

Path Analysis of Genuine Leadership and Job Life of Teachers

Saghir Ahmad¹, Abid Hussain² & Ayesha Batool³

Abstract

Genuine leaders affect the job life of followers and personnel positively. Genuine leaders motivate the employees emotionally and compel them for better job life. Healthy and positive job lives are only possible with the help of genuine leadership to perform tasks effectively. Leader is true in his own values and reflects originally him/herself as he/she is internally. The purpose of this study was to conduct path analysis of genuine leadership and job life of teachers by using smart partial least square software. Path analysis was done for the validation of instruments and determined the association between leadership and job life. Quantitative approach was employed to conduct survey study. Sample of the study was consisted of university teachers. They responded the questions regarding genuine leadership and job life on five point likert type scale. Data were collected personally and research subjects were briefed about nature of the study and necessary instructions were provided to them by researcher. Different statistical techniques were applied to analyze the relevant data by using SmartPLS software. Path analysis showed that there is strong positive relationship between genuine leadership and job life of teachers. The findings of the study indicated that instruments are valid and reliable which measured genuine leadership and job life. The outer loadings model shows the links among the latent variables and their indicators. Thus, there is need to conduct study on large sample to authenticate the results of this study.

Key words: Genuine Leadership, Job Life, Path Analysis, and SmartPLS.

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Introduction

Education is a vital element of social, financial, values based and political improvement of human communities plays a basic job in human training and education. Examinations of powerful factors in the development and improvement of human social orders, regardless of whether progressive and developed nations, demonstrates that skillful and viable education structure and framework in every society causes fundamentally to that nation's development and advancement. Thus, fruitful struggle's key in all inclusive markets is pawned by completely honest, genuine, and skill oriented leaders and resource management condition (Harvey, 2002). Leaders are the advancement operator of collaborative attitudes, they distinguish unique and compelling specialists, decide points of view and give vital and effective planning to that for all individuals at all levels to be engaged with procedures with their full capacity and have a decent comprehension of their job station (Geijsel, Slegers, Leithwood, & Jantzi, 2003).

Leadership is a term that much of the time raises its head in the midst of institutional displeasures and is frequently the substitute for the equivalent, for example a frustration of administration. Authority is a broad term in that one size does not really fit all. "Leadership is a procedure whereby an individual impacts a gathering of people to accomplish shared objectives" (Northouse, 2007, p.3). Leadership is nature of the conduct of people whereby they direct individuals or their exercises in composed exertion (Novicevic, Davis, Dorn, Buckley, & Brown, 2005). Leadership relates with a procedure as well as identifies the behavior of personnel. Therefore, both recognize the job of people inside a gathering to act in an apparently advantageous way to the people. It has been perceived as a significant element to administer and lead an institution effectively (Yukl, 2002). It determines the future destination of academic or nonacademic institutions. It is a procedure of affecting individuals from the association and their activities for defining and understanding the objectives and targets of the association (Arzi & Farahbod, 2004; Megginson, Mosley, & Pietri, 1983).

The term genuineness as utilized here alludes to owning one's own understandings, be they considerations, feelings, needs, desires, inclinations, or convictions forms caught by the directive to know oneself and further infers that one demonstrates genuinely, uttering everything that needs to be carried in manners that are predictable with internal reflections and emotions (Avolio & Gardner, 2005). The idea of genuine leadership as a procedure that consolidates positive front-runner abilities and a profoundly created hierarchical setting. The genuine leadership process emphatically impacts self-awareness and self-directed constructive practices with respect to the two heads and staff, and it invigorates constructive self-awareness and self-advancement. The genuine leader is self-assured, certain, cheerful, hopeful, flexible, ethically strong, future seeking, and offers importance to creating contacts to be leaders. The true head is consistent with

him/herself and showed behavior emphatically changes or create links into true heads themselves (Luthans & Avolio, 2003).

Realness is the basic essential factor among the genuine administration measurements (Peterson, Walumbwa, Avolio, & Hannah, 2012). In spite of the fact that there is not an acknowledged meaning of legitimate administration in the writing, or universal definition of true leadership. Walumbwa and his partner of research gave definition and it goes past the idea of being consistent with one and mirrors a few suspicions that include real administration and leadership. They characterize this term with credible administration “as a style of leader conduct that reflects and endorses both positive mental limits and a positive moral atmosphere, to cultivate more noteworthy mindfulness and self-awareness, a disguised good point of view in the form of morality, create balance among activities, social straightforwardness and perform tasks transparently with respect to leaders working with followers, encouraging positive self-improvement” (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008: 94).

Personnel’s mental needs in the department are fulfilled by the utilization of nature of work life systems (Pollock, 2003). Nature of work life is an exhaustive and wide program that expands staff fulfillment, improves their learning at workplace encourages, and support them to introduce innovative ideas. Teachers’ disappointment of nature of work life is an issue that roughly harms all workers paying little heed to their status and position. The value system of work life focuses on speculation on the people as the most significant variable in vital and strategic administration.

Job life is a significant factor that decides teachers’ attitude towards university. It is for the most part seen in both humanistic and economical terms. Besides, it has been contended that personnel who are fulfilled and satisfied from job life they mostly perform their duty passionately and enhance quality work. They have intention to work with more dedication in departments contrasted with those who are disappointed (Arif & Chohan, 2012).

A healthy job life of teachers or faculty members depends upon institutional environment in which they work. They are more satisfied and enjoy job life when they have mental satisfaction and feel psychological positive in the higher educational institutions. The mental satisfaction is an essential issue in current society and is basis to the improvement of social strategy devoted to people, group of individuals or society. Teachers have some instinctive thought of the personal satisfaction meaning, yet it can speak to particular perspectives and segments to several individuals. They demand mental satisfaction at workplace to perform their duties (Phillips, 2006).

The idea of personal satisfaction is famously linked with human beings, which has been approximated to the fulfillment in various parts of life. It suggests the capacity to make a combination of every single social component that specific culture thinks about their standard of solace and prosperity. The term incorporates numerous implications, which

reflect learning, knowledge, and estimations of people and collectivities identified with it in various occasions, differing spots and stories, in this manner being a social variable with the brand of socializing relativity (Minayo, Hartz, & Buss, 2000).

Genuine leaders affect the job life of followers and personnel positively. True leaders motivate the employees emotionally and compel them for better job life. Healthy and positive job lives are only possible with the help of genuine leadership to perform effectively. This thing requires sound and positive institutional environment and this kind of environment only possible with existence of sincere and genuine leadership in the institution. Teachers are more satisfied and enjoy job when they have supportive and caring leadership in the higher educational institutions. Leadership style of heads and work life of employees are strongly connected. In today's world, leaders behave friendly with followers and try maximum to provide such an environment to employees in the institution where they feel secure and healthy work environment.

A Partial Least Square model is typically examined and inferred the information into two phases consecutively. First is the appraisal and refinement of suitability of the measurement model and pursued by the evaluation and assessment of the structural or basic model. This is to guarantee the consistency of results, unwavering quality and legitimacy of the measures before the endeavor in making and the depicting the conclusion on the structural model.

Research Objectives

The purpose of the study to achieve the following objectives:

1. To explore the relationship between genuine leadership and job life of teachers by path analysis.
2. To explore the path coefficients between genuine leadership and job life.
3. To explore the outer loadings between genuine leadership and job life.
4. To explore the latent variable correlations between genuine leadership and job life.
5. To check the *R* square value of job life scale.
6. To check the construct reliability and validity of genuine leadership and job life instruments.
7. To check the discriminant validity of genuine leadership and job life instruments.
8. To explore the bootstrapping path coefficients of genuine leadership and job life instruments.
9. To explore the path coefficients histogram of genuine leadership and job life scales.

Research Methodology

Quantitative approach was used to conduct the current study. The study was descriptive correlational and survey type in nature. The basic purpose to conduct this study is to

check the validation of the instrument. Population of the study was consisted of university teachers of different department. Teachers were selected as study sample. Questionnaire was used to obtain information from research participants relating genuine leadership and job life. Genuine leadership consisted of four factors (Balance, morality, transparency, and self-awareness) as well as job life contained six dimensions (office space, fair salary, democracy, healthy environment, socialization, and working capacity). Research subjects gave their opinions on five point Likert type scale.

After taking the experts opinions on questionnaire, it was distributed to teachers to complete the process of pilot testing. Overall values of Cronbach’s Alpha of genuine leadership and job life were 0.84 and 0.85, which are statistically significant and acceptable. Collected data were analyzed by using Partial Least Square - Structural Equation Model (PLS-SEM) path analysis technique to achieve the desired objectives. Path analysis was conducted through the software SmartPLS to evaluate the models of genuine leadership and job life.

Data Analysis and Results

The detailed data analysis is under follow.

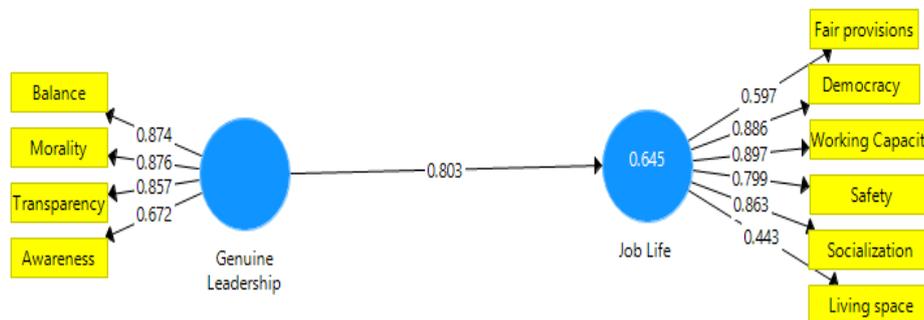


Figure 1: PLS-SEM structural model

Figure displays the path analysis. It shows the correlation between genuine leadership and job life of teachers. There are two main variables in the form of genuine leadership and job life with its sub-factors. Genuine leadership is the ability to lead people sincerely and transparently and the job life means the time spend by staff at workstation. The relationship between factors shown in the inner model and factor loading values of each variable shown in outer model. There is strong positive relationship between genuine leadership and job life $r = 0.803$ of teachers. Genuine leadership also affects their followers’ job life. It is concluded that both variables (genuine leadership and job life) are strongly interlinked with each other. If leaders have genuineness in their abilities and personalities then their staff performs their duties with confidence and motivation.

Table 1
Path Coefficients of Factors

Factors	Job Life
Genuine Leadership	0.80

Path coefficient is equal to the liaison among constructs and its dimensions. There are two factors genuine leadership and job life in above table. Both factors have strong positive connection with each other. Below figure is showing path coefficients of factors.

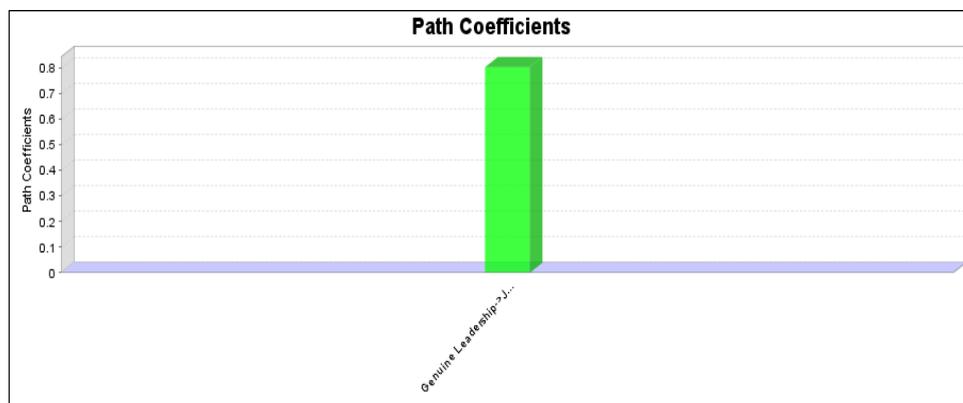


Figure 2: Path coefficient

Table 2
Outer Loadings of Scales

Sub-Factors	Genuine leadership	Job life
Balance processing	0.87	
Ethics	0.88	
Transparent	0.86	
Self-awareness	0.67	
Reasonable necessities		0.60
Democracy		0.89
Working ability		0.90
Protection		0.80
Socialization		0.86
Office place		0.44

In a structural equation modeling (SEM) analysis, the inner model is the part of the model that describes the relationships among the latent variables that make up the model. The outer model is the part of the model that describes the associations among the latent variables and their dimensions. Thus, all dimensions are showing strong positive

relationship with genuine leadership and job life except enticements and office place. These two dimensions might be valid and reliable by removing the negative statements. But overall, both scales are valid and reliable to measure genuine leadership and job life of teachers.

Table 3
Latent Variable Correlations through Cross Loading

Factors	1	2
Genuine Leadership	1.00	0.80
Job Life		1.00

Table shows relationship among factors through cross loading. The primary purpose of cross loading is to cross match the values of factors. In which, each construct shows maximum value with itself, but lesser with other variables. Both constructs are showing maximum values with its own and less with other.

Table 4
R Square (R²)

Variable	R Square
Job Life	0.65

R Square expresses that how well the partial least square regression model predicts our data set. This basically shows the goodness of fit model. Its value should be greater than 0.3. In this study value of R square of hob life is 0.65. This value is higher than set standard value, which shows goodness of model fit.

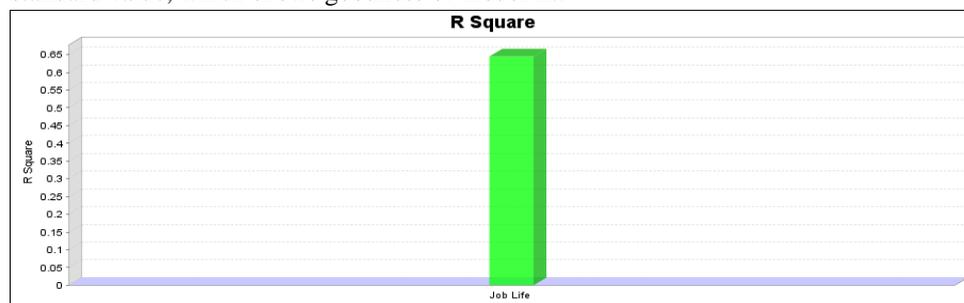


Figure 3: R square

Table 5
Construct Reliability and Validity of Factors

Factors	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted
Genuine leadership	0.84	0.87	0.89	0.68
Job life	0.85	0.91	0.89	0.59

Table demonstrates the factors (genuine leadership and job life) validity and reliability. Reliability was checked by four different methods (Cronbach's Alpha, rho_A, Composite Reliability, and Average variance extracted). According to Hair (2014), reliability values are acceptable at 0.7. In above table both constructs have values above than threshold. Both variables are showing good, reliable and statistical significant values under the umbrella of composite reliability.

Wah-Yap, Ramayah, Nushazelin, and Wan-Shahidan stated in (2012) that Average Variance Extracted is the point which displays fact or sustenance the convergent validity. Hair (2014) described that AVE value is acceptable at 0.5. It is minimum standard and higher values show strong validity of the constructs. In current study, both factors (genuine leadership and job life) have AVE values above than .5, which indicates strong convergent validity.

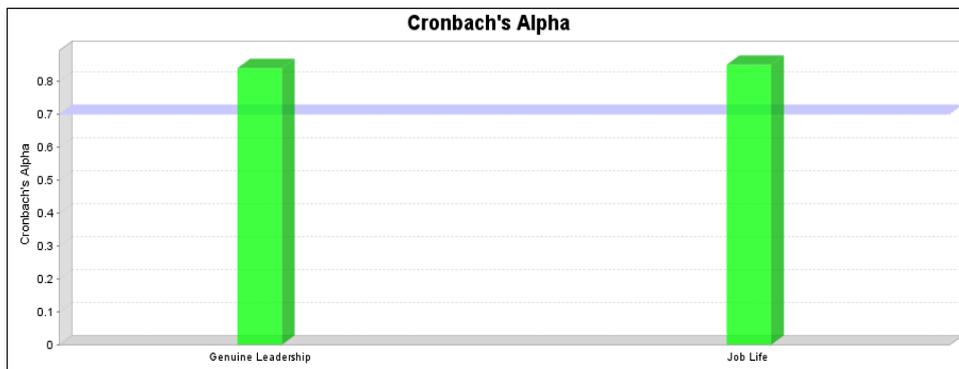


Figure 4: Cronbach's Alpha reliability

Above figure displays the reliability values by using Cronbach's Alpha. It can be seen genuine leadership and job life show the height in pillars and both lines are crossing the threshold. It means both constructs are reliable and have internal consistency.

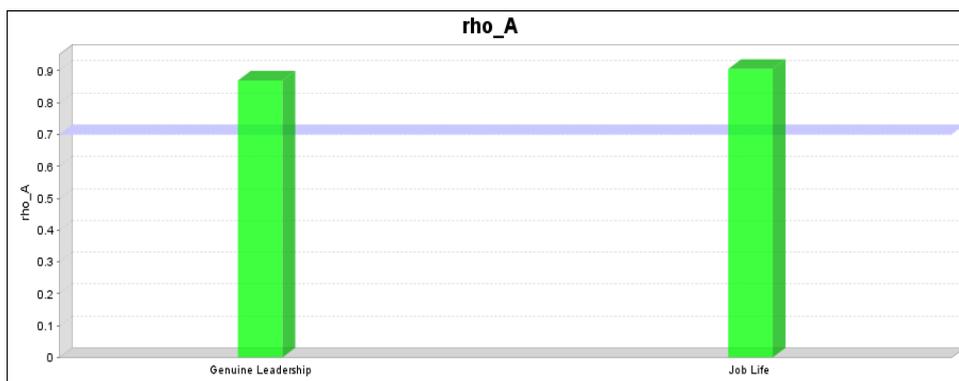


Figure 5: rho_A reliability

Figure indicates rho_A reliability of scales. Both constructs (genuine leadership and job life) in the form of green pillars are crossing the standardized cut line, which show the significant and acceptable values of reliability. It determines that scales are strongly reliable in local context to measure the genuine leadership and job life of university teachers.

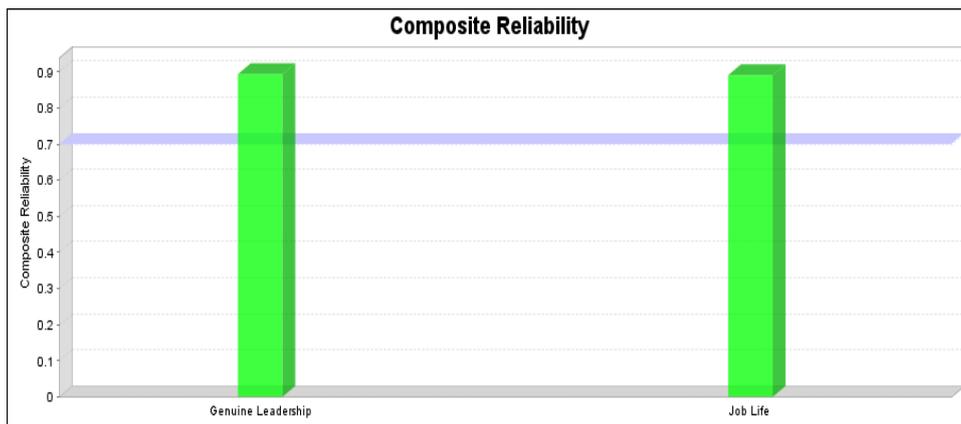


Figure 6: Composite reliability

Above figure displays the composite reliability. Both constructs in the form of pillars are crossing the standardized cut line, which show the significant and acceptable values of reliability.

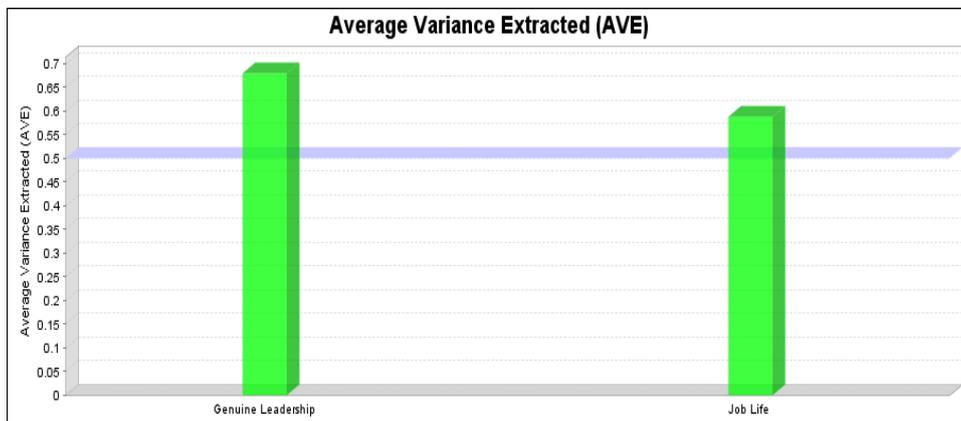


Figure 7: AVE of factors

Above figure depends upon average variance extracted. Both factors in the form of pillars are crossing the standardized cut line at 0.5, which show the significant and acceptable values of reliability.

Table 6
Discriminant Validity of Factors

Factors	1	2
Genuine leadership	0.82	
Job life	0.80	0.77

Table shows the discriminant validity of genuine leadership and job life of teachers. Surlenty, Ramayah, Lo, and Tarmizi, (2014) different researchers and data analysts described discriminant validity. According to them this validity shows distinct concepts of constructs. They said values should be greater than 0.6 in this validity. As researchers' point of views this validity shows the discrimination of factors with other constructs. Each variable has maximum value but it shows less value with other variables. For example, in above table you can see that genuine leadership is one construct and it has 0.82 values which is maximum. But it has less value 0.80 with job life. Thus, it is concluded from the results that both factors have discriminant validity.

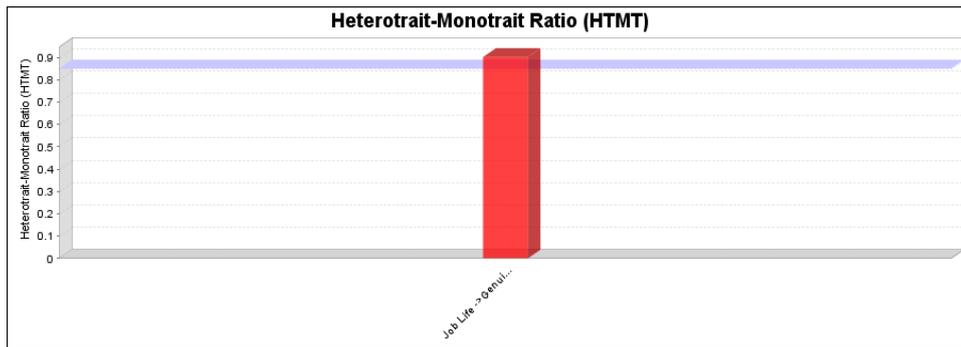


Figure 8: Discriminant validity

Table 7
Bootstrapping Path Coefficients

Factors	Sample Mean	Standard Deviations	T-Statistics	P
Genuine Leadership -> Job Life	0.81	0.04	20.08	0.00

Table 7 displays outcomes of bootstrapping path analysis by showing T Statistics and P-values which are used to accept or reject the assumptions in the form of objectives. According to Hair (2014) T-Statistics should be greater than 1.96 and p value (probability value) should be lesser than 0.05. Therefore, in current study values of two variables genuine leadership and job life are T=20.08, P=.000. Both constructs show positive, strong and significant values which are bigger than threshold. It means that

goodness of fit exists. It is concluded that genuine leadership and job life have strong connection with each other.

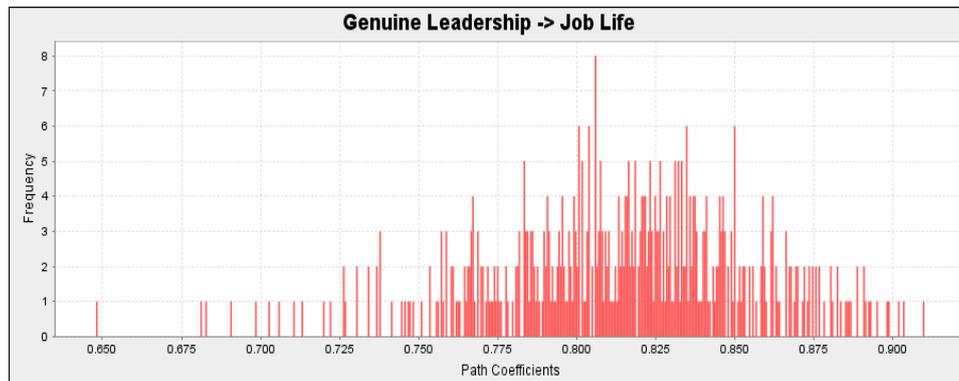


Figure 9: Path coefficient histogram

According to James et. al, (2009) histograms for path coefficients generated by fitting group model to subjects which responded genuine leadership and job life. The value of histogram for respondents falls from 0 to 1. The red lines indicate path coefficient value of participant. Most path coefficients assume a Gaussian distribution centered about the group value. X-axis is path coefficient value (excluding values with absolute magnitude exceeding 1), and y-axis is number of subjects with coefficients of this value. It shows that model fit exists in teachers data related to both variables (genuine leadership and job life).

Discussion

The study was conducted to authenticate scales and path analysis of genuine leadership and job life teachers with the help of Structural Equation Modeling. Path analysis shows that there is strong positive relationship between genuine leadership and job life teachers. Both constructs are showing good, reliable and statistical significant values under the umbrella of cronbach's alpha, rho_A, and composite reliability. The alpha values of genuine leadership and job life teachers are 0.84, and 0.85 respectively. These results are aligned with past studies and fulfill the set criteria of researchers. According to Hair (2014), reliability values are acceptable at 0.7. Therefore, both variables have values above than threshold.

Conclusion

Genuine leadership is new emerging style of leading personnel. This style depends upon the man who is frontally leading the institutions and shows genuineness in attitude and behavior. He reflects his inner feelings truly which he has. The ability of self-awareness exists in the personality of authentic leader. He knows his competencies, strengths and

weaknesses and try to perform the things with balance. To give respect to their colleagues and sub-ordinates is the basic uniqueness of this leadership approach. Head of the institutions performs the tasks transparently, avoid favoritism and biasness. All employees are treated equally and fairly. The purpose of this study was to conduct path analysis of genuine leadership and job life of teachers by using smart partial least square software. Path analysis was done for the validation of instruments. Authentication was examined by using different statistical techniques (PLS-SEM model, path coefficient, outer loadings, latent variables associations through cross loadings, *R* square value, reliability, discriminant validity, bootstrapping, and histogram path coefficient) through SmartPLS software. Structural equation model shows the path analysis of genuine leadership and job life.

There is strong positive relationship between genuine leadership and job life of teachers. Genuine leadership also affects their followers' job life. It is concluded that both variables (genuine leadership and job life) are strongly interlinked with each other. It means if leaders have genuineness in their abilities and personalities then their staff perform their duties with confidence and motivation. The outer loadings model shows the links among the latent variables and their indicators. In cross loading, both constructs have maximum value with itself and shows less values with other dimension. It seems, genuine leadership and job life both variables and its dimensions are valid and competing the required criteria successfully in cross loading. It is also concluded that there is high goodness of fit model of the constructs, which is statistically significant. This thing substantiates the validity of the instruments due to high goodness of model. It is concluded that scales related to genuine leadership and job life are reliable in its construct. Discriminant validity and bootstrapping enhanced the validation of the scales more because both instruments fulfilled the level of set standards of tests. It is also concluded to keep in mind the findings of histogram path coefficients that model of fit exists in teachers data related to both variables (genuine leadership and job life). Thus, the both constructs which validated under this current study is valid and reliable.

Recommendations

Results showed that genuine leadership and job life have strong relationship and scales of both variables are valid and reliable and these things proved by path analysis and different tests of SmartPLS. Thus, there is need to conduct study on large sample to verify the results of this study. Validation of scales may be confirmed by using other software for example SPSS. Research participants were university teachers in this study, college and school teachers may be taken as sample to conduct another study for validation of instrument.

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