholars have articulated the concept of dedicated commitment in a multifarious manner. Scholars include a study by Guzley, Araki, and Chalmers (1998) that outlines four commitments: a) dedication, which demonstrates one's loyalty and perseverance in terms of community and organizational objectives; b) obligation, which is a duty shared by a community or individual; c) dignity, which is pride in good values like fairness, fidelity, and trust; and d) willfulness, which includes sacrifice of selves. Commitment typically refers to an individual's level of commitment or participation in an organization. As a result, the organization's objectives and values are internalized, and great efforts are made to achieve this goal (Yukl, 2009). Teachers' commitment can be divided into three categories: the first is commitment to an organizational environment, the second is a contribution to the teaching profession, which is the extent to which a person's optimistic outlook functions (Lee, et al., 2019); it reflects trust and recognition of corporate goals and principles, as well as readiness to pursue operational activities and a desire to stay within the company (Mowday, Porter, & Steer, 1979); and the 3rd is commitment to the teaching profession (Gatling, Annete, Jungsun, & Kim, 2016).

Meyer and Herscovitch depicted commitment as "a force that ties a person to a path relevant to one or more targets" (2001, p. 301). Affective, normative, and continuation, which represent emotional attachments, perceived obligation, and considered sunk costs in relation to a target, respectively, are three ways that employees of a company are said to sense this force (Allen & Meyer, 1990). To measure organizational commitment with a relevant scale, one should tap one of these constructs and target the references, how and by what means the employee is committed to an organization's goals, managing capability of a team, or a change initiative (Jaros, 2007).

Based on previous research, Ramdhani, Ramdhani, and Ainissyifa, (2017) proposed in the study that commitment can be developed by using theoretical frameworks to clarify how the company culture dimension affects workers' commitment. Their study uses an examination model based on reviews of prior research literature, and as a methodology, the hypotheses were tested. The study's findings showed that corporate culture, which includes teamwork, training, communication, development, and reward-recognition, can improve employee commitment to the organization. In this regard, Kasa et al., (2020) and Batugal (2019) argued that maintaining efficiency, affectivity, and organizational concept of employee commitment to the organization is described with a causal relationship toward corporate culture, which is decomposed into communication, training development, and reward-recognition. Productivity could be achieved by optimizing employee commitment to the organization by consistently creating and implementing corporate culture.

3.5.1 Organizational Employee Commitment

Employee pledge to the organization is a key aspect in achieving affirmative organizational aftermaths since it shows how much a worker identifies with the institution and is dedicated to its goals (Owoyemi et al., 2011). Employee commitment to the management refers to an employee's loyalty to the organization, readiness to put forth effort on its behalf, the degree of shared goals and values, and the employee's desire to continue working for the company (Messner, 2013). Collaboration and teamwork, performance management, autonomy and freedom, reward and recognition, and accomplishment oriented have all been found to be favorable predictors of various aspects of employees' performance when there is a high level of commitment among the workforce (Jain and Moreno, 2015).

Workplace accountability among employees is a crucial topic since it may be used to forecast employee performance, absenteeism, and other behaviors, as well as leadership sincerity (Dordevic, 2004; Owoyemi et al, 2011). Concept mapping and content analysis were used in the earlier research and theories to explore workstation commitment and produce a conceptual model of workplace word (Ramdhani, Ramdhani, & Ainissyifa, 2017). The significance of their study lies in the development of a conceptual model of workplace commitment and related propositions derived from the literatures pertinently, as well as the accumulation of the broad literature on commitment. A study on interventions also showed that human resource development academics and practitioners can raise workplace dedication in businesses, organizations, or institutions, which can increase organizational performance (Fornes, Rocco, & Wollard, 2008).

According to Meyer and Allen (1997), the following three elements made up the components of employee commitment to the organization: First, affective commitment, which encapsulates a worker's sentimental ties to, identification with, and involvement with the company and its objectives. According to Allen and Meyer (2000), non-transferable personal investments, such as close working relationships with coworkers, community involvement, acquired job skills being specific to the organization, and monetary investments, such as contributions to pension funds or stock options, can make it seem too expensive. The second type of commitment is continuance commitment, where a person commits to the organization because they perceive a high cost of losing organizational membership. Thirdly, normative commitment refers to a person's decision to join and stay with a company out of a sense of responsibility and an antiquated sense of duty and loyalty (Mowday, Porter, & Steer, 1982). It is demonstrated by the degree to which a worker feels compelled to make personal sacrifices and refrain from criticizing the company (Ramdhani, Ramdhani, & Ainissyifa, 2011).

An individual becomes committed when that employee is found to be sincere for duty, assigned tasks, and creative to the respective works; the commitment of an employee with an institution is a huge incentive because in this case they will work for organizational goals and also achieve their target (Allen and Meyer 2000). Employees commitment is ensured by internal motivation and competencies at job place. Porter et al., (1974), stated that employee's commitment is defined as the positive evaluation of organizational purposes and specific goals. Mueller, et al., (1992), describes commitment as promise or bonding between employees and employers; a stronger level of commitment increases job tenure of employee within the organization along with the efficiency and effectiveness evaluation. Meyer, et al., (2012) highlighted that the organizational success is correlated with the achievement of goals and on committed employees who always want to make the respective organization on the high level.

Employee commitment and performance are related by the productivity that has been studied by a number of scholars. According to Porter et al., (1974), it is essential for each organization to have and maintain employee commitment for assuring long term outstanding performance. This commitment is defined by Mowday, Porter, and Steers (1982), that when the employees work in a team act like as entrepreneurs and every member of the team tries best from their own level to prove to be one of the best amongst all others. If the commitment level of employees is increase then the performance the organization's also increase automatically. In Past, as Abelson (1976) stated, institutions Provided job security to its employees to improve the commitment level and to develop the productivity of the employees. Recently, Gvpn, *et al.*, (2018) delineated that higher level of employee commitment in the organization for a single project or to the business is predicted as a main reason for better employee performance that leads to organizational success and growth.

The types of commitments mainly have been focused on affective commitment, normative commitment, and continuance commitment identified by Meyer and Allen (1991). They identified three types of commitment: affective, normative, and continuance commitment. Affective commitment is the identification, emotional attachment, and involvement an employee feels with the organization and its goals. Normative commitment is a sense of responsibility towards the organization. Positive organizational behaviour has been found to be predicted by affective and normative commitments, including improved work performance and satisfaction, tenure, and attendance (Allen and Meyer, 1996). However, it has not been determined that continued commitment is positive in all perspectives linked or non-linked to positive organizational behaviours (Natarajan, & Nagar, 2011). Now, a short explanation on the Affective, Continuance and Normative commitments has been delineated below:

3.5.1.1 Affective Commitment (AC)

Affective Commitment (AC) referred as an emotional belongingness towards organization (Allen & Meyer, 1990). They also described that affective commitment as attachment, involvement, and positive feelings such as identification of employees with organization. Employees can establish strong attachment, and link with organization, in these conditions of commitment. Specially, Emotional attachments of employees enhance the sincerity for the institutions; accept, and follow the rules of the organization and completed the organizational purposes efficiently and effectively (Meyer, Allen, & Gellatly, 1990). Moreover, Beck and Wilson (2000), interpreted that affective commitment is observed as emotional attachment of an individual with his/her institutions and with its principles and standards.

3.5.1.2 Continuance commitment (CC)

Continuance commitment as a cost associated with leaving of an organization (Allen, & Meyer, 1990). It is considered as employee's investment in organization in broader spectrum described by Allen and Meyer (1990) that is also an investment of employees' money, effort, and time and continuance commitment is taken as a cost if an employee trends to leave the organization. This type of investments (money, effort, and time) engaged significance to specific organizational development, status or skills, pension schemes, usage of institutional facilities like minimizing mortgage rates etc. The cost of leaving organization that concerned with continuance commitment, can be reduced by the lack of replacement or alternatives or make up of unavoidable investments (Gill, *et al.*, 2011).

3.5.1.3 Normative commitment (NC)

Normative Commitment (NC) is the feelings of obligation with the employer (Allen & Meyer, 2001). In reality, normative commitment demonstrated that one does not has the intention to leave an institution or organization. individual has the feelings of belongingness to be in the organization with ideality. As an organization has link with the employees, the employees have the association or concerns with the organizations. If a person desires to achieve favors, status, and rewards, it is essential to reveal the organizational attachment, sincerity in duty, and obligation in the sense of realization. The commitment of individual with certain organizational morality, status improvement that is given by an organization in forthcoming year is treated as Normative Commitment (Bergman, 2006).

Allen and Meyer (1990), stated that normative commitment stimulated attaching with institution for a long period of time, perform with efficiency, and work with satisfied accomplishment. Moreover, employees with better commitment showed higher performance

than others in the jobs as compare to less committed employees. Again, a study conducted by Buchanan (1985), interpreted that there are five variables (including normative commitment) of organizational commitment which have strong intends to become organizational membership, acceptance of organizational moral values and objectives, desire for reaching the purposes of the organization, positive evaluation, and intention to implement extensive efforts on the functioning of an organization. Thus, institutional commitment has 3 (three) parts such as belief of value acceptance and organizational goals; pursuing organizational facilities and opportunities; and intention to maintain an organizational position's (Allen & Meyer, 2000).

3.6 Backdrop of Employee Performance (EP)

Performance is associated with quality, and quantity of output, timelessness, presence or attendance in the respective job, work efficiency, and work effectiveness (Evans, & Davis, 2005). And, they also said that Employee Performance (EP) is the accomplishment of the task on the features established by the organization or supervisor; and it is observed on prescribed acceptable standards while effectiveness and efficiency applying as available resources in a changing environment. Aguinis (2019), stated that performance has no involvedness with the behavior of employees but performance includes behaviors only. Additionally, he explained that performance is related with behavior of employees; it is not about what an employee generates or work outcomes; perceived performance of employees showed that employee's general belief about contribution and behavior for the success of an organization.

Performance can be treated as the presence of functional outcomes according to skills and abilities of an employee in the dynamic environments. Performance is viewed as efficiency and productivity which indicated in term of job place contribution, quality, and quantity of works (Osman, et al., 2019). As the efficiency and productivity influences the organizational performance highly, Whitmore (1997), denoted that performance showed individual's

exhibition with deeds, abilities, and skills. Because, employee performance concerned with the outcomes of works in the context of efficacy, efficiency, and effectiveness. Moreover, employee performance associated with the work-activities perform by an employee who hold a position in the organization (Muchinsky, 2003).

Generally, employee performance (EP) is measured in term of behavior and outcomes and for its importance and significance, many studies have been observed to examine and investigate ways to strengthen employee performance (Kahya, 2009; Thamrin, 2012). Employee performance should be balanced effectively because it is a vital element to make performance strengthen to conduct an organisation effectively (Stanton & Nankervis, 2011; Stanton & Pham, 2014). In addition, Wall *et al.*, (2004), prescribed that employee performance is a crucial element to practice organisational performance while Muchinsky (2003), suggested that employee performance must be an act that can be examined, scrutinised, measured, and evaluated from the perspective of individual level works accomplishment.

Normally, performance is the impacts or results of functional activities by an employee for a specific period of time; so that, employee performance management is essential to achieve the objectives of a particular institution or organization (Schechner, 2017). Again, as employee performance is linked with capacity, competency, and productivity; so, for assessing an employee's ability, and competency, the measurement of productivity of an employee is essential to gain an organizational plan. Thus, there should be a balance between the potentiality and capability to perform a work in terms of time consideration and planning of an organization (Sonnetag, & Frese, 2002). Wright, McMahan, McCormick, and Sherman (1998), conceptualized performance as a manageable human resource phenomenon that it is a process-based work 'system'. So, Employee Performance (EP) is a continual cycle of orientation, monitoring, informal feedback from peers and supervisors, formal multisource

evaluation, diagnosis, and review, action planning, and development resourcing is an example of a continuous, future-focused, and participatory system (Aguinis & Pierce, 2008; Biron, Farndale & Paauwe, 2011). The improvement of performance can be assessed through the generally accepted rules and principles of management and the leading effectively with the involvement of emotional attachment and commitment of an employee in an organization where, commitment is the distinguishing variables between high-acting institutions and average executions- of the employee (Katzenbach, 2000).

Additionally, a study experimented by Kenney et al, (1992), described that employee performance can be measured comparing with the organizational pre-settled performance standards. And performance evaluation measured the profitability, productivity, quality, efficiency, and effectiveness (Nassazi, 2013); where profitability is referred as the ability of an organization to gain profit over a specific time period (it is reveal as the ratio of return on capital); efficiency is the capacity of a person to produce target outputs with the use of scarce resources; effectiveness is the capability of a person to meet the level of target ; productivity is the attainment of goals to which the extent of output must be achieved due to the employees input (Osman, et al., 2019; Stanton & Pham, 2014). EP includes the paths of transforming inputs into services and goods given by individual and industry, i.e., EP measures the degree of output generated by the employees (recourses).

Generally, employee performance (EP) means the outcomes of the employees who engaged in a particular organization. However, it can also be viewed at in the context of behaviour (Armstrong, 2000). Again, Kenney et al., (1992) stated that employee's performance is evaluated against the performance standards set by the organization. Hence, there are a number of investigations that can be taken into consideration when evaluating performance; for instance, using of efficiency, effectiveness, productivity, quality, quantity and profitability

measures (Ahuja, 1992). Thus, it has been noted by Draft (1988) that EP is also the responsibility of the organizational managers to assure that the organizations strive to and thus achieve quality performance at all sides of acts. Furthermore, Kinicki and Kreitner (2007), documented that employee performance is higher in pleased and satisfied employees and the management search it easy to stimulate high performers to attain organizational targets.

Employee's performance is normally measured by using formal processes that is supervisor rating, management by objectives, 360° appraisals, and peer's evaluation etc. for assessing employees' contributions in terms of self and organizational development (McCarthy, & Garavan, 2001). In opinion of efficient performance association between success from immediate boss and significance task identity were very crucial (Zheng, Morrison, & O'Neill, 2006.), while Ashford and Black (1996) investigated that supervisory association enhancement positively impacted task performance. Again, Golemen (2001), stated that for attaining outstanding performance, emotional competence which is a "learned ability based on attaching intelligence" is balanced essential. This reviews clearly showed that distance from having technical skills and abilities employees need to have high interpersonal and intrapersonal capabilities to become a star performer (Gliddon, 2004). For extension of employee performance, the efforts of committed employee are essential. Thus, employee performance (EP) is a capability, mutual perceptions and efforts for accomplishing tasks. And by this ways, organizational purposes can be reached due to good performance of the employees as well.

Audenaert, et al., (2019), stated about the management for balancing employee performance (EP) that may referred as the issues of multiple needs and demands where EP provides clear supports, guidelines, and feedback which continuously coming back on the performance of employees to achieve the goals. In this regards, goal-setting theories for managing employee

performance with employee attention and effort have been theorized by Locke and Latham, (2006). Again, Employee Performance (EP) management has a clear connection with the job demand's and due to goal-setting theory, goals' implicit is vital to foster the motivation of employees, because specific goals help employees to identify and apply appropriate efforts to ensure the performance (Latham & Locke, 1991). Moreover, goal-setting with plan specifically stresses, and combined with feedback and support in a motivational path that fosters goal-clarity that lucidly specify the performances of the employees (Locke, Shaw, Saari, & Latham, 1981). Similarly, employee performance entails goal-setting in the planning phase, as well as help to get feedback by frequently monitoring, assessing, and rewarding progress of employees in obtaining organizational expectations (Aguinis et al., 2012).

Employee performance is consistently applicable and evidenced with interrelated approaches of planning, assessing, monitoring, evaluating and recognizing all the activities of an organization (Decramer, Smolders, Vanderstraeten, Christiaens, & Desmidt, 2012). Accordingly, by consistently eliciting, rewarding and providing feedback on required employee behaviors, fostered employee reactions and this consistent employee performance makes employees to 'understand what they need to do and stimulated to do through effective performance appraisal of employees and reward systems' of the respective institutions (DeNisi & Smith, 2014).

Form another perspective, the relationship between employees and managers can affect the performance of the employee where the obstacles generally raise from the gap of age, work, and demographics; this study emphasized on the variations of opinions and culminate in a conflict that could affect the employee performance (Sutanto & Kurniawan, 2016). That is there is an alignment between employee (labour) relations and recruitment where recruitment affects significantly to labor relations internally in an organization; again recruitment needs

costs and time that concerned with expense, and so the decisions making regarding to gain goals must be appropriate; because, a newly appointed employee who does not comply with the principles' of organizational knowledge and organizational goals, can destroy an employee (labor) relation for the lack of performance knowledge (Manuaba, et al., 2020). This type of working-performance-situations can be assessed to deduce the relationship within the team which have a positive impact against the employee performance (Sutanto, & Kurniawan, 2016).

For managing employee performance, focus on the goals of an organization is essential with clear guidance, support and feedback (Aguinis, Joo, & Gottfredson, 2011). In a context of many jobs demands, employees can channel the efforts for motivating self and for conveying an innovative behavior that must include idea generation and idea implementation too (Parker & Collins, 2010). Although managers and the leadership styles are the key determinants of employee performance (EP), the characteristics of individual frontline employees', such as personality traits, attitudes and influencing ability to followers', fosters employees' in-role and extra-role behaviors in many cases (Bakker et al., 2012; Bergeron et al., 2014).

3.6.1 Employee Performance's more reviews

There are many research studies have been conducted on performance, employee performance or performance concerned other terms that must be enhanced the assumptions, approaches, and theories to understand and apply the performance practice in organizations. In the context of employee performance (EP), Ochoti, et al., (2012), investigated the factors effecting the appraisal of employee performance for interior and coordination in the state of Kenya. The study used multiple regression analysis technique to explain the nature of the relationship between Employee Performance Appraisal and the factors that impact it, which included the process of implementation, interpersonal relationship, informational factors and employee

attitudes. The study suggested that further research should be conducted to identify the impact of the performance appraisal outcome on the activities of employee performance.

Another empirical study assessed by Hemakumara (2020), focused on the impact of monetary and nonmonetary motivation on employees' job performance indicate that sometimes, use of non-monetary rewards is more influencing and cost-effective way to bring out boost performance of the employees. The author also implied that non-cash (non-monetary) motivational factors explored recognition, challenging work, job autonomy, advancement and opportunities, authority, job security, prestigious job position and duties & responsibilities; and monetary motivational factors disclosed, the fringe benefits, salary, bonuses, profit sharing, pensions, and performance pay. Another important study further found that when it is the facts to fetching out the best performance of the employees, growth opportunities and challenges, and recognition; sometimes non-monetary rewards are more influencing motivational factors than financial facts in corporate performance (Jumanne, 2018).

Employee performance is also affected by several factors related to the employees themselves and environment-aligned company or institution; one of the factors is discipline that influence the performance of employees (Dapu, 2015). This prominent author, clearly prescribed that discipline is one of the factors that affect the performance of the employees, because without discipline, all of the activities may be treated with unsatisfactory outcomes and may not be in the line of expectations. This type of working situations may lead to lack of accomplishment of the goals and objectives of an organization or institution, and may also create obstacle in the programs and functioning's aligned with the institution or organization. Additionally, as employee performance is crucial for the development of career, the organizational or corporate leaders must provide more emphasize on the factors (monetary or non-monetary) of employee

performance to achieve the relevant goals and objectives of a company or institution or organization (Mohamad, & Yahya, 2017).

Accordingly, Shields, Brown, and Kaine (2015), sketched the as usual terrain of performance and reward system of management where nature and purpose of employee performance and the practices of reward management have been examined. As a critical post-structuralist, these authors said that ‘performance’ is whatever the dominant management discourse the functional activities of employees; again as a pluralist, the authors stated that performance depends on the stakeholder relationships; for example, a shareholder want to equate the share price improvement and annual dividend payments; a manager with profit sharing plan may disclose annual net-profit for existing employees; a manager on production may recommend about labor productivity; and a customer might advise about product quality or price-attractiveness; while other production line employees performance may take equal with job, income security, workplace health and safety as well. Again, some scholars also explained that two important features of performance are; performance is constructive and subjective, and performance is multidimensional and open-ended. Actually, measurement of employee performance does not mean that how much it is ‘high’ or ‘low’; performance means how it is defined and measured by when and for what purpose of the different type of organization (Neville, & Aitcin,1998). For instance, performance evaluation of educational sector will be different from banking sector or service sector or production sector or any other kinds of industrial sector.

Dessler (2009), also implied that performance appraisal standard for the evaluation of employee performance (EP) is current or future alignment to the works-standard of employee’s achievements. Additionally, Chandra (2016), specified that the assessment of performance is “a way to measure the contribution of single employee to the concerned organizations,” so, it must be explored that the performance assessment is a way of examining individual

(employees) working contributions in an organization or company. Furthermore, Fattah (2017), stated that influential leadership is always applicable to dominate, self-assurance, affecting and featuring a better morality to increase levels of high-performance of the employees.

Another important study conducted by Diamantidis and Chatzoglou (2018), that delineated three major factors with thirteen (13) sub-factors of employee performance (EP) and these are variables relating to the business/environment, the workplace, and the employees of EP were integrated using data from small and medium-sized businesses in a single model; the findings showed that the main influences (direct and indirect) on job performance are workplace culture and management support of the employees, whereas flexibility and intrinsic motivation strongly influence how well a person performs at work of the employees to those respective organization. Carlson *et al.*, (2006) interpreted that five practices of human resource management affect the performances of employee which were managing morality, competitive compensation for state employees, recruitment package, training and development, and performance appraisal of the employees. Additionally, Amin, et al., (2014), also prescribed that most important HRM practices or behaviors such as human recruitment, individual selection practices, training of the employees, output evaluation, compensation, grievance procedure, and promotion effects the employee's performance by many ways; thus, performance is the outcome after doing distributed-job-activities. Hence, it is demonstrated that achievement level of job, official roles, expectations, and organizational regulations with expected outputs are the key requirements of employee performance (Khan, *et al.*, 2019).

3.7 Research Gap Identification

Available literatures showed that the influence or impact of the Authenticity in Leadership (AL) behavior (a leadership styles) have been studied and reviewed on;

Authentic Leading (AL) and empowerment on basic need satisfaction (Leroy *et al.*, 2015), Authenticity in leadership (Kempster *et al.*, 2018), AL as well as turnover intention (Gatling, 2016), AL with commitment, procedural justice (Emuwa, 2013), AL with creativity and individual performance (Semedo, et al., 2016) and so many scholastic educations with research were well documented. Again, there are very several studies examined effect of AL among organizational efficiency (with commitment) and performance (Wong & Laschinger, 2013) but from different areas of research with different forms of research designs and countries. But no research study found till now about ‘impact of AL behaviors on EC and EP at the higher educational institutions’ till now- which is lucidly a research gap for this study.

Again, the backdrops on AL reviews, have disputed that leader’s fairness drives to instruct to the performance of follower and many concepts and mechanisms have developed to study on Authentic Leadership (Leroy et al., 2012); but it is also found that no research has investigated on the effect of AL behaviors on workers commitment and actions/performance yet from the perspective of higher educational institutions in Bangladesh. Moreover, the results and feedback of Authentic Leadership (AL) such as influence of AL to enterprizes’ performance, involvedness of employees, employee good future’s, organizational behaviors and others, never found sufficient scholars’ care in many contexts yet (Miniotaite & Bucioniece, 2013), and specifically, no research about “impact of AL behaviors on EC and EP at educational institutions in Bangladesh” which is the contribution of this study.

Although the impact of the style of leadership (including authentic leadership) and authorized position with basic need satisfaction (Leroy *et al.*, 2015), authenticity (Kempster *et al.*, 2018)

turnover intention (Gatling, et al., 2016), commitment, procedural justice (Emuwa, 2013) , innovativeness and creative performance (Semedo, *et al.*, 2016) have been well evidenced, there are very little bit parts of research studies scrutinizing the impact of AL on organizational efficiency (with commitment) and performance (Wong & Laschinger, 2013); but no study found on the impact of AL behavior on the commitment of employee (EC) and Performance (EP) at higher educational sectors in Bangladesh- which is lucidly a research gap for the current study.

Lastly, the above evidences from the literatures, concepts and approaches based on Bangladesh, Asia, USA, UK, Africa, Europe and Western societies found that almost all of the studies have conducted to emphasize on leadership, commitment, performance, productivity or output by improving the different functional activities of an organization with various determinants; but particularly no research study is found on ‘authentic leadership and its impact on employee commitment and performance’ at the higher academic institutions in Bangladesh. And the comparative studies, reviews, objectives and the present research gap have pursued the researcher or author to conduct the present contributive research study on “Impact of Authentic Leadership Behaviour on Employee Commitment and Performance: An Empirical Study on Higher Educational Institutions of Bangladesh.”

Summary

The actual motive of this chapter was to identify the research gap from the thorough reviews, background studies, previous or ancient research studies on the Authentic Leadership (AL) behavior, Employee Commitment (EC), and Employee Performance (EP). For the clear identification of research gap, this chapter organized by logical and relevant sections wise explanations such as, section 3.1 Introduction, 3.2 Reviews on Literatures, 3.3 Leadership in General Perspectives, 3.4 Authentic Leadership Overview, 3.4.1 Origin of Authentic Leadership, 3.4.2 Why Authentic Leadership?, 3.4.3 Features of Authentic Leadership, 3.4.4 Authentic Leadership Behavior, 3.4.5 Content Analyses of AL, EC and EP, 3.4.6 Backdrop Study of the Dimensions of Authentic Leadership Behavior, 3.4.6.1 Self- Awareness, 3.4.6.2 Internalized Moral Perspective, 3.4.6.3 Balanced Processing, 3.4.6.4 Relational Transparency, 3.5 Backdrop of Employee Commitment, 3.6 Backdrop of Employee Performance, 3.7 Research Gap Identification and finally, the summary of this chapter. The expansions of demonstration of reviews, content analyses on the major construct AL, the variables of AL (SA, IMP, BP, and RT), back throws of Employee Commitment (EC) with AC, CC, and NC, and Employee Performance (EP), have been clear with ancient, modern, and recent reviews or back-ground studies. Thus, research gap is lucidly unique, specific, and different which proved that its' new one research study in Bangladesh till now.

Chapter Four (4): Formation of Hypotheses

4.1 Introduction

4.2 Authentic Leadership and Employee Commitment

4.2.1 Self Awareness and Employee Commitment

4.2.2 Internalized Moral Perspective and Employee Commitment

4.2.3 Balanced Processing and EC

4.2.4 Relational Transparency and EC

4.3 Authentic Leadership and Employee Performance

4.3.1 Self Awareness and Employee Performance

4.3.2 Internalized Moral Perspective and Employee Performance

4.3.3 Balanced Processing and Employee Performance

4.3.4 Relational Transparency and Employee Performance

4.4 Development of Hypotheses with concerned variables

4.5 Explanation of Hypothesized theoretical framework

Summary

4.1 Introduction

Generally, hypotheses concerned with the predictions or forecasting about the variables that may reveal what will happen (results) in a specific study. Hypotheses can be developed from the observations of objectives, previous literatures, reviews, approaches or sometimes theories to conduct a particular research study in the context of different research areas or field of interests. For the formation of hypotheses of a particular study, a researcher needs to assess some steps, such as; observe relevant reviews concerned with the title or topics; select main objectives of the study with the identification of problems statement too; evaluate feasible connecting background-reviews on literatures and explanations that necessary to explore the hypotheses of the specific study. According to the gradual necessity and applicability of the current study, this chapter extended and explained with the formation of hypotheses between the variables of authentic leadership (AL) behavior and employee commitment (EC); and authentic leadership (AL) behavior and employee performance (EP) mainly as well. With the formation of major explicit hypotheses, study developed some other logical and supportive hypotheses of the sub-variables of AL, EC and EP. By developing links of different constructs or variables of AL, EC and EP from the below literature reviews which have been showed/ interpreted to identify the link or relationship or the impact of different components (SA, IMP, BP and RT) of authentic leadership (AL) with employee commitment (EC) and employee performance (EP); the following hypotheses have been formatted in the following sections:

4.2 Authentic Leadership (AL) and Employee Commitment (EC)

AL linked for employee commitment by the investigation of many research studies in the world specially from twentieth century to till today. A study conducted in Nigeria, (African countries) depicted that the extends of applicability of Authentic Leadership (AL) have a contemporary effects on employee commitment (EC) by the interactive effects of conditional rewards, combinations of behaviors of leader and subordinate employees, situational functional demands and developments (Emuwa, & Fields, 2017). It is the 1st study that examined the connection between the elements or dimensions of AL with the commitment of employees in the organizations and perceived opinions of the people in relation to Nigeria, an African country (Emuwa, & Fields, 2017). As the study stated about the components of AL i.e., internalized moral perspective (IMP), relational transparency (RT), balanced processing (BP), and self-awareness (SA) that means these four components have also the connections or effects on the commitment of employees (EC) in the context of various other perceptual variables in that specific country as well as other country too.

Again, a Meyer and Allen devised their own model (1984), observed that behavioral variables of AL such as internalized moral perspective (IMP), balanced processing (BP), and self-awareness (SA) and Relational Transparency (RT) influenced the perceptions of positive interpersonal associations, emotional attachment of the employees, loyalty between leader-members at workplace for interpreting the employee commitment (EC) with regards of organizational activities. Possibly, if the workers or employees perceive that a leader's behave getting importance of all views of team members and explored transparent activities in dealings, carry a trusted relationship, and monitoring continued for reaching purposes than employees' commitments build strongly by the authenticity of a leader (Calderón-Mafud, Moreno, & Colunga-Rodríguez, 2018).

Furthermore, numerous studies have investigated the connection between authentic leadership and other organizational factors, such as the followers' commitment to the leader, which suggests a connection between authentic leadership and employee commitment (Leroy, Palanski, & Simons, 2012), authentic leadership and participation in work (Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010), authentic leadership and subsequent work satisfaction, authentic leadership and p The loyalty of a leader, the characteristics of the members and followers, the coherence of teamwork, and innovative and adaptable organizational working cultures have all been used to establish the relationships between authentic leadership and the commitment of the employees (Monzani, Ripoll, & Peiró, 2014). Additionally, Bauer and Green (1998) looked into how a manager's behavior practices must affect classifying the rules, increasing performance, and realizing acceptance in new subordinates and members or when there are changes occurred in the institutions.

The another study assessed by Ausar, Kang, and Kim, (2016), explored that authenticity in leading (AL) is the composition of four distinctive but linked substantive dimensions (such as moral perspective that is internalized, balanced processing, self-conscious, and relational transparency) which have the effect on employees' institutional commitment (EC); the influence of employees' commitment also has effect on turnover intention of employees; and the thus, there are an indirect influence of genuine leadership on staff members' loyalty and turnover rates. Findings from structural equation modelling, indicated that there was a acceptable support and a vital effect of authentic leadership on employee commitment of an organization in hospitality industry; as well as employee commitment mediates to reduce turnover intention of the employees by the effective application of authentic leadership.

Authentic leadership behaviors have been demonstrated to drive employees' commitment through trust, honesty & integrity of leaders (Walumbwa and colleagues (2008, 2010, 2011). Through the theoretical mechanisms of positive social exchanges and the members'/followers' social and personal identification with the leader, Avolio and Gardner (2005) proposed a positive relationship between authentic leadership and members'/followers' commitment. However, a number of authors have voiced concerns about authentic leadership as comprising the positive psychological capabilities of confidence, hope, optimism, and resilience (e.g., Cooper et al., 2005; Shamir & Eilam, 2005; Sparrowe, 2005) for developing highly committed people at workplace.

Important research found that employees' perceptions in leadership and authenticity, institutional's dependability, feelings of involvement in the institutions, and trustiness that the institutions or company had met employees' expectations and commitment have a favourable relationship (Steers, 1977). As committed employees intends to achieve values and goals of an organization, work hard for the enterprise, and desire to not leave the business (Mowday, Porter, & Steers, 1982). Previous factors of employees' devotion to the organization in general clarified as the variable aligned with organization and with the concerned person's authentic decisions (Smithikrai, & Suwannadet, 2018). Several elements involved with institutional assistance (Eisenberger, Fasolo, & Davis-LaMastro, 1990), for participating to make decision (Lyubovnikova, 2017), participation in society of employees within the enterprise a genuine leader's contact and coordination for serving in leadership (Fukami & Larson, 1984), transformational leadership (Bycio, Hackett, & Allen, 1995), and servant leadership (Mathieu & Zajac, 1990; Liden, Wayne, Zhao, & Henderson, 2008). It is evident that only a small number of research have examined the connection between genuine leadership and workers' organizational commitment in the context of different areas of research. Though, Avolio, et al., (2004), investigate the direct influence of authentic leadership on member-followers' working

attitudes, the importance of the work, and job satisfaction including organizational commitment (OC), and work-engagements in the organization; other studies also explored that AL depicted OC of the employees in multidimensional cases (Walumbwa, et al., 2008; Lee, 2018; Smithikrai, & Suwannadet, 2018).

Hence, on the basis of purposes and the above-mentioned theory-based assertions, literatures for the links between Authentic Leadership (AL) behaviour and linking research of Employee Commitment (EC) and the influences of dynamic dimensions of Authentic Leadership (AL) behaviour on Employee Commitment (EC) from the different perspectives and areas of research; the first major explicit hypothesis (H_1) was developed which illustrated below;

Hypothesis (H_1) Authentic leadership behavior is positively related to employee commitment which has been measured by the perceptions and opinions of respondents from selected higher educational institutions of Bangladesh.

Now, a brief review of the relationships of components of AL for instance, self-awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) and employee commitment (EC) have been depicted as under;

4.2.1 Self-Awareness (SA) and Employee Commitment (EC)

The latest management buzzword for the best reason is Self-Awareness (SA). Many researchers recommends that when an individual observe himself/herself deeply or clearly; the confidence, creativity, sound decisions, strong relationships, communications and work-effectiveness can be developed and a more efficient (authentic) leader can be built with the satisfaction of employees (Hasanah, & Mujanah, 2020). Again, the scholar researchers (Smithikrai, & Suwannadet, 2018), stated that SA can be revised with “the thinking (feelings) way of one’s that he/she may not be realized better than at all.”

The scholar researchers (Hasanah, & Mujannah, 2020), also referred verifying definitions of self-awareness (SA) from the last 50 years assessment and experiment on the SA; and synthesize SA by two (2) broad ways; first category is ‘*internal-self-awareness*’ and second category “*external Self-Awareness*”. The 1st type of SA- ‘*internal self-awareness*’- demonstrated that the clear observation of own values, passions, environmental fitness, aspirations, reactions (thoughts, feelings, behaviours’, weakness and strengths), and effect or influence on others. The studies found that the internal SA is concerned with high level of jobs and satisfied relationships, social and personal control, and pleasureless; internal SA showed negative relationship with stress, anxiety and depression. The 2nd category is external Self-Awareness (SA), stated that the understanding of opinions of other people about us. In the context of external SA, many researches showed that people observed themselves more skilled with empathy and taking the perspectives of others. So, the leaders, who found themselves with the better activities of their employees, have a tend to maintaining better relationships with employees, realize more satisfaction and effective in general.

Actually, the leaders who developing and maintaining both internal and external Sa; seek ethical feedback from affected critics, and request to know ‘what instead of why’ to learn and observe self lucidly- and they reap the rewards of worked performance that enhance self-knowledge; thus, it may not be the matter of fact that how much the extent of progress, its need to remind that always there’s more to learn; this is the only things that can build the self-awareness journey more exciting.

Leroy, Palanski and Simons (2012), investigated the self-awareness that has explore the impact on employee commitment whether a poor practice of self-awareness showed the output in the leader affiliating values based on integrity placed to be a crucial driver of commitment

(affective, continuance, normative) of employees. Again, self-awareness (SA) is an essential determinative to simplify the degree that leaders are observed for practicing what they need to preach, actually, continuing promises and enact affiliated values; particularly the actual management between words and contracts is conditioned to an important driver of perceived arrangement; the real arrangement is further considered to be effected by the degree to which the leader is conscious of inter values (Simons, 2008) where lack of self-awareness can be shown in the leader affiliating values with regards to social pressure or practical emergencies/exigencies values that the leader might not deeply support and accept and so not hundred percent legislate/enact (Leroy, et al., 2012).

Another study conducted by Nasab and Afshari (2019), stated that self-awareness is the expression of consciousness while Whitehall et al. (2021), referred that self-awareness is a crucial component which carried significant alignment with the organizational commitment. A Greek philosopher, Socrates employed the necessity of self-awareness and developing the idea that current researchers are in congruence with the vitality of self-awareness and it is about 2,500 years back (Podrez, 2017). The involvedness of philosophical ideologies of self-awareness is precious of self-value that made upon an important and relevant analysis of functioning by institutional executives (Williamson, 1995). Under the discovering attempt, a scholar implied that the importance of authenticity as the backbone of institutional or organizational and corporate management (Williamson, 1995).

Furthermore, self-awareness in authenticity simplified by many research individuals and scholars as being a significant measuring parameter for appraising or gauging the quality and competency of individual to able individual to understand and conscious of self-behaviours, realization and motivation during intercommunicative interactions of self-awareness (Ramani et al., 2017). Ramani et al., (2017) also indicated that this applicable approach to individual

and situational interactions and interpretations indicated the role of self-awareness in the development of profession.

Shooshtarian, Ameli, and Amini (2013), experimentally explored that the self-awareness (SA) with its logical relationship of employee commitment (EC) and performance while findings showed that SA and self-management were little-bit insignificant in the context of employees' performance in the organizations. Again, the study by Rozell, Pettijohn and Parker (2004), determined a relationship between customer-oriented selling, self-awareness and organizational commitment where the result indicated that a sales person's customer orientation level is significantly lined (related) with SA and commitment. Roehl and Swerdlow (1999), examined a study about training impact on employees' commitment which revealed a relationship between training and employee commitment where self-awareness (SA) was considered as indirect variables under training measurement and found that SA rules have a significant indirect effect on employee commitment.

Caldwell (2009), referred that self-awareness (SA) with other issues such as self-deception, identity was interpreted by SA that concerned with honest duties of a leader and organization's ability to enhance employee's organizational commitment. These articles also searched that self-deception can make impediments for SA with regards to personal (individual), business and institutional facts. On the other hands, Garavan et al., (2019) empirically conducted a research study on self-awareness and career development process by management which prescribed about self-awareness, career and effectiveness of management that could influence participation of employee in the progressive activities with the perspective of employees' opinions or perceptions of development needs. The study particularly investigated the idea for self-awareness where the findings indicated the two instruments for increasing SA functioning or effectiveness and managerial goals and success achievement. Furthermore, observed and

investigated distinct practices of managerial communications that must motivate self-awareness and organizational commitment of employees with other factors and dynamic managerial insights of working environment (Mayfield and Mayfield 2002; Robbins and Hunsaker 1996). Now, based on the assessment of prior research, the present study forecasted the following the hypothesis:

***H_{1a}*: Self-Awareness (SA) is generating positive association with employee commitment (EC).**

4.2.2 Internalized Moral Perspective (IMP) and Employee Commitment (EC)

The term 'Internalized Moral Perspective' (IMP) has a key role to ensure or stimulate commitment and develop performance by time-based working commitment in organizational functional-tasks of employees. For developing hypothesis on Internalized Moral Perspective (IMP) and employee commitment (EC) the following literatures have been assessed:

Internalized Moral Perspective (IMP), this variable referred as prospects of morality, simplified by some scholars but in the context of other study, Internalized Moral Perspective is adopted for the best use ideal tools of authenticity, that identified by the respective scholars; so that Internalized Moral Perspective (IMP) has investigated known elements of awareness in the contemporary time and has entered to understand the internal moral context, which is performed by self and IMP plays a vital role in the moral judgment of individuals (Morris, 2020). Again, internalized moral perspective (IMP) is depended on the morality of employee internally (Gigol, 2020) while IMP explored self-regulation and for pressurizing to decision making, IMP does not permit external influences (Ortiz, 2020).

Akuffo and Kivipold (2021), assessed a research study on Internalised Moral Perspective (IMP) that examined with internal competence of authenticity in leadership. Again, Tijani and Okunbanjo (2020), discovered a study on Internalized moral perspective (IMP) that has a significant and positive impact on continuance commitment, normative commitment and

affective commitment while internalized moral perspective (IMP) assumed that job satisfaction of employee in their respective workplace, payment-structure, promotional policies, monitoring and usual job-duties (Ortiz, 2020). Kasa, et al., (2020) conducted another study for expressing the effect of the teachers Internalized Moral Perspective (IMP) through Commitment of teachers in Malaysian Schools, and the study also revealed that Internalised moral perspective (IMP) affected teacher commitment significantly. The other researches predicted and asserted that transformational leadership, concerned with transparency has a significant impact on the behaviour of innovativeness; so that, internalized moral perspective (IMP) strongly impacted the task performance of employee (Purwanto et al., 2020; Waruwu et al., 2020).

Internalized Moral Perspective (IMP) one of the latent constructs of authentic leadership that can be defined from the perspective of ‘internalized and integrated form of self-regulation’ (Hoffman, 1994). IMP has interesting guidelines about discipline variables that may affect cognitive ideas, values, responses and theory related with discipline, & different rules with some shortcomings (Hoffman, 1994). Bloos et al., (2016), assessed a leadership theory which focuses on IMP with ethics and motivation. The study emphasizes the importance of internalized moral identity for the concept of ethical leadership, where the critical situations such as hyper-norms and organizational divergent for the distinction of ethical leaders with or without internalized moral perspective were prescribed. It’s also focused on multidisciplinary approach integrating insight from management as well as humanities and social sciences toward a comprehensive sense of leadership with IMP to organizational activities. IMP is also associated with organizational citizenship behaviors by his/her beliefs, obedience, understandings, acceptances, consideration of critical issues etc. for upholding organization’s goals and success (Valsania, 2012).

Gatling, Kang and kim (2016) conducted a study on authentic leadership and organizational commitment and turnover intention where IMP referred as individualized ethical beliefs and principles, integrated form of self-regulation for performing team and collective activities. This article also showed an effect of IMP (under authentic leadership) on organizational commitment for better team and collective performance of the employees. Emuwa (2013) examined a study that described about IMP which regulated from authentic leadership at preliminary stage. Study also prescribed that IMP characterized with high level of moral identity of a person and authentic relations with the commitment of followers. Another study evaluated by Beu and Buckley (2004), emphasized on internalized morality principles for more social cooperation and responsibilities, neutralizing moral judgment, seeking suggestions, willingness to deliver organization's notices, reporting of ethical violations and commitment to workplace.

Thus, IMP concerned with multidimensional issues such as codes of ethics and the creation of values with top management support and strong ethical social consensus. Miniotaite and Buciniene (2013) assessed an explanation on AL work outcomes from the perspective of self-determination theory which focused on IMP from the outcome of autonomy and authenticity that implied high morality perspective, can ensure more belief, commitment in the followers for better performance at the dynamic workplace. Based on the above assessed of prior researches, the present study predicted the following the hypothesis:

H_{1b}: Internalized Moral Perspective (IMP) is positively linked with employee commitment (EC).

4.2.3 Balanced Processing (BP) and Employee Commitment (EC)

Balance processing (BP) is based on the capability to take the opinions of others with logical essential data and before making a decision a leader focused on the views of committed subordinates (Gigol, 2020). Ortiz (2020) asserted that balanced processing (BP) concerned with the analyses of information objectively, even though the received information include any opposite meaning for a leader's self-trust and understandings. Again, BP is applicable for the organizational context as it indicates positive managerial behaviours i.e., avoidance of nepotism, favouritism, listening capability to consider of thoughts of other employees and ignorance of biasness in the time of decision-making (Yamak, 2021). Moreover, Balanced processing (BP) is the eligibility of each employee to listen different view attentively and before making a decision, balancing of all information and opinions; so that balance processing (BP) is a perfect approach of scrutinize of all information before taking any decisions and to overall controlling over individuals' psychological perceptions and thoughts (Zeb et al., 2020). Balanced processing (BP) reveals how much an individual is capable to analyse available logical information to reach the objectives before making any organizational decisions and differentiating unique views for challenging the positions of employees (Ribeiro, et al., 2020). Because, balanced processing (BP) with individual perceptions is the major tool to demonstrate the strength of an employee which express the objectivity in the time of data analyses by the relevant information that aligned the analysis of all available information and data before reaching a final organizational decision where commitment and works of employees reveal a growth reflection (Zia-ur-Rehman et al., 2020).

Leroy, Palanski & Simons (2012), evaluated a study on balanced processing (as a part of authentic leadership and behavioral integrity) refers to leader behavior which showed that leader try to analyze situation and consequences which was posited to be an important driver

of employees' commitment (i.e., affective, continuance and normative) and follower working performance in the organizational culture practices ethically. Wong & Laschinger (2013), conducted a study at Canada and London, argued that leaders who are authentic, use balanced processing by requesting from followers' adequate efforts (input) and perspectives, both positive and negative, prior to make important decisions. Giallonardo and Wong (2010), demonstrated that Balanced Processing (BP) has role playing combination of employee engagement with self-commitment and job satisfaction with effective performance that defined in the extent to which employees like their jobs.

Akuffo and kivipold (2021), assessed on Balance processing (BP) that constituted a link of self-awareness with decision-making for taking and evaluating all positive, significant and negative information provided by each employee about themselves while Zins (2020), identified the two variables that could be referred for internal competency and management of positive behaviour that are eligible enough to depict the boost performance of institutional tasks of employees. As Balanced Processing (BP) illustrated or abbreviated to foster strong moral standards within the working environment of an organization, so that organizational employees observed to each individual for moral support and stimulating working-energy positively (Idris, & Suleiman, 2021). Again, Balanced processing (BP) is the process of self-concerned information before decision making to reach the objectives while a leader is seeking alternative to face challenges by ones that associated with the deeply helpful positions to achieve purposes (Steffens et al., 2021). Balance processing pathos or spur employees to perform their best to keep the employee's commitment by the task performance for seeking a new another best job where working techniques or method, new instruments of works must be capable to support and complete of distributed task among the employees (Idris & Suleiman, 2021). Now, from the above relevant and prior assessed literatures, the following hypothesis has been developed:

H_{1c}: Balanced Processing (BP) is positively related to employee commitment (EC).

4.2.4 Relational Transparency (RT) and Employee Commitment (EC)

The aftereffect or sequel of discoveries from the earliest literatures, the studies on Relational Transparency (RT) is anticipated for the contribution to the main text body of existing reviewed literatures. The definition of Relational transparency (RT) is integrity, honesty and the ignorance of ulterior one-sighted desires in relations with each other's (Nasab & Afshari, 2019). Practices of RT is the elevation of public information divers and it is the right and transformational relationship with the openness of information sharing (Zeb et al 2020). Again, this Relational transparency (RT) can be expressed as individual actual feelings, views and thoughts, where inflicting attention, confidence and beliefs from others is a sequel of such openness of the leader-members when they work as committed employees in an organization or state (Supriyadi et al 2020).

Relational transparency (RT) is one of the components of authentic leadership including Self-awareness, internalized moral perspective, and Balance processing which make the employees to assimilate or imbibe innovative behaviours and attitude among employees i.e., leaders and subordinates (Phuong & Takahashi, 2021), by which employee commitment can be worked as internal strength to perform the distributed tasks for the promotion and growth. Marinakou & Nikolic (2016), conducted a study that simplified AL behaviors with an emphasis on relational transparency (RT) for identifying the ethicality of leadership to develop commitment and employee's performance in the dynamic working place. In this context, Idris and Sulieman (2021) asserted that committed employees are the 'accumulated power' that conducted an organization with the support to each other for achieving organizational goals, and by providing the essential guidelines and supports what the committed employees need.

Relational Transparency (RT) constituted the approaches that's how perfectly each of individual employee openly express or disseminate information, timely explore the genuine spirit, sincere & honest emotions, feelings, opinions and thoughts to committed leaders and subordinates (Ribeiro, et al., 2020). RT is the showcase of one's actual feelings, views and thoughts, thereby delivering confidence and believe from others as a result of such openness, that's why commitment also works strongly, for necessary information openly shearing (Supriyadi et al 2020); so that individual employee always expressed committed-emotions that must be in congruence with the employee's perseverance over task performance and employee's commitment. It is clear that relational transparency (RT) in organization is a process to transmit information and opinions between committed employer and employees, among of which are members, colleagues, subordinates, and followers whose have the willingness to align each other (Gigol, 2020).

Furthermore, relational transparency (RT) referred as accountability in the connection with followers and members where ideas, views, decisions, thinking of a leader can be transparent and made high commitment, thus, followers' performance and members commitments must be enhanced according to the necessity or requirement of an institution or organization (Wang, Luthans & Wang, 2014). Practices of such kind of behaviour's nature is the revelation of directing or diving information publicly and then relational transparency (RT) is a perfect and transparent ways for sharing information that may enhance the commitment of the employee (Zeb et al 2020). On the other hand, relational transparency (RT) is the employee's intentions to transmit information each other, so, the study of Whitehall, Bletscher and Yost (2021) showed that transparency of information has the statistic significant and important effect between the pre and post-tests on the different areas of industries' that revealed positive effect due to the sizes of respondents.

Relational transparency also promotes a good level of attention, sincerity and honesty of the employees internally by which Organizations can ensure commitment, growth and development that are in accumulation for increasing inspiration, empowerment, and employees' motivation through the accomplishment of the organizational purposes or goals (Naeem, 2020). Hence, considering the existence of committed Employees' whose have important influence or impact to an organization that related to the progress and development for making active and surviving an organization (Idris, & Suleiman, 2021). In the present study, abbreviation of Self-Awareness is SA, Internalized Moral Perspective is IMP, Balanced Processing is BP and Rotational Transparency is RT, all of these four factors have a significant relationship and direct or indirect impact on the committed leaders, subordinates, followers, members as well as employees according to the assessment of the economic growth and development rapidly in global world. So, the observing hypothesis of RT and EC as under:

H_{1d}: Relational Transparency (RT) is concerned positively with employee commitment (EC).

4.3 Authentic leadership (AL) and Employee Performance (EP)

Most of the relationship between authentic leadership and work-related outcomes has been studied on an individual level by a number of researchers. However, Xiong and Fang (2014) conducted an empirical study at the group level using data from Chinese companies. The results showed that each of the four dimensions of authentic leadership (SA, IMP, BP, and RT) as well as authentic leadership overall had a significant impact on collective efficacy and group performance.

Bass, et al., (2003), implied that the progress of employee performance depends upon the authenticity of a leader which is operational, status related, and in case of key role of a leadership- credibility is the most prominent element to motivate high performance of the

employees. Again, there is another theme that a leader who is transformational, treated as psychoanalyst carried the features of learning, comprehending and analyzing the thoughts, attitudes, minds and intentions of the employees or followers to achieve the outcome-based decisions which may support for augmenting the level of performance of employees (Qaisar & Sara, 2009). Actually, leadership i.e., authenticity in leadership can pursue a democratic practice and trustiness to solve any critical issues between the employer and employees in the organizations or institutions. The diagnostic knowledge, capabilities and skills of the leadership that may be intrinsic, extrinsic or gained, are extremely acceptable for resolving the critical issues linked with individuals and organizations (Vathsala et al., 2011); because, the employees' performance is directly proportional to the capabilities and effectiveness of the leadership. On the other hand, through the powers of comprehension, planning and motivation, analyses, transformation in leadership, argue the mercury level of the employees' output and performance (Iqbal, Anwar & Haider, 2015; Khan, & Nawaz, 2016).

The conceptualization of authentic leadership (AL) is assessed recently, where few empirical research studies aligning authentic leadership with ethical practice, work attitudes, progress and outcomes; but very less number of research studies were developed in the sector of health care which depicted the positive and crucial relationships between the AL (originated in leading) and organizational performance (Clapp-Smith et al. 2009), citizenship behaviors in organizations (Peus et al., 2012), empowerment in the context of psychological engagement (Walumbwa et al. 2010; Carsten & Bligh, 2008), managerial trustiness (Clapp-Smith et al. 2009; Walumbwa et al. 2010), commitment in organizational practices (Peus et al. 2012), and the activities involvement (Carsten & Bligh, 2008) have been demonstrated utilizing samples and information from various sources or fields, for instance service-sectors, finance, whole-sale, retail, and feedback corrections (Wong, & Laschinger, 2013).

Previous theory and research building denoted that authentic leadership could influence the performance of followers' (Lord & Brown, 2003), and there was an expectation that AL has a positive effect on follower performance. Authentic leadership (AL) behaviors accordingly included the values and strive to reach openness, truthfulness and sharing in relationships between the leader and followers performance (Gardner et al., 2005; Kernis, 2003). Again, authentic leadership can be directed by examples, and demonstrated the transparency in decision making (Avolio & Gardner, 2005). Leading or directing by examples demonstrated a leader's careful commitment to the works and provided guidelines to followers for learning how to handle physically and emotionally to be connected with work performances' and cognitively attended & vigilant during the time of performance (Wang, et al., 2014; Luthans & Avolio, 2003). Recently, theory or theme building is a procedure to formulate the underpinning mechanisms of Authentic Leadership (AL), in this perspectives, many special issues edited by Avolio & Gardner, 2005; Avolio & Walumbwa, 2012) because, normally, researches supported that AL logically stimulated and influenced the performance of followers' with effectiveness.

The better understanding and sharing of ideas of the employers, followers' build personal, and contextual variables that may impact the authenticity in leadership and follower performance that are vitally essential (Sui et al., 2014). Authentic leaders can develop and influence the subordinates or followers by affiliating the employees with positive and acceptable and psychological states that's patronize the performance of employees (Gardner & Schermerhorn, 2004). In this extent, employees may distinguish the degree to receive and influence the followers that may create a curiosity whether authentic leader can uniformly affect the performance of the subordinates; thus, the path of stems in respect to employee performance is complementary congruity (Grant, Gino, & Hofmann, 2011).

Authentic leadership (AL) behaviors have been focused on employees' performance through ethical working behaviors of leaders (Palanski, Kahai, and Yammarino 2011; Simons *et al.* 2007; Walumbwa *et al.* 2008). Allen and Meyer (1990) generated a positive attachment and identification of authentic leadership behaviors with employee performance within the organization while Walumbwa *et al.* (2011) stated that authentic leaders positively interact in an open and non-defensive way with the member-employees and thus present themselves to followers as vulnerable and this vulnerability engenders in member-employees trust in leaders that developed an integral relationship between authentic leaders and employee performance.

Walumbwa *et al.* (2010) stated that ethical practices of authentic leadership behaviors are likely to recommend the members or followers, because the affect and creativity as the role models of followers where AL intend to attribute differently strong and positive qualities to a leader, employee's values and beliefs are internalized; and in this regards, authentic leader behaves consistently with the employees.

Accordingly, Avolio *et al.* (2004) asserted that the authentic leadership behaviors reviewed by followers for attaining guidelines with best moral standards, and features by honesty, fairness, and integrity to deal with followers. For the above reasons, such kind of leaders are capable to stimulate internal values shared among the members or followers by the way of transparency, acceptancy, positivity, and highly reliable ethical standards. As a result, the followers are stimulated or motivated to explore positive behaviors, and carry an observation of self-worth, efficacy and obligation for reciprocating (Ilies *et al.*, 2005; Yukl, 2002). Additionally, the theoretical understanding for the authentic leaders who conveyed a positive and significant impact on the performance of followers, and empirical supports are also raising Walumbwa *et al.* (2008, 2011). Again, Walumbwa *et al.* (2010) assessed recently that found AL behavior is

importantly and positively linked with job performance (supervisor-rated), organizational citizenship behavior, and work involvements.

Furthermore, in the context of managerial literature practitioners', George (2003) revealed that an authentic leader can motivate followers by the ways of responsibilities, modeling, and transferring positive outcomes or results over the extended period (Wang, et al., 2014). Drawing the theoretical, practical and empirical literatures this reciprocal, trusting relationship between leaders and employees sets the stage for personal and social identification for ensuring member-employees' commitment and high performance (Walumbwa *et al.* 2010; Avolio *et al.* 2004). So, the second major explicit hypothesis from the above, has been derived as under:

Hypothesis (H₂), *Authentic leadership behavior is positively associated with employee performance which has been measured by the perceptions and opinions of respondents from selected higher educational institutions.*

4.3.1 Self-Awareness (SA) and Employee Performance (EP)

Carver (2003) interpreted that self-awarded employee consistently outperformed with the greater percentage than those performed with a lower percentage, during the job period in the companies or firms. As self-awareness (SA) has the organizational contributions and played important role for employees' development; in the context of SA, Hasanah and Mujanah (2020) conducted a study on Self-Awareness, servant leadership, competence, organizational commitment and performance where the results analysis showed that there was a significant influence or effect on employee performance by servant leadership, but there was not significant effect or influence on the competence of employee performance by Self Awareness (SA); the study had a main purpose to scrutinize the influence or effect of Servant Leadership, Competence and Self-Awareness on Commitment of Organizations and Performance of the Employees at Bangkalan State, Indonesia.

Another study observed by Okpara (2015) investigated about relationship between self-awareness (SA) and organizational performance of the employees in banking industry, Nigeria; the major findings of the study, delineated that self-awareness (SA) positively impacts the performance of the employees in an organization (where organizational performance assessed by net-profit and return on investment and market share); therefore, it was, recommended that concerned organizations should provide sufficient trainings to the managers or employees for acquiring the competencies aligned with self-awareness (SA). Additionally, an important study explored about the associations between the leaders' self-awareness (SA) behaviour and attitudes, and performance of the employees or subordinates; the assessment on this study denoted that the subordinates (employees) of underestimators and those (employees) in-agreement, acquired significantly a high level of effectiveness or productivity than the performance of subordinates of leaders who overestimated the capability of leadership (Moshavi, Brown & Dodd, 2003) {noted: underestimator, in-agreement and overestimator are the three kinds of leadership}.

Due to the statement of Baron, Bramscombe and Byrne (2008) and, Hasanah and Mujanah (2020) there were several forms or approaches of self-awareness (SA) which included: a) Subjective Self Awareness (SA) that indicated an individual's capability to distinguish between self-individual (internally and physically) and surrounding environment. b) Objective Self Awareness (SA), that is Interpreted as attention, awareness of the state of mind of individuals that he/she has to take as object of works performance, and if one believes on self-knowing that means he knows, and if one think to remembers that means he can perform by remembering. C) Symbolic Self Awareness (SA), where an individual's capability to construct a concept of abstract within the self through language. This efficiency makes individuals capable to communicate, cooperative (establish relationships), set goals or objectives, evaluate

results and feedback, and develop attitudes related to selves and be capable to defend and face opposite communications that may threaten the overall employees.

Accordingly, Employee performance (EP) is the functional factor of interaction between capability and motivation. In the attention of this study, management of employee performance (EP), associated with some things required importance and consideration because, the performance of an individual employee in an organization is the part of organizational performance, and can be determined the organization performance of employees (Robbins, 2005). Meanwhile, there were five (5) indicators to examine or measure individual employee performance, for instance: a) Quality: Quality of works, must be measured by employees' perceptions with quality of works that produce and make perfection of duties or tasks on employee knowledge, skills and abilities. b) Quantity: It can be expressed as the number of amounts produced in terms of number of units, the number of activities in a works-cycle completed. c) Timeliness: means within the stated time, what can be the level of activities an employee accomplished from the start of performing time, observed from the works of coordination with results or output that maximizing the available time for activities of other. d) Effectiveness: It Is a level of usefulness of the resources of an organization (resources: manpower, raw materials, money, market and technology) maximized to enhance the output of each unit for using the resources. e) Independence: this is a level of the employees' capability to convey the functional works which are imposed on them; these five indicators were assessed by Hasanah and Mujanah (2020).

Shahzad, Sarmad and Abbas (2011), examined a study on the impact of self-awareness and employees' performance at the telecom companies which found a significant association between self-awareness and employees' performance. Jamali, Sidani and Abu-Zaki (2008)

assessed the variations of SA with the sample of managers and employees and the findings showed an association of SA, empathy and social skills with significant managerial position. Law et al., (2008), examined the extent to which self-awareness (with emotional intelligence) has an effect on employees' job performance among research and development in the computer companies in China. The study found that the SA is a significant predictor of job as well as employee performance. Again, under the second major explicit hypothesis (H_2), the relevant specific hypothesis (H_{2a}) has been forecasted below:

H_{2a} : Self-Awareness (SA) is positively associated with employee performance (EP)

4.3.2 Internalized Moral Perspective (IMP) and Employee Performance (EP)

In case of IMP and EP, an internalized moral perspective (IMP) expressed how reliably an individual is conducted by standards of morality, values with team and societal pressures in organization and how the decisions and behaviours at performance level argue with the moral values internally (Ribeiro et al., 2020); while within an organization, internalized moral perspective (IMP) portrayed functions that are constituted with the morality of employees and trusts which are able to build an employee's task performance.

Leroy, Anseel, and Gardner (2015), conducted a study on authentic leadership that focused on an association between IMP and work role performance of the employees which identified that morally internalized leaders can interplay a positive relationship with the followers, which, in turn, are positively related to followers' work role performance. Result of cross-level interaction indicated that AL (including an aggregation of IMP leaders) strengthened the relationship, between a leader and follower's basic need satisfaction with follower work role performance. Another important study assessed by Leroy et al., (2012) argued that IMP has a vital role for decision making from one's core of beliefs and integrity which positively increase

a follower commitment and performance; so that, IMP could highly effect the employee's task performance in several organizations (Akuffo & Kivipöld, 2021).

Toor and Ofori (2009), contextualized the IMP as it is a dimension of AL which concerned with ethical leadership and key attributes of positive leadership behavior for the contemporary performance development of the employees in an organization. He also analyzed that as leadership should be ethical in order for people in the organization to follow the leaders. Leaders must exhibit the highest IMP standards and ethical conduct in their daily conversations, actions, decisions, and behaviors in order for the organization to be effective and successful over the long term. Wang et al. (2014) looked at the mediating and moderating effects of followers' positive psychological capital & leaders-members exchange can influence a relationship between AL (including SA, IMP, BP & RT) and followers' performance. The research discovered a favorable connection between IMP and followers' performance which was conducted in China and USA. Xiong and Fang (2014), evaluated a study concerned with an empirical study in China looked at genuine leadership, group efficacy, and performance. The study interpreted those authentic leaders, possess a profound awareness of their own and others' moral values, views, skills, and abilities in the eyes of their followers, and where IMP of AL rather than external moral standards and principles, a leader is led by external demonstration. From the above scrutinized literatures, the following assumed hypothesis has been depicted:

H_{2b}: Internalized Moral Perspective (IMP) is positively linked with employee performance (EP)

4.3.3 Balanced Processing (BP) and Employee Performance (EP)

Balance Processing (BP) has an important or significant association with the performance of employees' tasks-activities in an organization. The variables of BP interpreted as an extension in the quantity or volume of available literatures on relational transparency (RT) as well as other components of authentic leadership, demonstrated an alignment with employee's performance (Mira & Odeh, 2019).

Many prominent or eminent scholars have the different opinion, perceptions and views for the employees to sought and getting internal performance and criticism about the oppose viewers in the organization that stated ethics, trustiness which are showed the capability of culminating towards the employee performance. So that, employee who carry high perception for balanced processing with trustiness, in that case, organization can act fairly and objectively, while the employee realizes about the equalization with others, thus, the employee can be motivated and feels enthusiastic to perform works, and then employees can be utilized with the highest capability to actualize the task-performance (Supriyadi et al., 2020). For embracing the opposite points of views to evaluate the opposite information can be executed through decision process for the easiness to performing given task of the employees (Idris & Suleiman, 2021) while this quality or virtue is recognized to increase sequel to open context of differentiating many individual's views that are able of granting information and sound decision through the employee task performance. Balanced processing (BP) synchronized the ways of evaluating relevant information and opinions before taking a decision and ending of works (Roncesvalles & Gaerlan, 2020).

Akuffo and Kivipold (2021) simplified a research study and revealed that Balance Processing (BP) has been measured under the internal competence of a leader who directed the activities of authentic leadership. The results from Akuffo and Kivipold studies denoted that the external competences are essential for Balance Processing (BP), and there is a positive and significant impact on organisational productivity, job satisfaction and organisational performance with perceptions. The study also showed that sometimes organization scamp the ideas, information, techniques i.e., all the information subjectively and objectively, provides feedback that extremely necessary for performing work and task-activities of employees. Additionally, Purwanto et al. (2021) assessed that conscious employee who carried high perceptions of balance processing (BP), able to perform better than others by the sense of performance.

Balanced Processing (BP) could be influenced socialization through increasing peer support as in the case of positive interpersonal relationships between the organizational leaders and subordinates (employees), causing new or processes employees engagement or adaptation to gain emotional and instrumental support from the peers for the intention to provide best performance, and the supervisors consider all views or opinions and refer the star performers for recognizing as they deserved and mentioned (Filstad, 2011). Now, from the above scrutinized reviews of literatures of BP and EP, the following hypothesis has been predicted:

H_{2c}: Balanced Processing (BP) is positively related to employee performance (EP).

4.3.4 Relational Transparency (RT) and Employee Performance (EP)

The concept of Relational transparency implied that real self-personality of an organizational members has the motive to reach aims by promotional task performance of employees. Balogun et al., (2020), implied that Relational transparency (RT) is the share of opinions openly which

is showed by an employee through the followers (Wong & Laschinger, 2013); where employee systematically balances own beliefs, principles, and thoughts with the correct emotional exploration which is berth of employees' performance. Relationship of task performance of the employees is able to foster trust among the organizational members by promotional activities and RT also demonstrated individual's actual self- thoughts and feelings what an employee realized (Roncesvalles & Gaerlan, 2020).

Relational transparency (RT) referred as a real self-personality to the subordinates or members of an organization with the purpose of developing task and professional performance. Relational transparency (RT) is the intention of employees to energise the organizational members or subordinates to demonstrate positive gestures willingly on the task performance of employees (Idris & Suleiman, 2021); while individual employee expressed feelings, emotions for congruency of perseverance and performance to achieve goals. In this context, Akuffo and Kivipold (2021) investigate in a study that external competences and Relational transparency have a positive and significant effect on employee's productivity, satisfaction as well as organisational performance. Moreover, Anitha (2014), has evaluated a study on the determinants of employee engagement and their impact on employee performance which interpreted a fair and transparent matter of relational transparency (RT) for emphasizing a team and co-worker relationship to get vast performance of the employees in different productive firms or institutions.

A conducive or patronizing working environment, develops the employees to perform the committed works with open minds of concerned employees that conveyed open doors for each individual's innovative behaviour and ease work & task performance (Idris, & Suleiman, 2021). Rego et al. (2012), conducted different studies concerning authentic leadership where relational transparency (RT) has been explained clearly, as multi-type determinants which has

an alignment with other variables while it is explored such as ‘a pattern of transparent leader and ethical leader’, or transparent leader and integral leader etc. for accomplishing multitasks of ensuring employee performance. So that, the relevant hypothesis in the context of literatures assessment has been developed as under:

H_{2d}: Relational Transparency (RT) is positively influenced by employee performance (EP).

4.4 Development of Hypotheses with Concerned Variables

The above assessed and developed Hypotheses can be presented briefly for the chronological view of all hypotheses at a sight for well interpretations of result analyses and findings. Hence, the depicted major and other relevant hypotheses are;

Hypothesis (H₁) *Authentic leadership behavior is positively related to employee commitment which has been measured by the perceptions and opinions of respondents from selected higher educational institutions of Bangladesh.*

Under this major explicit hypothesis (H₁), the other relevant hypotheses are;

H_{1a}: Self-Awareness (SA) is generating positive association with employee commitment (EC).

H_{1b}: Internalized Moral Perspective (IMP) is positively linked with employee commitment (EC).

H_{1c}: Balanced Processing (BP) is positively related to employee commitment (EC).

H_{1d}: Relational Transparency (RT) is concerned positively with employee commitment (EC)

Hypothesis (H₂), *Authentic leadership behavior is positively associated with employee performance which has been measured by the perceptions and opinions of respondents from selected higher educational institutions.*

Again, under this second major explicit hypothesis (H₂), the specific hypotheses are;

H_{2a}: Self-Awareness (SA) is positively associated with employee performance (EP)

H_{2b}: Internalized Moral Perspective (IMP) is positively linked with employee performance (EP)

H_{2c}: Balanced Processing (BP) is positively related to employee performance (EP)

H_{2d}: Relational Transparency (RT) is positively influenced by employee performance (EP).

By thorough assessment of the extensive literatures of different constructs of AL (SA, IMP, BP and RT), EC and EP, the most relevant and logical hypotheses have been formulated. Now, an accumulated literature on the relationships or links or associations between AL, EC and EP has been depicted briefly:

Relationship between AL, EC and EP to support the developed hypotheses

Authentic leadership has been demonstrated to inspire follower affective organizational commitment, performance, and organizational citizenship behaviors through trust in the leader and identification with the leader (Walumbwa et al. 2008, 2010, 2011). Since they communicate in an honest, open, and non-defensive way leaders make themselves vulnerable in front of their followers. This vulnerability increases followers' trust in leaders and increases their readiness to be exposed (Walumbwa et al. 2011). It is on the basis of this reciprocal, trustworthy relationship between leaders and followers that followers and leaders can establish personal and societal identification (Walumbwa et al. 2010). Followers will gain knowledge of, appreciation for, and familiarity with their leader's personality, needs, and desires (personal identification), as well as their role as a leader and, as a result, as a representative of the entire organization (social identification). Employee commitment will be impacted by this identification (Avolio et al. 2004).

The body of knowledge on both moral behavior and sincere leadership has claimed that follower performance is driven by leader integrity. However, despite similarities in conceptualization and methods, no study has looked at how integrity in behavior and real leadership interact to influence follower performance. Another study discovered that follower

work role performance is connected to genuine leadership and moral character in leaders, entirely mediated by adherence-related organizational commitment. When ethical organizational culture is taken into consideration, these linkages persist (Leroy, et al., 2012). Under the more general heading of "leader integrity," which refers to those virtuous traits that are significant in defining leadership character, genuine leadership and behavioral integrity in leaders (factor of SA) have been investigated (Palanski and Yammarino 2007). Similar to how perceived trust in and happiness with the leader, as well as follower emotional organizational commitment, have been shown to promote organizational citizenship and follower performance (Dineen et al., 2006; Palanski and Yammarino 2011; Simons et al., 2007).

To be more precise, good organizational behavior, also known as positive organizational scholarship, has been expanded to include both AL (genuine leading) and integrity (Luthans & in character (Youssef & Luthans, 2007). This optimistic perspective on workplace behavior highlights the human qualities that fuel efficient performance in the complicated and unstable workplaces of today (Bakker & Schaufeli, 2008). Ancient or past studies have demonstrated that ethical behavior and effective leadership both predict similar levels of follower behavior (perform) through related theoretical approaches (Leroy, Palanski & Simons, 2012).

Based on assessed approaches justifications, we anticipate that behavioral integrity perceptions will act as a mediator between authentic leadership and follower affective (AC) institutional commitment. Further evidence for this claim comes from earlier studies that shown that follower affective organizational commitment and trust in the leader are both influenced by the leader's behavioral integrity (Palanski & Yammarino 2011). According to Avolio and Gardner (2005), the theoretical principles of constructive social interactions and the subordinates' personal and social unification with the leader can help us grasp the connection between AL

(authentic leadership) and follower affective organizational commitment. The employee's strong emotional tie to concerned with the organization might be characterized as their affective organizational commitment (Allen and Meyer 1990). Employees that feel personally connected to the company are more engaged than others, eager to put in extra effort, take the initiative, and adjust to changes (Griffin et al. 2007).

Institutional affected commitment occurs when employees pursue goals at work because they want to, not because they think they should have to (as opposed to employees who experience continuous commitment and normative commitment). As to Gagne and Deci (2005), those who don't have intrinsic work drive and play a significant influence in motivating both in-role and out-of-role activities that are crucial in the contemporary workplace. Additionally, the relationship between a leader's integrity and how well they perform in their work roles is mediated by their employees' dedication, which may be a reflection of their own intrinsic desire for the job (Meyer et al. 2004). Additionally, group trust, identification with one's boss, and follower emotional commitment have all been linked to authentic leadership (Walumbwa et al., 2008; Walumbwa et al., 2011). Griffin et al. (2007) described performance in the following work role as adept, adaptable, and proactive work behaviors and claimed that these behaviors are especially effective in an unpredictable work environment.

4.5 Explanation of Hypothesized Theoretical Framework

The study is assessing the impact of Authentic Leadership Behavior on Employee Commitment and Employee Performance at different educational institutions in Bangladesh. So, to reach the purposes, on the basis of aforementioned objectives, explanation of literature reviews and hypotheses, the following hypothetical model has been developed:

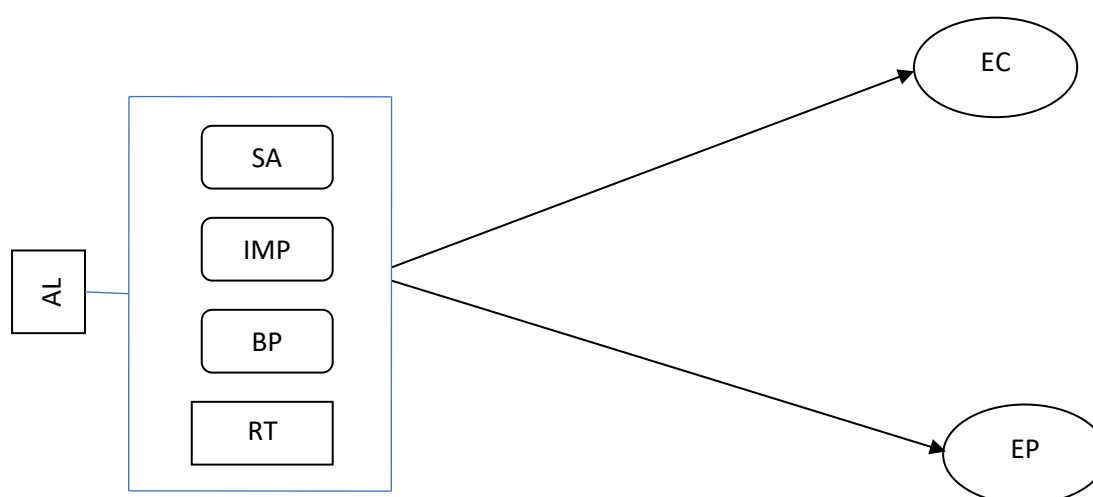


Figure-1: Conceptual Hypothetical Model. Where, SA= Self –Awareness, IMP= Internalized Moral Perspective, BP= Balanced Processing, RT= Relational Transparency, AL= Authentic Leadership, EC= Employee Commitment, EP= Employee Performance.

Source: Author’s own contribution, 2018

Figure one showed that the study develops a theoretical hypothesized model to reach the purposes which has been illustrated with three major constructs i.e., Authentic Leadership (AL), Employee Commitment (EC), and Employee Performance (EP) where AL concerned with four major indicator variables i.e., Self-Awareness (SA), Internalized Moral Perspective (IMP), Relational Transparency (RT) and Balanced Processing (BP). The model has been developed based on objectives, literatures and hypotheses. It has shown that AL (with its four dimensions such as, SA, IMP, BP, and RT) is directly and positively related with EC (AL \longrightarrow EC). Accordingly, AL (with its four dimensions, for instance SA, IMP, BP, and RT) has an impact on EP as well as AL is positively related or linked with EP (AL \longrightarrow EP).

And after gathering data and information, and in the time of result analyses, the model has been specified with 1st order CFA, 2nd order CFA, measurement model as well as SEM analyses which systematically showed the empirical way of relationship with impacts of exogenous (AL) and endogenous (EC and EP) variables or as constructs. This theoretical model can be briefed as an ‘A-C-P’- model where ‘A’ indicated the authenticity of a leader; ‘C’ denoted for

commitment of the employees which must be ensured by an authentic leader; and ‘P’ indicated the performance of employees that may assured by an authentic leader.

From 1st order CFA and 2nd order CFA analyses, the study examined the results of χ^2 (chi-square)/df (degrees of freedom); GFI, NFI, CFI, TLI and RMSEA- for measuring the good fit of data as well as model i.e., model fitness (see figure- 22 and table-29). The model has been illustrated again with the following diagram;

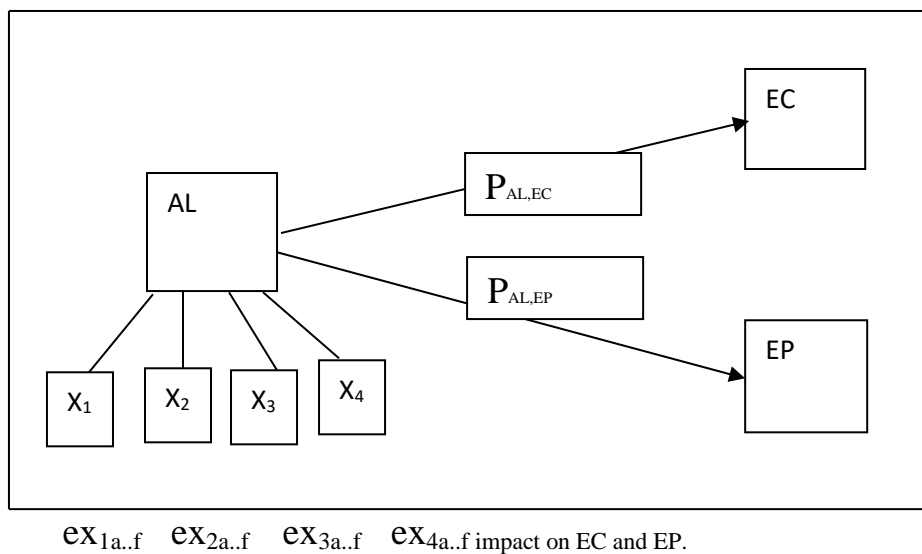


Figure-2: Conceptual Theoretical Model. Where, X₁= SA= Self –Awareness, X₂= IMP= Internalized Moral Perspective, X₃= BP= Balanced Processing, X₄= RT= Relational Transparency, AL= Authentic Leadership, EC= Employee Commitment, EP= Employee Performance. e = error term. P= Value of P; a.. F = Six items under the respective variable(factor).

Source: Author’s own contribution, 2019

Figure- two demonstrated that the equational relationships between AL and EC, and AL and EP are positive and directly aligned. The equations measured the relationships that have been presented in the following way;

$$Y_1(EC) = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \beta_4\chi_4 + \dots\dots\dots e. \text{ And,}$$

$$Y_2(EP) = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \beta_4\chi_4 + \dots\dots\dots e. \{ \text{Where } \chi_1 = SA, \chi_2 = IMP, \chi_3 = BP, \text{ and } \chi_4 = RT; \beta_1, \beta_2, \beta_3, \beta_4 = \text{Regressions Coefficients, and } \beta_0 = \text{Constant (Coefficients)} \}.$$

Hence, it is cleared that the main constructs and latent constructs (variables) can be measured by the identified equations though this study synthesized the model of this study for the model fitness by the measure of SEM. Thus, for the current study, the analyses of EFA, CFA,

Measurement-Model, and then finally SEM is essential, logically, systematically, and relevantly. Because, SEM reveal a better way of empirically examining a theoretical model (Hair, et al. 2010), and the theoretical model as well as model fitness (figure-1 and 2 can be scrutinized or examined by better way i.e., SEM) of this study can be depicted with more perfectly than this traditional regression (coefficient) equations analyses. Now the following illustrations with supportive literatures have been assessed for drawing a good remark about the developed model of present study:

Specifically, the study argues that authentic leadership (AL) defined with behavioral integrity which foster member-follower identification with the organization, thus driving & affecting employees' organizational commitment, in turn, employees' commitment helps to understand how leader integrity drives member-followers' work performance (Leroy, Palanski, & Simons, 2012). Moreover, AL construct with its four dimensions (SA, IMP, BP and RT) have been demonstrated to be favorably correlated with personal identification, effective leader modeling, follower job satisfaction, trust & ethicality in leadership, member-follower work engagement, member-follower work happiness, for assuring employees' commitment and performance, among other things (Gardner et al., 2011).

The above supportive literatures, documentations, concepts, issues and, approaches from distinguished & prominent scholars, researchers, authors or academics; it has been identified that, though there are some exceptions in opinions, AL construct with its four dimensions (SA, IMP, BP, and RT) have an association or concerns with employees' commitment (EC) and employees' performance (EP) from many perspectives at different countries in the world.

Summary

The chapter four has been illustrated basically for the formation of hypotheses of concerned various variables of authentic leadership (AL), employee commitment (EC) and employee performance (EP). For the purpose of developing hypotheses first of all the present study assess the literatures on authentic leadership (AL) and employee commitment (EC), and under the major explicit first hypothesis, the study scrutinizes more relevant literatures on the constructs of authentic leadership (SA, IMP, BP and RT) with employee commitment (EC) separately and specifically by different sections such as 4.1 Introduction, 4.2 Authentic Leadership and Employee Commitment, 4.2.1 Self Awareness and Employee Commitment, 4.2.2 Internalized Moral Perspective and Employee Commitment, 4.2.3 Balanced Processing and Employee Commitment, 4.2.4 Relational Transparency and Employee Commitment. Accordingly, for developing second major hypothesis, the current study observed literatures on authentic leadership (AL) and employee performance (EP) and under the second major explicit hypothesis, the study assessed the linked literatures particularly on the different constructs of authentic leadership (SA, IMP, BP and RT) and employee performance (EP). The concerned section, sub-sections are: 4.3 Authentic Leadership and Employee Performance, 4.3.1 Self Awareness and Employee Performance, 4.3.2 Internalized Moral Perspective and Employee Performance, 4.3.3 Balanced Processing and Employee Performance, 4.3.4 Relational Transparency and Employee Performance, 4.4 Development of Hypotheses with concerned variables, 4.5 Explanation of Hypothesized theoretical framework. And the summary is concluding remarks of the chapter four that is the very short brief about the structure of formulating hypotheses on the relevant constructs of authentic leadership, employee commitment and employee performance.

Chapter-Five (5): Research Methodology of the Study

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- Summary

5.1 Introduction

The chapter mainly emphasized on the research design (with research assumptions, research approach and purposes, strategy), research technique and procedure, most important section- data collection procedure or method, instrumentations, overall sampling techniques and design, and data analyses technique and procedures. Methodology has the goals are to connect the conceptual foundation formulated for the current research study with exploration of experimental finding depicted to after this chapter (next). So, it is a very important chapter for knowing the road of this research journey from the starting to reach the destination of this particular research study and this chapter is also concerned with some key role-played sections and essential sub-sections concerned with this chapter of current research (see the chapter outlines).

5.2 Research Philosophy

The research philosophy communicates extremely significant presumptions about the method or lens through which the world is examined (Saunders, Lewis & Thornhill, 2011). A previous assumption of research philosophy that was viewed by Johnson and Clark (2006), “the important issue is not so much informed as a philosophy in a research, research philosophy is how well one are able to reflect upon the philosophical selections defend the assumptions in relation to alternatives need to adopted” was also agreed by Saunders observation. It related with the nature of knowledge as well as how it has developed (Saunders et al., 2011). Accordingly, Saunders et al. (2011) also asserted that the major influence of research philosophy is most likely a researcher's own perspective on association or the link between process and knowledge of development of research. The **thoughts or assumptions** of research philosophy is mainly two types, first one is ‘**ontology**’ and second one is ‘**epistemology**’, which illustrated below:

5.2.1 Ontology

Science is the base of Ontology and it is the study of being real in nature or sometimes it is laboratory based evidenced (Blaikie, 2003). Particularly, ontology treated as the assumptions or approaches that particularly made by the social reality in nature, what it seems to be liked, claims about the issues what is existed, what units can be made its upper levels and how this units can be interacted with factors of each other (Blaikie, 2003). Actually, **Ontology** is engaged with the nature of actual-reality and raises the ideas or issues that researchers carry about the path, the world conducts and the commitment stand to specific views (Saunders et al., 2011).

In the management and business research, there are two aspects of ontology. These two aspects are supportable and acceptable to produce valid knowledge and for the many researchers or academicians. Objectivism is the first component of ontology, and subjectivism is the second. According to objectivism, social entities exist in reality apart from the social players who are interested in their existence. The social entity must be viewed as an objective entity in this context (Bryman & Bell, 2007). However, subjectivism promoted the idea that social phenomena are shaped by the views and subsequent behaviors of the social actors who are interested in them (Saunders et al., 2011). Once more, subjectivism involves a social construction that can be created from social actors' perceptions and roles (Bryman & Bell, 2007).

According to the practice of organizational culture, an objectivist trusts that organizational culture is an attribute that each organization possesses. In the view point of other, subjectivist assessed that culture is something that the structure "is" a consequence of

ongoing social processes law or regulations or enactment (Smircich,1983). The ontological aspect of the present study is objectivism.

5.2.2 Epistemology

The second main philosophy "Epistemology" is the philosophy of science underlying the knowledge-gathering process (Blaikie, 2003). It relates specifically to assertions made on methods for learning about social reality (Blaikie, 2003). A theory, science, or foundation for knowledge is epistemology (Blaikie, 2003). It relates to what is considered appropriate knowledge in the relevant subject of study (Saunders et al., 2011). It involves assertions regarding the manner in which existence is presumptively known (Blaikie, 2003). There are three epistemological orientations have dominated in the research in the social sciences field (Saunders et al., 2011) and these three branches or orientations or propensity of epistemology such as, **positivism, realism, and interpretivism** is explained as under:

5.2.2.1 Positivism

The positivist school of thought took the viewpoint of the natural scientist (Saunders et al., 2011). Remenyi et al., (1998), definition of positivism asserts that it comprises "engaging with an observable social phenomenon and the end product (output) of such study," which might be generalizations that resemble laws, much like those made by physical and natural scientists. In this regard, a researcher can assume or generate a research strategy, that may applicable to use existing theory to formulate hypotheses and these hypotheses must be tested and proved with significance or insignificance. By this way, part or refuted or whole research of a study can generate a further development of theory which may be again tested as per the requirement to reach the endline (outcome) of research; moreover, positivism focused on the quantifiable observations that lead to conduct a systematic statistical analysis (Saunders et al., 2011). Another way of positivism approach is that the research must be undertaken as far as possible,

in a way of 'value-free.' So, it can be frequently recommended or advocated that the positivist researchers would like to use a strong methodology that highly structured for facilitating or easy replication of a research study (Johnson & Gill, 2010).

5.2.2.2 Realism

Realism is a different philosophical perspective that is related to scientific inquiry and holds that reality exists completely independently of the mind. In this way, realism is opposed to idealism (Saunders et al., 2011). It is an epistemological subfield that resembles positivism. and it (realism) predicts a scientific approach for the knowledge development. There are **two forms** or types of realism to clear the assumptions underpin the data collection process and the understanding of collected data that particularly relevance for the management and business. The first form of realism is **Direct Realism** simplified as 'what one see is what one gets: the experience by which the sense portrays the world accurately. And the 2nd kind of realism is **Critical Realism** imply that what experience are sensations; in the real world the critical realism - is the image of a thing not a thing directly; critical realists identify how often one senses can deceive one (Saunders et al., 2011).

5.2.2.3 Interpretivism

For reducing complexity, the critical and positivist researchers may follow a 'series of law-like generations' with a view to conduct research as an interpretivist. Thus, Interpretivism advocates that the key role a social actor has to play due to the need for researchers to comprehend how people differ from one another; this can be done by directing study toward people rather than things like vehicles and computers. (Saunders et al., 2011). Interpretivism employed from the two intellectual traditions: phenomenology and symbolic interactionism, in which symbolic interactionism refers to a continuous process of interpreting the social world

around us and phenomenology refers to the way that a person makes sense of the world around them (Saunders et al., 2011).

As a person, human interprets every day's, they performed the social roles in accordance with the intent behind them. According to an interpretive philosopher, the researcher must adopt or adopt an empathic position (Saunders et al., 2011). According to some renowned academics, research in business and management especially in the fields of organizational behavior, marketing, and human resource management, is ideal for an interpretive methodology or motive (Saunders et al., 2011).

5.2.3 Axiology

Axiology is one of the branches of research philosophy that studies judgements about value. Though axiology includes values, it may pose in the field of aesthetics and ethics, it is the process of social enquiry with which researchers are concerned; axiology can provide the great role in case of values in all stages of the process, actually when research results to be credible (Saunders et al., 2011).

The main motive of a research to form an inquiry that reflects the philosophy of science or social science; the following differences found among positivism, interpretivism, realism, and pragmatism reflects on the philosophies of a research generally:

Table-4: Concept and Compare of main philosophies in managerial research

Research philosophies or Assumptions	Positivism	Realism	Interpretivism	Pragmatism
Ontology: is the observation of a researcher's on reality in	Outside observation, purposes and free-fair as social actors.	It is objective-based. It's the independent existence of the thoughts of Individual and	Socially consisted, Change, if necessary, subjective, multi-dynamic.	Outside-based, multidisciplinary, issues selected for applicable best answering

nature or held in society.		trusts or knowledge of researchers' realistic views (existence), but is explained through the social arguments (Critical realist)		of the question of a research.
Epistemology: is a researcher's observation about the constitution of acceptable knowledge	Only viewed phenomena can indicate credible facts, data, or events. Emphasize on reasonability and regulations like generalizations, removing phenomena to the elements simple.	Viewed phenomena indicate credible facts, data, or events, Insufficient facts or data means incorrectness in sensations (realism directly). Alternatively, phenomena make sensations which are free to misinterpretation (Realism Critically). Emphasize on interpreting within the contexts.	Meanings in subjects and phenomena in society. Highlight on the all-details of a situation these details conveyed the realities, motivational actions in subjective meanings.	Both or individual viewed phenomena and meanings in subjective can provide supportive knowledge depends on the question of a research. Emphasize on practical or realistic applied research, gathering different contexts to assist for interpreting the data.
Axiology: is the researcher's observation to search the role of values or morality in research	Research is taken under the account of a value-free path, the researcher is independent to maintain the stance of objective and the data.	Research is dependent upon value laden; a researcher is one-sighted by the viewed world, opinions, experiences of culture and upbringing. These facts must impact research in future.	Value bound Research, a researcher is the part of what has been researched, cannot be distinguished and then, it will be subjective	Research Values can play a long role in explaining outcomes, the researcher including both subjective and objective points of view
Techniques of data collection mostly used	Structured highly, broad samples, measurable,	Methods selection must fit the quantitative	Qualitative research, small samples, and in-depth	Research design followed the multiple or Mixed method,

	quantitative, but may be applicable in qualitative research.	or qualitative subject of research	investigations.	Qualitative and quantitative.
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Source: Compiled by the author, 2021 (adapted from Mark Saunders, Philip Lewis and Adrian Thornhill, 2011)

Table- four is the composition of research philosophies with various research assumptions from where the philosophy and assumptions for current study can be identified clearly, and the philosophy and assumption of this concerned study is prescribed below;

5.3 Applicable philosophy for current study

Research philosophy is the crucial term to predetermine and to examine a study with a valuable aspect. This all-encompassing phrase refers to the growth and character of knowledge. Important presumptions regarding a researcher's worldview are contained in the research philosophy. The research approach and the methodologies a researcher selects as a part of that strategy are supported by these hypotheses. According to Johnson and Clark (2006), business and management researchers must be mindful of the philosophical commitments a researcher can make through the selection of a research strategy because this has a substantial impact on both what to conduct and how to comprehend the topic under investigation.

The thorough assessment from the above thoughts of philosophy and from branches or orientations of research philosophy, researcher found that the aspect ‘objectivism’ from the thought of ontology, the branch ‘positivism’ and direct realism from the assumptions of epistemology- are suitable for the current study; as these are applicable in the field of management and business studies and this quantification approach of research.

The positivistic mode of inquiry, which seeks to understand how changes in one variable can cause changes in other variables (causal relationships), facilitates the attempt to get more output

from a researcher's input, according to Kim (2003). Additionally, empirically grounded techniques in the positivist paradigm reduce biases and values that may taint the research process. Investigating the positivistic approach results in knowledge that is externally legitimate. Last but not least, researchers employ a positivistic mode of inquiry that may be able to capture the disparity between the theories that already exist and the hypotheses that have been established; as a result, the prior concepts of challenges are accepted for resolving contradictions.

Positivism makes it easier to improve on relevant theories by asking respondents for more developing applications rather than focusing on the antecedents of previous research. several studies on authentic leadership have been conducted (Walumbwa *et al.*, 2008; 2010; 2012; Emuwa, & Fields, 2017; Calderón-Mafud, Moreno, & Colunga-Rodríguez, 2018; Leroy, Palanski, & Simons, 2012; Ausar, Kang, and Kim; 2016; Lee, 2018; Smithikrai, & Suwannadet, 2018) followed positivistic approach to conduct research concerning different fields areas. Hence, this study also focused and followed (as for the stance of this study) the 'positivism' philosophy of research.

5.4 Research Paradigms

Research philosophy can be explored that the word paradigm is commonly used in the social sciences, but because it frequently has numerous meanings, it can be confusing. Additionally, by using the notion of research paradigms, and according to the definition used here, a paradigm is a method of looking at social phenomena that allows for the development of certain understandings of those phenomena, and explained the attempts of research (Saunders et al., 2011). There are four paradigms identified by Saunders et al. (2011) for instance, radical structuralists, radical humanists, radical humanists, and functionalists. Four conceptual

dimensions are assigned to or structured in accordance with these four paradigms, such as radical change, regulations, subjectivist, and objectivist; and these paradigms of research are illustrated below with a figure (see the **figure-3**) and brief:

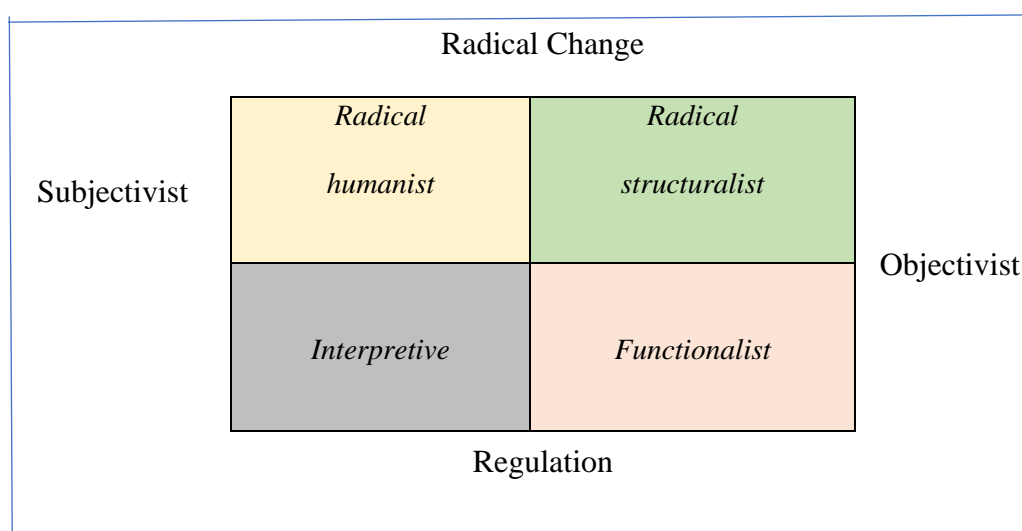


Figure 3: Four different forms of Paradigms with four conceptual dimensions of research
Source: Methodological contribution of Researcher, 2021; adopted from Saunders et al. (2011).

Figure three demonstrated the four paradigms corresponded to four conceptual dimensions of research. Among the four idealistic dimensions surrounding the four paradigms, **objectivist** and **subjectivist** are discussed in previous section, as the aspects of ontology (Ontology - one of the thought or assumption of Research Philosophy). And in shortly, the radical change dimension adopts a critical viewpoint on organizational life; broadly speaking, radical change relates to a judgment of organizational affairs, it should be conducted, and it should be suggested how organizational activities can make fundamental changes with the regular course of events (Saunders et al., 2011). The dimension of **Regulation** is less judgmental and critical; it seeks to interpret the way in which organizational affairs are regulated and offer suggestions for improving the feedback of the way the organizational activities are accomplished currently (Saunders et al., 2011).

5.4.1 Functionalist Paradigm

The functionalist paradigm is situated on the regulatory and objectivist dimensions; it is the ontological position that a researcher want to adopt for operating with this paradigm; and it is regulatory, because researchers concerned it more with a rational explanation to solve specific problem that is occurring and developing a set of recommendations establish within the present structure and management of an organization (Saunders et al., 2011). Burrell and Morgan (1982) noted that it is a problem-oriented approach often, provide practical solutions to practical problems concerned.

5.4.2 Interpretive Paradigm

Interpretive Paradigm contained in the bottom left corner of the quadrant of the figure three (3). It is exposed in the philosophical position of interpretivism and it refers the way as human attempts to make sense of the surrounding worlds; and this paradigm is for understanding the fundamental meanings or images attached to organizational life (Saunders et al., 2011). Burrell and Morgan (1982) indicated that everyday life is accorded the status of a miraculous achievement; a researcher may not be to achieve a change in the order of things, it would be the fact of understand and explain what is going on.

5.4.3 Radical Humanist Paradigm

Radical Humanist located in the top left corner of the quadrant that is within the subjectivist and radical change dimensions and this paradigm concerned with a critical perspective on organizational life (Saunders et al., 2011). According to Burrell and Morgan (1982), radical humanist paradigm is to articulate ways in which humans can transcend the spiritual bonds and fetters which tie them into exiting social patterns and thus realize the full potential. So, in case

of Radical Humanist paradigm, the **subjectivism** aspect of ontology can be adopted as like as interpretive paradigm.

5.4.4 Radical Structuralist Paradigm

Radical structuralist paradigm is located in the top right corner of the quadrant in the figure three. In this paradigm, researcher would be approached focused on an analysis of organizational phenomena such the relationships and patterns of conflict, with the goal of bringing about fundamental change (Saunders et al., 2011). These prominent scholars also stated that the **Radical Structuralist** Paradigm in engaged with organizational structural patterns like hierarchies and reporting connections, and how much potential for dysfunctionality they hold. Radical Structuralist paradigm is concerned with the **objectivism** aspect of ontology, as radical structuralist concept has a link with objective entities.

5.5 Research Approach

Research approaches mainly concern with induction and deduction methods with logical and relevant philosophies and assumptions; if we were to relate these research methodologies to various research philosophies, deduction would be more closely related to positivism and induction to interpretivism (Saunders et al., 2011). A clear idea about both the approaches has been presented below;

5.5.1 Induction (building theory):

Interviewing the sample of employees and their managers about their experiences working at the shop is an alternate method of doing research. Here, the goal would be to obtain a sense of what was happening in order to better comprehend the nature of the issue (Saunders et al., 2011). The Deduction approach is the opposite of induction study once more (Bryman, 2008). In this situation, theories are developed based on facts seen, and conclusions are supported by

actual data (Bryman et al., 2007). The Deduction is also criticized by proponents of induction because it has a propensity to establish a rigid approach that forbids alternate hypotheses for what is occurring (Saunders *et al.*, 2011).

5.5.2 Deduction (testing theory):

What we typically consider to be scientific research has a big influence on deduction; It entails the creation of a theory that goes through a rigorous testing process; As a result, it is the predominant method of inquiry in the natural sciences, where laws serve as the foundation for explanation, enable anticipation of events, forecast their recurrence, and so enable control over those phenomena (Collis & Hussey, 2003). Deduction strategy, therefore, is an effort to validate the improved theory by starting over at the beginning and repeating the entire procedure.

Table – 5: Highlights key distinctions between deductive and inductive research methods;

Deduction highlights	Induction Highlights
scientific methods	understanding the interpretations that people give to events
Transforming theory into data	Comprehensive knowledge of the research context
the requirement to explain causal links between different variables	gathering of qualitative data
the gathering of numerical data	a more adaptable framework that would allow for shifting the focus of the research as it goes
the use of controls to assure the accuracy of data	an understanding that one is a member of the research process
operationalizing ideas to ensure definitions are clear	less worried about the necessity to generalize
A highly organized method	
Researcher independence of what is being researched	
The necessity to select samples of sufficient size in order to generalize conclusions	

Source: Compiled by the author from Saunders et al., (2011).

A type of logic where conclusions can be legitimately drawn from certain premises and must be true if those premises are true - treated as deduction approach to direct a motive of research (Peffer et al., 2007). Additionally, Brymen (2008) indicated that deductive research is operated with reference to hypothetical assumptions, and ideas that are inferred from the theory, research concerned. According to review assessment, Robson (2002) identified five (5) sequential steps or stages through which deductive approach of research were progressed:

- a) Using the theory to derive a hypothesis (a hypothesis that can be tested regarding the association between two or more ideas or factors);
- b) expressing the operational hypothesis (that is, specifying exactly how the concepts or variables are to be measured);
- c) testing the operational hypothesis (this must involve one or more of the strategies described);
- d) examining the precise result of the test; and
- e) Modifying the hypothesis as necessary in light of the results.

So, in case of deduction approach, there is the search to explain causal relationships between variables, impose controls to allow the testing of hypotheses, and follow the structured methodology to facilitate replication (Johnson & Gill, 2010). From the above asserted approaches, and in accordance of the stance of this research, **present study adopted and conducted with 'deductive approach' of research.** Because the study includes causal relationships and impact of dependent and independent indicators variables, quantitative data collection and analysis process, sampling technique specification, hypotheses testing, structured methodology followed and the relevant other features of deductive approach concerned. Beside of the above reasons, as this study assessed and identified sufficient

literatures for developing research hypotheses and hypothetical or theoretical research model, this study also adopted the deductive approach to conduct research.

5.6 Research Design to Reach Research Purposes

Research design is very much important to conduct a research study. A research study can be designed and mentioned the research purposes with exploratory, descriptive or explanatory studies. The classification of research purposes most often used in the methods of research, literature is the threefold one of **exploratory, descriptive, and explanatory** (Saunders *et al.*, 2011). However, Robson (2002) indicated that the purposes of research to profile an appropriate design or enquiry may change over the time. A research design is an arrangement of parameters for data collecting and analysis which seeks to balance procedural economy with relevance to the study goal (Cooper, Schindler & Sun, 2006). Once more, these scientists illustrated how a conceptual framework—within which research is carried out—forms the basis for data collection, measurement, and analysis. Moreover, research design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data (Selltiz *et al.*, 1962; Kothari, 2004). Research can be conducted based on ‘Exploratory or Formulative’ and ‘Descriptive or Diagnostic’ research design (Kothari, 2004) but in accordance with the investigations of Cooper and Schindler (2006; 2011), and Saunders *et al.*, (2011), the topics covered by research design are wide-ranging and these research design most importantly classified into several types such as Exploratory, Descriptive, or Explanatory, and sometimes causal or descripto-explanatory concerned. The crucial types of research design are asserted as under:

5.6.1 Exploratory Research

Finding out "what" is happening through an exploratory study is beneficial because it allows researchers to ask new questions, seek new answers, and view events in new ways (Robson, 2002: 59) which is appropriately applicable for non-probability sampling (purposive or judgment sampling) design (Kothari, 2004: 39). Exploratory research particularly useful if a researcher wishes to clarify the understanding of a problem, for instance, if a researcher is unsure of the precise nature of the problem; and it (exploratory research) may be good. Exploratory research is a good use of that time because it may reveal that further investigation is not necessary (Saunders. et al., 2011). There are three (3) principal ways of conducting exploratory research:

- a) a search of the literature;
- b) interviewing 'experts' in the subjects;
- c) conducting focus group interviews.

Exploratory research can be likened to the activities of the traveler or explorer (Adams & Schvaneveldt, 1991). So, it is adaptable to the change and flexible to follow that treated as great advantages for the newly research.

5.6.2 Descriptive Studies

The goal of descriptive research is to "create an accurate profile of people, events, or circumstances," and it is frequently an extension of or a precursor to exploratory research or, more frequently, explanatory research (Saunders. et al., 2011: 140) which is generally applicable in many cases for probability sampling (random sampling) design (Kothari, 2004: 39). In descriptive prior to collecting data for the study, it is essential to have a comprehensive understanding of the phenomenon (on which the researcher wishes to focus) (Saunders. et al.,

2011: 140). Structured or well thought out instruments for collection of data is essential for descriptive research study (Kothari, 2004: 39). This means that if a study effort uses description, it is likely to be a "precursor" to explanation; such studies are referred to as descripto-explanatory studies. Description should be looked on as a means to an end rather than an end in itself (Saunders. et al., 2011).

5.6.3 Explanatory Studies

Explanatory research establishes the examining a situation or an issue in order to understand the links between variables through causal relationships that place an emphasis (Saunders. et al., 2011: 140). For instance, a cursory examination of quantitative data on manufacturing scrap rates reveals a correlation between scrap rates and the age of the machine in use. In this case, a researcher could proceed and subject the data to statistical tests like correlation to provide a clearer understanding of the relationship. Alternatively, or in addition, a researcher might collect qualitative data to explain the reasons why customers of the company rarely pay the bills in accordance with the correlation (Saunders. et al., 2011).

As the current study has been conducted following probability sampling technique (random sampling), adopted with a clear picture of the phenomena/matter (such as structured measures of instruments for AL, EC and EP) to collect data for identifying the impact with causal relationship (have been analyzed by **SEM**) between the dependent and independent variables; thus, this study/dissertation is a '**descripto-explanatory research**' study of descriptive research design.

Again, as far applicability and necessity of the current study, a descriptive research design has been followed. Because, descriptive research is concerned with a piece of exploratory research or more often explanatory research whether an appropriate profile of respondents, events, or

situations and a structured instrument for the survey is necessary (Saunders, Lewis, & Thornhill, 2011) which generally conducted, following the features of probability sampling technique (random/strata, etc.) or design. As the present research has been conducted with extensive literatures assessment, structured instrument (questionnaire), maintaining accurate profile of respondents, events, or situations, and with a new insight of research, it has been conveyed the features of descriptive research design (with subjective and objective research features), which is also followed '**descripto- explanatory**' study of descriptive research.

The study has been conducted on Higher Educational Institutions (HEIs) in Bangladesh thus data have been collected from different **Universities** which are providing higher education in Bangladesh. According to the necessity of this study, first of all **stratified random sampling** technique has been used to divide the population (i.e., stratified the categories of Universities in Bangladesh as Public, Private and International Universities). The method of random sampling known as "stratified random sampling" divides the population into two or more significant strata according to one or more attributes (Saunders. et al., 2011:228). Again, in stratified random sampling, researcher divides the population into groups and **randomly selects subsamples** from each group (Zikmund, Babin, Carr, & Griffin, 2010: 405).

5.7 Strategy to Conduct the Research

Research Strategy is crucial for conducting any research as it provides the rules for gathering and analyzing data. Each strategy can be used in the context of exploratory, descriptive and explanatory design of research (Yin, 2003). Research strategies can be classified into different forms while some are used for deductive approach and other applied for inductive approach depends upon the stance of a research, and these forms of experimentation, surveying, action research, grounded theory, ethnography, and archival research methods strategies of research (Saunders *et al.*, 2011). Though this study has been conducted by using a printed questionnaire

as part of a "survey" strategy or method linked to the deductive approach (Saunders et al., 2011), participants and respondents; the different forms of research strategy, for instance Case Study, Survey method, action Research, Grounded Theory, Archival Research, and Ethnography are all types of research methods which have been illustrated below:

Case study; Using numerous sources of information, a case study involves an empirical investigation of a specific contemporary event in its real-world setting (Robson, 2002, p.178). The "what?" and "how?" questions often are more the focus of the survey method, but the case study strategy has a significant capacity to produce answers to the "why?" question as well as the "what?" and "how? ", (Saunders et al., 2011, 146). The relevance of context is also emphasized by Yin (2003), who also points out that it might be difficult to distinguish between the phenomenon being examined and the context in which it is taking place when doing a case study.

Survey strategy is a crucial form of research strategy, usually associated with the deductive approach (Saunders et al., 2011, p. 144). The who, what, where, how much, and how many questions are the most frequently addressed using this popular and widely utilized technique in business and management research (Saunders et al., 2011). As a result, it frequently appears in descriptive and exploratory research (Saunders et al., 2011, p.144). The survey strategy enables the collection of quantitative data that can then be quantitatively analyzed using descriptive and inferential statistics. The data obtained through the survey strategy must then be used to suggest potential explanations for specific relationships between variables and created models of these connections. (Saunders et al., 2011, p. 144).

Experiment is one of the structures of research strategy and it is being under the obligation of natural sciences, though the feature of experiment strongly applicable in the social science's

research too, specifically in case of psychological research (Saunders et al., 2011, p.142). Making causal connections, or determining if a change in one independent variable results in a change in another dependent variable, is the goal of an experiment (Hakim, 2000). The use of experiments to address "how and why" issues is consequently common in exploratory and explanatory research (Saunders et al., 2011, p.142).

Action research is the change management-related research method including tight cooperation between practitioners and researchers (Saunders et al., 2011, p 587). The action research spiral starts off in a particular setting, having a specific goal and has implications beyond the immediate project (Saunders et al., 2011, p.147). Action research very beneficial for "how" questions (Saunders et al., 2011, p. 147).

Grounded Theory is another strategy of research, particularly supportive to explain and predict behaviors, specially, emphasize and provide central focus to develop and build an applicable and significant theory (Goulding, 2002). The scholars also stated that in a grounded theory, data mainly collected through a series of observation with the basis of the evidence gathered, a first theoretical framework is formed and theory is constructed. Most of the time, these researchers start with distinct sets of positivist presumptions, including hypotheses, and then publish "tests" of the hypotheses using collections of interviews or word counts in pertinent publications (Saunders et al., 2011, p. 149). In other instances, this kind of research will begin with interpretive premises, such the social construction of reputation in the mainstream business media, and then present word counts with the assertion that it used grounded theory (Saunders et al., 2011, p. 149).

Archival research strategy allowed research questions which focused upon the past and changes over time to be answered; this type research can be exploratory, descriptive or explanatory (Saunders *et al.*, 2011, p. 150).

Ethnography is rooted firmly in the inductive approach and the purpose of this research is to describe and explain the social world in the way in which researchers would describe and explain it (Saunders *et al.*, 2011, p. 149). Although not a dominant research strategy in business, ethnography may be very appropriate if researcher wish to gain insights about a particular context and better understand and interpret it from the perspectives of those involved (Saunders *et al.*, 2011, p. 150).

Now, its' lucidly asserted that among the different research strategies, the present study conducted following **survey strategy**, as it is more appropriate for deductive approach of research. The strategy has been also served the purpose of the study is to describe the situation and explain the "what type of question. This strategy is more appropriate for collecting quantitative data and analyses quantitatively using descriptive and inferential statistics and thus assists to explain the nature and reasons of relationship between and among variables. Using this strategy, it is possible to generate findings that are demonstrative of the target population at a lower cost than collecting the data for the selected population.

5.8 Identification or Selection of Research methods

For selecting an appropriate method, a researcher needs to assess overall research activities and workings of the research study. A researcher either use a single data collection technique and corresponding analysis procedures (mono method) or use more than one data collection technique and analysis procedures to answer research question which treated as multiple methods (Saunders *et al.*, 2011). In case of quantitative study, a researcher who uses mono

method, collects data by using single quantitative data collection technique, such as questionnaire and uses quantitative data analysis procedure. On the other hand, in case of qualitative study a researcher who uses mono method collect data by using single technique such as in-depth interviews, and use qualitative data analysis procedure.

Another choice of research can be ‘multi-method’ that refers to those combinations where more than one data collection technique is used with relevant analysis techniques, but this is restricted within either a quantitative or qualitative world technique of research (Tashakkori & Teddlie, 2003). According to Saunders *et al.* (2011), there are three different options are available for the researcher who will use multimethod, such as multi – method quantitative study (collect quantitative data for using, the collection of quantitative data using, for instance, questionnaires and structured observation and the statistical analysis of these data, multi-method qualitative study (the collection of qualitative data using, for instance, in-depth interviews and diary accounts and the non-numerical analysis of these data), and mixed methods approach (both quantitative and qualitative data collection techniques and analysis procedures are used in a research design).

As the current study has been conducted with single data collection technique or strategy (survey instrument i.e., structured questionnaire of this study) for data analyses, quantitative data analyses technique (deductive approach) with statical method have been followed, this study must be treated as a ‘mono method’ research study.

5.9 Time Horizon

Time horizon concerned with the research that can be a longitudinal research study or cross sectional technique of research. Saunders et al. (2011) define cross-sectional study as the investigation of a specific phenomenon (or phenomena) at a specific time. Survey methodology is frequently used in cross-sectional investigations (Thorpe, Jackson. & Lowe, 2008; Robo 2002). Comparatively, longitudinal research is the study of data collection over time. Adams and Schyaneveldt (1991) note that by observing people or events over time, researchers can exert some control over the variables being examined, provided that these variables are unaffected by the research process itself. Again, Saunders *et al.* (2011) simplified that the basic ability of longitudinal research to evolve and develop is a strength to a particular study.

From the overall assessment of this study, it is clear that **cross sectional research approach** is applicable and has been used to conduct the study, as data was collected about the phenomena at a particular time following survey strategy.

5.10 Research Techniques and Procedure

To a researcher, a study can be quantitative research or qualitative research in relationship between theory and research, as well as ontological and epistemological considerations (Saunders et al., 2011). Following table shows the difference between quantitative research and qualitative research: (see next page)

Table: Six (6)

Comparison between qualitative research and quantitative research

Relevant Statements	Qualitative research	Quantitative research
primary focus on the function of theory in relation to research.	developing a theory inductively	Testing a theory deductively
epistemological perspective	Interpretivism	the positivist model of natural science
Ontological perspective.	Constructionism	Objectivism
common objective	Exploratory research with general research objects is used to generate ideas.	specific research questions or hypotheses to test
Approach.	watch and decide	Count and test
Samples.	Small samples, frequently taken in natural settings	Large samples to yield results that are generalizable
data gathering.	directly, fluidly, and via observation	Pre-coded survey questions or other formulaic approaches
data evaluation.	The analysis concentrated on social behaviors and context-specific meanings.	the use of statistics to demonstrate common causes and effects connections
a conceptual framework's function.	believes that tactics and theory are interrelated	distinguishing theory from practice
used most frequently.	research methods that are exploratory	Research methods that are descriptive and causal

Source: Based on Bryman and Bell (2007), and Zikmund et al., (2010)

Hence, Bryman and Bell (2007) stated that quantitative research can be understood as a research strategy that focuses on quantification in the gathering and analysis of data and that's concerned with some ways such as; a) entails a deductive approach to the relationship between

theory and research, in which the accent is placed on the testing of theories; b) incorporated the practices and norms of the natural scientific model and of positivism in particular ways; and c) embodies a view of social reality as a set of interconnected systems. Comparatively, qualitative research (Bryman & Bell, 2007) is thought to be a research technique that frequently stresses words over quantitative in the gathering and interpretation of data, and that is concerned with: a) places a strong focus on an inductive approach to the interaction between theory and research, in which the creation of theories is the primary concern; b) rejected positivism and the methods and standards of the natural scientific paradigm in favour of a focus on how people understand their social environments; and c) reflects a conception of social reality in which people's production is seen as a dynamic emergent quality.

Thus, it is lucidly specified that according to the observation, investigation, links or connection, and logicity of this study with ontological considerations, epistemological considerations, and research strategy and purpose considerations; current study has been conducted following quantitative approach of research.

5.11 Data Collection Method

Research fields and ways of conducting a research study is priorly important and connected with the data collection method. According to Baruch and Holtom (2008), In the areas of managerial and behavioural sciences as well as social science, the most popular instrument for gathering data and information is the questionnaire. A structured questionnaire can save time and effort for collecting data from large population and ensure reliability, validity, and findings of the study. Questionnaire survey provides a quick, inexpensive, efficient, and accurate means of assessing information about a population (Zikmund et al., 2010). They are reasonably priced, have the capacity to describe the characteristics of vast populations, and eliminate observer

subjectivity by providing all study participants with a standardized stimulus, resulting in improved dependability (Palmquist, 2011).

Data collection by Questionnaires can also be used to gather information on people's attitudes and views of organizational procedures and policies (Baruch & Holtom, 2008). Data gathered through surveys is typically used to evaluate links between factors, their impacts, provide an explanation for these interactions, and create outcome to explain the models of these relationships (Saunders et al., 20011). Research techniques and standards have become more scientific and accurate, specifically from the last two decades (Zikmuna et. 2010).

There are different tools of collecting data in survey research, such as interview (personal interview, door to door interviews, telephone interviews, computer assisted telephone interview), and self-administrated questionnaire (Zikmund et, al. 2010). Self-administered questionnaires can be either printed or electronic (Zikmund et. al., 2010); printed self-administered questionnaires included mail questionnaire, in-person drop-off questionnaire (delivery and collection questionnaire), established questionnaire, and fax. On the other hand, electronic, self-administered questionnaire included e-mail survey, Internet survey, interactive work survey, and mobile phones survey (text message survey). The choice of questionnaire depends on (Saunders, et. al., 2011, p. 363) the following features: some features are associated with such kinds of workings as, a) characteristics of the respondents from whom data will be collected, b) importance of reaching a particular person s respondent c) importance of respondents' answers not being contaminated or distorted d) size of sample requires for analysis e) types of question need to ask to collect data f) number of questions need to ask to collect data.

In the context of data collection method, Yin (2009) stated that **three factors** when choosing a research strategy or approach, the following factors should be taken into account: first, the

kinds of research questions that are being posed; Who, what, how much, and to what extent questions are appropriate for questionnaire surveys, according to Yin (2009). In this investigation, research question is "What type" for example 'what is the fitness of constructs of authentic leadership (AL) of the leaders who are in the position to conduct the activities of Universities in Bangladesh? and 'what is the relationship between authentic leadership and employee commitment, as well as authentic leadership and employee performance. And "to what extent" the variables of authentic leadership impact the factors of employee commitment and employee performance.

Secondly, controlling features on behavioral occurrences; when the researcher has little or no control over behavioral events, as in the case of a running study, the questionnaire survey is the recommended research approach (Yin, 2009).

And third feature- special focus on contemporary rather than questionnaire surveys are the best research method to use for researching current events rather than historical ones (Yin, 2009). The current study concentrated on the persistent modern concerns of real leadership, employee loyalty, and worker productivity in the context of Bangladesh.

Participants and respondents of the present study were teachers, academic and administrative employees, and researchers who were in higher study of public and private Universities in Bangladesh. It is very difficult for getting personal time for interview since they are so busy in their personal job every day. The population size is large enough to ensure generalization of the study and respondents are staying throughout the country. And in some cases, internet services were used for collecting data or information through email or on-line survey. Hence, it was effective way for collecting data using 'survey' strategy (as method) by structured questionnaire (instrument) for conducting the present study with more accuracy, minimum cost and time where respective respondents and participants were involved.

5.11.1 Sources of Data

Simply, data can be defined as quantitative or qualitative values of a variable and the data can be collected from primary methods and from secondary sources. The data sources are demonstrated below with the types of data;

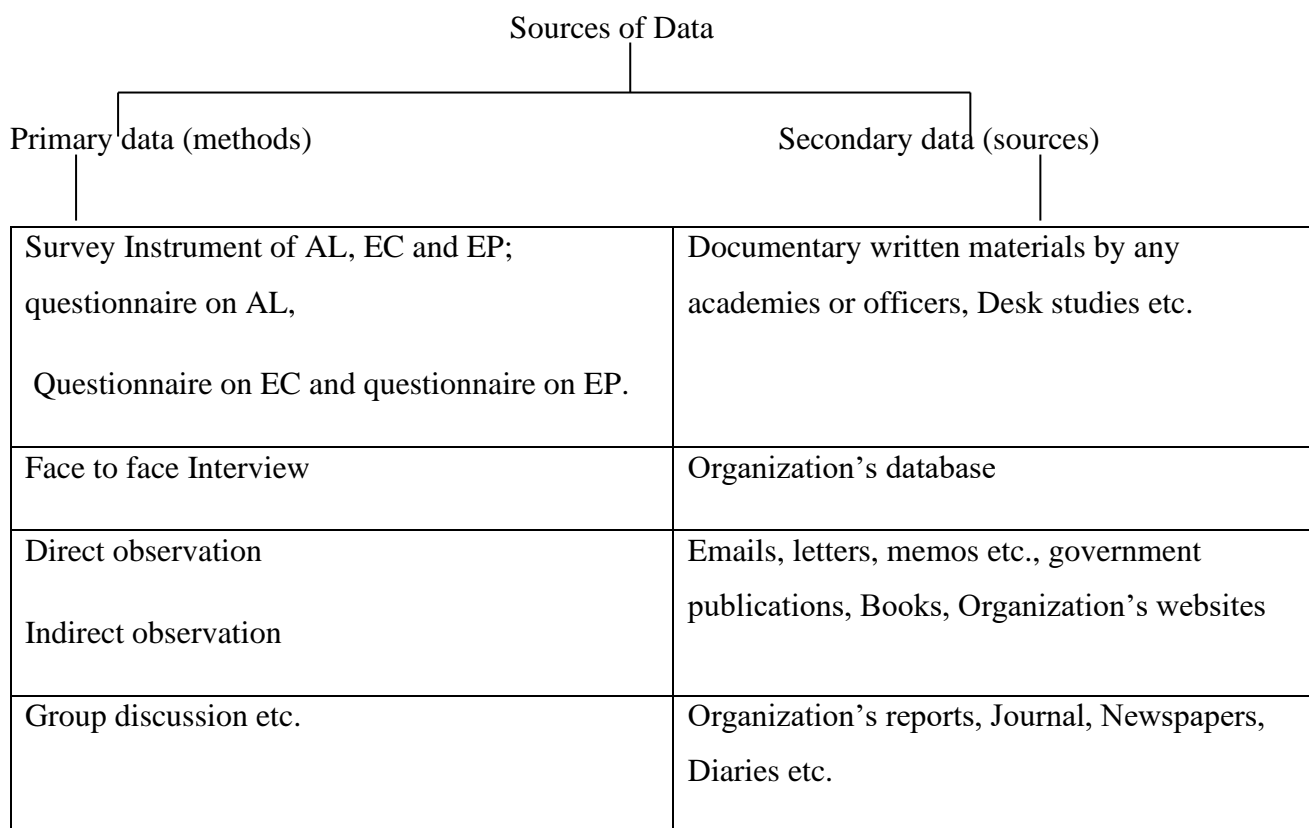


Figure-4: Different types of data from primary methods and secondary sources.

Source: Author's own contribution, 2018.

5.11.2 Procedure of Data Collection

For collecting data 400 printed survey questionnaires were distributed in the different public, private, international universities and research institutions under respective university out of higher educational institutions (HEIns). But after collecting data, some of the questionnaires were cancelled because of mistakes or errors found in the way of providing opinions by the respondents. Finally, 381 responses were found to be applied for analyzing the data. The data collection process must be cleared from the scrutinization of the next sections concerned with research methods respectively.

5.12 Instrumentation

To conduct the current study three different instruments were used. First instrument for collecting authentic leadership behaviour of respondents', second instrument for collecting employee commitment of the respondents, and last one used for collecting employee performance of respondents. The following sections of this study discuss in details about the instruments used in the study:

5.12.1 Survey Instrument or Measures of *Authentic Leadership*

A twenty-four (24) - items' survey instrument for authentic leadership (AL) has been developed, taking relevant statements from Walumbwa et al. (2008); Leroy, Palanski & Simons (2012); and Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018); which are also validated by the respective research scholars. Respondents (Teachers & Employees) were asked to rate the leader (committee leader, team leader, or organizational leader etc.) on a seven-point Likert scale ranging from 7 (strongly agree) to 1 (strongly disagree). Sample items include 'I can list my three greatest strengths' (self-awareness), 'my actions reflect my core values' (internalized moral perspective), 'I do not emphasize my own point of view at the expense of others' (balanced processing), and 'I admit my mistakes to others' (relational transparency) etc. Based on the pilot study, if necessary, a few minor changes may be made in some words of a respective item of a measurable variable for the easy understanding of a respondent. The mean score of authentic leadership scale will be obtained by totaling the sixteen-item score, and dividing them by the number of items in order to obtain the employee commitment mean score.

5.12.2 Survey Instruments or Measures of *Employee Commitment*

The twenty-two (22) item questionnaire created by Meyer and Allen (1997) was used to measure employee commitment. The rating will range from 7 (strongly agree) to 1 (strongly disagree) on a seven (7) -point Likert scale. For example, "I really feel as though this organization's problems are my own," "right now, staying with my organization is a matter of necessity as much as desire," "I would not leave my organization right now because I have a sense of obligation to the people in it," etc. are examples of statements from the employee commitments. In order to determine the mean score of employee commitment, the twenty-two-item scores were added up and divided by the total number of items (twenty-two).

5.12.3 Survey Instruments or Measures of *Employee Performance*

The items for measuring employee performance will be taken from Tsui, Pearce, Porter, and Tripoli's (1997) work, and a total of 11 things will be used to create the instrument. The rating will range from 7 (strongly agree) to 1 on a 7-point Likert scale (strongly disagree). Examples include "my quantity of work is significantly greater than the average" and "my quality of work is standard than others," among others. By adding together the scores from all eleven elements and dividing them by the total number of items, the mean score for employee performance can be calculated.

5.13 Sampling Technique and Design

Sometimes a sample might provide more accurate results than a census (Cooper & Schindler, 2008; Zikmund et al., 2010). The academics also noted that due to time and financial constraints, it is typically uncommon to survey the complete population for survey research. Sampling is the process of choosing a subset of a population such that generalizations about the whole population can be made (Cooper & Schindler, 2008). In order to draw a sample for the current study, a five-step process based on recommendations of Cooper and Schindler

(2008), and Zikmund et al. (2010). The following figure- 5, illustrated the sample drawing procedure concerned with the present research:

A step-by-step procedure for drawing a sample

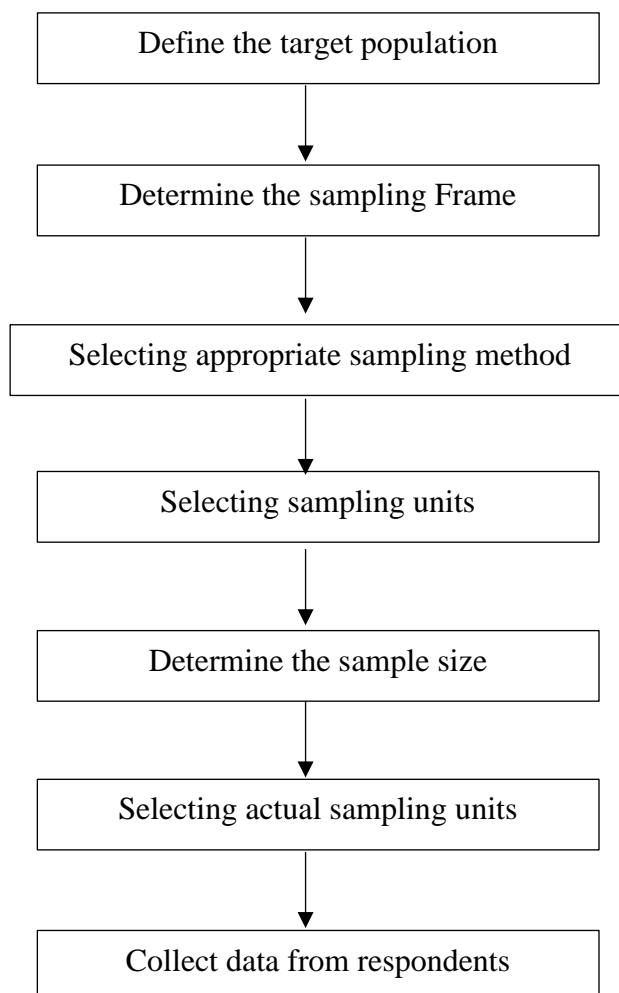


Figure: 5 Procedure to draw a Sample.

Source: Based on Cooper and Schindler (2008) and Zikmund et al., (2010).

As the sampling technique and design concerned with target population, sampling frame, sampling method, sampling units, sample size, actual sampling units for respondents and finally data collection from the respondents based on actual sampling units; this study is appropriately maintained the systematic procedure of sampling technique and design which is demonstrated below gradually.

5.13.1 Defining the target population and Sample Size

Any whole group that shares a common set of traits is referred to as a population (universe). Examples include people, sales territory, stores, higher education institutions, and students (Zikmund, Babin, Carr, Griffin, 2010, p.387). The study will be conducted considering peoples as population (such as teachers, employees of universities) of higher educational institutions of Bangladesh. In the process of sampling, the target population needs to be precisely specified in order to identify the appropriate sources from which the data are to be obtained. (Zikmund et al., 2010, p. 390). Malhorta and Birks (2007) stated that the set of people from whose conclusions are to be drawn and who have the data needed by the researcher constitute the target population. One of the techniques of identifying target population is to know the crucial characteristics of the population (Zikmund *et al.*, 2010, p.390).

According to Saunders, Lewis and Thornhill (2011, p. 219) when the population is 100,000 sample size should be 383; again, when population is 10,00,000, sample size should be 384 with 95% confidence level and 5% error margin. Again, Hair *et al.*, (2012:765) suggested that sample sizes in the range of 150-400 are more effective for result analyses of a study. Current study conducted with the approach of finite population i.e., out of forty (40) universities, one thousand (1000) highly educated employees and research students were as population, thus total population is $40 \times 1000 = 40,000$ and 381 is actual respondents (using Cochran, 1963 method) after collecting data and calculating number of respondents. Whether, the population of the continuing present study consists of teachers, academic employees, and research students who were working in different public, private, and international Universities of Bangladesh.

5.13.2 Sampling Frame and Sample Selection

A sampling frame can be defined (in statistics) as the source device and material from which a sample can be drawn; specifically, sampling frame is a list of all those of source materials within a population, which/who can be included and sampled as individuals, households or institutions (Jessen, Salant & Dillman, 2020). As research method has a concern with sampling frame for sample selection, a clear table with a list of educational institutions has been illustrated (with identified strata) below with the three different stratum (groups) from where forty (40) Universities have been selected randomly with the base of establishment year;

Table-7: Assumed Sampling frame with Stratum of Higher Educational Institutions (HEIs) of Bangladesh; (see appendices, table-7, 8A and 8B)

Number	Public Universities Stratum(I)	Number	Private Universities Stratum(II)	Number	International Universities Stratum(III)
00	Name of the University	00	Name of the University	00	Name of the University
01	01	01

Source: Author’s own contribution, 2019 (adapted from UGC database, 2019).

The present study has been conducted taking information from the different universities as these educational organizations have been providing higher education in Bangladesh. The respondents were selected randomly from the sampled universities of Bangladesh and the respondents were the teachers, academic employees and research-based students of different Universities, maximum of them were highly educated and affiliated with the framed Universities. According to GUC report (2019), 147 total number of universities while there are 48 public universities, 106 private Universities and 03 international Universities which providing higher education in Bangladesh and from where sampling frame has been drawn

based on the strata of the Universities. Table- 7, 8A and 8B in appendices showed a clear sampling frame picture of the current study.

5.13.3 Selection of Right Sampling Technique/Method

According to Zikmund *et al.*, (2010) and other scholars, basically sampling technique is categorized by two ways such as probability sampling technique and non-probability sampling technique. In the probability sampling technique, each element in the population has a known, non-zero probability of selection (Zikmund *et al.*, 2010) and under the probability sampling technique, different types of sampling method are used, for instance; simple random sampling, systematic sampling, stratified sampling, cluster sampling and multistage area sampling etc. On the other side, non-probability sampling technique is the method or technique in which units of the sample are selected on the basis of convenience or purposive or personal judgement (Zikmund *et al.*, 2010). The different kinds of non-probability sampling techniques are purposive or judgment sampling, quota sampling, convenience sampling and snowball sampling where specific element of any population is unknown though the element (member) was selected or chosen (Zikmund *et al.*, 2010).

Probability sampling technique is very popular method for collecting data and information from the relevant research area or source of information when the element of population is known or reachable by the researcher or any representative/agent on behalf of the researchers. As per applicability of this research study, first of all sampling frame has been drawn with the list of universities following stratified sampling technique where intuitions and respondents have been chosen or selected randomly. Here, respondents i.e., teachers, academic employees and research-based students were identified randomly due to the necessity of the study.

5.13.4 Determination of Sample Size

According to Saunders *et al.* (2011 p. 218) minimum sample size determination depends on some factors such as: a) The level of confidence in the estimate b) The margin of error that can be tolerated c) The proportion of responses expected to have some particular attribute. According to Zikmund *et al.*, (2010, p 437), for the population 100,000, sample size for a 95 percent confidence level when error is considered +/- 5% points is 321. But Saunders *et al.*, (2011, p. 219) stated that if the population size is 100000 or more, with 95 % confidence level and 5% error margin, the minimum sample size should be 304. The **table-8** in 'appendices' showed the details of samples size according to different population size with different error margin. Five considerations affecting the required sample size for SEM (Hair *et. al.*, 2012) and these are; a) mmultivariate distribution of the data b) estimation technique c) model complexity d) amount of missing data, and e) amount of average error variance among the reflective indicators.

It is expected that there will be multivariate normality of data. In absence of multivariate normality, to minimize this problem a generally accepted ratio is 15 respondents for each parameter estimated in the model (Hair et al., 2012). The common SEM estimation procedure is maximum likelihood estimation (MLE). The recommended minimum sample sizes to ensure stable MLE solutions are 100 to 150 (Hair et al., 2012). Small sample sizes are more likely to produce invalid results of MLE. It is suggested that sample sizes in the range of 150 -- 400 are more effective for stable MLE (Hair et al., 2012, p 765). Model complexity (more constructs, multigroup analysis) in SEM leads to the need for larger samples (Hair et al., 2012, p. 765). If there is a possibility of higher levels of missing data, the researcher should plan for an increase in sample size to offset any problems of missing data (Hair et al., 2012, p 765). Models containing multiple constructs with communalities (measuring average error variance of

indicators) less than 0.5 (i.e., standardized loading estimates less than .7) require larger sizes of sample for convergence and model stability (Hair et al., 2012, p. 765). Hair et al. (2012, p.766) give following suggestions for determining sample size based on the model complexity and basic measurement model characteristics:

- Sample sizes between 100 and 150 can be used to accurately estimate SEM models with five or fewer constructs, each with more than three items and a high item communality (6 or higher).
 - The necessary sample size is closer to 200 if any communalities are small (.45–.55) or the model contains constructs with less than three items.
 - A minimum sample size of 300 or more is required to be able to retrieve the population parameter if the communalities are smaller or the model contains several under-identified (fewer than 3 items) constructs.
 - When there are many low communalities and there are more than six components, some of which employ fewer than three measured items as indicators, sample size should be increased.
- Since the study used SEM technique for analysis of all constructs conveying the relevant items, then initially, the sample size was considered 400 for stable result i.e., four hundred printed questionnaires were distributed for collecting 400 data from the participants or respondents. But after collecting data and ignoring the error or irrelevant responses, finally 381(three hundred eighty-one) responses have been taken under consideration for the result analyses.

Now an **allocation of sample size** with the sample elements (respondents) is depicted below;

Table-9: Initial Calculation of Percentage of Sampling (questionnaire) Distribution for identifying actual Respondents of HEIns of Bangladesh:

Sample Elements	No. of Respondents	Percentage of Respondents'
Teachers:		
From Public Universities-	(05*18) = 90	22%
From Private Universities-	(05*20) = 100	25%
International Universities-	(01*02) = 02	1%
Academic Employees:		
From Public Universities-	(04*18) = 72	18%
From Private Universities-	(03*20) = 60	15%
International Universities-	(02*02) = 04	1%
MPhil/PhD Researchers		
From Public Universities-		
From Private Universities-	(04*18) = 72	18%
From International Universities-	-----	-----
	-----	-----
Total Sample Size (distributed)	400	100%

Source: Author's own contribution, 2019

Additionally, there is an established formula to determine the sample size which is illustrated with the following head.

Again, Sample Size can be determined using following popular formula. If the population is large, the following formula (Cochran, 1963), with 95% confidence level, can be used for determining the sample size:

$$n_o = \frac{Z^2 \cdot p \cdot q}{e^2}$$

Where, n_o = Sample size,

Z^2 = Abscissa of the normal curve,

p = Estimated proportion of an attribute that is present in the population

(Normally assumed .5),

$q = 1 - p$; e = Sampling error or level of precision (Normally assumed 5% = .05),

$$n_o = (1.96)^2 \cdot (.5) \cdot (.5) / (.05)^2$$

$$= 385 \text{ respondents (employees).}$$

The following formula (Cochran, 1963) can be used to determine the sample size for the adjustment of finite population; for instance, population (N)= 41,359 (app.); Where, n = sample size= 381.339 or **381** respondents (employees).

$$n = \frac{n_o}{1 + \frac{(n_o - 1)}{N}}$$

Thus, finally actual respondents i.e., sample size has been determined as three hundred eighty-one (381) after the initial assessment of data and information.

5.13.5 Selecting Sampling Units

The sampling unit is a single element or group of elements subject to selection in the sample (Zikmund et al., 2010, p. 393). According to many scholars, the sampling units can be primary sampling units or secondary sampling units. Primary sampling unit is a unit selected in the first stage of sampling and secondary sampling unit is a unit selected in successive stages of sampling (Zikmund et al., 2010, p. 393). At the first stage of sampling unit selection is first of all, eighteen (18) public universities were selected out of forty-eight (48) universities; twenty (20) private universities selected out of one hundred and six (106) universities; and two (02) international universities selected out of three (03) universities of Bangladesh for collecting data. In the second stage, fifteen (15) i.e., $(.31 \times 48 = 14.88 = 15)$ public universities; thirty-three (33) i.e., $(.31 \times 106 = 32.86 = 33)$ private universities; and one (01) i.e., $(.31 \times 03 = .93 = 01)$ international universities were identified for collecting data and information from the actual respondents. Total 49 universities or educational institutions were chosen for collecting data from respondents. In the final stage; 400 printed questionnaires were distributed for gathering maximum acceptable data and information from the respondents who were targeted from the concerned universities. Table-10 showed the details of the respondents according to the strata of universities which were surveyed and assessed from educational institutions (universities) in Bangladesh. Based on stratum, a sampling distribution **based on sampling unit**, is illustrated below;

Table-10: Calculation of Percentage of Randomly Selected (respondents) Sample of HEIs of Bangladesh:

Strata/ Stratums	Total No of Univ.	Percentage (%) of total Univ./population)	Sample size/ Respondents
Public Universities	48	31% (15)	118
Private Universities	106	67% (33)	255
International Universities	03	02% (01)	08
Total	157	100% (49)	381

Source: Author’s own contribution, 2019 and UGC Annual Report, 2019.

After distribution of questionnaires maintaining sampling units, the representatives of the researcher’s collected the questionnaire from the respondents and maintained the information of respondents form respective universities. The representatives and the members maintained the communication with the respondents over the phone, directly and by email. The researcher of the current study provided all kinds assistance to all of the representatives who were collected data and sometimes, researcher also collect and assess the questionnaires for more appropriateness of the information. Moreover, in some of the educational institutions, researcher of the current study distributed some questionnaires from self, for gathering right information and data from the respondents where no other had involvement.

5.13.6 Sampling Distribution and Allocation of Sample Size

An **allocation of sample size** with the sample elements (respondents) is depicted below;

Table -11 represented that the distribution of respondents (teachers, academic employees and research-based students) among the public, private and international universities in Bangladesh. Here over, thirty-one (31) percent of total no. of population has been disseminated rationally to public universities teachers, academic employees and research-based students and also total number of respondents (118) of public universities have been distributed among teachers, academic employees and research-based students. From the calculation and distribution, it is found that thirty-four (34) teachers; sixty-one (61) academic employees and twenty-three (23) research-based students as respondents provided data and that's why they are traded as the actual and final respondents from public universities for this study. Again, sixty-seven (67) percent of total no. of population has been partitioned rationally to public universities teachers and academic employees; and also, total number of respondents (255) of private universities have been distributed among teachers, academic employees and executive MBA-based students. From the calculation and assessment, it is found that one-hundred and ten (110) teachers, and one forty-five (145) academic employees were provided their valuable and actual responses from the private universities in this study. Lastly, two (02) percent of total no. of population has been partitioned rationally to international universities teachers and academic employees; and also, total number of respondents (08) of private universities have been distributed among teachers and academic employees. From the calculation and assessment, it is found that four (04) teachers, and four (04) academic employees were provided their valuable and actual responses from the international universities in this study. Hence, three-hundred and eighty-one (381) actual respondents have been provided acceptable data an information with the perception of their valuable opinions which were treated as final sample size to run the analyses of this research study.

Table-11: Calculation of Distributed Actual Respondents of HEIns of Bangladesh

Sample Elements	No. of Respondents
Teachers:	$(118*9/31) = 34$
From Public Universities-	$(255*29/67) = 110$
From Private Universities-	$(08*1/2) = 4$
From International Universities-	
Academic Employees:	$(118*16/31) = 61$
From Public Universities-	$(255*38/67) = 145$
From Private Universities-	$(08*1/2) = 4$
From International Universities-	
Executive MBA/Higher degree (MPhil, PhD) holder Students:	$(118*6/31) = 23$
From Public Universities-	-----
From Private Universities-	-----
From International Universities-	
Total Sample Size	381

Source: Author’s own contribution, 2019

In the present study, a ‘simple random sampling technique’ has been used to select the participants/respondents from each of the chosen universities (as universities are higher educational institutions) of Bangladesh. Because for collecting data, four hundred printed questionnaires were distributed by the researcher or by the representatives or members of researcher though finally, actual respondents were three hundred eighty-one (381) omitting the errors or mistakes of the collected data.

5.13.7 Respondents and Response Rate

In the current study, teachers, academic employees, research-based students i.e., MPhil and PhD research fellows and executive MBA students were chosen randomly for gathering data and information from the selected universities and institutions of Bangladesh respectively.

Respondents were free to provide their opinions with the actual perception of the reality and they were ensured about the confidentiality of their provided data and they also assured that their given data only will use for academic research purpose, nothing else. Though four hundred (400) questionnaires were distributed to the respective universities for the survey studies, finally, three hundred and eighty-one (381) respondents have been assessed for analyzing the data and information to reach the objectives of this study. Thus, result analyses (findings) of the study have been scrutinized by the 381 responses of the respondents.

Thus, the response rate is three hundred eighty-one divided by four hundred into hundred equals to ninety five percent (95%) which is highly acceptable to continue a 'probability sampling technique'- based study. Thus, the current study is out of response-biasness.

5.14 Data Analysis Tools and Techniques

After collecting data from various sources of information and field survey, all of the reasonable responses were entered into the IBM SPSS (statistical program for social science) statistics v22.0 database for the concerned calculation and to get a tested result. Again, for the necessary of other calculations and graphical analyses IBM SPSS Amos v20.0 was used for this research study. By using the statistical data analyses tools, the current study find-out EFA, CFA, skewness and Kurtosis, Measurement Model, and SEM, for investigating the findings to reach the objectives with the observation of hypotheses acceptance or rejection. So that, the study tested the findings by descriptive, inferential, measurement model evaluation and structural equation model (SEM) gradually to assess the purposes for conclusionary recommendation of the higher educational institutions in Bangladesh. Hence, current study observed by the following tools and techniques basically;

Table-12: Results Analyses Tools and Techniques

<u>Analyses Tools:</u>	IBM SPSS statistics v22.0 database; IBM SPSS Amos v20.0 (for graphics).
<u>Analyses Techniques:</u> <u>Part 1: Descriptive and Inferential (Statistics) Analyses;</u>	<ul style="list-style-type: none"> * Mean of the Respondents * Standard Deviations of the Respondents • Correlation; to investigate extent of relationship between the measurable variables. • Regression; to depict the influence of measurable exogenous variables on endogenous variables
<u>Part 2: Measurement Model Evaluation</u>	<ul style="list-style-type: none"> → Measurable Theory Development (model specification) → CFA for testing measurement theory (model)
<u>Part 3: Structural Equation Model (SEM)</u>	▶ to test the model fitness.

Source: Author’s Own contribution, 2019

5.14.1 Procedure of Data Analyses

Result analysis or research findings was investigated using statistical tools for instance, descriptive statistics, correlation, and regression analyses with measurement model evaluation and SEM. Structural equation modelling was employed to demonstrate the model's fitness. Sophisticated statistical tools like SPSS 22 and Amos Graphics 20 were used for all of the analyses. A collection of statistical models called structural equation modelling (SEM) is used to describe the relationships between various variables (Hair et al., 2012, p.735). SEM (also known as latent variable analysis or covariance structure analysis) is a statistical approach used for identifying and estimating models of linear correlations as well as impacts of the variables, according to McCallum and Austin (2000). Performing factor analysis and regression analysis

in one step is akin to using the SEM analysis technique to evaluate a structural theory. SEM is particularly useful in inferential data analysis and hypothesis testing when the pattern of correlations between the study's constructs is predetermined and based on accepted theory (Hoe, 2008), the SEM can be differed from other multivariate statistical tools.

The most essential difference between SEM and other multivariate techniques is the use of separate relationships for each of a set of dependent variables (Hair *et al.*, 2012, p. 735). Some other differences also found such as (a) Rather than using an exploratory strategy, it uses a confirmatory approach to my data analysis. Contrary to exploratory analysis, confirmatory data analysis necessitates the a priori specification of the proposed causal linkages. The model is then put to the test, and depending on a variety of fit indices, it is either accepted or refused. (b) SEM allows for the inclusion of both manifest and latent variables, in contrast to other multivariate techniques that exclusively use observed measurements. (c) SEM measures measurement errors and allows errors to be incorporated into the model, whereas standard multivariate techniques are incapable of measuring or correcting for measurement error (Hair *et al.*, 2010). However, SEM offers an excellent means of addressing multicollinearity, according to Bacon (1997), who contrasted it with other multivariate methodologies. Thus, for conveying distinct characteristics, SEM has been employed and applied in the present study as the foundation technique of data scrutinize to examine findings.

5.14.2 SEM Analyses

SEM analysis technique evaluate the degree to which a theory, when stated in terms of relationships between measurable variables and latent components, fits the relevant data (Hair *et al.*, 2012, p. 758). In the current investigation, a six (6) step procedure recommended by Hair *et al.* (2012) has been used to ensure that both models are accurately stated and the results are legitimate (see Figure 6).

Figure Six (6): Steps in the process of SEM

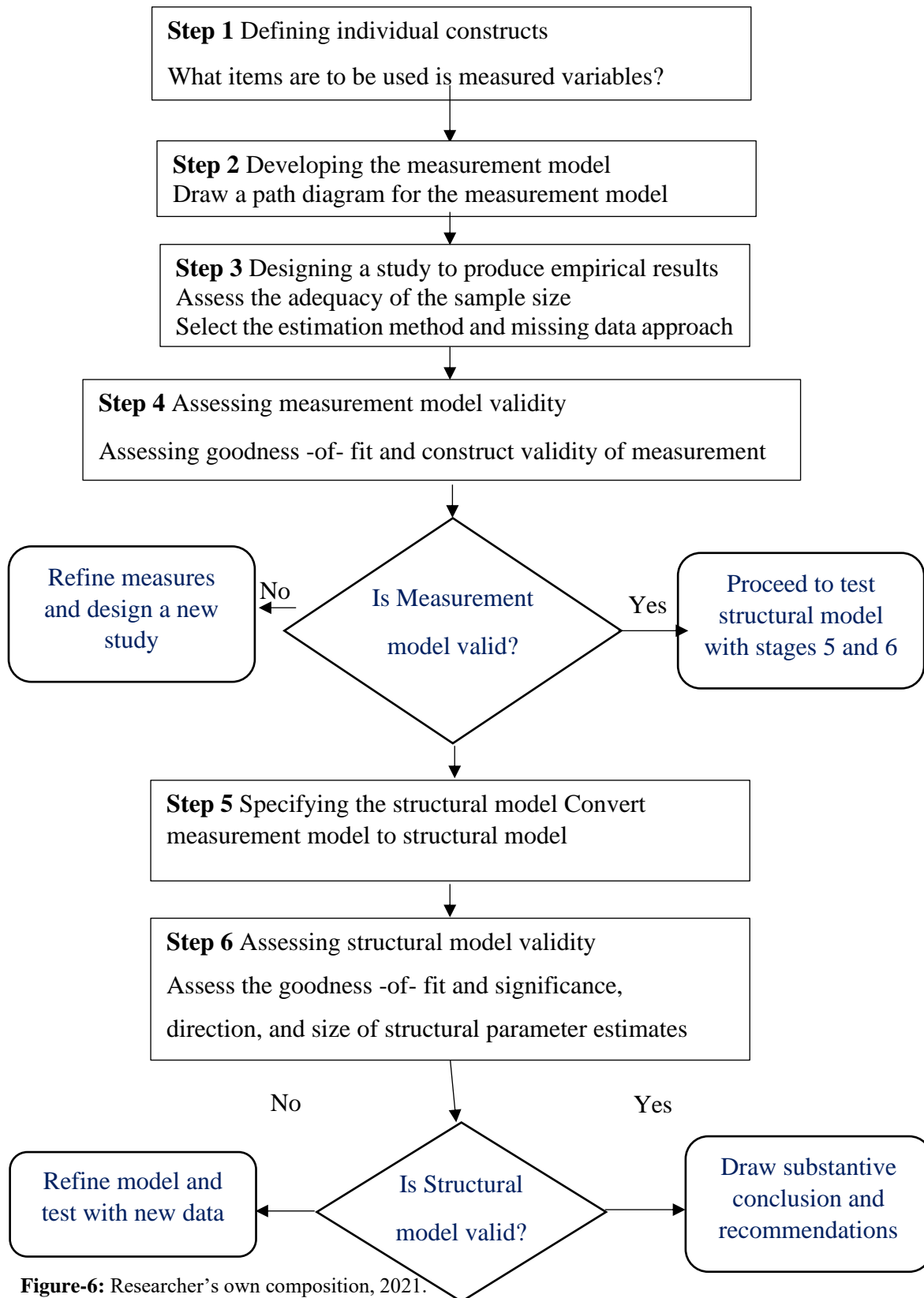


Figure-6: Researcher’s own composition, 2021.

Source: Hair et al. (2012, p. 783).

Defining distinct constructs is the first step:

To get usable results from SEM, a good measurement theory is a requirement (Hair et al., 2012, p. 759). In the beginning of the SEM process, the researcher needs logical definition of the constructs involved, and there are constructs at play, and constructions may be operationalized and described just like they were in earlier research investigations (Hair *et al.*, 2012. P. 759). Currently many researchers utilize scales either published in a journal article for academia or available upon request form the author studies (Hair *et al.*, 2012, p. 759). The established scales from earlier investigations were applied in the current study.

Creating the overall measurement model is step two:

The latent constructs that will be part of the model are identified in this step, and each latent construct is given a set of measured indicator variables (i.e., items). Consequently, this step could be described as "assigning particular variables to structures." To develop measurement model following elements should be considered (Hair *et al.*, 2012, p.760):

- (a) Measuring relationships between constructs and items,
- (b) Relationships between constructs that are correlated, and
- (c) Items mistake terms.

Step 3: Planning a project to yield empirical findings

In order to address concerns with missing data, there are four primary strategies, according to Hair et al. (2012): (a) the complete case strategy, often referred to as listwise deletion, in which only cases complete on all variables are used and observations with any missing values are discarded (Enders & Bandalos, 2001) ; (b) the pairwise elimination method, often known as the all-available technique, which employs all data and eliminates cases variable by variable (Enders & Bandalos, 2001); and (c) model-based imputation techniques (Hair et al., 2012, p.

762). The researchers (Hair et al., 2012, p. 763) reiterated that any approach can be employed when the missing data are random, account for less than 10% of the observations, and have reasonably high factor loadings (.7 or higher).

When sample sizes are greater than 250 and the overall percentage of missing data among the measured variables is less than 10%, the techniques for all variables (pairwise) are an appropriate solution to the missing data problem (Hair et al., 2012, p. 764). On the other hand, when the sample size is big and there are a lot of missing data, the model-based method is preferable (Hair et al., 2012, p. 763). In the following chapter, missing data from the current study will be covered in further detail. In addition to the research design, SEM analysis presents a number of special challenges, including the model's structure, the estimating method used, and the computer program chosen for the analysis (Hair et al., 2012, p.763).

Path diagrams can be used in SEM analysis to discover and communicate the theoretical model structure (Hair et al., 2012, p.766). The most popular SEM estimation method, maximum likelihood estimation (MLE), was employed to estimate models. The MLE method for flexible parameter estimation has been demonstrated to be very resistant to violations of the multivariate normality assumption (Hair et al., 2012, p.767). The AMOS (Investigation of Moment Structures) software package was used for the SEM analysis and model testing. AMOS was built primarily to make SEM easier (Bacon, 1997; Hair et al., 2012, p. 767).

Step- 4: Assessing measurement model validity

SEM's primary duty at this point is to evaluate the model's validity. The validity of the measurement model is based on (a)goodness-of-fit values for the measurement model and (b)specific evidence of construct validity, according to Hair et al. (2012, p.769). How effectively the stated model reproduces the covariance matrix among the indicator items is

indicated by the term "goodness-of-fit" (GOF) (Hair et al., 2012, p.769). Absolute fit measures, incremental fit indices, and parsimony fit indices are the three categories under which GOF measurements are categorized (Hair et al., 2012, p. 770 - 774). The researcher's specification of the model's absolute fit measure is a direct indicator of how well the model matches the observed data (Hair et al., 2012, p.770). They don't compare it to any other models; they simply evaluate the model's overall fit (both the structural and measurement models taken together). The root mean square residual (RMSR), the standardized room man residual (SRMR), the Chi-square (χ^2) statistic, the goodness of fit index (GFI), and the root mean square error of approximation are all absolute fit measurements (RMSEA).

Step-5 : Assessment of measurable theoretical model for fitness.

Using incremental fit indices, we compare the proposed model to a distinct baseline model, commonly referred to as the null model (Hair et al., 2012, p.773). There are other indices, including the normed fit index (NFI), the Tucker-Lewis index (TLI), the comparative fit index (CFI), and the relative non-centrality index that make up this measurement (RNI). When comparing a group of competing models, parsimony fit indices can tell which model, based on its fit to complexity, is the best (Hair et al., 2012, p.773). They are useful in assessing how two models, one simpler than the other, fit together. The parsimony goodness-of-fit index (PGFI) and the parsimony normed fit index are the two most popular parsimony fit measures (PNFI). The descriptions and acceptable fit levels for each index are shown in Tables 12A and 12B (see Appendices). What makes an appropriate or good fit is up for discussion. Hair et al. (2012) state that in order to give sufficient model fit evidence, at least one absolute fit index and one incremental index, in addition to the χ^2 value, should be presented. As a result, in the current inquiry, the CFI and TLI were used as incremental fit indices and the GFI and RMSEA were used as absolute fit indices. The proposed structural links between constructs and the measured relationships between constructs and indicators make up the test of the general theory (Hair et

al., 2012, P. 780). Although the structural model is the focus of this step, the estimation of the measurement model should also take into account the measurement criteria. In this approach, the path diagram unifies the structural and measurement components of SEM into a single model (Hair et al., 2012, p. 779).

Step-6: Analyzing the validity of structural models

The full structural model as well as any relevant predicted relationships are tested in the final step of SEM (Hair et al., 2012, p.780). It should be highlighted that the researcher can conduct a reliable test of the structural correlations if the measurement model fits the data exactly. Model fit won't become more accurate if the structural relationships are not stated if an appropriate fit for the measurement model cannot be established (Hair et al., 2012, p. 780). Testing the structural model fit differs from a measurement model in two ways: a) Although a satisfactory overall model fit must be developed, other or competing models can be examined if a competing model's methodology is applied; and b) The estimated structural relationship parameters are given extra attention since they provide clear empirical support for the model's postulated linkages. The same standards can be applied to measuring model fit as well as overall model fit. Hence, these are essential parts or steps of analysing SEM technique with multicollinearity covariances of all concerned variables.

5.15 Measuring Common Method Variance (CMV)

The most common form of data collection in the social sciences is 'self-report' surveys (Malhotra, Kim, & Patil, 2006). The data in this instance are likely subject to common method variance because the same respondent answers all of the questions on a single questionnaire simultaneously be subject to common method variance because the same respondent answers all of the questions on a single questionnaire at the same time (Lindell & Whitney, 2001). The term "common method variance" (CMV) describes the degree of erroneous covariance that

variables share as a result of the common data collection method (Buckley et al., 1990). Common method bias, also known as common method variance (Spector, 2009), is the statistical variation brought on by the measuring technique rather than the constructs the measure is intended to capture (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The common method bias is a significant issue in organizational and behavioral research, according to the majority of academics (Podsakoff, MacKenzie, & Podsakoff, 2012). It is one of the main sources of measurement error that endangers the validity of conclusions about the links between measurements (Podsakoff et al., 2003).

Podsakoff et al. (2003) systematically classified such causes of CMV into the following four categories: common rater effects, item characteristic effects, item context effects, and measurement context effects. There are two broad ways of controlling different sources of CMV, such as procedural remedies and statistical remedies (Podsakoff *et al.*, 2003; Podsakoff *et al.*, 2012). The different procedural remedies, according to Podsakoff et al., (2003) and Podsakoff et al., (2012), are: a) obtaining measures of predictor and criterion from different sources; b) creating a temporal, proximal, or psychological separation between predictor and criterion; c) getting rid of common scale properties; d) improving scale items to remove ambiguity; e) reducing social desirability. The best way to prevent common technique bias is to get measurements of the research variables from many sources (Podsakoff et al., 2003; Podsakoff et al., 2012). In order to lessen common method bias, a number of procedural remedies were used in the design of the study questionnaire since this was not achievable in the current study (Podsakoff et al., 2003; Podsakoff).

To give the impression that the measures of variance are unrelated to one another, the items measuring authentic leadership, employee commitment, and employee performance were distributed in distinct sections of the questionnaire and with different sets of instructions. Moreover, questionnaire was divided in four parts. First part included measurement of authentic leadership behaviour, second part included measurement of employee commitment, third part included the measurement scale of employee performance, and part four included the demographic information or personal details. Second part of the questionnaire was distributed after three weeks of distributing first part. Second, measures were used to ensure responder confidentiality and lessen their fear. There were no right or incorrect answers, and respondents were guaranteed that their replies would remain anonymous. The scale products' construction was also given considerable consideration. Avoiding hazy ideas, strange items, and inquiries with multiple-choice answers. Pilot survey research was also carried out to maintain the accuracy of the questions and lessen item ambiguity.

For controlling common method variance, statistical remedies (Malhotra, et al., 2008; Podsakoff *et al.*, 2003; Podsakoff et al., 2012) included (a) Harman's single factor test, (b) partial correlation procedures, (c) controlling for the effect of a directly measured latent method factor, (d) controlling for the effect of a single unmeasured latent method factor, (e) use of multiple method factors to control method variance, (f) direct product model, (g) correlated uniqueness model, and (h) regression based marker variable technique. Among the different statistical remedies, the two most widely used techniques are the Harman's One-Factor test and the unmeasured later 'Factor Technique' (Podsakoff et al., 2012) and both techniques have been used in the current study. The key presumption of this test is that one factor will either emerge from the study or will mostly explain for the covariance between measurements.

In order to test the idea that one component may explain the majority of the variance in the data, researchers have recently begun utilizing confirmatory factor analysis to perform the Harman's test (Podsakoff et. al., 2003). Therefore, the Harman's single-factor test was run in the current investigation using confirmatory factor analysis. The Harman's test, according to Podsakoff et al. (2003), is an insensitive test because it is rare that the data will match a single factor model. Consequently, a different statistical method was employed to check.

5.16 Reliability and Validity Measure

Validity and dependability are two key factors in the assessment of social research (Bryman, 2008). The relationship between validity and reliability is such that validity presupposes reliability, and a measure that is not reliable cannot be valid (Malhorta & Birks, 2007; Bryman, 2008). Saunders *et al.*, (2011, p.371) stated that if a researcher wants to reduce the possibility of gathering wrong answer, then must has to provide more attention to assess the reliability and validity. Because, reliability and validity are important criteria to evaluate the measurable variables and tools of a research study (Cooper & Schindler, 2008, p.289; Zikmund et al., 2010, p.305). In SEM, it's crucial to analyse measures with strong psychometric properties, such as those with high reliability and validity scores (Kline, 2005, p.6). The methods used to evaluate the validity and reliability of the research instruments are described in this section.

5.16.1 Reliability Measure

A reliability evaluation measures how consistently different measurements of a variable are made (Hair et al., 2012, p. 1610). The consistency, stability, and ability of a measure to deliver repeatable results across time are all terms used to describe reliability (Bryman, 2008; Malhorta & Birks, 2007; Saunders et al., 2011, p.373). The most often used dependability metric by

academics is coefficient alpha, generally known as Cronbach's alpha (Malhorta & Birks, 2007; Hair *et al.*, 2012, p. 161).

Coefficient alpha values between 0.7 and 0.8 are often appropriate, according to Kline (1999). However, results less than 0.7 (but greater than 0.6) are acceptable when dealing with psychological constructs due to the variety of the assessed constructs (Kline, 1999). A significant issue with coefficient alpha is that it has a positive relationship with the number of scale items, according to Hair *et al.* (2012, p. 161). The coefficient alpha will rise as the number of scale items increases. Confirmatory factor analysis (CFA)-based reliability metrics were proposed as a solution to this issue (Hair *et al.*, 2012, p.161). The composite reliability and the AVE are two of these measures, and both are thought to produce more accurate findings (Hair *et al.*, 2012, p.161).

For the current study, using Cronbach's alpha, the composite reliability, and the AVE, the constructs' dependability was evaluated. To test reliability, the most popular Cronbach's alpha method (Malhotra, 2002; Hair *et al.*, 2003) was used in this study. Cronbach's alpha for AL =0.94; (SA = 0.95; IMP = 0.95; BP = 0.96; RT= 0.90); and EC= 0.95 and for EP = 0.97, which were extremely satisfactory and highly reliable for data analyses as well as result analyses procedure. The highly acceptable reliability of authentic leadership behavior was .94 (considering all of the variables of authentic leadership behavior practices in the HEIns in Bangladesh).

The degree to which a group of indicators shares in measuring a construct is known as composite dependability (Kounter 1999). Construct dependability is another name for it, and it's utilized in connection with SEM models (Hair *et al.*, 2012, p. 801). Highly linked indicators, which show that they are all assessing the same latent concept, are indicative of highly

trustworthy constructs. Internal consistency, or the fact that the measures consistently reflect the same latent construct, is indicated by high construct reliability (Hair et al., 2012, p.802). Typically, composite reliability levels of 0.6 or above are regarded as satisfactory (Bagozzi & Yi, 1988). Although values of 0.8 or above are preferred (Koufteros, 1999). This is how composite reliability is determined:

$$\text{Composite Reliability} = \frac{(\sum \text{Standard loading})^2}{(\sum \text{Standard loading})^2 + \sum \varepsilon_j}$$

The measurement error of each indicator in the equation above can be computed as 1- (Standardized loading)².

The AVE is an additional measure of composite reliability (Hair et al., 2012, p.161; Koufteros, 1999). The latent construct's overall contribution to the variation in the indicators is measured by the AVE (Koufteros, 1999). When the indicators truly reflect the latent construct, higher values of variance are recovered. 0.5 or higher is the suggested level of extracted variance (Hair et al., 2012, p.801). How to compute the AVE is as follows:

$$\text{Average Variance Extracted} = \frac{(\sum \text{Standard loading})^2}{(\sum \text{Standard loading}^2) + \sum \varepsilon_j}$$

The reliability scale also has been prescribed in the next chapter with the composite explanation of EFA, CFA, AVE and by supportive findings of the current study.

5.16.1.1 Reliability Measures for Authentic Leadership (AL), EC and EP

Authentic Leadership (AL): Walumbwa *et al.* (2008) measured authentic leadership using the 16-item authentic leadership questionnaire (ALQ) confirmed the internal consistency reliability for each dimension/variable in ALQ measure was as follows: self-awareness .73; relational transparency, .77; internalized moral perspective, .73; and balanced processing, .70 (p, 114). Based on samples in China, Kenya and USA, Walumbwa *et al.* (2008) validated the

dimensions of the ALQ measure (Northouse, 2018: 279). Additionally for expanding the more knowledge on authentic leadership (AL) scale, eight (8) more items (two items for each subscale or latent construct) on self-awareness (SA), internalized moral perspective (IMP), balanced processing (BP) and relational transparency (RT) were examined with pilot survey, reliability test and finally taken from the study of Leroy, Palanski & Simons (2012); and Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018); to measure the major construct authentic leadership (AL) with twenty (24) items or indicator variables.

Once again, after conducting a pilot survey in Bangladesh, reliability was tested by Cronbach's alpha method. For testing reliability, Cronbach's alpha is the most popular method (Malhotra, 2002; Hair et al., 2003) which were used in this study. Additionally, for ensuring high validity of the ALQ measure, CFA (to show the higher order ALQ model fit of data), PCA (PCA is the default EFA method in most software and the first stage in other exploratory factor analysis methods to select the number of factors) will be used. After data collection and analyses; face, content, criterion and construct validity will be measured for the current study.

For this investigation, previously verified tools from peer-reviewed journals were used. The 16-item Authentic Leadership Questionnaire (ALQ) (Walumbwa et al., 2008) was used to gauge respondents' perceptions of authentic leadership. Reliability for the 16 items utilized in this investigation was .78. My leader encourages everyone to express their opinions, for example, Emuwa (2013). Confirmatory factor analysis demonstrated construct validity for the CWEQ-II scale (Laschinger et al. 2001). In prior investigations, Cronbach's alpha reliability values ranged from .079 to .082. (Laschinger & Finegan 2005).

In addition, nurses' perceptions of managers' authentic leadership were evaluated using the Authentic Leadership Questionnaire (ALQ) (Avolio et al. 2007). Based on the four authentic

components—relational transparency, balanced processing, self-awareness, and internalized moral perspective—the ALQ is divided into four subscales. The four dimensions of the ALQ have received support from confirmatory factor analysis (Walumbwa et al. 2008). A total scale score between 0 and 4 was calculated by averaging each subscale, with higher scores denoting higher levels of authenticity. As evidenced by Cronbach's alphas between 0 and 70 and reports of acceptable internal consistency (Walumbwa et al. 2008; Wong, C. A., & Laschinger, H. K. 2013).

Reliability Measures for Employee Commitment (EC)

Meyer and Allen's (1997) measured employee commitment using the 22-item employee commitment questionnaire (ECQ) which is used by the many researchers, scholars in Bangladesh and other countries in the world and found a high reliability for the ECQ scale. After conducting a pilot survey in Bangladesh, reliability will be tested using Cronbach's alpha method for this study.

Again, for ensuring high validity of the ECQ measure, CFA, PCA will be used to show the higher order ECQ model fit the data. After data collection and analyses; face, content, criterion and construct validity will be measured for the current study. In this study, the reliability alpha of Becker, Billings, Eveleth, and Gilbert's (1996) 4-item scale for supervisor-related internalization was used to gauge commitment to the supervisor. 78 (Emuwa 2013).

Reliability Measures for Employee Performance (EP)

Tsui, Pearce, Porter, and Tripoli's (1997) measured employee performance using the 11-item employee performance questionnaire (EPQ) which is also used by the many researchers, scholars in Bangladesh and other countries in the world and found a high reliability for the

EPQ scale which was examined in this study. After conducting a pilot survey in Bangladesh, reliability was tested using Cronbach's alpha method for this study.

Performance (EP) scale also measured by other study:

An eight-item general performance scale created by Roe et al. (2000) was used to assess work performance overall. The scale is an indirect measurement that captures a person's self-appraisal of the comparison of his or her performance with that of others with similar tasks and roles. It is a composite of a task- and role-performance measure. The task-performance (five items) component assesses an employee's impression of his or her own performance as determined by the supervisor and as compared to that of other team members. Role-performance (three elements) gauges how well an employee performs in comparison to other team members based on the workload they take on and the frequency with which they are sought out for guidance.

Moreover, for ensuring high validity of the EPQ measure, CFA, PCA were used to show the higher order EPQ for model fit the data. After data collection and analyses; face, content, criterion and construct validity also measured for the current study. Alpha coefficients for the composite measure ranged between 0.72–0.80 and has been positively associated with job involvement and effort (Roe et al. 2000, DeVries et al. 2002; Wong, & Laschinger, 2013).

Though the Reliability of AL, EC & EP were measured in some countries in the world but in Bangladesh, this type of research study has been conducted first time. Thus, after conducting a pilot survey in Bangladesh, reliability has been tested by Cronbach's alpha method. Because, Cronbach's alpha is the most popular method (Malhotra, 2002; Hair et al., 2014) to test reliability which has been used in this study too.

5.16.1.2 Reliability Measure of Previous Research

The above explanation on the review of reliability measure of authentic leadership (AL), employee commitment (EC), and employee performance (EP) showed that so many research study were observed by the many researchers, academicians, scholars and learners at different time with the different area of study in the worlds, which also demonstrated very good reliability of the main independent measure i.e., authentic leadership and other variables.

Table-13; Reliability measure from previous research study showed by some prominent research scholars in the world which is depicted in below;

Researchers or Scholars	Reliability of ALQ Measure
Walumbwa <i>et al.</i> (2008); and (Northouse, 2018: 279); (Based on samples in China, Kenya and USA)	(SA) Self-awareness .73 (IMP) Internalized moral perspective, .73 (RT) Relational transparency, .77 (BP) Balanced processing, .70
Emuwa (2013)	Reliability was .78 (Overall)
Laschinger & Finegan (2005)	Reliabilities ranged from 0.79 – 0.82
Avolio <i>et al.</i> , (2007) and Wong, & Laschinger, (2013)	Reliabilities ranged from 0.70 – 0.90

Source: Compiled by the researcher 2018, assessment from important studies.

5.16.1.3 Reliability Measure of Present Research Study

The reliability measures of the current study have been assessed and explained in the previous sections of this study. Reliability has been assured primarily by pilot survey test and after collecting data and information finally, reliability has been tested by Cronbach’s alpha method, and later, from a composite analysis of EFA, CFA, and AVE; reliability also assured highly and strongly for this research study. Now a brief on the reliability measure of the latent and construct variables of authentic leadership (SA, IMP, BP, and RT), employee commitment and employee performance have been framed below:

Table-14: Investigated reliability measure of AL (SA, IMP, BP, and RT), EC and EP of current study

Reliability Statistics of all Constructs	No. of Items	Cronbach's Alpha
AL	24	.940
SA	6	.957
IMP	6	.956
BP	6	.958
RT	6	.901
EC	22	.957
EP	11	.971

Source: Researcher’s own contribution, 2020.

5.16.2 Validity Measure

Validity is the degree to which a measure or score accurately captures an idea (Zikmund et al., 2010, p.304). It shows how well an instrument captures what it is intended to capture (Kothari, 2004). Numerous methods have been used by researchers to evaluate validity. If the findings are indeed about what they seem to be about, that is what validity is all about (Cooper & Schindler, 2008, p. 289; Saunders et al., 2011, p.371). Validity, according to Zikmund et al. (2010, p. 307), is the degree to which a score accurately conveys a concept. According to Mason (2002), a measurement instrument's validity refers to how accurately and effectively it measures the target variable. For one purpose a measure could be highly valid, but not for another (Herman, Osmundson, & Dietel, 2010). To ensure the correctness of any research outcome, it is crucial to assess the validity of the measure in various contexts. Validity can be established using one of four fundamental methods: face validity, content validity, criteria validity, or construct validity. Typically, researchers evaluate the construct and content validity. Face validity, content validity, criteria validity, and construct validity are the four fundamental methods for proving validity which are simplified as under:

5.16.2.1 Face Validity

Face validity is the professional community's subjective agreement that a scale accurately depicts the concept being assessed (Zikmund et al., 2010, p. 307). Pilot test will provide a researcher with at least some idea of questionnaire's face validity (Saunders et al., 2011, p.371). The pilot study of questionnaires has already done on 30 employees of different educational institutions (universities) and found that there was no problem of misunderstanding of the concepts i.e., the ideas of this research study is logically acceptable to conduct in Bangladesh.

5.16.2.2 Content Validity

According to a subjective evaluation of the degree of correspondence between the items making up a scale and its theoretical meaning, content validity relates to how well a measure covers the area of interest (Malhorta & Birks 2007; Hair et al., 2012). It speaks of the extent to which a measurement covers the area of interest (Saunders et al., 2011, p.373; Zikmund et al., 2010, p. 307). In most cases, an expert or researcher establishes the content's veracity judgment (Cooper & Schindler, 2008, p.291). The present study observed content validity through the experts (highly experienced academic employee) opinions and judgement, who scrutinize the items of scale which encompass the entire range of the constructions being assessed. Although it is not a sufficient indicator of scale validity, content validity aids in the interpretation of a scale's scores using "common sense" (Malhorta & Birks, 2007, p. 358). Testing concept validity helps offer a more logical assessment of scale validity.

5.16.2.3 Criterion Validity

Criterion validity addresses the question, 'how well does the work is measured in practice', and criterion-related validity, sometimes known as predictive validity, is concerned with the ability of the measures (questions) to make accurate predictions (Cooper a Schindler, 2008, p. 291; Saunders et al., 2011, p.373). The criterion related validity of measure can be judged in term of four qualities: (a) relevance, (b) freedom from bias, (c) reliability, and (d) availability (Cooper & Schindler, 2008, p. 291). Though current study used a composition of established measures, it also assured data normality by factor loadings and reliability testing. Hence, it is cleared that criterion related validity has already been ensured and perceived.

5.16.2.4 Construct Validity

When a measure accurately measures and accurately captures a certain notion, it is said to have construct validity. Construct validity is made up of numerous different elements, including face validity, content validity, criterion validity, convergent validity, and discriminant validity (Zikmund et al., 2010). Construct validity refers to the extent to which a measurement instrument measures the theoretical construct it is designed to measure (Hair et al., 2012, p. 800; Saunders et al., 2011, p.373). Theory and the measurement tool have both been used to assess the construct validity. Convergent validity is the degree to which a construct's items are connected with one another, whereas divergent validity (discriminant validity) is the opposite of convergent validity. Good correlation between the scale's items results in high convergent validity (Malhorta & Birks, 2007).

Zikmund et al., (2010, p. 308) stated that convergent validity requires that concepts that should be related are indeed related. When the items of the construct share a high proportion of variance, then it will be known as high level of convergent validity. Convergent validity was established in the current study by looking at statistically significant factor loadings on each component. Convergent validity is shown by standardized loading estimates of 0.5 or higher, and ideally .7 or higher (Hair et al., 2012, p.801). Convergent validity was also assessed by examining the average variance extracted (AVE) from the measures. An AVE of 0.5 or more indicates adequate convergent validity (Hair et al., 2012, p. 801) which elaborately discuss in the chapter six (see next chapter). A scale shouldn't correlate too strongly with a measure of a different construct in order to have discriminant validity, which measures how distinctive or distinct a measure is (Zikmund et al., 2010, p.308). This is how significantly a construct differs from other constructs (Hair et al., 2012, p.802).

It is necessary to show that there are no or few connections between various constructs for this form of validity (Malhorta & Birks, 2007). Therefore, strong discriminant validity provides proof that a construct captures some phenomena that are not captured by other measures (Hair et al., 2012, p. 802). By contrasting the AVE values with the square of the correlation estimate between constructs, divergent validity in this study was evaluated (Hair et al., 2012, p.802). If the AVE of a construct is greater than the squared correlation between that construct and other constructs, discriminant validity has been attained (Hair *et al.*, 2012, p.802). The findings of discriminant validity are demonstrated in the chapter six (see next chapter).

The presence of face, content, and criterion validity in this study is strongly supported. Because the study has great face validity because to "the subjective agreement among the specialists and concept reflections." Once more, content validity is demonstrated because the topic of the study is adequately covered by the instruments used to measure it. Because the study mentions the criteria variables, such as demographics, attitudes, and behavioral measures (respondents' perceptions and opinions), that are gathered, criterion validity is also offered at a time. The relevancy, reliability and availability of information also ensure the concerns of the criterion-related validity for this thesis study. The study also covered the validity of convergent and discriminant for the constructs of Authentic Leadership (SA, IMP, BP, and RT), Employee Commitment (AC, CC, and NC), and Employee Performance (EP) accordingly (see Table-11 and the concerned explanations).

5.17 Unidimensionality Assessment

Unidimensionality referred as the quality of examining or measuring an individual/single construct, trait, or relevant another attribute, for instance a unidimensional scale of personality, scale of attitude, or another scale which contain the items (indicator variables) concerned with the respective ideas or concepts only. According to Walker (1931), unidimensionality was applied in the similar way, in case of homogeneity, internal consistency, and for enhancing the interest in latent trait variables (items) in a trait model to constrain a precise and clear definition. Homogeneity observed to indicate more particularly to the same items' correlations, but this homogeneity word is applied oftenly for unidimensionality as a synonym term; and the effectiveness of the terms homogeneity and internal consistency is questionable in some contexts; So, Unidimensionality is treated as the existence of single latent trait included with the data (Hattie, 1985).

The assessment of Unidimensionality described a particular type of scale of measurement. It has only one ('uni') dimension. In the other point of views, it can be demonstrated by a 'line' of single number such as, people's height, cars' weight, IQ, liquid's volume etc (Loevinger, 1944; Hattie, 1985). Unidimensional measurement model is the intention for reaching to structural equation model (Bonify, Reise, Scheinces, & Meijer, 2015). Unidimensional measurement refers that every indicator loads on just one factor and there are no measurement error correlations (Hair et al., 2010; Kline, 2011). It became important when more than two constructs are involved (Hair et al., 2012, p.805). Lack of unidimensionality denoted that lack of construct validity (Hair et al., 2012, p. 806). To check for unidimensionality, a variety of conventional techniques can be utilized, including EFA (exploratory component analysis), item-total correlations, and Cronbach's alpha (Steenkamp & Van Trijp, 1991). SEM (Structural Equation Model) fit indices are used in practice as indicators of whether the data are unidimensional enough to avoid serious bias in model parameters (Bonifay et al., 2015). And

from the illustration of next chapter this unidimensionality'll be clear more from the assessment of EFA, Correlations, SEM.

5.18 Ethics in Research

Research Ethics related to questions about how researchers formulate and clarify the research topics, research design, access of gain the objectives, collection of data, process and store data, analyze data and write up the research findings in a moral and responsible way (Saunders et al., 2012). For each research issues, a researcher needs to follow some ethical issues that need to be followed:

Protection of potential and current participants' privacy. Participation is voluntary, and participants have the option to stop the procedure in whole or in part. Consent and potential participant deceit. Maintenance of anonymity and confidentiality of data provided by identified participants. Participants' feelings of humiliation, tension, discomfort, pain, and injury in response to a researcher's efforts to gather data. Effect of how a researcher uses, analyzes, and reports data on participants, specifically the reduction of embarrassment, stress, discomfort, suffering, and injury. Researcher conduct and objectivity.

Ethical values influenced by moral norms, standards which are the principles that reflects beliefs about what is ethical and what is unethical (Zikmund et al., 2010). And, ethics are norms or standards of behavior that guide moral choice about one behavior and his or her relationship with others (Coopers & Schindler, 2008). To safeguard the participants against discomfort, pain, embarrassment, or loss of privacy, Cooper and Schindler (2008) advised that the researcher should explain study benefits, explain participant rights and protections and obtain informed consent. The determination of the topics of this study- is free from all sorts of pressures of sponsor and organization. The researcher finalized the study topics on the basis of literature assessment. The methods, approach, and research design have been used on the basis

considering ethical issues. Instrument for survey technique has been selected to ensure the participants' choice freely.

The prime purposes or objectives of research study through a forwarding letter and for ensuring the participants about the privacy of given data and information strictly. Before collecting data from any respondents, all of the formalities have been maintained properly. During the period of data collection, each participant has been given sufficient time to answer personally and with free of opinions. All kinds of confidentiality and anonymity have been ensured by the researcher and participants are provided assurance that the data will be used and stored impersonally only for research purposes.

The collected data used and applied only for the analyses or findings of the present study. Ethical issues have been also maintained in case of analyses and reporting. In this context, the statistical accuracy of a test should be stated precisely and the meaning of findings should not be understood or overstated (Zikmund et al., 2010). The researcher or author of this research study, has been applied the data for research analyses and for reporting with final outputs of this research after maintaining integrity to reach the research purposes truly and ethically.

Summary

Chapter five (5) constituted with relevant and logical parts of the current study. This chapter included sections and sub-sections of concerned and chronological topics of the study which covered research philosophy, paradigms, approaches, research strategy, methods, analytical procedure, reliability and validity aspects of the present study. In the context of philosophical assumptions, this study concerned with 'objectivism' aspect of ontology. Under epistemology, 'positivism' philosophical aspect has been followed to guide the whole research; and in some perspective, 'interpretivism' has been observed in the little bit portion of this study as it

engaged with some logical explanation of the topics. Deductive research approach has been assessed due to the requirement and applicability of this study, between inductive and deductive approaches. And according to observation, applicability, and systemic process, this study conducted with basically 'descriptive' research design with 'descripto-explanatory study of research. It (study) described new and existing phenomena with the composition of exploratory and explanative ways of appropriateness naturally.

As the part of methods of research 'survey' strategy has been assessed and applied for more appropriateness due to the large population size and scattered respondents or participants throughout the country (Bangladesh). In this study, data have been collected from only one source i.e., from higher educational institutions (HEIs) which concerned with 'MONO Method' to conduct the research and in one point of time (cross-sectional study) and for analyzing collected data "quantitative technique" has been followed to analyze the numeric data. Sampling technique and design explained with the chronological arrangement, indicated by sections and sub-sections.

The study conducted following probability sampling technique while sampling frame included the selected higher educational institutions (HEIs) i.e., list of public, private and international university in Bangladesh. Present research ensured the demonstration of respondents and stratified the higher educational institutions (HEIs) while respondents have been selected randomly. It is clear that first of all stratified and then simple random sampling technique have been used and applied to collect data for reaching the findings (result analyses). A composition of assessed and established measurement tools (instruments) has been used to examine the constructs of the 'model' of this study. Reliability and Validity have been investigated and ensured for all of the variables of measurable constructs as well as 'model' of the current study. The ethical issues in research also observed in every stage of this research study.

Chapter- Six (6): Findings of the Study

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- Summary

6.1 Introduction:

For investigating “Impact of Authentic Leadership Behavior on Employee Commitment and Performance: An Empirical Study on Higher Educational Institutions of Bangladesh” the present study has been set with two major objectives such as ‘to investigate the impact between authentic leadership and employee commitment which has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh’ and ‘to assess the effect of authentic leadership on employee performance, which has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.’ For examining the findings, a quantitative data analysis has been assessed with descriptive and inferential statistical measurement tools with CFA, Measurement Model, and SEM analyses of different constructs of main exogenous and endogenous variables of this study. Furthermore, demographic characteristics of the respondents also have been examined and discussed with graphical statistical tool. All of the result analyses are assessed and illustrated in below;

6.2 PART-A: Descriptive and Inferential (Statistics) Analyses:

Descriptive statistics concerned with descriptive research methods which is also associated with descriptive analyses such as graphical or chart-based analyses with very basic statistical analyses; for instance, mean, median or mode or average variable extracted (AVE) and standard deviation etc. which describes data properly. Relevant descriptive analyses should be applicable for the respective research study.

Inferential Statistics concerned with predictions (“inferences”) from the applicable data of the respective study. For the generalization of a population, sample from data is essential for this kind of analyses. Thus, inferential statistical analyses concerned with correlations, standard co-

efficient, regressions, chi-square test, ANOVA, SEM etc. for identifying the impact/effect of different variables in the study. Now all of the concerned calculations of the results with brief have been illustrated below:

6.2.1 Response Rate and Non-Response bias

The sufficient response rate achieved and there was no evidence of nonresponse bias based on practice of providing perceptions and opinions in the work location or gradual time period. Nonresponse bias was assessed by comparing responses to take opinion- based question from each contact (late responders), and by comparing demographic information (non-responders).

6.2.2 An analysis of demographic characteristics of the Sample:

The demographic profile has been exhibited below using pie and bar-diagram and an overall picture in the below figures. The demographic features of the respondents indicated the variables of age, experience, educational background, working organization, departments, and job position in the respective working organizations or institutions. The following figure represented the picture of male and female respondents' demographic profile:

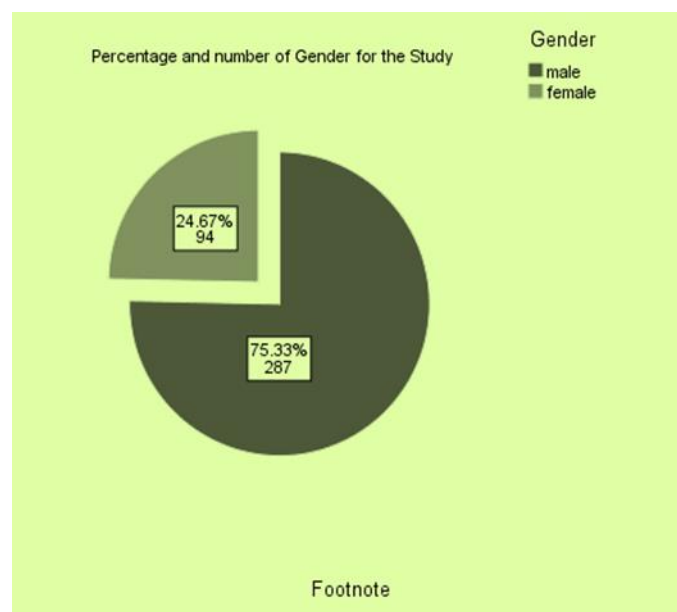


Figure -7: Pie-Chart of Male and Female Respondents

Source: Author's own-contribution, 2021

Figure-7 showed that among the usable number of respondents such as 381 while male respondents are 287 (75.33%) and female respondents are 94 (24.67%). **Male and Female respondents** are the centre-key for conducting this study. Data and information were collected from the respondents (teachers, academics, research students etc.) who are working at different (public, private and international Universities) educational organizations/institutions of Bangladesh and figure has been presented with the above pie-chart.

Respondents' experience with year & percentages is demonstrated below by a figure that showed experiences of the respondents in the horizontal line and number of responses in the vertical line, and it revealed percentage (%) of responses due to the range of experiences.

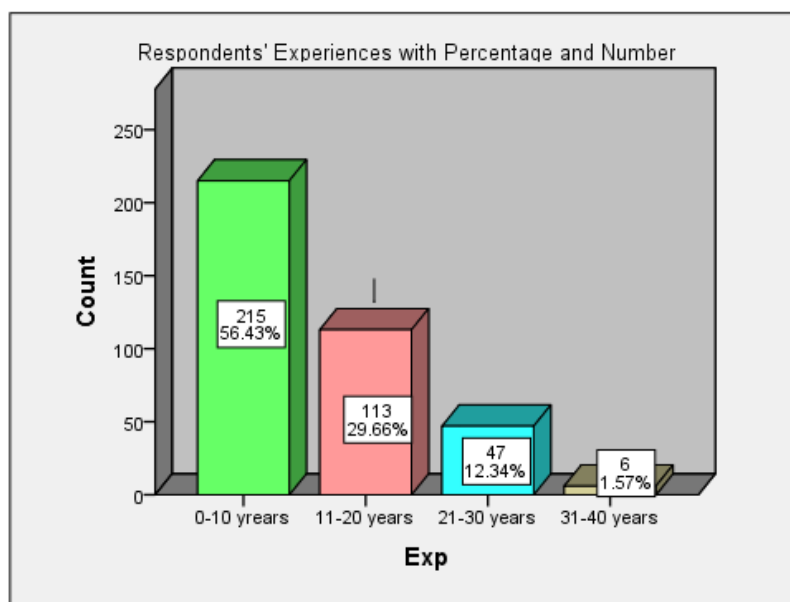


Figure -8: Respondents' Experience with year & percentage

Source: Author's own-contribution, 2021

Figure-8 depicted a framework where the range of experiences for the respondents have been initiated from 0 to 10 years, 11 to 20 years, 21 to 30 years, 31 to 40 years while respondents comprised under these ranges as 1215 (56.43%), 113 (29.66%), 47 (12.47%) and 6 (1.57%) consecutively.

Position of the Respondents: In another diagram author has displayed the **respondents' positions** with counting number and percentages. The following diagram involved with job position while the position of the respondents indicated in the horizontal line and number of respondents in the vertical line with the percentage (%) of respondents in the top, mid, and low level of service in the respective institutions.

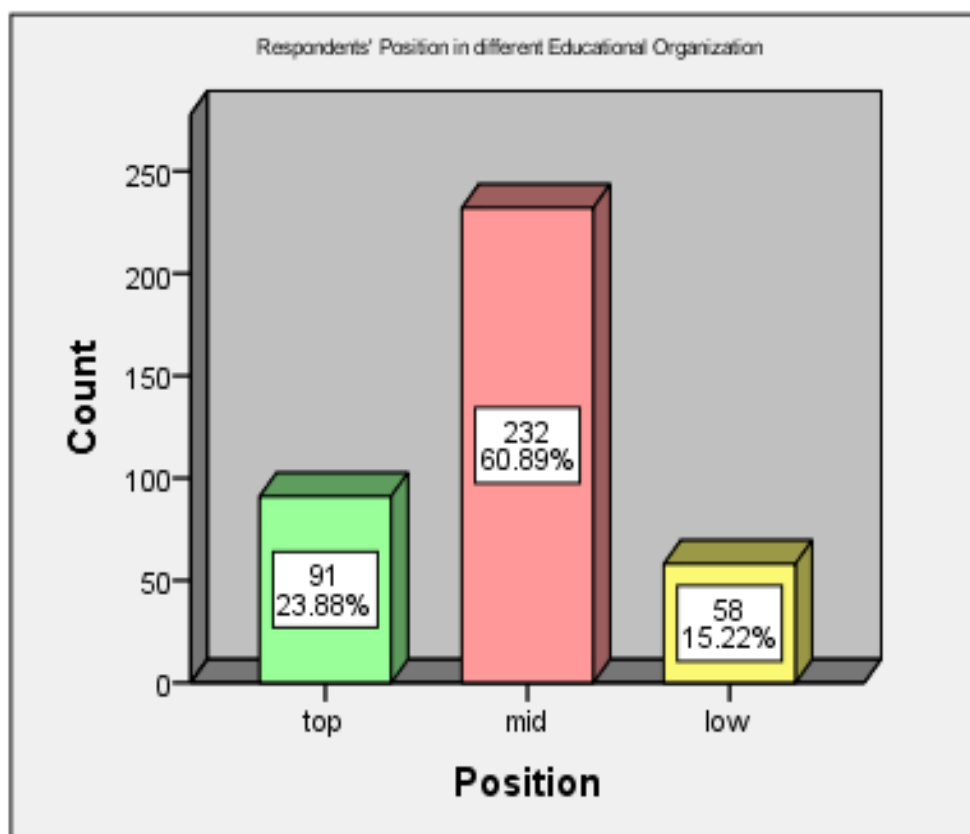


Figure -9: Respondents' Position with year & percentage

Source: Author's own-contribution, 2021.

Figure-9 the positions of the respondents have been classified by top, middle and low level where there are 91 (23.88%) from top level, 232 (60.89%) from mid-level and 58 (15.22%) from low level respondents' who have been provided their opinion in the time of collecting data and information about various pertinent variables of authentic leadership (AL) behavior, employee commitment (EC) and Employee Performance (EP).

Respondents' educational background displayed the respondents' academic status with counting number and percentages. The following diagram concerned to depict the educational level of the respondents while degree of the respondent showed in the horizontal line and number of respondents in the vertical line with the percentage (%) of respondents:

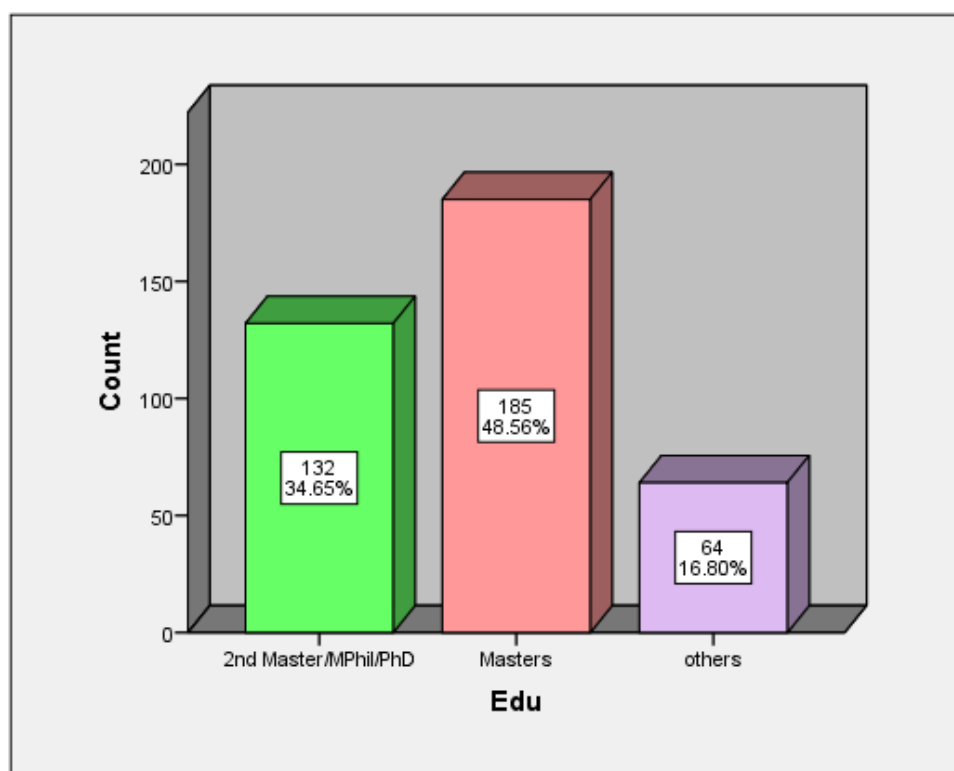


Figure - 10: Educational Background of the Respondents.

Source: Author's own-contribution, 2021

Figure-10 has been framed with the maximum number of participants who are well educated where 132 (34.65%) are 2nd masters/ MPhil/PhD degree holders, 185 (48.56%) are Master degree holders and others 64 (16.80%) holds different post graduated vocational/diploma/ or other degree relevant with different working area of the academic industries which have been clearly illustrated in the above diagram.

Departments of the Respondents: Another diagram exhibited with percentages and counting numbers of the **Respondents Different Departments** of educational organizations. The following illustration showed that more than six departments in the horizontal line and the number of respondents in the vertical line with the percentage (%) of respondents:

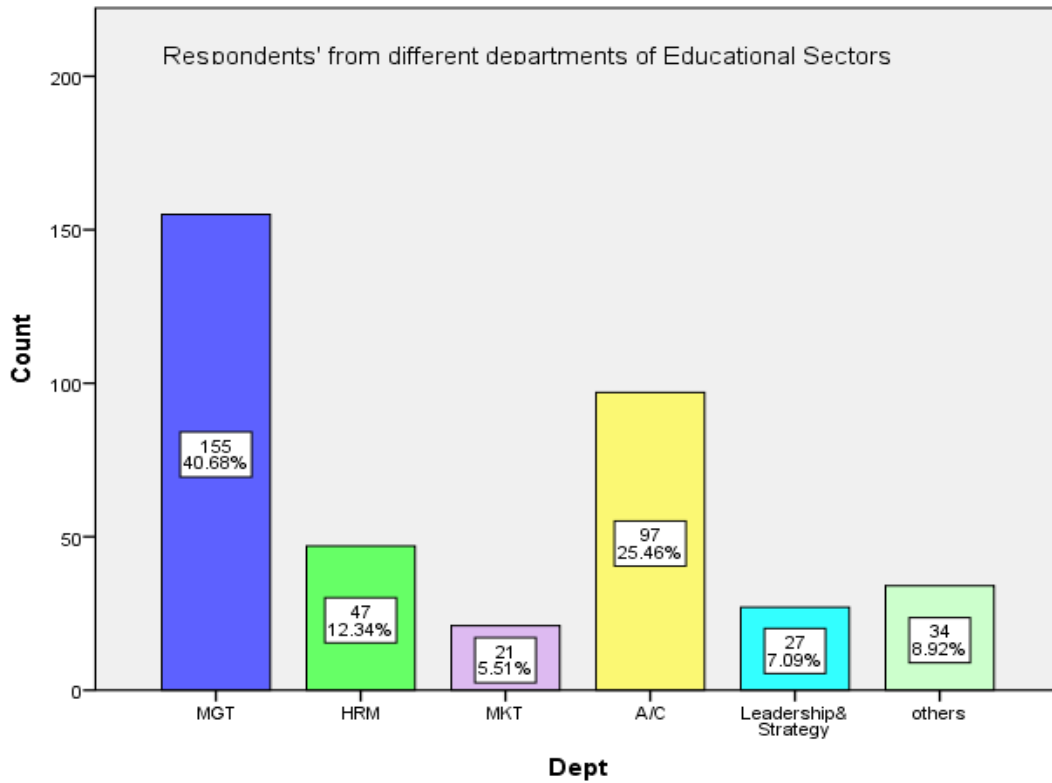


Figure -11: Respondents from different departments

Source: Author's own-contribution, 2021

Figure-11 revealed that there are 155 (40.68%) respondents from MGT departments; 47 (12.34%) from HRM departments, 21 (5.51%) from MKT departments, 97 (25.46%) from A/C departments, 27 (7.09%) from leadership & strategy departments, 34 (8.92 %) from others departments concerned with different educational organizations/ institutions of Bangladesh.

Respondents' Age of the study were found with different years old and the ages were categorized by (a) 25- 34 yrs.; (b) 35- 44yrs; (c) 45-54 yrs.; (d) 55 -64 yrs.' consecutively. The age distribution of the respondents with percentages and counting number has been depicted using framework with a bar- diagram in below;

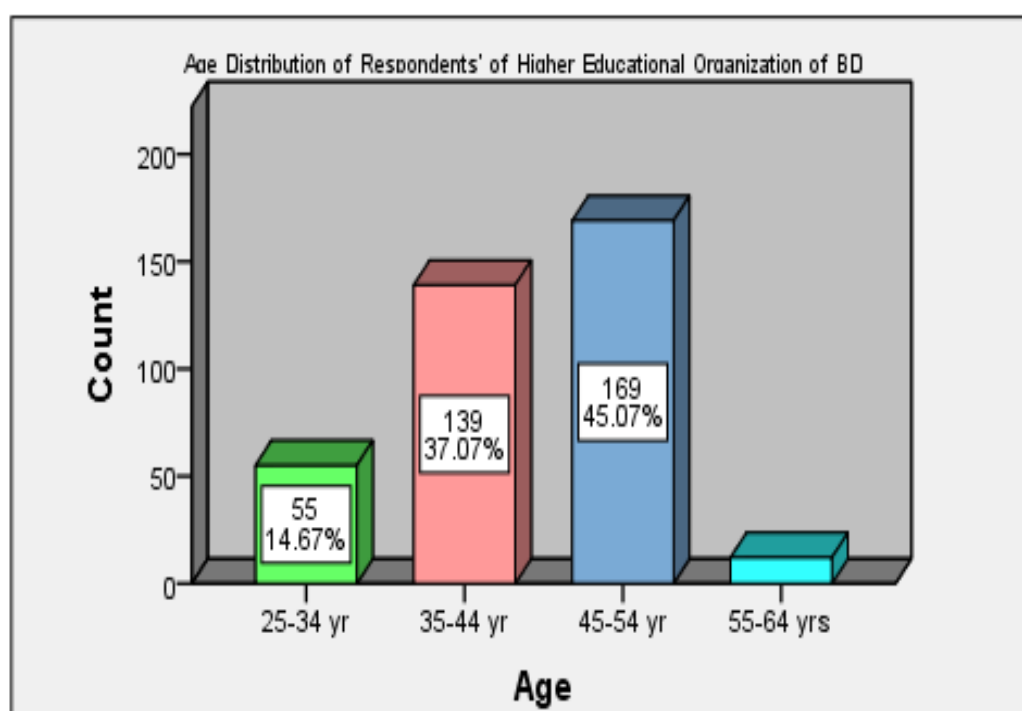


Figure - 12: Age distribution of respondents with percentages

Source: Author's own-contribution, 2021

The above figure-12 represented that in the horizontal axis (x- axis) different age ranges' and in vertical axis (y- axis) counting number of respondents. From the above diagram it is lucidly represented that maximum number of respondents are in the age of 45- 54 years and 35-44 years which shown that a large portion of teachers, academics and research students' age of educational sector in Bangladesh between 35 to 54 years. Besides that, minimum number of respondents are in the age of 55- 64 years- indicates that a small portion of working employees (teachers, academics and research students') are in the age of that years.

6.2.3 Descriptive and Inferential Statistics of Measurement Scales

The different measurement scales for descriptive and inferential statistics have been illustrated subsequently below:

6.2.3.1 Authentic Leadership Scale:

AL scale measurement has been developed by twenty-four (24) statements including relevant items to evaluate or assessed authentic leadership. The questionnaires have been designed as ‘survey instrument’ by 1-7 rating scales or Likert scale whether 1 for strongly disagree and gradually 7 for strongly agree with each statement or with indicator variables of authentic leadership (AL).

6.2.3.2 Employee Commitment Scales:

Employee Commitment (EC) scale of measurement has been developed by twenty-two (22) statements including relevant items to evaluate or assessed employee commitment. The questionnaires have been designed as ‘survey instrument’ by 1-7 rating scales or Likert scale whether 1 for strongly disagree and gradually 7 for strongly agree with each statement or with indicator variables of employee commitment (EC).

6.2.3.3 Employee Performance:

Employee Performance (EP) scale of measurement has been developed by eleven (11) statements including relevant items to evaluate or assessed employee performance. The questionnaires have been designed as ‘survey instrument’ by 1-7 rating scales or Likert scale whether 1 for strongly disagree and gradually 7 for strongly agree with each statement or with indicator variables of employee performance (EP).

6.3 Part-B: Data Assessment for Measurement Model

Measurement Model have been evaluated for each and every construct (with all components) with exploratory factor analysis and confirmatory factor analyses – the latter being in fact the measurement model of SEM. Under this measurement model, EFA, CFA results of all concerned endogenous and exogenous variables with data observations, screening, data reliability and validity have been included.

6.3.1 Data preparation and screening:

There are two important reasons for data preparation and screening when applying SEM. Because data preparation and screening are critical for (SEM) structural equation modeling (Kline, 2011). According to Kling et al., (2005), one of reasons is that the result of SEM will be biased when the specific distributional assumptions are not met. And the second reason is that if there is any data related problem exist then the computer program for SEM will not yield any logical solution. Proper data preparation and data screening can help to reduce bias and non-significance in the result (Hair et al., 2012; Kline, 2011). For this reason, prior to SEM analysis, the results are discussed in the following subsections.

6.3.2 Lack of data or Missing data

In multivariate analysis, missing data refers to the absence of valid values for one or more variables, which is a relatively common phenomenon (Hair et al., 2012, p. 73). The generalizability of the result is impacted by the presence of missing data (Hair et al., 2012, p.73). A variety of things can cause data to be missing. It may be either (a) absent entirely and randomly (MCAR) or (b) missing randomly (Hair et al., 2012, p. 762). If the pattern of missing data for a variable does not depend on any other variable in the data set, the missing data are thought to be missing completely at random (MCAR). Missing data have a negative effect on

the study. Missing data reduces the size of the sample that can be used for analysis practically, and from a substantive standpoint, any statistical findings based on data with a nonrandom missing data process may be biased (Hair et al., 2012, p.74). Missing data may be the result of biased data processing (Hair et al.,2012, p.78). Although this issue cannot be completely avoided, it can be greatly mitigated (De Leeuw, Hox, and Huismon, 2003). De Leeuw et al. (2003) advised researchers to employ well-designed and well pretested self-administered questionnaires to reduce the missing data.

The complete case approach (list-wise deletion), the all-available approach (pair-wise deletion), and model-based imputation techniques are three fundamental approaches for resolving the missing data problem (Hair et al., 2012, p. 7620). The complete case technique was used to treat missing data in the current study (list-wise deletion). The most typical method for dealing with missing data in various fields of the behavioral and social sciences is list-wise deletion (peugh and enders, 2004). This method is straightforward and well suitable for managing missing data. Only 2% of the surveys, as was already said, had missing data, hence the results were thrown out. Even though the sample size was reduced as a result of the deletion of these cases, the richness of the data was significantly affected, and the number of cases that remained was more than enough for the analysis.

6.3.3 Normality

Normality is the primary presumption in multivariate analysis. Normality refers extent which the distribution of the sample data corresponds to the normal distribution (Hair et al. 2012. P.103) If the Variation from the normal distribution is sufficiently large, all resulted statistical tests are invalid (Hair et al...2012). Multivariate methods assuming multivariate normality which means that both the combinations of the variables and their individual values are normal

in a univariate sense (Hair et al., 2012, p.104). Multivariate normality can be assumed if variables are known to be univariate normal (Weston, Gore, Chan & Catalano, 2008).

Kurtosis and skewness are two metrics that can be used to determine normality. Kurtosis describes the distribution's peakedness or flatness in comparison to the normal distribution (Hair et al. 2012) A distribution is said to be more peaked than the normal distribution if the kurtosis is positive, whereas the opposite is true if the kurtosis is negative (Weston et al. 2008). The balance of the distribution is referred to as skewness, on the other hand. A distribution is skewed if it is out of equilibrium. When the sample size is 200 or greater, the normality effects may not be significant under the normality assumption, which refers to a distribution that has shifted to the left (Hair et al. 2012, p. 105)

Table- 15 showed kurtosis and skewness for the objects. The findings demonstrate that none of the study's items have high skewness or kurtosis values; the maximum skewness values are less than 2 and some items have skewness values greater than 2; and the maximum kurtosis values are less than 5.1. Since there are more than 200 participants in the current study, any major deviations from normality may be insignificant and have little effect on the outcome (Hair et al. 2012). Additionally, the maximum likelihood re-estimate (MLE), which is particularly resistant to violations of the multivariate normality assumption (Hair et al. 2012), was used as the estimation method in the current investigation. As a result, no additional treatments of the data were taken into account of consideration.

Table: Fifteen (15)
Assessment of normality of data

Constructs	Items	Mean Statistic	Skewness	Kurtosis	Constructs	Items	Mean Statistic	Skewness	Kurtosis
Self-Awareness (SA)	SA1	4.40	-.193	.148	Continuous Commitment (CC)	CC1	4.87	-.369	-1.022
	SA2	4.33	-.236	-.048		CC2	4.82	-.455	-.980
	SA3	4.41	-.137	-.049		CC3	4.81	-.405	-.993
	SA4	4.46	-.169	.239		CC4	4.77	-.367	-1.030
	SA5	4.34	-.060	-.145		CC5	4.72	-.331	-1.013
	SA6	4.41	-.168	.006		CC6	4.86	-.342	-1.082
Internalized Moral Perspective (IMP)	IMP1	3.78	.418	-.489		CC7	4.91	-.469	-1.053
	IMP2	3.89	.299	-.522	Normative Commitment (NC)	NC1	5.94	-1.625	2.370
	IMP3	3.54	.437	-.589		NC2	5.50	-.956	-.047
	IMP4	3.81	.344	-.400		NC3	5.45	-1.177	.503
	IMP5	3.69	.423	-.421		NC4	5.39	-1.051	.142
	IMP6	3.58	.335	-.708		NC5	5.52	-1.037	.178
Balanced Processing (BP)	BP1	3.81	.448	-.177		NC6	5.54	-1.083	.516
	BP2	3.83	.306	-.343		NC7	5.38	-.955	.004
	BP3	3.71	.261	-.318	-----	-----	-----	-----	
	BP4	3.82	.369	-.316	-----	-----	-----	-----	
	BP5	3.79	.319	-.239	-----	-----	-----	-----	
	BP6	3.76	.349	-.227	-----	-----	-----	-----	
Relational Transferency- (RT)	RT1	5.90	-.823	-.090	Employee Performance (EP)	EP1	4.02	.248	-.523
	RT2	5.91	-.780	.067		EP2	4.11	.148	-.581
	RT3	5.85	-1.116	1.75		EP3	4.09	.099	-.620
	RT4	5.75	-1.657	3.08		EP4	4.05	.072	-.634
	RT5	5.64	-1.499	2.46		EP5	3.96	.227	-.477
	RT6	5.81	-1.177	1.53		EP6	4.10	.258	-.497
Affective Commitment (AC)	AC1	4.78	-.257	-1.025		EP7	4.08	.169	-.701
	AC2	4.81	-.387	-.948		EP8	4.06	.111	-.576
	AC3	4.88	-.311	-.843		EP9	4.00	.080	-.655
	AC4	4.77	-.323	-.967		EP10	4.01	.216	-.502
	AC5	4.72	-.241	-.932		EP11	4.33	.064	-.780
	AC6	4.84	-.264	-.955	-----	-----	-----	-----	
	AC7	4.88	-.381	-.975	-----	-----	-----	-----	
	AC8	4.93	-.261	-1.15	-----	-----	-----	-----	

Source: Author's own Research, 2021

6.4 Part-C: Evaluation of Measurement Model

In this section, measurement model has been evaluated by identifying the factors' loading of all the variables of each construct of this study. KMO and Bartlett's Test has been assessing for exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) is also observed for ensuring validity and unidimensionality of all variables of measurement model evaluation.

6.4.1 Exploratory Factor Analysis

Table- 16: KMO and Bartlett's Test showed that significant outcomes of factor analyses has been found and cumulative percentage of variance was 77.779 and the Eigenvalues were 19.285, 9.424, 4.097, 3.822, 3.087, 2.321, 1.219, 1.088 gradually (See: Appendix-E).The result observations of exploratory factor analysis (EFA) concerned with relevant constructs of current study and all of the factor loading was between the range of .920 to .524 which was sufficient as standard loading .50 adequate (George & Mallery, 2019; Hair *et al.*, 2012).

Table-16 demonstrated an important assessment of data by KMO and Bartlett's Test. The test is indicated a very strong sampling adequacy i.e., .935 of all the items of the measurable variables of this study. The result of Chi-Square test is also highly significant (sig.= .000) which containing an investigation of all constructs and latent construct of authentic leadership, employee commitment and employee performance. So that, data were consistent and normal for the acceptable loading of all the factors of the current study.

Table-16: KMO and Bartlett's Test

Kaiser-Meer-Olkin Measure of Sampling Adequacy.		.935
Bartlett's Test of Sphericity	Approx. Chi-Square	25279.323
	df	1596
	Sig.	.000

Source: Author's own research, 2021

The survey variables of this study were grouped in eight (8) factors which were same as all constructs of measurement models (authentic leadership, employee commitment and employee performance). There were four (4) authentic leadership (AL) constructs found through factor analysis where self-awareness (SA) included six (6) items and loadings of the items were .833, .848, .807, .799, .810, .850. Again, another construct of AL was internalized moral perspective (IMP), assessed with factor loadings of .775, .775, .784, .751, .751, .727 respectively. The next construct of AL was balance processing (BP) that was observed by six (6) items too and the loadings were .763, .753, .749, .779, .748, .764 and the final construct of AL was relational transparency (RT) which contained with six (6) items and the loadings were .840, .821, .781, .756, .817, .920 respectively.

Table- 17 Varimax Rotated Component Matrix, also displayed that there are three (3) construct of employee commitment (EC) assessed from principal component factor analysis such as affective commitment (AC), continuous commitment (CC) and normative commitment (NC). Affective commitment included eight (8) items with factor loadings ranging from .792, .805, .808, .789, .792, .811, .537, .524 of AC1 to AC8. Again, continuous commitment (CC) included seven (7) items with factor loadings ranging from .837, .823, .849, .835, .839, .897, .687 of CC1 to CC7 and normative commitment (NC) also included seven items with factor loadings ranging from .638, .830, .757, .836, .819, .837, .797 of NC1 to NC7.

It is also found from the table-17 (Varimax Rotated Component Matrix), that factor analysis assessed for employee performance (EP) with eleven (11) items where loadings ranging from .872, .858, .808, .801, .823, .861, .830, .783, .811, .847, .729 respectively. Hence, from the exploratory factor analysis (EFA), it is revealed that all of the constructs of this study had unidimensionality since items were loaded with acceptable factors and factor loadings were

sufficient or adequate to analyses the concerned constructs. Moreover, for ensuring more acceptance of the study, reliability and validity tests has been conducted through confirmatory factor analysis (CFA) which has been discussed and showed in the following parts of the study.

Table-17: Varimax Rotated Component Matrix of Authentic Leadership (AL), Employee Commitment (EC) and Employee Performance (EP).

Variables	Components' (AL)								
	SA-1	IMP-2	BP-3	RT-4	AC-5	CC-6	NC-7	EP-8	Communalities
SA1	.833								.824
SA2	.848								.857
SA3	.807								.800
SA4	.799								.807
SA5	.810								.816
SA6	.850								.874
IMP1		.775							.832
IMP2		.775							.829
IMP3		.784							.833
IMP4		.751							.811
IMP5		.751							.794
IMP6		.727							.784

Table-17 Continued

Variables	Components' (AL)								
	SA-1	IMP-2	BP-3	RT-4	AC-5	CC-6	NC-7	EP-8	Communalities
BP1			.763						.858
BP2			.753						.789
BP3			.749						.784
BP4			.779						.814
BP5			.748						.804
BP6			.764						.857
RT1				.840					.768
RT2				.821					.707
RT3				.781					.725
RT4				.756					.701
RT5				.817					.694
RT6				.920					.860

Table-17 Continued

Variables	Components' (EC)								
	SA-1	IMP-2	BP-3	RT-4	AC-5	CC-6	NC-7	EP-8	Communalities
AC1					.792				.791
AC2					.805				.840
AC3					.808				.834
AC4					.789				.808
AC5					.792				.797
AC6					.811				.829
AC7					.537				.857
AC8					.524				.877
CC1						.837			.838
CC2						.823			.802
CC3						.849			.843
CC4						.835			.764
CC5						.839			.821
CC6						.897			.904
CC7						.687			.847
NC1							.638		.591
NC2							.830		.780
NC3							.757		.683
NC4							.836		.758
NC5							.819		.739
NC6							.837		.770
NC7							.797		.718

Table-17 Continued

Variables	Components' (EP)								
	SA-1	IMP-2	BP-3	RT-4	AC-5	CC-6	NC-7	EP-8	Communalities
EP1								.872	.842
EP2								.858	.857
EP3								.808	.813
EP4								.801	.736
EP5								.823	.775
EP6								.861	.848
EP7								.830	.830
EP8								.783	.765
EP9								.811	.765
EP10								.847	.831
EP11								.729	.603
Eigen-values	19.285	9.424	4.097	3.822	3.087	2.321	1.219	1.088	
% Variance	33.833	16.533	7.188	6.705	5.415	4.072	2.139	1.909	
Total Variance									77.779

Source: Researcher's own contribution, 2021

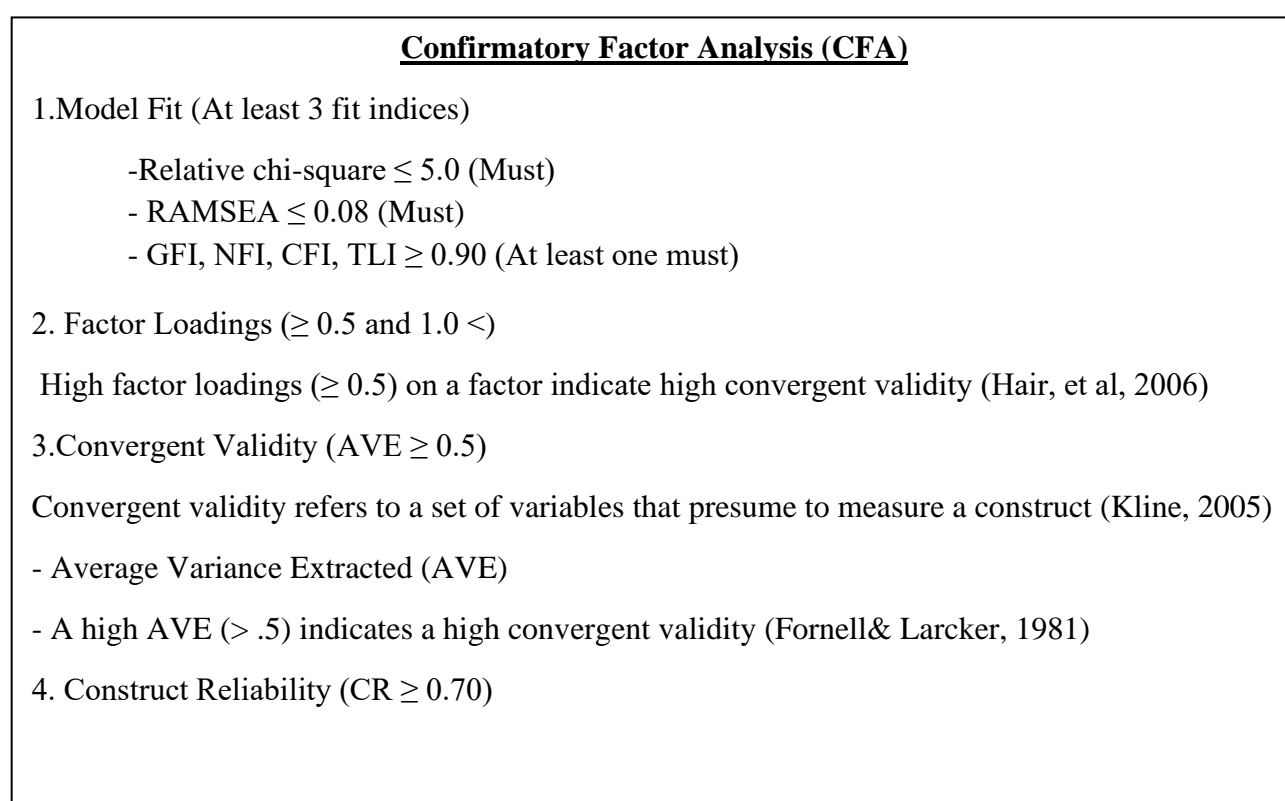
Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

6.4.2 Findings of Confirmatory Factor Analysis (CFA) for Individual Construct:

The CFA results of individual exogenous (authentic leadership) and two endogenous constructs (employee commitment and employee performance) have been illustrated and explained. For constructing the overall measurement model, these results/findings have to use as the basis to continue the study. The acceptable level of CFA of all constructs must be cleared from the following diagram;



Source: Hair et al. (2012); Byrne (2001); Chau (1997); Bentler and Binett (1980); and so many scholars.

6.4.2.1 Findings of CFA for Authentic Leadership:

Findings of the CFA of authentic leadership (AL) which is the individual exogenous construct of this study and two endogenous constructs (Employee Commitment and Employee Performance) have been discussed and showed with different tables and dia-grams. All of the findings- (results) have been used as the basis for demonstrating the concerned measurement model of this study.

6.4.2.1.1 CFA of Self-Awareness (SA)

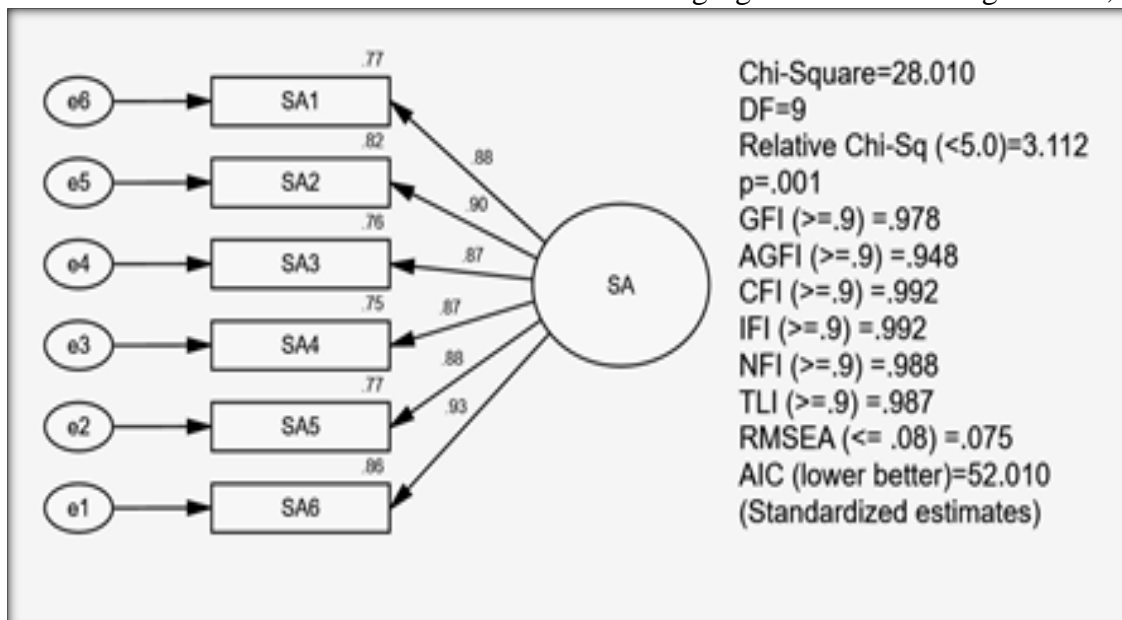
Table-18 demonstrated the confirmatory factor analyses of all variables of self - awareness (SA) have been assessed and as the loadings of all items such as SA1, SA2, SA3, SA4, SA5, SA6, were more than 0.80, thus it showed strong acceptance for the analyses of data as well as findings of the study. The construct reliability was 0.957 and the average variable extracted = 0.788 which were also very much good indicator for the analyses.

Table-18: Factor loadings, AVE and construct reliability of SA

Construct	Items	Standardized Factor Loadings	CR	AVE
SA	SA6	0.927	0.957	0.788
	SA5	0.879		
	SA4	0.869		
	SA3	0.870		
	SA2	0.903		
	SA1	0.877		

Source: Researcher’s own contribution-2021

The above table has been illustrated with the following figure of CFA findings for SA;



Source: Researcher’s own contribution, 2021

Figure 13: CFA of SA

The above figure -13 showed the CFA of SA which have been applied for validate measurement model of AL in educational sector of Bangladesh. All of the items of SA from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables SA of specific construct AL of this study. The “fit indices” of SA has been found that $X^2/df = 3.112$, $GFI = .978$, $NFI = .988$, $CFI = .992$, $TLI = .987$ and $RMSEA = .075$ which indicated about the appropriateness of the model fit.

6.4.2.1.2 CFA of Internalized Moral Perspective (IMP)

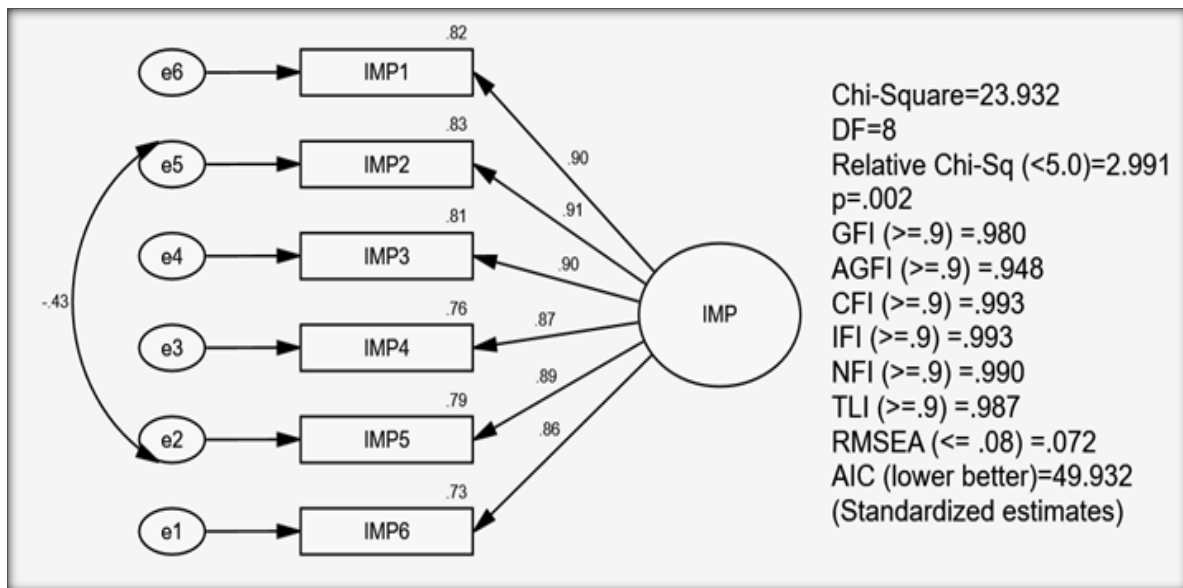
Table-19 Prescribed the confirmatory factor analyses (CFA) of all variables of Internalized Moral Perspective (IMP) have been assessed and as the loadings of all items such as IMP1, IMP2, IMP3, IMP4, IMP5, IMP6, were more than 0.85, thus it showed strong acceptance for the analyses of data as well as results’ analyses of the study. The construct reliability (CR) was 0.957 and the average variable extracted (AVE) = 0.789 which were also very much good indicator for the analyses of this study.

Table-19: Factor loadings, AVE and construct reliability of IMP

Construct	Items	Standardized Factor Loadings	CR	AVE
IMP	IMP6	0.855	0.957	0.789
	IMP5	0.888		
	IMP4	0.872		
	IMP3	0.899		
	IMP2	0.911		
	IMP1	0.904		

Source: Author’s own contribution -2021

The above table has been illustrated with the following figure of CFA findings for IMP;



Source: Author’s own contribution -2021

Figure 14: CFA of IMP

The figure - 14 showed the CFA of IMP which have been applied for validate measurement model of AL in educational sector of Bangladesh. All of the items of IMP from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables SA of specific construct AL of this study. The “fit indices” of IMP has been found that $X^2 / df = 23.932$, GFI = .980, NFI = .990, CFI = .993, TLI = .987 and RMSEA = .072 which indicated about the appropriateness of the model fit.

Table-20 Prescribed the confirmatory factor analyses (CFA) of all variables of Balanced Processing (BP) have been assessed and as the loadings of all items such as BP1, BP2, BP3, BP4, BP5, BP6, were more than 0.86, thus it showed strong acceptance for the analyses of data as well as results’ analyses of the study. The construct reliability (CR) was 0.956 and the average variable extracted (AVE) = 0.783 which were also very much good indicator for the analyses data of this study.

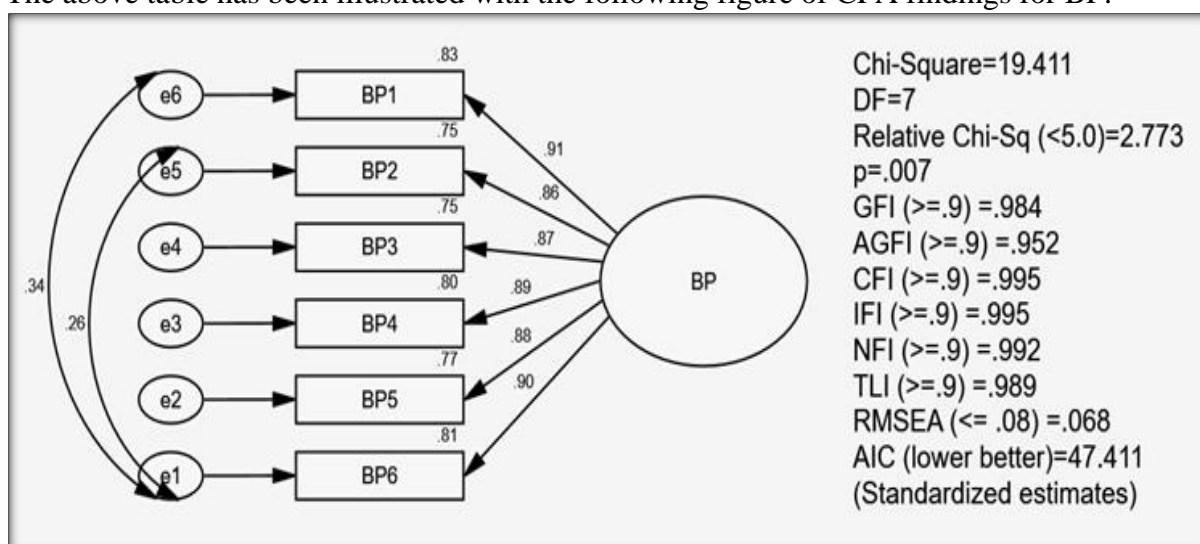
6.4.2.1.3 CFA of Balanced Processing (BP)

Table-20: Factor loadings, AVE and construct reliability of BP

Construct	Items	Standardized Factor Loadings	CR	AVE
BP	BP6	0.899	0.956	0.783
	BP5	0.877		
	BP4	0.895		
	BP3	0.865		
	BP2	0.863		
	BP1	0.910		

Source : Author’s own contribution – 2021

The above table has been illustrated with the following figure of CFA findings for BP:



Source-Author’s own contribution -2021

Figure 15: CFA of BP

The figure - 15 demonstrated the CFA of BP which have been applied for validate measurement model of AL in educational sector of Bangladesh. All of the items of BP from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables BP of specific construct AL of this study. The “fit indices” of BP has been found that $X^2 / df = 19.411$, GFI = .984, NFI = .992, CFI = .995, TLI = .989 and RMSEA = .068 which indicated about the appropriateness of model fit.

6.4.2.1.4 CFA of Relational Transparency (RT)

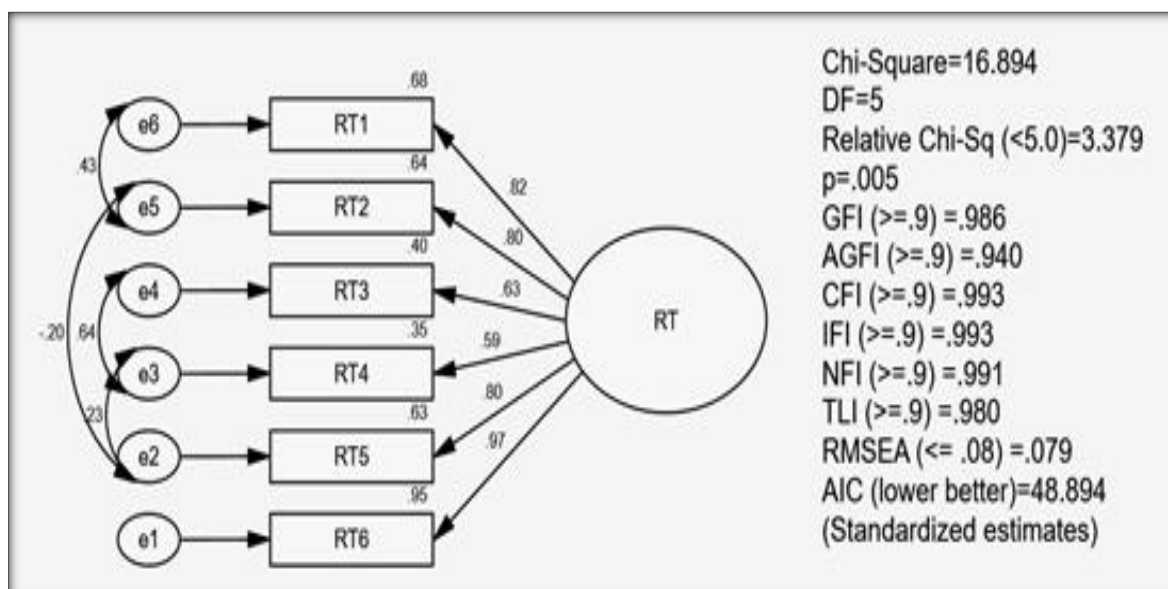
Table-21 Presented the confirmatory factor analyses (CFA) of all variables of Relational Transparency (RT) have been assessed and as the loadings of all items such as RT1, RT2, RT3, RT4, RT5, RT6, were more than 0.85, thus it showed strong acceptance for the analyses of data as well as results' analyses of the study. The construct reliability (CR) has been found 0.90 and the average variable extracted (AVE) = 0. 607 which were also very much good indicator for the findings of this study.

Table-21: Factor loadings, AVE and construct reliability of RT

Construct	Items	Standardized Factor Loadings	CR	AVE
RT	RT6	0.975	0.900	0.607
	RT5	0.796		
	RT4	0.588		
	RT3	0.629		
	RT2	0.798		
	RT1	0.824		

Source: Researcher's own contribution, 2021

The above table has been illustrated with the following figure of CFA findings for RT:



Source: Researcher's own contribution, 2021

Figure - 16: CFA of RT

The figure - 16 showed the CFA of RT which have been applied for validate measurement model of AL in educational sector of Bangladesh. All of the items of RT from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables RT of specific construct AL of this study. The “fit indices” of SA has been found that $X^2 / df = 16.894$, GFI = .986, NFI = .991, CFI = .993, TLI = .980 and RMSEA = .079 which indicated the appropriateness of the model fit.

6.4.2.2 CFA Results for Employee Commitment (EC)

Table-22 showed the confirmatory factor analyses (CFA) of all variables of Employee Commitment (EC) have been assessed and as the loadings of all items such as AC1, AC2, AC3, AC4, AC5, AC6, AC7, AC8 were more than 0.61, thus it evidenced a strong acceptance for the analyses of data as well as results’ analyses of the study. The construct reliability (CR) has been found 0.946 and the average variable extracted (AVE) = 0.689 which were also very much good indicator for the findings/result analyses of this study.

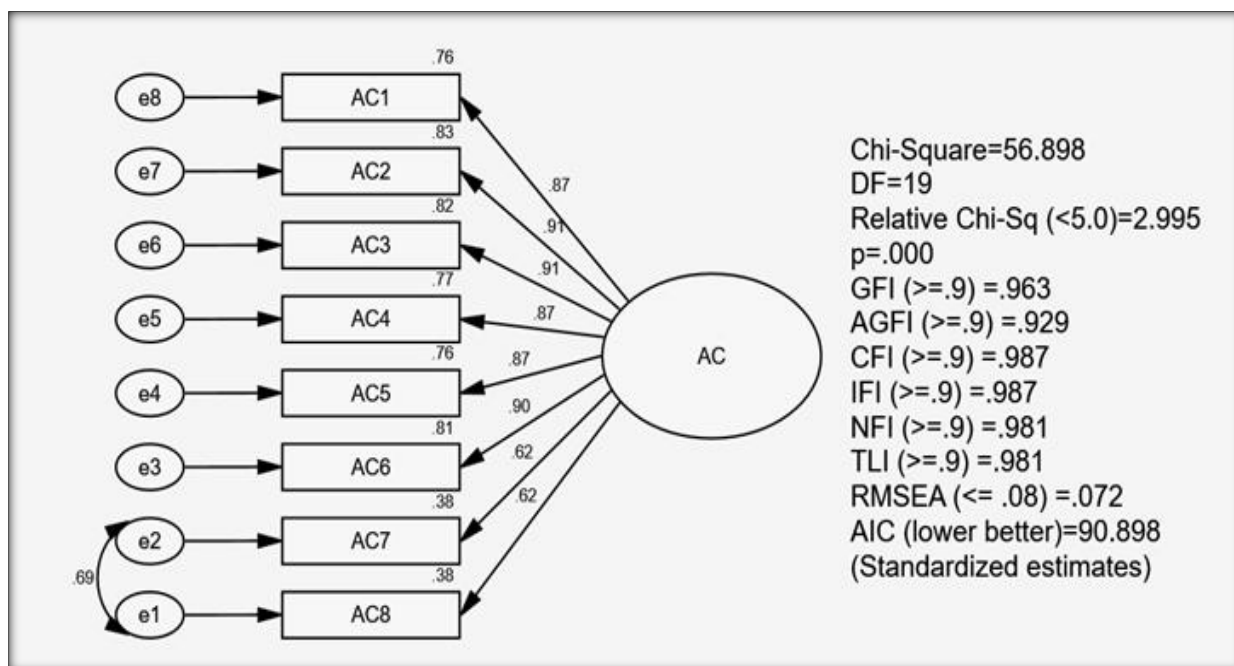
6.4.2.2.1 CFA of Affective Commitment (AC)

Table-22: Factor loadings, AVE and construct reliability of AC

Construct	Items	Standardized Factor Loadings	CR	AVE
AC	AC8	0.616	0.946	0.689
	AC7	0.620		
	AC6	0.901		
	AC5	0.874		
	AC4	0.875		
	AC3	0.906		
	AC2	0.909		
	AC1	0.872		

Source: Researcher’s own contribution, 2021

The above table has been illustrated with the following figure of CFA findings for AC;



Source: Researcher’s own contribution, 2021

Figure -17: CFA of AC

The figure - 17 showed the CFA of AC which have been applied for validate measurement model of EC in educational sector of Bangladesh. All of the items of AC from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables AC of specific construct EC of this study. The “fit indices” of AC has been found that $X^2 / df = 23.932$, GFI = .980, NFI = .990, CFI = .993, TLI = .987 and RMSEA = .072 which indicated about the appropriateness of the index of model fit.

6.4.2.2.2 CFA of Continuance Commitment (CC)

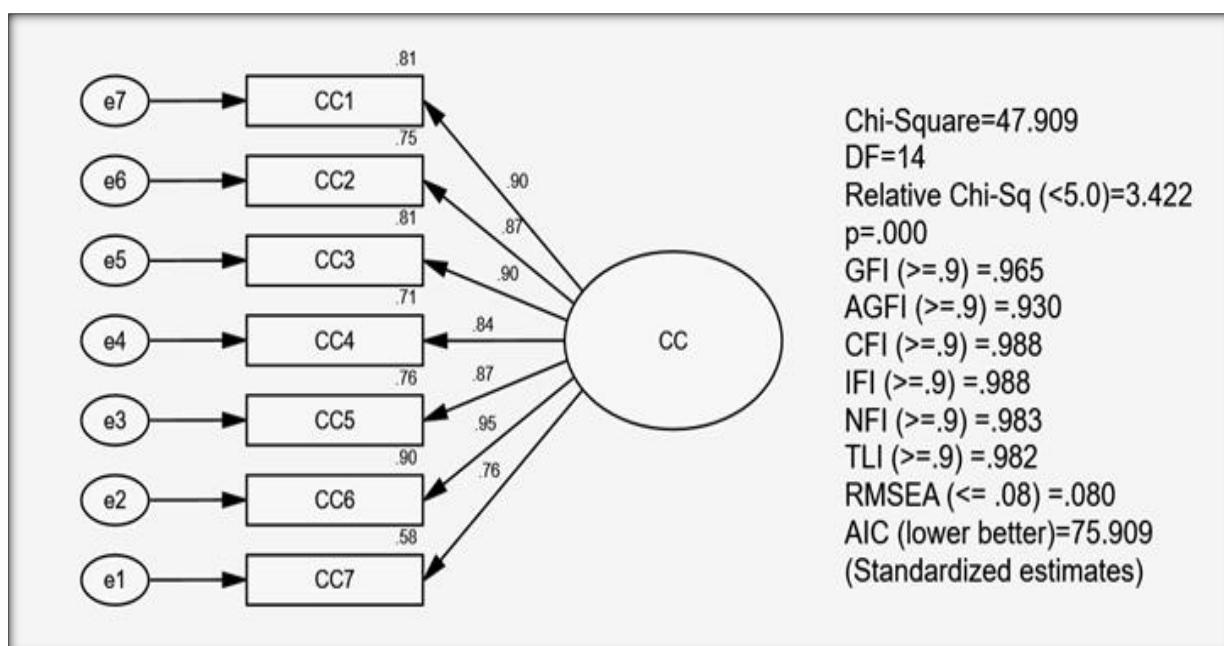
Table-23 revealed the confirmatory factor analyses (CFA) of all variables of Continuance Commitment (CC) were assessed and as the loadings of all items such as CC1, CC2, CC3, CC4, CC5, CC6 and CC7 were more than 0.957, thus it evidenced a strong acceptance for the analyses of data as well as results’ analyses of the study. The construct reliability (CR) has been found 0.957 and the average variable extracted (AVE) = 0.760 which were also very much good indicator for the findings/result analyses of current study.

Table-23: Factor loadings, AVE and construct reliability of Continuance Commitment (CC)

Construct	Items	Standardized Factor Loadings	CR	AVE
CC	CC7	0.760	0.957	0.760
	CC6	0.949		
	CC5	0.874		
	CC4	0.842		
	CC3	0.901		
	CC2	0.867		
	CC1	0.899		

Source: Researcher’s own contribution 2021

The above table has been illustrated with the following figure of CFA findings for CC;



Source: Researcher’s own contribution 2021

Figure - 18: CFA of CC

The figure -18 identified the CFA of CC which have been applied for validate measurement model of EC in educational sector of Bangladesh. All of the items of CC from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables CC

of specific construct EC of this study. The “fit indices” of CC has been found that $X^2 / df = 47.909$, GFI = .965, NFI = .938, CFI = .988, TLI = .982 and RMSEA = .080 which indicated about the appropriateness of model fit.

6.4.2.2.3 CFA of Normative Commitment (NC)

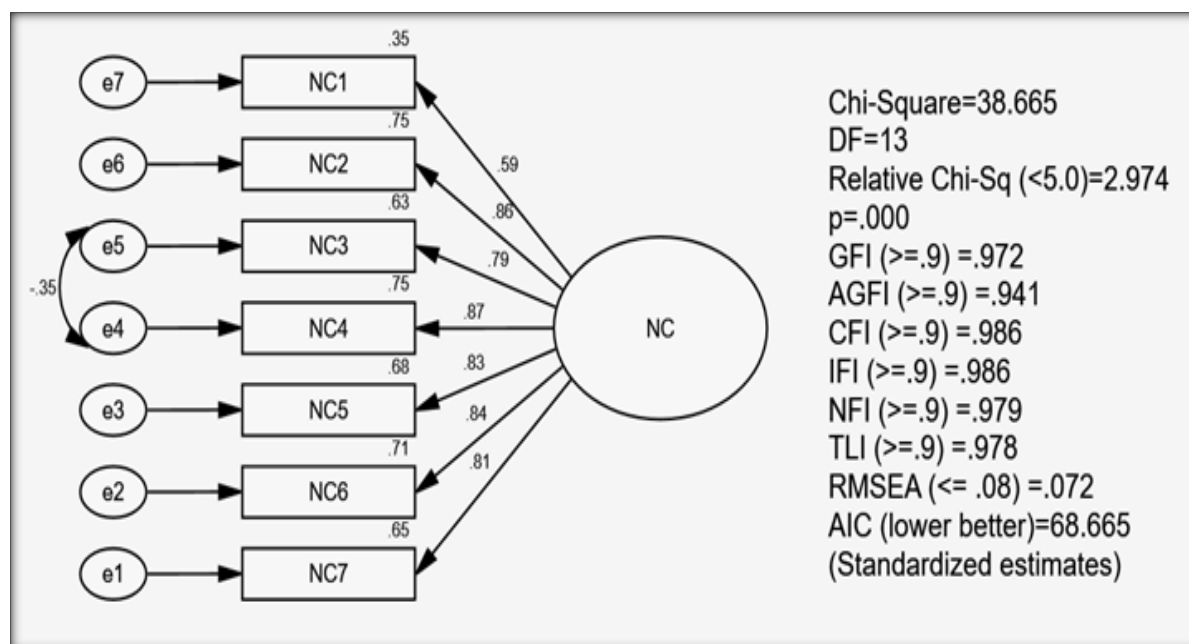
Table-24 revealed the confirmatory factor analyses (CFA) of all variables of Normative Commitment (NC) were assessed and as the loadings of all items such as NC1, NC2, NC3, NC4, NC5, NC6 and NC7 were more than 0.79, thus it evidenced a strong acceptance for the analyses of data as well as results’ analyses of the study. The construct reliability (CR) has been found 0.926 and the average variable extracted (AVE) = 0.646 which were also very much good indicator for the findings/result analyses of current study.

Table-24: Factor loadings, AVE and construct reliability of Normative Commitment (NC)

Construct	Items	Standardized Factor Loadings	CR	AVE
NC	NC7	0.809	0.926	0.646
	NC6	0.841		
	NC5	0.826		
	NC4	0.868		
	NC3	0.794		
	NC2	0.863		
	NC1	0.589		

Source: Researcher’s own contribution 2021.

The above table has been illustrated with the following figure of CFA findings of NC;



Source: Researcher's own contribution 2020

Figure-19: CFA of NC

The figure -19 showed the CFA of NC which have been applied for validate measurement model of EC in educational sector of Bangladesh. All of the items of NC from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables NC of specific construct EC of this study. The “fit indices” of NC has been found that $X^2 / df = 38.665$, GFI = .972, NFI = .979, CFI = .986, TLI = .978 and RMSEA = .072 which indicated about the appropriateness of the model fit.

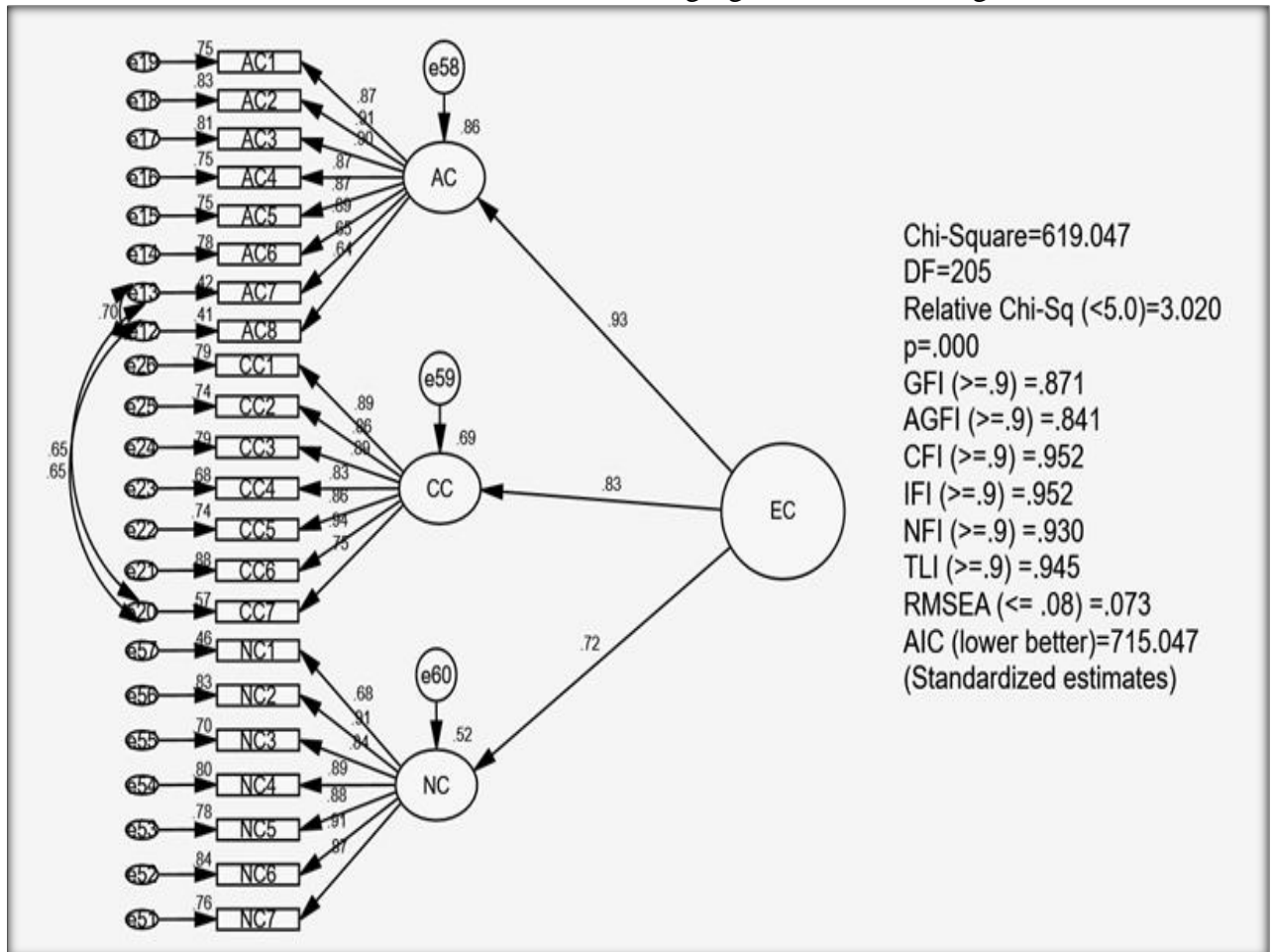
Table-25 revealed the second order confirmatory factor analyses (CFA) of all dimensions of Employee Commitment (EC) which were assessed the loadings of all items of AC, CC, NC and the loadings were 0.926, 0.833 and 0.719 respectively. Thus, it has been evidenced a strong acceptance for the analyses of data as well as results' analyses of the study. The construct reliability (CR) has been found 0.868 and the average variable extracted (AVE) = 0.689 which were also very much good indicator for the findings/result analyses of current study.

Table-25: Second order CFA of EC

Higher Order Construct	Dimensions	Standardized Factor Loadings	CR	AVE
	AC	0.926		
EC	CC	0.833	0.868	0.689
	NC	0.719		

Source: Researcher’s own contribution, 2021

The above table has been illustrated with the following figure of CFA findings for EC;



Source: Researcher’s own contribution, 2020

Figure-20: 2nd order CFA of EC

The figure -20 showed the CFA of AC, CC, NC which have been applied for validate measurement model of EC in higher educational institution of Bangladesh. All of the items of

AC, CC, NC from the test of CFA revealed, the “fit indices” and “standardized factor loadings” of concerned latent variables AC, CC, NC of specific construct EC of this study. The “fit indices” of AC, CC, NC has been found that $X^2/df = 619.047$, GFI = .871, NFI = .930, CFI = .952, TLI = .945 and RMSEA = .073 which indicated the appropriateness of model fit.

6.4.3 CFA Results for Employee Performance (EP)

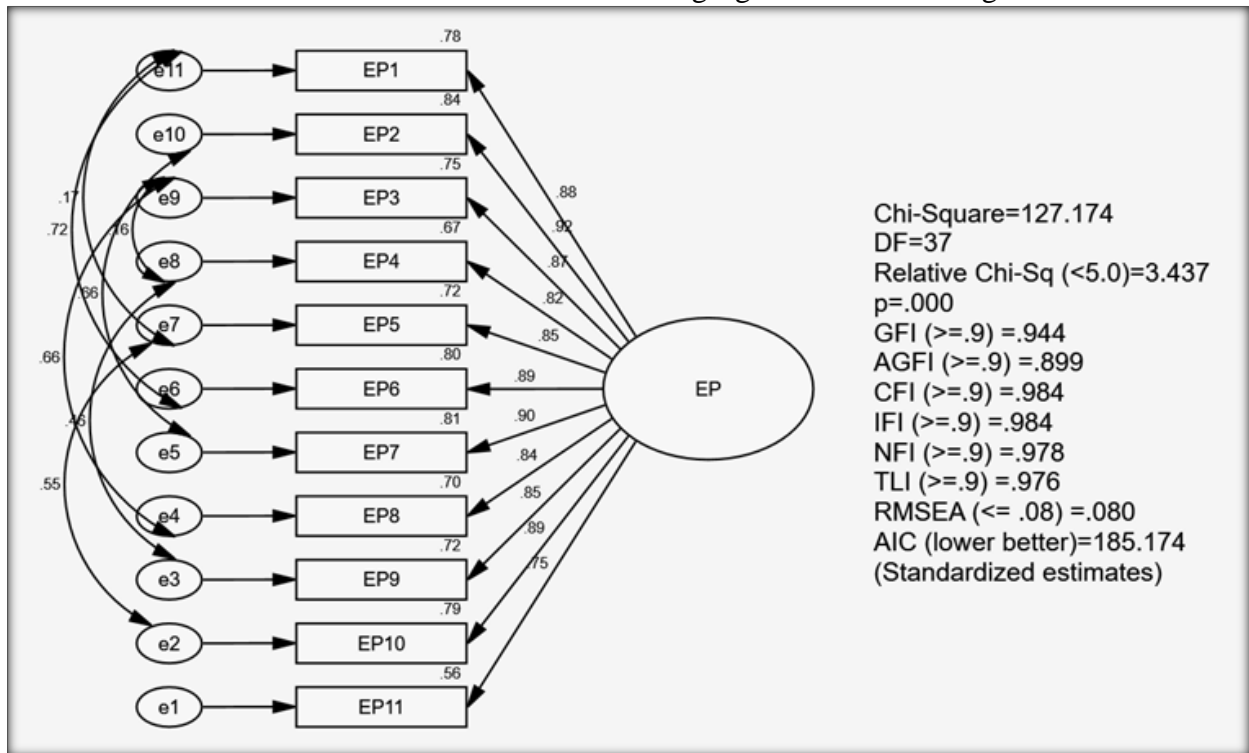
Table-26 revealed the confirmatory factor analyses (CFA) of all items of Employee Performance (EP) which were assessed the loadings of all items of EP1, EP2, EP3, EP4, EP5, EP6, EP7, EP8, EP9, EP10 and EP11 were more than 0.75. Thus, it has been evidenced that there- was a strong acceptance of data for the analyses results of this study. The construct reliability (CR) has been found 0.967 and the average variable extracted (AVE) = 0.791 which were also very much good indicator for the findings/result analyses of current study.

Table-26: Factor loadings, AVE and construct reliability of EP

Construct	Items	Standardized Factor Loadings	CR	AVE
EP	EP11	0.747	0.967	0.791
	EP10	0.891		
	EP9	0.850		
	EP8	0.840		
	EP7	0.900		
	EP6	0.894		
	EP5	0.846		
	EP4	0.820		
	EP3	0.867		
	EP2	0.916		
	EP1	0.883		

Source: Researcher’s own contribution, 2021

The above table has been illustrated with the following figure of CFA findings for EP:



Source: Researcher’s own contribution, 2020.

Figure-21: CFA of EP

Figure -21 demonstrated the CFA of EP which has been applied for validating the measurement model of EP in the educational sector of Bangladesh. All of the items of EP1, EP2, EP3, EP4, EP5, EP6, EP7, EP8, EP9, EP10, and EP11, from the test of CFA revealed the “fit indices” and “standardized factor loadings” of concerned all latent variables of specific construct EP of this study. The “fit indices” of EP have been found that $X^2 / df = 127.174$, GFI = .944, NFI = .978, CFI = .984, TLI = .976 and RMSEA = .080 which indicated about the appropriateness of the model fit of this study.

6.5 Item Parceling:

Parceling has the ability to enhance model fit simply because it simplifies the model, and models with fewer variables have the potential to be more accurate (Hair et al, 2012, p.850). Additionally, parcels are more reliable and communal than single item indications, and their distribution is also closer to typical than that of single goods. Only when a construct has a

significant number of measured variable indicators should item parceling be taken into account (Hair et al., 2012). Moreover, when all of the components for a build are one-dimensional, parceling is appropriate (Hair et al., 2012, p.850; kline, 2015). Since the current study had item parceling has been adopted due to the survey instruments' vast number of items and the fact that the impact and relationships among latent constructs, rather than the relationships among individual items, are the key research interests. Thus, the item parceling has been used for the items comprising the different constructs of organizational commitment, authentic leadership, and organizational citizenship behavior for developing and evaluating the overall measurement model.

In order to cope with multidimensional scale, there are two parceling methods: the internal consistency approach and the domain representative approach (little, Cunningham, shahar, and widaman, 2002). The internal consistency technique states that the grouping criteria and items from each facet are merged to generate the parcels, which are then created on the basis of the facets. The domain representative technique, on the other hand, builds parcels by combining items from several facets into item sets, or combining items from various facets to construct the parcels.

This study used the internal consistency approach to item parceling. The items measuring the constructs of eight components of the data preparation and screening procedures, including the handling of missing data, the detection of outliers, and the normality of the data are discussed and presented and were formed by combining authentic leadership, organizational commitment, and organizational citizenship behavior. The measurement models' factor loadings are determined by exploratory factor analysis in the next section. Following that, confirmatory factor analysis is used to validate the measurement models. Finally, the unmeasured latent factor approach and the single factor test are used to explain the existence of common method variance.

6.6 CFA for overall measurement model

The below table -27 has been illustrated with the detailed outcomes of first-order CFA of all constructs as well as 2nd order CFA (Table – 8 and Figure- 8) of EC too. The factor loadings of the items of each construct have been found more than 0.61. The factor loadings of each latent variable (SA, IMP, BP, and RT) of the construct Authentic Leadership (AL) were between 0.82 to 0.95, and the factor loadings of latent constructs (AC, CC and NC) of the main construct Employee Commitment (EC) which is one of the endogenous(dependent) variables in this study, has been found within the range of 0.61 to 0.94. Again, the factor loadings of each item (indicator variables) of employee performance (EP) have been found within the range of 0.74 to 0.96 (app.).

The Construct Reliability (CR) of the Authentic Leadership (AL) has been identified for each construct such as Self Awareness (SA) is 0.957, Internalized Moral Perspective (IMP) is 0.956, Balanced Processing (BP) is 0.958 and Relational Transparency (RT) is 0.903 respectively. Employee Commitment (EC) which is formed with the latent construct of Affective Commitment (AC), Continuance Commitment (CC) and Normative Commitment (NC), has been identified construct reliability (CR) 0.945, 0.925, 0.957 respectively and finally the construct reliability (CR) of Employee Performance (EP) has been found 0.957.

According to Hair et al., (2012) if AVE of all constructs are more than 0.50, those measure of constructs are acceptable to measure a model. In this study AVE Average Variance Extracted (AVE) showed that all of the concerned constructs such as SA, IMP, BP, RT of AL; AC, CC, NC of EC and EP have 0.788, 0.785, 0.791, 0.615 of AL; 0.688, 0.760, 0.641 of EC and EP = 0.788 respectively which indicated a good measure of acceptance for measurement model as well as other analyses.

All of the outcomes of each item of each construct showed that there was an adequate and sufficient standard factor loadings to describe AL, EC and EP in the perspective of higher educational institutions in Bangladesh.

Table 27: Constructs Validity and Reliability of Measurement model

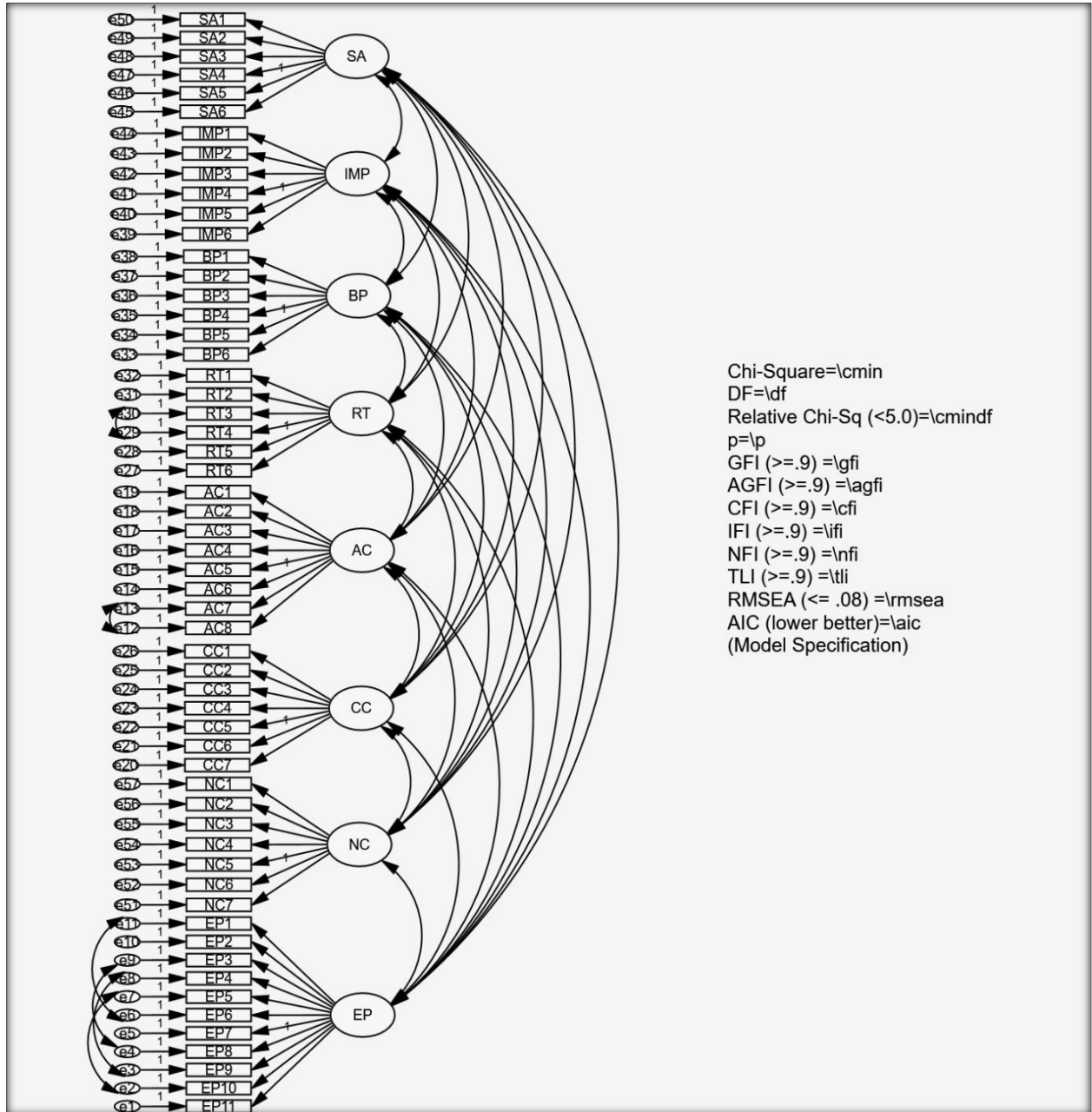
Constructs	Items	Standardized Factor Loadings	Construct Reliability	Average Variance Extracted (AVE)
EP	EP11	0.741	0.957	0.788
	EP10	0.873		
	EP9	0.843		
	EP8	0.820		
	EP7	0.947		
	EP6	0.864		
	EP5	0.828		
	EP4	0.809		
	EP3	0.847		
	EP2	0.957		
AC	EP1	0.855	0.945	0.688
	AC8	0.614		
	AC7	0.618		
	AC6	0.902		
	AC5	0.873		
	AC4	0.872		
	AC3	0.905		
	AC2	0.912		
CC	AC1	0.873	0.957	0.760
	CC7	0.754		
	CC6	0.948		
	CC5	0.871		
	CC4	0.844		
	CC3	0.902		
	CC2	0.873		
RT	CC1	0.899	0.903	0.615
	RT6	0.955		
	RT5	0.788		

	RT4	0.591		
	RT3	0.630		
	RT2	0.824		
	RT1	0.855		
	BP6	0.925		
	BP5	0.868		
BP	BP4	0.882	0.958	0.791
	BP3	0.853		
	BP2	0.880		
	BP1	0.927		
	IMP6	0.869		
	IMP5	0.874		
IMP	IMP4	0.871	0.956	0.785
	IMP3	0.903		
	IMP2	0.891		
	IMP1	0.906		
	SA6	0.926		
	SA5	0.881		
SA	SA4	0.871	0.957	0.788
	SA3	0.870		
	SA2	0.902		
	SA1	0.876		
	NC7	0.815		
	NC6	0.843		
	NC5	0.830		
NC	NC4	0.847	0.925	0.641
	NC3	0.772		
	NC2	0.870		
	NC1	0.593		

Source: Researcher's own contribution, 2021.

The above table has been illustrated by measurement model with the following figure of all indicator variables of Authentic Leadership (AL), Employee Commitment (EC) and Employee Performance of the current study. A measurement model was tested in which all the indicators were loaded into a single factor representing a common influence (Hair, *et al.*, 2012).

According to the above assessments, evaluations, and justifications, a measurement model has been framed for all of the indicator variables for identifying the common influence of each variable on one another. The measurement model of the study has been depicted below;



Source: Researcher's own contribution, 2021.

Figure 21A: Measurement model (CFA of all endogenous and exogenous variables).

Figure-21A depicted for the identification of the direct or indirect interrelationships among the all of the items or indicator variables of the theoretical as well as hypothesized model of this study which measurable. The latent construct of authentic leadership SA, IMP, BP, and RT (containing 6 indicator variables of each construct); employee- commitment AC, CC, and NC

(conveying 8-in AC and 7-in CC and NC indicator variables), and employee performance (11-indicator variables) have been showed a clear demonstration of all of the measurable indicator variables of the current study. As in the next section, discriminant validity has been illustrated, thus the acceptable standards of discriminant validity is represented below;

<u>Standards for Test of Discriminant Validity:</u>
<p># Discriminant validity can be assessed by two (2) methods:</p> <p>1. Correlation coefficient</p> <p>♣ $r \geq 0.90$ indicates high correlation between two constructs and thus violates the discriminant validity (Fornell and Larcker, 1981; Hair et al.,2010)</p> <p>2. \sqrt{AVE} and r</p> <p>♣ AVE for two constructs against their squared correlation</p> <p>♣ AVE for the two factors must be greater than their r^2 (valid if $\sqrt{AVE} > r$) (Bryne, 2010).</p>

6.7 Assessment of convergent and discriminant validity (overall measurement model):

Convergent and Discriminant validity concerned with subcategories or subtypes of construct validity and the most notable fact is that both types of validity work together (Hair, et al., 2012). In this study convergent and discriminant validity have been measured for ensuring the three major constructs (AL, EC and EP) and all of the latent constructs (SA, IMP, BP and RT; AC, CC, NC and EP as single construct) validity. Because, AVE for all of the constructs have been assessed and the findings demonstrated that there were acceptable constructs' validity according to AVE, as the AVE of all constructs showed with the range of 0.615 to 0.788 which strongly applicable to ensure constructs' validity.

According to Byren (2010), test of discriminant validity should be 'square root of $\sqrt{AVE} > r$ ', where r = correlation coefficient. Since the standard factor loadings of all constructs were more than .60 (see Table – 10) and AVE more than .50, then the constructs of overall measurement model were ensured convergent validity (Hair et al., 2012). On the other hand, the square root

of AVE was more than the inter correlations among the constructs (Hair et al., 2012) and no inter constructs correlations was more than .85 (Kline, 2005).

The internal consistency (construct reliability) of each of the parcels was assessed using Exploratory Factor Analysis (EFA) as it is required for parceling using the internal consistency approach, since the minimum standard for reliability and unidimensionality need to meet for the parcels to enter into CFA (Kishan & Widaman, 1994). According to Byren (2010) and Hair et al., (2010), test of discriminant validity is the square root of $\sqrt{AVE} > r$ where r = correlation coefficient.

The following table – 28, has been illustrated with the concerned constructs which were identified AVE such as SA= 0.788, EP= 0.731, AC= 0.688, CC= 0.760, RT= 0.615, BP= 0.791, IMP= 0.785 and NC= 0.641 respectively where the standard of AVE showed greater than r (r = correlations coefficient of all internal variables).

Table-28: Discriminant Validity

Constructs	AVE	SA	EP	AC	CC	RT	BP	IMP	NC
SA	0.788	0.888							
EP	0.731	0.495	0.855						
AC	0.688	0.200	0.261	0.870					
CC	0.760	0.309	0.243	0.835	0.872				
RT	0.615	0.005	0.000	0.097	0.136	0.784			
BP	0.791	0.567	0.660	0.262	0.303	0.069	0.890		
IMP	0.785	0.615	0.643	0.224	0.277	-0.017	0.831	0.886	
NC	0.641	0.146	0.240	0.505	0.447	0.105	0.132	0.111	0.801

The square root of AVE of each construct (on the diagonal) and correlation coefficient (on the off-Diagonal)

Source: Researcher’s own contribution-2021.

6.8 Assessment of Common Method Variance (CMV)

The presence of common method variance (CMV) in the measures may have caused inflated relationships between independent (AL) and dependent variable (EC and EP). Thus, assessment of CMV for the identified and applicable variables is essential.

CMV is described as "systematic error variance shared among variables measured with and introduced as a function of the same method and/or source" by Richardson et al. (2009, p. 763). Concerning its truth and impact, there is little agreement. For instance, Spector (2006, p. 231) claims that CMV is a "urban legend" and that it "exaggerates and oversimplifies the genuine condition of affairs." The research demonstrating evidence of CMV across fields and the degree of influence that CMV has between modeled interactions is summarized by Podsakoff et al. in 2003 (this influence affects both the magnitude and direction of the relationships). "Authors need at a minimum to address potential challenges to validity generated by popular approaches," according to Ashkanasy (2008, p. 264). While several frequent methodology difficulties are debatable (e.g., see Spector, 2006), they cannot be disregarded.

The following are three regularly employed methods for estimating common method variance (CMV): Among these different statistical remedies, exploratory factor analysis is used in the first method (Harman, 2000), where all variables are placed onto a single factor and limited to prevent rotation (Podsakoff et al, 2003) which has been applied in this study that showed a good fit of data. In the current investigation, CFA was used to conduct Harman's Single-Factor test (Podsakoff et al., 2003). Again, the CFA, Measurement Model test was used in this study to evaluate the common latent actor technique. In this test, all the indicators (items) were loaded into a single factor that represented a common influence.

6.9 Part-D: Structural Equation Model (SEM)

The measurement models have been evaluated and purified in part -B, with all of the constructs of current study and all measurement models were found to meet the criteria for unidimensionality, reliability, and validity in the final evaluation. These measuring scales will be used to evaluate the hypothesized effects on the links between the constructs of this study in part-C of the chapter.

The present chapter has examined the impact of dependent and independent variables by measuring impacts and the relationships between the constructs of Authentic Leadership (AL), Employee Commitment (EC), and Employee Performance (EP) of this research study using AMOS - version.20 (statistical analytical software) data analyses software with maximum likelihood estimation.

The suggested model's overall model fit has been assessed in the first sub-section of this chapter, and the hypotheses regarding the direct links between the constructs have been estimated in the second sub-section. In the final sub-section of this chapter, the effect of control variables has been tested and presented.

6.9.1 Structural Model (χ^2 - test of Model fitness):

The structural model helps to specify the method or the manner in which particular latent constructs directly or indirectly cause changes in the values of other latent constructs in the model. It is especially useful in describing the interrelationships of variables between constructs (Byrne, 2013). The set of one or more dependent relationships tying the constructs of the proposed model together is referred to as a structural model (Hair, et al., 2012; p.734).

The structural equation model is a multivariate statistical analysis method used to analyze structural relationships and multiple regression, allowing the researcher to simultaneously examine a series of interrelated dependence relationships among the measured variables and latent constructs (variables) as well as between several latent constructs (Hair, et al., 2015; p. 546). The Structural Equation Model (SEM) method, which combines multiple regression analysis and component analysis, is used to examine the structural link between measurable variables and identified latent constructs (Hair, et al., 2012; Byrne, 2005).

Covariance structure analysis, latent variable analysis, and occasionally even the name of the specific software program employed are just a few of the various names for SEM (e.g., a LISREL or AMOS model) to find the output (Hair, et al., 2015; p. 547). In the current study AMOS is applied due to the research methodology to calculate and depict the findings (results) for measuring all of the factors of concerned constructs.

The assessed structural model of this study is the composed of three major latent constructs and one of the main latent constructs is exogenous (independent: Authentic Leadership) and the two other latent constructs are endogenous (dependent: Employee Commitment and Employee Performance) variables.

The below figure-22 depicted the framework of Structural Equation Model (SEM) for indicating fit indices of the model of current study. The model showed a very strong model fit indices with very strong factor loadings though some of items with good loading but coefficient of all indicator variables of the constructs of AL, EC and EP demonstrated that employee commitment (EC) and employee performance (EP) have been strongly influenced or impacted by authentic leadership in higher education requires self-awareness (SA), an

internalized moral perspective (IMP), balanced processing (BP), and relational transparency (RT) of academic institutions in Bangladesh.

The Structural Equation Model (SEM) has been elucidated in below including all of the indicator variables of concerned constructs of the running study:

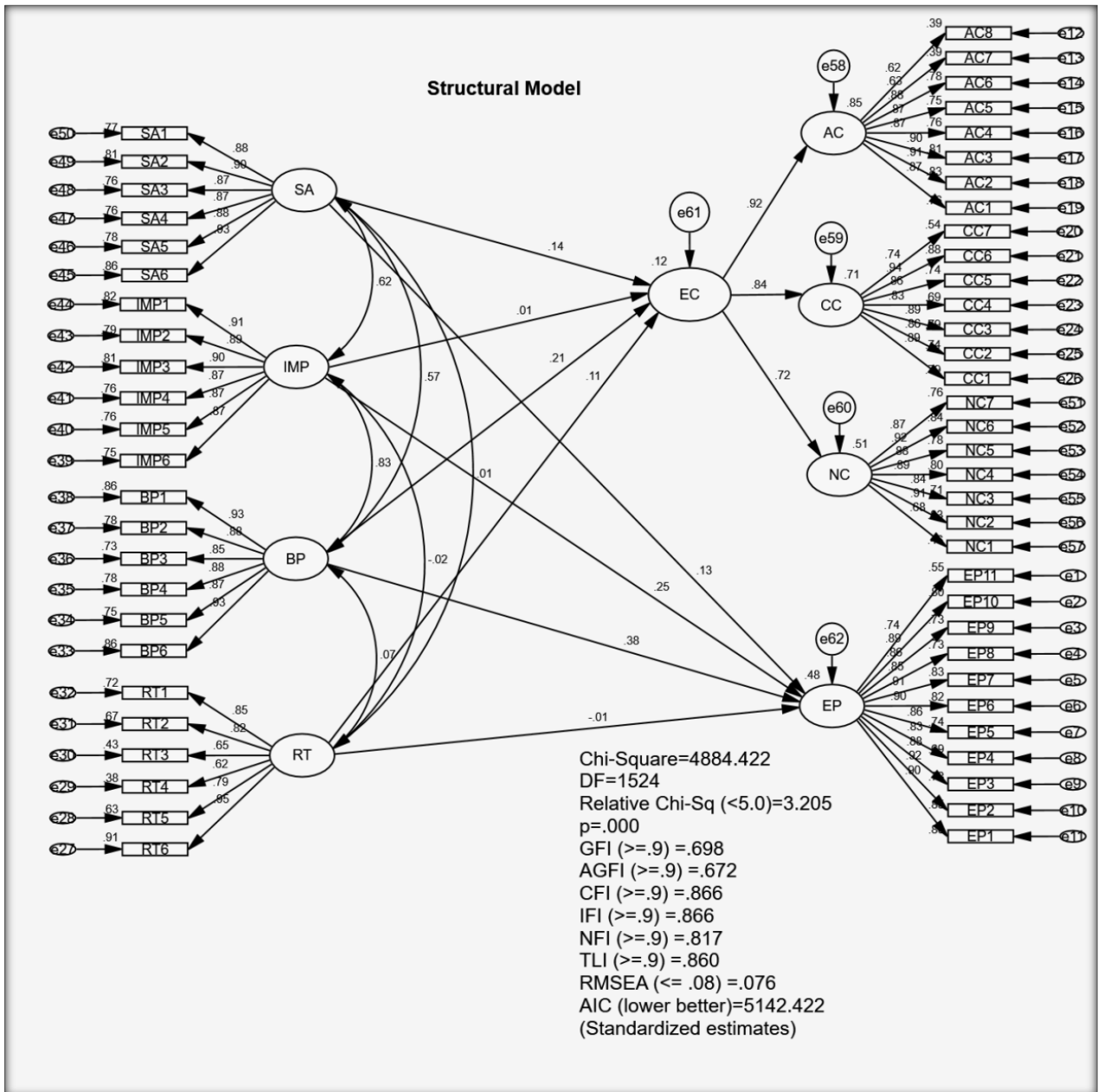


Figure 22: Structural model with path coefficient results

Source: Author’s own contribution, 2021

Figure-22 showed and represented the structural model and the impacts/effects as well as the relationships among all the constructs of this study. The above structural model with path-

coefficient results showed that the co-efficient of SA i.e., SA1, SA2, SA3, SA4, SA5, SA6 were .77, .81, .76, .76, .78 and .86 respectively which indicated that self-awareness (SA) has a strong effect or impact on employee commitment (EC) and employee performance (EP). Again IMP i.e., IMP1, IMP2, IMP3, IMP4, IMP5 and IMP6 are .82, .79, .81, .76, .76 and .75 respectively which evolved that internalized moral perspective (IMP) has also a strong influence or impact on employee commitment (EC) and employee performance (EP). Gradually the co-efficient or variance of BP i.e., BP1, BP2, BP3, BP4, BP5, and BP6 were .86, .78, .73, .78, .75 and .86 respectively which disclosed that balanced processing (BP) has also a strong influence or impact on employee commitment (EC) and employee performance (EP). Finally, the co-efficient or variance RT i.e., RT1, RT2, RT3, RT4, RT5 and RT6 were .72, .67, .43, .38, .63 and .91 respectively which expressed an average or moderate level of impact or influence of relational transparency (RT) on employee commitment and performance in the private and public university in Bangladesh.

The co-efficient or variance of the indicator variables of employee commitment (EC) for the construct of affective commitment (AC) i.e., AC1, AC2, AC3, AC4, AC5, AC6, AC7 and AC8 were .75, .83, .81, .76, .75, .78, .39 and .39 respectively. Another construct continuance commitment (CC) of employee commitment has been fetched out with the co-efficient or variance i.e., CC1, CC2, CC3, CC4, CC5, CC6 and CC7 were .80, .74, .80, .69, .74, .88 and .55 respectively. The last construct, normative commitment (NC) of employee commitment (EC) founded with the co-efficient or variance i.e., NC1, NC2, NC3, NC4, NC5, NC6 and NC7 were .66, .83, .71, .80, .78, .64 and .78 respectively. The observed variance of AC, CC, NC of employee commitment suggested that there an inter-impact in AC, CC, and NC by the exogenous construct, authentic leadership (AL) in the higher educational institutions in Bangladesh.

The observed variance or co-efficient of all the indicator variables of employee performance (EP) i.e., EP1, EP2, EP3, EP4, EP5, EP6, EP7, EP8, EP9, EP10 and EP11 were .85, .81, .82, .80, .74, .82, .83, .73, .73, .80 and .55 respectively which also indicated that there is a strong inter-influence or inter-impact in employee performance (EP) by the contract, authentic leadership (AL) at the higher educational institutions specially in public and private universities in Bangladesh. Lastly, the path-coefficient between the constructs as well as between the indicator variables, for instance between AL and EC or AL and EP were supported by the observed or examined assessment in case of educational sector in Bangladesh.

The overall model fit of the structural model was assessed using both absolute fit index and incremental index (Hair, *et al.*, 2013). As a result, in addition to the normed Chi-square (X^2/df), the absolute fit indices GFI and RMSEA as well as the incremental fit indices NFI, CFI, and TLI were presented. As a result, the structural model's overall fit was evaluated using the same set of fit indices as those used for the measurement model.

The CFA results of the structural model indicated that the structural model had a good fit with data ($X^2/df = 4884.422/ 1524 = 3.205$; GFI = .698; NFI = .817; TLI = .860 and RMSEA = .076), which have been supporting the basic theoretical model of the study. Again, the findings indicated positive relationships and inter-correlations between AL (SA, IMP, BP and RT) and EC as well as AL and EP.

In this study, Authentic Leadership (AL) explained 48 percent ($R^2 = 0.48$) of variance/ observed variability in Employee Commitment (EC) and again Authentic Leadership (AL) explained 12 percent ($R^2 = 0.12$) of variance or observed variability in Employee Performance (EP) which means that there are some others features or facts are founded unexplained or

unobserved in the educational sector of Bangladesh or have to explain or studied for the next research.

The hypotheses of this research study underlying from the assessed model has been explained in the following section. The results of testing the hypotheses of direct relationships or correlations have been demonstrated next.

6.9.2 Hypotheses Testing

Table-29 displayed the hypothesized direct relationships between the exogenous (AL) and endogenous (EC and EP) constructs of this study. The table showed the estimated standardized path- coefficients, R^2 , Standardised coefficients (B), S.E, CR (Critical Ratio), P-value for corresponding significance level.

The findings from Table-29 also showed that EC has been explained 12 % (0.12) variance by AL, which means there are so many other features or variables (100%-12%=88%) in different educational and other organizations in the context of EC which can be explained by AL. It also indicated that if any change occurred in any one indicator variable of EC, that would impact the findings of AL assessment in higher educational institutions in Bangladesh. For example, if the value of SA1 (indicator variable or item) of latent construct SA (major construct of AL) is changed, then it would impact the overall findings of SA and EC. And for the change of SA, there would be a change in the value of AL and EC. In these ways, AL has been impacting the EC in the educational sector in Bangladesh.

Again, the R^2 value of EP= 0.48 (see below table-12) means that 48% variance in employee performance (EP) has been explained by AL in the higher education sector in Bangladesh. It is also depicted that AL is concerned with significant predictors (SA, IMP, BP, and RT) in

explaining EP in the educational sector of Bangladesh. But (100%-48%= 52%), there are a large number of unexplained variables in EP by AL that may be studied by further research.

It has been found that there are positive and significant direct relationships between the constructs and hypothesized direct relationships have been supported from the findings of hypotheses assessment. Now, the ‘path co-efficient results’ for showing the significance level of each hypothesis have been drowned below;

Table-29: Path Co-efficient Results

Hypotheses			Beta	B	S.E.	C.R.	P	Decision
EC	<---	SA	0.140	0.150	0.074	2.028	0.043	Significant
EC	<---	IMP	0.006	0.006	0.104	0.053	0.958	Not Significant
EC	<---	BP	0.209	0.214	0.108	1.985	0.047	Significant
EC	<---	RT	0.113	0.129	0.062	2.089	0.037	Significant
EP	<---	SA	0.130	0.143	0.056	2.543	0.011	Significant
EP	<---	IMP	0.252	0.244	0.079	3.074	0.002	Significant
EP	<---	BP	0.382	0.403	0.083	4.828	***	Significant
EP	<---	RT	-0.010	-0.012	0.047	-0.260	0.795	Not Significant

R² value of EP= 0.48 and R² square value of EC=0.12. Beta= Standardized Estimate.

B= Unstandardized Regression Weights; S.E = Standard Error. C.R = Critical Ratio/ t- value (t > 1.90);

P= Level of Significance (P < .05).

Source: Researcher’s own contribution, 2021.

According to the path Co-efficient Results, all of the relevant hypotheses of the study have been evaluated below to assess the impact of Authentic Leadership behavior on Employee Commitment at Educational Institutions of Bangladesh (see section 6.10) and the impact of Authentic Leadership behavior on Employee Performance at Educational Institutions of Bangladesh (see section 6.11).

6.10 Authentic Leadership and Employee Commitment at Higher Educational Institutions of Bangladesh. Or, Findings (results) regarding the impact of Authentic Leadership behaviour on Employee Commitment at Educational Institutions of Bangladesh

The practice of authentic leadership behaviours on employee commitment at educational institutions in Bangladesh, from the above-concerned findings discussed under section 6.10, has been evaluated especially by the identified HYPOTHESES of this study;

Hypothesis (H₁) *Authentic leadership behavior is positively related to employee commitment which has been measured by the perceptions and opinions of respondents from selected higher educational institutions.*

Under this major explicit hypothesis (H₁), the other relevant hypotheses are;

H_{1a}: Self-Awareness (SA) is generating positive association with employee commitment (EC)

H_{1b}: Internalized Moral Perspective (IMP) is positively linked with employee commitment (EC)

H_{1c}: Balanced Processing (BP) is positively related to employee commitment (EC)

H_{1d}: Relational Transparency (RT) is concerned positively with employee commitment (EC)

An explanation with the above-identified hypotheses of this study has been illustrated below;

Hypothesis (H₁) has been revealed for forecasted effect of authentic leadership behaviors on the commitment of employee at the educational institutions of Bangladesh. The acceptance and support of this hypotheses depends on the presence of direct relationships of authentic leadership and employee commitment with it's different constructs in the context of the higher education sector in Bangladesh. As the authentic leadership behaviors explained by the aspect of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), and Relational Transparency (RT); thus, hypotheses have been illustrated as;

H_{1a}: Self-Awareness (SA) ———> Employee Commitment (EC):

It has been investigated the relationship between SA and EC which showed a positive and acceptable relationship between the SA and EC in the educational institutions in Bangladesh. The above table-12 showed that acceptable results where B (unstandardized regression weights) = 0.150, CR = 2.028, P (P-value) = 0.043 and the decision is significant for relationships of constructs.

H_{1b}: Internalized Moral Perspective (IMP) ———> Employee Commitment (EC):

The hypothesized investigation showed that there are positive but not supportive relationships between IMP and EC at the higher education organizations in Bangladesh. The results indicated a positive but not significant relationship between IMP and EC where B = 0.006, CR = 2.053, P (P-value) = 0.958 and the decision is not acceptable at the higher academic sector in Bangladesh i.e., the practice of IMP in the commitment of employees at the educational institutions in Bangladesh is very poor.

H_{1c}: Balanced Processing (BP) ———> Employee Commitment (EC):

The hypothesized assessment demonstrated that there are positive and supportive relationships between BP and EC at the higher education organizations in Bangladesh. The results indicated a positive and significant relationship between IMP and EC where B = 0.214, CR = 1.985, P (P-value) = 0.047 and the decision is significant in the higher academic sector in Bangladesh.

H_{1d}: Relational Transparency (RT) ———> Employee Commitment (EC):

The forecasted assessment represented that there are positive and supportive relationships between RT and EC at the higher education organizations in Bangladesh. The results indicated that a positive and significance relationships between RT and EC where B = 0.129, CR = 2.089, P (P-value) = 0.037 and the decision is significant at higher educational sector in Bangladesh.

Now about the second major hypothesis with sub-hypotheses have been illustrated below:

6.11 Authentic Leadership and Employee Performance at Educational Institutions of Bangladesh. OR, Findings (results) regarding the impact of Authentic Leadership behaviour on Employee Performance at Educational Institutions of Bangladesh.

The practice of authentic leadership behaviors on employee performance at educational institutions in Bangladesh, from the above concerned findings discussed under section 6.11, has been evaluated specially by the identified HYPOTHESES of this study;

Hypothesis (H₂), *Authentic leadership behavior is positively associated with employee performance which has been measured by the perceptions and opinions of respondents from selected higher educational institutions.*

Under this major explicit hypothesis (H₂), the other relevant hypotheses are;

H_{2a}: Self-Awareness (SA) is positively associated with employee performance (EP)

H_{2b}: Internalized Moral Perspective (IMP) is positively linked with employee performance (EP)

H_{2c}: Balanced Processing (BP) is positively related to employee performance (EP)

H_{2d}: Relational Transparency (RT) is positively influenced by employee performance (EP).

An explanation with the above identified and applicable hypotheses of this study has been illustrated below;

Hypothesis (H₂) has been assessed with the forecasted impact of authentic leadership behaviors and practices on the performance of employees at the educational institutions of Bangladesh. The acceptance and support of these hypotheses depend on the presence of direct relationships between authentic leadership and employee performance with its different constructs in the context of the higher education sector in Bangladesh. As the authentic

leadership behaviors explained by the indicators of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), and Relational Transparency (RT); the hypotheses with AL (SA, IMP, BP, RT) and EP have been illustrated as;

H_{2a}: Self-Awareness (SA) ———→ Employee Performance (EP):

It has been investigated the relationship between SA and EP which showed a positive and acceptable relationship between the SA and EP in the educational institutions in Bangladesh. The above table-12 showed that acceptable results where B (standard coefficient) = 0.143, CR = 2.543, P (P-value) = 0.011 and the decision is significant for relationships of constructs of AL and EP.

H_{2b}: Internalized Moral Perspective (IMP) ———→ Employee Performance (EP):

The hypothesized investigation showed that there are positive but not supportive relationships between IMP and EP at the higher education organizations in Bangladesh. The results indicated a positive and significant relationship between IMP and EP where B = 0.244, CR = 3.074, P (P-value) = 0.002 and the decision is acceptable in the higher academic sector in Bangladesh.

H_{2c}: Balanced Processing (BP) ———→ Employee Performance (EP):

The hypothesized assessment demonstrated that there are positive and supportive relationships between BP and EP at the higher education organizations in Bangladesh. The results indicated a positive and significant relationship between IMP and EP where B = 0.403, CR = 4.828, P (P-value) = 0.000 and the decision is significant for the higher educational institutions in Bangladesh.

H_{2a}: Relational Transparency (RT) ———> Employee Performance (EP):

The last hypothesized assessment represented that there are positive but not supportive relationships between RT and EP at the higher education organizations in Bangladesh. The results indicated that there is a positive but not significant relationship between RT and EC where $B = -0.012$, $CR = -0.260$, P (P-value) = 0.795, thus, the decision is not significant at the higher education sector such as different public and private Universities in Bangladesh.

All the constructs of Authentic Leadership (AL) have a positive and significant impacts and relationships with employee commitment and performance except for two hypotheses such H_{1b} and H_{2d}. Thus, hypotheses H_{1a}, H_{1c}, H_{1d}, H_{2a}, H_{2b}, and H_{2c} were supported which have been illustrated in figure: 11, table- 12 and the coefficients SA, IMP, BP, RT, AC, CC, NC, and EP explained maximum level variance of the current study.

Thus, it is clearly identified that there is an acceptable level of impacts (practices) of authentic leadership with SA, BP, and RT in case of employee commitment in the educational sector but very minimum practices of IMP from the perspective of EC in the higher education organizations in Bangladesh. Again, the study also showed that there are strong and significant impacts of AL with SA, IMP, and BP, (though RT is not significant for EP) on employee performance in the higher educational institutions in Bangladesh.

Summary

The chapter is concerned with four PARTs that are summarized as under:

Part-A illustrated about effective response rate of the survey which was 81% and the results suggested that there is no problem of non-response bias in the study. Part-A also engaged with demographical profile analyses such as male and female response rate 75%(app) and 25%(app), respondents experience percentage, position with year and percentage, educational background of the respondents' age and departments of the respondents, etc. and the measurement scales of different constructs of this study.

Part- B of this chapter explained about data assessment for the measurement model with data demonstration and screening, missing data such as three basic methods are available for solving the missing data problem: the complete case approach (list-wise deletion), the all-available approach (pairwise deletion), and model-based imputation techniques (Hair *et al.*, 2012, p. 7620) and in current study missing date level is 2%(app) which is not considered for the effect in analyses. Data normality has been evaluated by two measures such as kurtosis and skewness test and exploratory factor analyses which showed acceptably and sometimes very strong data normality for findings of the study.

Part C of this chapter is based on the evaluation of the main measurement model which contained exploratory factor analyses by **KMO and Bartlett's Test** which revealed .935% of high significance and varimax rooted component matrix showed very strong data reliability or consistency. For ensuring more data consistency as well as constructs validity, discriminant validity with face & content validity of all of the exogenous and endogenous variables of this study. In this part, Confirmatory Factor Analyses (CFA) of Authentic leadership (AL), the

latent constructs of AL such as self-awareness (SA), internalized moral perspective (IMP), balanced processing (BP) and relational transparency (RT) and the endogenous variables, for instance CFA of employee commitment (EC) and CFA of employee performance (EP) have been assessed and found strongly accepted data constructs reliability, AVE (average variable extracted) for discriminant validity of the data to reach a right findings. Moreover, item parceling, CFA of overall measurement model, discriminant and divergent validity evaluation, CMV (common method variance) assessment describe the systematic findings of the current study.

Part-D examined the structural equation model according to the methodology to find out interrelationships as well as impacts (regression effect) between the constructs and all of the latent constructs of the study. For the model fitness, Chi-square test (X^2) judging the significance, hypotheses tests showed the results of acceptance or rejection of the identified hypotheses which indicated that there is a very poor practice of internalized moral perspective in employee commitment and relational transparency in employee performance in Bangladesh. So, educational organization leaders need to give more attention to developing moral value and relational transparency in this sector of Bangladesh.

Chapter- Seven (7): Discussions of the Findings

7.1 Introduction

7.2 Presences/Practices of Authentic Leadership Behaviour at Educational Institutions of Bangladesh

7.3 Discussions Based on Objectives

7.3.1 Major Research Objective-One (MRO-1)

7.3.2 Major Research Objective-Two (MRO-2)

7.3.3 Specific Research Objective-One (SRO-1)

7.3.4 Specific Research Objective-Two (SRO-2)

7.4 Discussions Based on Other Objectives

Summary

7.1 Introduction

The current chapter purposed to explain or discuss the results or findings of the study. The discussions on the findings have been illustrated with the major and specific objectives of the study. There are four sections with some sub-sections such as 7.1; 7.2; 7.3 and 7.4 where section 7.2 discussed the practicing behaviour of AL at educational institutions in Bangladesh. In section 7.3 basically, major research objectives (MRO-1 and MRO-2) and specific research objectives (SRO-1 and SRO-2) have been explained. The other objectives and a brief on summary are also illustrated in this chapter with a structured discussion of the study.

7.2 Presences/Practices of Authentic Leadership Behavior at Educational Institutions of Bangladesh:

The findings of the study revealed that authentic leadership (AL) behavior has been practiced at higher educational institutions but in some aspects (few indicator factors of IMP for EC and few indicator variables of RT for EP) very poor presences of authentic leadership in Bangladesh. Generally, Bangladeshi people are social, entertained, collective group-wise, and maximum time cooperative though there is a poor concentration in case of moral value and information or knowledge sharing.

Generally, academic people in the educational sector conveyed moderate type awareness about self-efficacy and services; teachers are supportive in case of self-awareness (SA) but original researchers are more awaked about self than other peoples in educational institutions in Bangladesh.

The findings also indicated that there are fewer practices of internalized moral perspectives (IMP) to the employees who are working in the educational sector. IMP has been explained by attentiveness in others' ideas, a true sense of thinking, seeking feedback from others, stability on controversial issues, not emphasizing own opinion to others, and very rare to false views which founded as moderate-level of existence in the behavior of people serving in the higher educational institutions in Bangladesh.

Moreover, the study searched out balanced processing (BP) practices as an aspect of authentic leadership in educational organizations such as private and public universities or institutions in Bangladesh. Balanced Processing describes the people, objectively explaining the situations considering all feasible information, including contrary views to reach a united decision, overviewing the surroundings before taking any decision, and the ability to overcome opposite views (Emuwa, & Fields, 2017; Kempster, Iszatt-White, & Brown, 2018). The study found that practices of balanced processing at the higher educational institutions at a very good level i.e., teachers, academicians, and research students have been practicing balanced processing (BP) as a tool of authentic leadership in Bangladesh.

The practice of relational transparency (RT) as a construct of authentic leadership (AL) is not so high in educational organizations in Bangladesh. In case of some facts or features i.e., in case of implementing new initiatives and error solving – RT presence is very poor but in some other aspects such as share of opinions or thoughts, challenge taking for benefited works, etc. were in good acceptable level in the context of higher educational institutions in Bangladesh.

It is also found from the works of literature and content analyses of AL, EC, and EP as the major constructs of the current study that, there are practices of authentic leadership (AL) with commitment & empowerment, behaviors, turnover intention, attitudes, and employee

performance in the USA, Canada, Africa, Kenya, Germany, China and in some cases India. Though there are practices of AL but the approaches or concepts or aspects are different due to cultural/ social/ habitual differences in the different countries. Thus, it may treat as a cross-cultural study for the next research of journey.

The presences or practices of authentic leadership behavior with employee commitment and performance have also been supported by other prominent research scholars (such as Semedo, Coelho, & Ribeiro, 2016; Leroy, Palanski, & Simons, 2012).

7.3 Discussions Based on Objectives

The study sets its objectives according to the research questions which were developed by assessing literature and research gap. To attain the major research questions (see chapter one), this study determined and assessed the following broad and specific objectives. The major (broad) research objectives have been clarified in two sections 7.3.1 and 7.3.2. Again, the specific research objectives also have been explained in two sections, for instance, 7.3.3 and 7.3.4. The major research objectives (MRO-1 and MRO-2) and the specific research objectives (SRO- 1 and SRO- 2) have been discussed below;

7.3.1 Major Research Objective-One (MRO-1)

The first broad or major research objective (MRO-1) of the current study is “to investigate the impact of authentic leadership behavior on employee commitment which has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.”

The findings or result in analyses (see figure-22 and table-29) of all constructs of AL, and EC, revealed that there are positive and significant impacts and relationships between authentic leadership (AL) behavior and employee commitment (EC) in the public, private and other universities/institutions in Bangladesh.

The study elucidated indicates that there is a high impact or influence of authentic leadership (AL) behavior on employee commitment i.e., positive and significant AL behavior practices of employees of the educational sector, have been influenced or impacted employees' workplace commitment in the higher educational institutions in Bangladesh.

The findings of the current study are also supported by the other research studies in the USA, Europe and Asia (China, Korea, Indonesia, etc.), Africa, Nigeria, and in some other countries' contexts but from different areas of research (Emuwa, 2013; Gatling, Kang, & Kim, 2016; Gatling, Kang, & Kim, 2016; Kempster, Iszatt-White, & Brown, 2018; Emuwa, & Fields, 2017; Aria, Jafari, Behifar, 2019; Rego, Lopes, & Nascimento, 2016).

Authentic Leadership Behavior has been defined or explained by the most accepted and prominent four (SA, IMP, BP, and RT) variables or constructs in the recent world. Here over, Specific Research Objective (SRO-1) has been illustrated with the discussions of the effects of all concerned constructs that are Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) of Authentic Leadership Behavior on employee commitment at public and private universities in Bangladesh. Thus, if the SRO-1, is satisfied then MRO-1 would be satisfied lucidly. So, SRO-1 has been discussed in section 7.3.3 below:

7.3.2 Major Research Objective-Two (MRO-2)

The second broad or major research objective (MRO-2) of the current study is “to assess the association between authentic leadership behavior and employee performance which were measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh”.

From the current study’s findings or results analyses (see figure-22 and table-29) of all constructs of AL and EP, it has been depicted that there are positive and significant associations between authentic leadership (AL) behavior and employee performance (EP) in the higher educational institutions such as public, international and private universities/institutions in Bangladesh. The in-depth findings also revealed that the impact or influence of authentic leadership (AL) behavior on employee performance (EP) is relevantly high, i.e., positive and significant AL behavior practices of employees of higher educational institutions, have influenced or impacted EP (employee performance) in the higher education sector in Bangladesh.

The above-assessed findings also supported by the other research studies in Australia, the USA, Asia (China, India, Korea, Indonesia, etc.), Africa, Nigeria, and in some other countries’ contexts, but from different fields of the research area (Leroy, Ansell, Gardner, & Sels, 2015; Wong, & Laschinger, 2013; Sui, Luthans, Wang, & Wu, 2014; Mehmood, Hamstra, Nawab, & Vriend, 2016

In this study, Specific Research Objective (SRO-2) has been assessed with the discussions of the influence of all concerned constructs that are Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) of Authentic Leadership Behavior on Employee Performance (EP) at public, international and private universities in Bangladesh. Because Authentic Leadership Behavior has been defined or

explained by these most accepted and prominent four (SA, IMP, BP, and RT) variables or constructs in the recent world. Thus, if the SRO-2, is satisfied then MRO-2 would be satisfied lucidly. So, SRO-2 has been discussed in section 7.3.3 below:

7.3.3 Specific Research Objective-One (SRO-1)

SRO-1: To identify the impact or effect of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) on Employee Commitment (EC) which have been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The major/broad research objective (MRO-1) has been examined with relevant parts of specific research objectives (SRO-1), which have been identified and explained below;

To examine an association between Self-Awareness (SA) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

Discussion based on findings (see figure-22 and table-29) of the study, showed that there are positive and supportive associations and interrelationships between the variables of self-awareness (SA) and employee commitment (EC). Again, t-value (CR in table 12), level of significance (P-value in table 12) and regression weight (B- in table 12), and concerning hypothesis showed that the impact of SA (as a component of AL behavior) on EC is positive and significant in the higher educational institution in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students) who were working in the education sector. Thus, it depicted that there are good practices of self-awareness in the public and private universities in Bangladesh where there is a strong association between SA and EC.

To assess the relationship between Internalized Moral Perspective (IMP) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The description from findings (see figure-22 and table-29) of the study showed that there are positive interrelationships between the variables of self-awareness (IMP) and employee commitment (EC) but the relationship is not significant that means internalized moral perspective (IMP) practices are very poor in the context of employee commitment in the higher education organizations in Bangladesh. Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B- in table 29), and concerning hypothesis showed that the impact of IMP (as a component of AL behavior) on EC is positive but not significant in the higher educational institution in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students) who were working in the education sector. Thus, it explored that IMP practices are not very good in the public and private universities in Bangladesh.

To investigate the effect of Balanced Processing (BP) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The above explanation from findings (see figure-22 and table-29) of the study disclosed that there are positive and significant effects and interrelationships between the variables of balanced processing (BP) and employee commitment (EC). Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B - in table 29), and concerning hypothesis showed that the impact of BP (as a component of AL behavior) on EC is positive and significant in the higher educational institutions in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students). Thus, it

depicted that there are well practices of balanced processing (BP) in the public and private universities in Bangladesh where there is a high effect of IMP on EC.

To identify the impact of Relational Transparency (RT) and Employee Commitment (EC), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The discussion from the findings (see figure-22 and table-29) of the study revealed that there are positive and significant, impacts and interrelationships between the variables of relational transparency (RT) and employee commitment (EC). Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B - in table 29), and concerning hypothesis indicated that the impact of RT (as a component of AL behavior) on EC is positive and highly significant in the higher educational institutions in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students). Thus, it evidenced that there are well practices of relational transparency (RT) in the public, private and international universities in Bangladesh where there is a high impact of RT on EC.

Now, from the above discussions or interpretations, it has been clear that the various relevant indicator variables of SA (such as weakness, strength, feedback, self-feelings, interaction, and self-regulated acts); IMP (such as core values, controlling ability, controversial issues solving ability, moral guidelines, internal morality-based decisions, and use of invisible knowledge and image); BP (such as seek opinions from others, opposite's ideas, not impose self-views to others, careful decision making, challenge taking due to position, and situation analysing ability); RT (openly share of feelings, true judgments as a person, no false presentation, mistakes regret ness, error resolvents, share of information and thoughts) have the impact or effect on Employee Commitment (EC) in the higher educational institutions of Bangladesh.

Finally, as the Specific Research Objective-One (SRO-1) **“To identify the impact or effect of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) on Employee Commitment (EC) which have been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh”**- has been supported and satisfied by the measure of instruments, PCA, CFA, Measurement Model and Structural Equation Model with the in-depth analyses and discussions of the findings, thus the 1st or Major Research Objective One **“to investigate the impact of authentic leadership behavior on employee commitment which has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh”** is clearly supported and satisfied by the study.

7.3.4 Specific Research Objective-Two (SRO-2)

SRO-2: To examine the impact or influence of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) on Employee Performance (EP) which have been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh.

The major/broad research objective (MRO-2) has been examined with relevant parts of specific research objectives (SRO-2) two of this study. Now, the specific research objectives under the major research objectives are implied below;

To examine an association between Self-Awareness (SA) and Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

Discussion based on findings (see figure-22 and table-29) of the study, demonstrated that there are positive and supportive associations and interrelationships between the variables of self-awareness (SA) and employee performance (EP). Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B- in table 29), and concerning hypothesis exposed that the impact of SA (as a component of AL behavior) on EP is positive and highly significant in the higher educational institution in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students) who were working in the education sector. Thus, as there is a strong association between SA and EC, it has been depicted that there are good practices of self-awareness in the public and private universities in Bangladesh in the perspective of employee performance.

To assess the relationship between Internalized Moral Perspective (IMP) and Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The explanation from findings (see figure-22 and table-29) of the study showed that there are positive interrelationships between the variables of self-awareness (IMP) and employee performance (EP), and the relationship is also significant that means internalized moral perspective (IMP) practices are very well in the context of employee performance in the higher education organizations in Bangladesh. Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B- in table 29), and concerning hypothesis exposed that the impact of IMP (as a component of AL behavior) on EP is positive and significant in the higher educational institutions in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students) who were working in the education sector. Thus, it explored that IMP practices which is measured with the indicator items of EP, are also very good level in the public and private universities in Bangladesh.

To investigate the effect of Balanced Processing (BP) and Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The above explanation from findings (see figure-22 and table-29) of the study disclosed that there are positive and highly significant effects and strong interrelationships between the variables of balanced processing (BP) and employee performance (EP). Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B - in table 29), and concerning hypothesis showed that the impact of BP (as a component of AL behavior) on EP is positive and significant in the higher educational institutions in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students). Thus, it depicted the high effect of IMP on EP explored, high level of practices of balanced processing (BP) in the public and private universities in Bangladesh.

To investigate the impact of Relational Transparency (RT) and Employee Performance (EP), this has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh.

The interpretation from the findings (see figure-22 and table-29) of the study revealed that there are positive but not significant impacts and interrelationships between the variables of relational transparency (RT) and employee performance (EP). Again, t-value (CR in table 29), level of significance (P-value in table 29) and regression weight (B - in table 29), and concerning hypothesis indicated that the impact of RT (as a component of AL behavior) on EP is negative and not significant in the higher educational institutions in Bangladesh according to the opinions and perceptions of the respondents (teacher/academic/research students). Thus, it expressed that there are no good practices of relational transparency (RT) in the case of employee performance in the public, private and international universities in Bangladesh.

Now, from the above discussions or interpretations, it has been lucidly clear that the various relevant indicator variables of SA (such as weakness, strength, feedback, self-feelings, interaction, and self-regulated acts); IMP (such as core values, controlling ability, controversial issues solving ability, moral guidelines, internal morality-based decisions, and use of invisible knowledge and image); BP (such as seek opinions from others, opposite's ideas, not impose self-views to others, careful decision making, challenge taking due to position, and situation analysing ability); RT (openly share of feelings, true judgments as a person, no false presentation, mistakes regret ness, error resolvents, the share of information and thoughts) have the impact or association on Employee Performance (EP) in the higher educational institutions of Bangladesh.

Lastly, as the Specific Research Objective-Two (SRO-2) **“to examine the impact or influence of Self-Awareness (SA), Internalized Moral Perspective (IMP), Balanced Processing (BP), Relational Transparency (RT) on Employee Performance (EP) which have been measured by the perceptions and opinions of employees from the selected higher educational institutions in Bangladesh”** - has been supported and satisfied by the measure of instruments, PCA, CFA, Measurement Model and Structural Equation Model with the in-depth analyses and discussions of the findings, thus the 2nd or Major Research Objective Two **“to assess the impact or association between authentic leadership (AL) behavior and employee performance (EP) which has been measured by the perceptions and opinions of employees from the selected higher educational institutions of Bangladesh”**- is clearly supported and satisfied by the study.

7.4 Discussions Based on Other Objectives

7.4.1 To identify some obstacles (if any) of authentic leadership, employee commitment, and employee performance in the higher educational institutions in Bangladesh.

The study faced some obstacles in the time of whole research journey, because in the maximum educational organizations (public or private or research institutes of Bangladesh), there is an internal conflict between the employees and there is a problem of bureaucracy and latest skills-lackage in the different academic's activities. That's why researchers and some time students have to suffer complexity and mental harassment to perform their academic activities.

The study suffered some obstacles or external barriers specially in the time of COVID-19. In the time COVID-19, maximum of the respondents or specially in some cases, authorial persons couldn't help for providing proper information or proper support to research for the effect of COVID-19. Thus, at that time research works were slowly progressed.

As the study conducted on the perspective of authentic leadership, researcher tried to observed the leading scenario of female or woman in the educational organizations in Bangladesh too. It is true that in the path of woman (teacher or academic employee) leading, so many internal factors are working as obstacles such as, male dominancy, interference in the opinions of female employees, indirect harassment, grouping etc. in the different universities of Bangladesh. In this context, Lama and Sintonen (2001), and McEldowney et al., (2009), stated that ideas and expectations about leadership are often considered from the perspectives of masculinity as the norm of leading. McEldowney et al. (2009) identified the antecedents of discrimination that faced by the women leaders such as, isolation and separation in case of social issues, unacceptance, and disrespect. Again, Kaufman, and Grace (2011) indicated that women or female leaders are in the minority, that's why it is so tough for them to remove past

role of presenting the sight of minority and engaging in specific activities with minority population. Thus, result is that, the women or female who engage self in leadership-related activities, often face obstacles and barriers which not encountered by the men in the same level of positions (Debebe, 2009; Eagly, 2007).

Nepotism is the another very important obstacle specially in the process of employment in the educational institutions of Bangladesh. Because of the effect of the nepotism, meritorious, talented, sometime excellent academic performers are not getting chance or opportunity to build a career with this respective vow (though teaching, now is treating as a profession, not only a profession, it's taken as a commercial profession). Moreover, for the interference of powerful hands, ideality or morality-less persons' involvement, deprived the appropriate employment of right person in the job or place in the different universities in Bangladesh.

7.4.2 To suggest some future directions for the regular practices of authentic leadership to improve employee commitment and employee performance in the higher educational institutions in Bangladesh (see chapter-8 and section- 8.4).

Summary

In this chapter mainly discussed, how the objectives are satisfied and supported due to the analyses of findings. The first objective i.e., authentic leadership behaviour impacts on employee commitment is strongly supported and accepted with the first hypothesis by the concerned findings of the study. By the discussions of the purposes or objectives of the study, it is assessed that, there is a practice or presence of authentic leadership behaviour in the HEIs in Bangladesh which is also supported by some other study's findings which conducted in USA, China, India, Malaysia, Australia, Korea and some other countries of the world (though the area of study was different). From the composition of this study and other studies, it has been explored that authentic leadership is more applicable and suitable to lead the highly educated and talented people or employees in a concern region of a country. The instrument of authentic leadership mainly developed by Walumbwa et al. (2008); and the rest of existing items were taken from the research study of Leroy, Palanski & Simons (2012); and Calderón-Mafud, Moreno, & Colunga-Rodríguez, (2018); which is found so valid and highly reliable with some of the modification and edition. These modification and editions also strongly supported the trend of practices of Bangladesh.

The second major explicit hypothesis which is also concerned with 2nd major objective if the current study has been found positively and significantly associated with authentic leadership behavior and employee performance relationships which is also supported by the research context of Asia and Europe in the world. The self-awareness, moral values, balancing works, and transparency of opinions, views and perceptions, decisional information etc. are the key factors of authentic leadership behavior which have an acceptable (sometimes strong) connection with employees who are working in the educational institutions in Bangladesh. In

case of organizational context, the mentioned features are working as predictors of authentic leadership by which a leader can grow the impact of authentic leadership on the subordinates or followers or members to develop a country as whole. But sometimes, due to some reasons, particularly, nepotism, favoritism, additional job-works pressure, no independency in work-performance, unexpected-natural calamity, bureaucratic-complicity can make obstacles for which questions may be risen to build a positive relation of an authentic leader with the

followers or subordinates. In such a situation, commitment and the performance of the employees- may not be assured for the authenticity in leadership. Hence, higher educational institutions i.e., public, private, and international universities may take pre-initiatives to ensured commitment and performance of the employees by the authentic leadership activities in Bangladesh.

Chapter-Eight (8)

Implications, Limitations and Recommendations

8.1 Introduction

8.2 Implications

8.2.1 Methodological Implications

8.2.2 Theoretical Implications

8.2.3 Practical Implications

8.3 Limitations

8.4 Recommendations/Directions for Further Research/Future Directives

Conclusion

References

Appendices:

Appendix-A: List of Universities according to Strata of the current study

Table- 8A: Name of the selected Public Universities with year of establishment:

Table- 8B: Name of the selected Private and International Universities with year of establishment:

Appendix-B. Sample size as per population.

Appendix-C. Acceptable Value of Goodness-of-fit.

Table- Twelve (12A) Summary of goodness-of-fit indices

Appendix-D. Brief of the acceptance level of goodness-of-fit.

Table- Twelve (12B) Type of Goodness fit indices

Appendix: E- Total Variance Explained

Appendix-F. Questionnaire (Instruments) of the Study.

Appendix-G. Code Book of the Study

Appendix-H. Referencing Style (APA)

Appendix: I- Some Review Adjustments

Introduction

The last chapter having four different sections that focuses on the implications, limitations and further directions of the study. The section 8.2 conveyed methodological implications, theoretical implications and practical Implications of the study. The implications illustrated the contribution of the theory developed by this study that means how the constructs of authentic leadership behavior impact the employee commitment and performance in the educational institutions of the study. It is indicated how the leaders of public, private and international Universities (who are holding a position and some members or subordinates have to work under him/her) authentically lead their subordinate employees (colleagues) for assuring high commitment and performance in the different sections or departments in the higher educational institutions in Bangladesh. The next section 8.3 discussed some limitations i.e., some barriers or obstacles of the current study. The last section 8.4 illustrated the relevant recommendations/directions for further research that is the essential part for implementing the initiatives, due to recommendations or better decisions for the next research study. Finally, conclusion has been remarked that focused on the finishing part of the study.

8.2 Implications

The study depicts a contribution that how the leaders (a teacher who lead the other teachers in a committee or leading as a senior to the junior teachers; or an academic employee who lead the other administrative employees in a committee or for relevant works) lead to members-subordinates-followers in the different public, private and international universities in Bangladesh. It is a significant study with a theory of authenticity-commitment and performance. The contributions or significancy implicated with implications of the study. Thus, the implications led with methodological implications, theoretical implications and practical implications, which are illustrated below (see subsection 8.2.1; 8.2.2 and 8.2.3);

8.2.1 Methodological Implications

Methodological Implications concerned with path of research technique i.e., research design, approaches (quantitative or qualitative) that lead to methodological postulate of observing interactions of the variables; instead of practices by individual's (Schmitz, 2016). Methodological implications of the current research study implicated with how the findings (result analyses) are mostly important for policy, practices, theory and subsequent research. As the study conducted with a logical research methodology after assessing a large number of literatures, objectives, observations with forecasted research hypotheses; it has been contributed a new theory of "Authentic Leadership (AL) impacts on Employee Commitment (EC) and performance (EP)". Study also depicts the practices of Authentic Leadership (AL) in educational sector with some relevant and subsequent research study too.

The current study conducted with systematic ways of applicable methodology. Due to the applicability and necessity of this study, a 'descriptive' research design has been followed. **Descriptive research** is concerned with **a piece of exploratory research** or more **often explanatory research**; whether an accurate profile of respondents, events, or situations and a structured instrument for the survey is necessary (Saunders, Lewis, & Thornhill, 2011, p 140) which generally applicable probability sampling technique (random/strata, etc.) or design. For conveying such kinds of features (with subjective and objective research features), the present study is known as a '**descripto- explanatory**' study.

The foremost role of this study is the impact or influence of authentic leadership (AL) on employee commitment (EC) and impact of AL on employee performance (EP). To assess the impact, the study focused on the identification of the relationship between AL and EC; AL and EP as well. While, there is a clear-cut relationship investigated between AL and EC (though,

there is a weak relationship between IMP and EC) with some mixed arguments. Again, the relationship between AL and EP assessed newly logically and relevantly but a poor/ weak relationship showed by one construct i.e., RT and EP. The insignificant relationship between IMP and EC; RT and EP are not supported at acceptable level by this study. The crucial fact is that the present study conducted by a relevant research methodology that contributed necessary findings, suggestions, policies, practices, theory for the well-being of overall academic scenario of Bangladesh.

As it is a ‘descripto-explanatory’ research study, conducted initially by following stratified sampling technique and then random sample technique with the consistent and acceptable sample size; where a structured ‘survey instrument’ was developed and used for collecting data from the respondents of different Universities in Bangladesh. Again, a numeric data-based results has been assessed by quantitative data analysis technique with deductive approach. Hence, it is clearly a new methodological implication or contribution in the educational area of research in Bangladesh.

8.2.2 Theoretical Implications

The study concerned with theoretical implications as this study has provided a valuable contribution in the field of literature which can express the necessary expansion with existing literatures. A better understanding of recent authentic leadership (AL) measures for employee commitment (EC) and employee performance (EP), in the different educational institutions, only can address the gaps arising from existing literature. It can also enhance the body of knowledge for the academic perspective in Bangladesh.

A newly theoretical implication in the field of authentic leadership (AL) is that the AL has spread-out the cultural boundary even in the developing countries like Bangladesh. Because, there is a huge cultural difference in Bangladesh comparing with any other Western country in the world. It is first doctoral research study which is started on January, 2018 to continued on December, 2022 in Bangladesh. And it has been investigated the significant impact as well as the relationship of the variables of AL, EC and EP; though some important research studies have been conducted and investigated with different findings in the Western countries in the earlier time. So that, by the theoretical contribution of the study, it has been evidenced that there is an application of AL in the developing country like Bangladesh.

The current study has been contributed a new theory of ‘A-C-P’ model, where A= Authenticity (it derives from the activities of an authentic leader); C= commitment (commitments can be grow-up for the authenticity of a leader); P= performance (performance can be highly standard for the authenticity of a leader). Thus, this “A-C-P” – theory focus on the important of employees’ commitment and performance by the authenticity practices by an organizational leader.

The current study assessed the extensive literatures, concepts, approaches and provided a conceptual theoretical evaluation and developed logical hypotheses on authentic leadership, employee commitment and performance for the educational sector of Bangladesh. The theoretical evaluation trend to assure the necessity of authenticity in ‘teachers’ or ‘academic employees’ or researchers’ who have to lead some subordinates (member employees or others) in the educational organizations in Bangladesh.

By exploring the impact or influence and causal relationships of the authentic leadership, employees’ commitment and employees’ performance; this study elucidated an extensive

knowledge systematically. Moreover, the findings and discussions of this study provide tentative support to the propositions that authentic leadership must be introduced as a significant antecedent to build and develop employee commitment and employee performance. The study clearly investigated that maximum of the employees (who have engagement with the respective educational institutions, need to emphasis on the practice of more morality internally for ensuring commitment and need to develop and transfer the views, opinions, and information for assuring dedicated performance for the organization. In this context, authentic leadership (AL) is the best and effective way for the different levels of teachers, academic employees, and research-based students to ensure quality education, development of the educational institutions as well as the country and the world.

Another most important theoretical implication is the current study explored one path of progression but indicated the vital basis for further wide application of authentic leadership behaviour practices in the different other sectors of development in Bangladesh.

8.2.3 Practical Implications

From the viewpoint of practical implications, the study is advance for the dynamic capability of authentic leadership (AL), employee commitment (EC) and employee performance (EP) in the various educational institutions. The current study is relevant to researchers, academics, practitioners, entrepreneurs and business leaders, because the findings must help them to identify the ways to improve the applicable parts of authentic leadership to assure employee commitment with vast performance locally as well as internationally.

The subordinates or followers or members who have to work under an individual, like she/he may be a chairman, team-member, committee-head, dean, directors, controller, treasurer, register and vice-chancellor- these authorized individuals can lead their subordinates with

authenticity in real-working place. Such these kinds of authenticity in the authorized persons can improve the commitment and performance of the employees in the educational organizations in Bangladesh. New employees' orientation can empower them as subordinates, develop the confidence or professional respect, enhance loyalty to the organization or institution. So that, in today's technology-based and highly competitive business or professional environment, the employee's commitment and performance can be improved.

The current study disseminated a message to the raising leaders of teachers, academicians, and researchers that authenticity involvement needs to lead an organization to face competitive challenges and practical professionalism.

To deal with the subordinates, members or followers, leaders should convey authenticity in every work-activities in an organization or institutions. For instance, training and monitoring are the most important functions by which an authentic leader can lead or direct the followers with more moral value and relational transparency in workplace. In this perspective, Audenaert et al., (2019) stated about LMX (leader-member-exchange) functions as a mediator in the relationship of an authentic leader and subordinates in an organization.

Authentic leadership is also applicable to influence employees' attitude, creativity and individual performance (Semedo et al., 2016) to co-operate the subordinates or other members in the respective institutions. Again 'traditional mentoring approach' is also applicable for the teacher, academic employee, and researcher who have to lead others in higher educational institutions (Sharon & Snider, 2015). Moreover, Emuwa, & Fields (2017), stated about the 'contemporary -leadership-model' to lead the followers with authentic behavioural practices among the employees. So, educational organizations need to provide more attention in the selection of teachers, academic employees or researchers who can lead the concerned other

employees with authentic behavioural practices and also keep and control selves internally with authenticity.

The overall assessment of the study denoted that the study is practically implicated with the teachers, academicians, researchers basically, but broadly for the entrepreneurs, employees of other productive and service sectors, business leaders, industrial leaders too. The teachers, academicians, or researchers who are practicing authentic leadership, can be benefited from more committed employees (who served additional work-roles) and subordinated (who nurtures potentials) in the higher educational organizations. The self-awarded, moral valued, balanced activist and relationally transparent, authentic leader, with the subordinates can be established an acceptable leadership to led or drive; and expect high employee commitment and performance that can enhance the career potentials of the stated employees which must be an indicator of development of Bangladesh.

8.3 Limitations

Each and every research study has some limitations due to its area of study or working period and so on. This research dissertation is also suffered some limitations that are identified below:

Though reviews are sufficient but kinds of literature can be assessed more extensively; Lack of available information and sometimes, improper attention to response; Barriers to reach and get expectable data from desired persons, as it is first time and different study, researcher have to give more time; Financial scarcity in some cases; and Lack of quality research time with discussion groups or research environment.

In the time of research journey, this study confronted some other limitations too. One of the shortages is, the study conveys the data of selected universities though total number of universities is 157 in Bangladesh. That means maximum number of universities are not

surveyed. Moreover, researcher could not able to reach all of the respondents from own-self, because of financial and time limitations. Researcher of this study, reached some of the respondents but maximum data were collected using representatives or research supportive members. Thus, data were collected from the chosen universities and it was the mixed (researcher +representatives) surveyed study with data composition. So, it is a limitation of this study. Because, if data were collected from all of the universities of Bangladesh, the results (findings) might be indicated different outcome (more or less significant) than the current findings.

This research conducted mostly on highly educated or educated persons where 83% (34.65%+ 48.56%) respondents hold masters, MPhil or PhD (employees of educational institutions) and 17% (16.80%) respondents were graduates (officials in educational institutions). So, this sample respondents highly educated, some are extra-ordinary skilled and talented employees. That means, the study revealed the dealings with only educated people effectively, but didn't generalize how to deal with less educated or temporary working-based persons effectively in the educational sector of Bangladesh. Moreover, the study conducted only on one area i.e., higher educational institutions but there are primary, secondary and higher secondary educational institutions too in Bangladesh which were not counted in this study. So, it is another limitation to explore the findings of whole-educational scenario of Bangladesh considering all types of educational intuitions. Furthermore, the study couldn't include the other productive, service, or industrial sectors to assess the authentic leadership in Bangladesh which may another scarcity in this research.

There was a natural calamity i.e., the effect of COVID-19 which was another barrier to continue the study regularly. In the pick-time of COVID-19, researcher of this study, suffered severe obstacles to conduct the research study. There was no sufficient institutional support,

external and surrounding environment to conduct such the research. Hence, a long time had to spent for data assessment, information searched, research findings and explanations scrutinization's.

The study might be conducted to take into account the effect of the factors of HRM, OCB, Stress, Intellectual MGT, and other vital context of an organization by the dimensions of Authentic Leadership (AL). Moreover, an extensive analysis of demographical variables could be adjusted with the existing analyses of the details of respondents. These were some shortages but from the different angles of research. This research also could be conducted (using the same measurement instruments) to take under consideration of some other important cultural factors nationally and internationally. Then, it might be treated as a cross – cultural (multidimensional) research study from which many other countries would be benefited strategically in case of research and development especially.

8.4 Recommendations/Directions for Further Research/Future Directives:

As the study has been measured and examined the impact of Authentic Leadership (AL) on Employee Commitment (EC) and Employee Performance (EP), it is must be necessary to provide some suggestions or directions for further research to bring an authentic change in educational sector in Bangladesh. The future directives as under; -

- (a) Need proper consciousness, monitoring, and control to practice a more Internalized Moral Perspective (IMP) for ensuring Employee Commitment (EC) in the educational sector in Bangladesh.
- (b) Directors (organizational leaders) of educational organizations should give high priority and awareness to the practice of Relational Transparency (RT) to assuring high Employee Performance (EP) in the different academic fields of activities.

- (c) The dimensions of Authentic Leadership (AL) behaviour such as SA, IMP, BP and RT can be applied in the other fields of industry in Bangladesh as well in the global world.
- (d) AL can also be studied with HRM, SM (Strategic Management), IM (Intellectual Management), MIS, OB, and marketing management for more application and practices.
- (e) As the findings showed that there are more male employees than females, so more females should be recruited to the higher educational institution in Bangladesh.
- (f) As the findings revealed that the 12% variances of indicator variables of employee commitment were explained by the authentic leadership, so, more research should be conducted to identify and explain more concerning features or variances of EC that can be interpreted by Authentic Leadership (AL) in Bangladesh (see; table-29; R^2 square value of EC=0.12).
- (g) Again, as the findings revealed that the 48% variances of indicator variables of employee performance (EP) were explained by the authentic leadership, hence, more research should be conducted to investigate and explain more concerning features or variances of EP that can be observed by Authentic Leadership (AL) in Bangladesh (see; table-29; R^2 value of EP= 0.48).
- (h) Public and private Universities should ensure digital and manual presences for all employees, at the relevant time of each working day in the respective departments.
- (i) At the University level, it is essential to recruit “researchers” separately with an honorarium and by an authentic recruitment policy.
- (j) An authentic leadership team (for taking intellectual managerial decisions in the educational industry) should be employed for the whole assessment of the university level development, quality higher education, and for facing the challenges of the 21st century and upcoming century’s obstacles and barriers – which must help to ensure SDG or MDG of the government for the mass well-being of the nation.

- (k) The essential assessment on some “teachers” views about the students in the different educational organizations in Bangladesh has been prescribed in the following paragraphs; -
- (l) Sometimes few teachers have the tendency to assess the examination paper according to the students’ previous results’ which is not acceptable at all. Because students are human beings of this society. They have to face so many problems too. So, if they appear in one exam so or only good, another exam they can appear with excellent preparation. Thus, the previous exam’s result should not be the basis of examining the next exam’s result in any kind of educational examination.
- (m) It is very crucial to develop policies with authentic decisions to ensure equal employment opportunity in the educational sector of Bangladesh.
- (n) Besides this, the educated persons should carry respectable moral value for the female/women of our country as they have the right to get mannered behaves from the male co-workers or colleagues or subordinates of an organization.
- (o) From a direct survey, it is assessed that the educational material assistants’ and facilities for the students, especially for researchers, in the different educational institutions (67 % of 31%) - are not sufficient to consider impact of the overall academic scenarios of Bangladesh.
- (p) But it is also true that, for providing sufficient reading materials (maintaining international standards) for the teachers, students, and for the academicians involved with educational institutions – have to expand with the academic and curriculum activities; taking various applicable initiatives concerned with education and upcoming future career.

It has been observed that faculties are always busy with the formal activities and behaviour but they should practice mentoring type behaviour and relationship, and sometimes should be friendly out of formal lines of study. Faculty should be authentic in the interactions with the other colleagues and students, so that, students may get courage to face obstacles and challenges in educational institutions. A supportive, confidential, trusty and respectful

relationship between students and faculties (teachers and academic employees) can grow and develop a reputed educational institution in Bangladesh.

The early established public universities have very large spaces, resources, available classroom, library, lab and supportive studies environment to provide proper education to the students. But unfortunately, teachers and important academicians don't get available in case of impotency even though, it is be the official time and so on. Crucially, it is stated that the shortage of reading materials for upgraded research, and insufficient resources (teachers) may be harmful to build – up a delightful human being in Bangladesh. So, authorised persons of concerned organizations should develop some initiatives about the availability and proper corporations to ensure growth of the students, researchers and other colleagues at the higher educational institutions.

For conducting 2nd Masters, MSc, MPhil or PhD in abroad, the public university teachers are getting 'leave-with-pay' facility with national or international scholarship or fellowship whether private university teachers are not getting such type of higher educational and research facilities. Again, after completing higher research degree- those public university teachers are not providing a single copy of research dissertation (submitted thesis in abroad) in the respective university of Bangladesh. That's why other university teachers, researchers, or academicians are getting deprived to collect and utilize, the knowledges from international research degrees', though those particular teachers are provided job security, financial supports for particular time-period (in the time of leave) from Bangladesh. Hence, a mandatory rule should be introduced and implemented by the higher educational authority or policy-makers for providing a copy of higher degree's dissertation in the respective university as well as the organization or institution which provided 'with pay-leave' (financial support), job security, positions to the researchers or teachers in Bangladesh.

For developing original research works tendency, MPhil or PhD researchers should be motivated by ensuring some rights of researchers. In some cases, supervisors should be generous and supportive to successfully completing the research and ‘awarding’ for research works, maintaining a cooperative communication between supervisor and researchers. For any ‘personal interest’ or ‘self-professional interest’, supervisors shouldn’t use the researchers’, and any researcher or students shouldn’t be harassed by any one which may demoralize a researcher, for that ‘researcher achievement or certification awarding’ procedure may be fall in difficult situation. Moreover, university teachers (supervisor) shouldn’t take any initiative that may impact a researcher’s career and personal life negatively. Furthermore, for not holding a good professional/ organizationally position, a researcher’s long-time research efforts shouldn’t be ignored i.e., discriminative mentality shouldn’t be carried by the supervisors’ and other concerned professionals. On the other hand, only for holding a high or good organizational position, any researcher shouldn’t get more favour than the other MPhil or PhD researchers. If any researcher conducts a good research study, he/she should be awarded the research degree (MPhil, PhD or Postdoc), based on the research works not providing favour on the position, family background, professional or previous academic results, and/or personal interest of supervisors (university teachers). So, some logical rights for MPhil, PhD or Postdoc researchers should be initiated and executed for encouraging quality research works and world ranking development of higher education in Bangladesh.

In the educational organizations, there is a high tendency to practice Nepotism, especially in case of employment. For these kinds of practices, some other talented, meritorious students or unemployed-X- students or teachers (from other organization) cannot be placed in the right career track as a right person. This is one of the biggest barriers to place a university in a world ranking educational organizations. For reducing nepotism, ministry of education or UGC or

legally authorized organization for the development of higher education in Bangladesh, should take vital initiatives for developing rules and regulations against this nepotism. So that original, dedicated, morally valued or ideal persons can be recruited in the right place. Again, in case of ‘teachers’ employment, there should not be given preferences only on results; the individual who can enjoy teaching, learning, and research, only those type of persons should be employed in the higher educational institutions.

Beside of managing the above directions, for the development of ‘quality faculty’- ‘teachers exchange- system’ nationally and internationally, can be incepted and established. Again, research programs can be conducted jointly for the cross- cultural learning and development by research. The current research advises, for committed national education system, though some limitations and scarcity in Bangladesh. Lastly, teachers, researchers and academic employees need to be more promised, ideologized, and dedicated to perform effectively. So that, combination of works by all of the concerned in educational sector, must contribute to build, develop and balance practice of authentic leadership, employee commitment and performance in the educational institutions as well as overall society in Bangladesh.

Concluding Remarks

In the age of technology-based development and strategically competitive business world, only position and direction based leading is not applicable and acceptable to influence or positively impact or motivate the subordinates or highly eligible or potential employees in the educational sector of Bangladesh. Moreover, current world is severely affected by different complex issues for instance, culture, nation, religion, dominancy, bureaucratic authority and administration, unfair power, discrimination (between study, career, life-style, financial position etc.), multi-dynamic thinking or mentality of human being. For managing such kinds of complex issues, authentic leadership (AL) is the best choice to conduct an organization, institution, or a nation with peaceful, fair and balancing decisions or policies. And for high practices of authenticity of an organizational leader, commitment, performance and overall organizational behaviour of the employees, must be ensured at vast standards.

Authentic Leadership (AL) serves the people with authentic beliefs, trusts, ethics, not only on the basis of servant leading in the organizations, Because, if an organizational leader serve the subordinates or member colleagues with authentic mind, caring knowledges of consciousness (fair), morality, situational-sharing, balancing-institutional-activities which stimulate the followers or subordinate to successfully accomplish the purposes. So that, authentic leaders help to enhance the skills and capabilities of the employees (subordinates and others) that assist to ensure the employees effectiveness of specific and broad working activities of an organization. Again, authentic leading is the ideal judgement of identifying best, good, moderate or poor performers and bad performer. Due to the category of employee performance, employee development initiatives' also can be set and apply with the standards, to increase the effective performance of the employees.

Authentic Leadership (AL) is a continual-processed-working-framework, under which a leader (head of a committee, chairman of a department, Dean of a faculty, Director of a research bureau, team-leader of research, director of administration, and a VC of a university) appreciates individuals to drive the self-duties and- responsibilities with commitment and effectiveness. Additionally, as authentic leadership emphasizes on trueness of self of each individual, so that, the followers also may be authentic in every works and ethical for managing every segmented department and administrative decisions in an organization; thus, authentic leadership (AL) is the assessment of individual's (employees) personal development as well as professional, social, and cultural development which concerned with visionary purposes of an institution too.

In the context of Bangladesh, application of authentic leadership specially, in the educational sector is crucially important for employing a true, ideal and authentic person for developing and establishing the individuals with efficient and effective guidelines or directions; by which favouritism, nepotism, immoral or greedy (though highly academic result oriented) persons' employment and positions in the organizations as well as in society- can be reduced, for which an emerging-delightful, and a quality educational environment in the educational institutions can be developed and established in Bangladesh.

Furthermore, authentic leadership behaviour is a significant and positive psychological immersion that focused on collective or team or group works with sound commitment. So, it is connected with individuals work-related success and outcomes. In this connection of authentic leadership, subordinates have the committed engagement with prescribed or regular duties and responsibilities (works) as well as extra-rolled works to achieve visionary purposes successfully.

Authentic leadership (AL) is logically essential for facing dynamic competition in different organizations as well as business enterprises. And for facing the today's world challenges, efficient or skilled manpower and adaptation of technological advancement is essential. If, educated, highly educated or special-training-based manpower is authentic; the effective-works-based outcomes (with beliefs, trust, moral values, consciousness, sharing information, balanced-management-activities) can be assured with strong commitment and significant performance. And by this way of authenticity, dynamic challenges and competitions can be faced with existence and upcoming technological change in the world.

Lastly, authentic leadership behaviour practices can serve a nation, culture, society, organizations as well as a country with appropriate care, attention and sympathy to the subordinates, followers or members. So that, the above assessed contexts depicted that authentic leadership behaviour is extremely necessary to practice for ensuring authentic-works-based commitment and performance to solve the recent critical crisis and challenges; and for which the quality and ranked education may grow successfully in Bangladesh, and it can assist to achieve the MDG/SDG goals in Bangladesh as well as in the world.

