Impact of Authentic Leadership on Job Characteristic Model and Goal Commitment

Ali Tariq, Kamran Iqbal, Tehreem Shahid

Abstract— **This study investigates the dimensions of the job characteristic model on the goal commitment. Job Characteristics shows the positive impact on the goal commitment. However, this research argued that these results can negative with the effect of the authentic leadership. Multiple Regression and correlation techniques are used to find out the results. Cronbach's alpha is used to check the internal consistency of instrument. The results show that dimensions of the job characteristic model i.e. Task Identity, Task Significance, skill variety, autonomy and feedback has the positive significant relationship with the goal commitment. The authentic leadership has the negative effect on the job characteristic model and goal commitment. This study suggest that the model can be applied in other sectors to obtain different results.**

Keywords— **Authentic Leadership, Goal Commitment, Job Characteristic Model**

I. INTRODUCTION

Private sector in education of Pakistan is going through serious crises these days and it is not able to offer quality educational services. Private education institution is considerably different from public education institution in occupation, services and patterns of employment. Mostly wages of the private sector employees are higher than the employees of public organizations, but rewards are generally not related to job outcomes, and process of promotion are biased. Beside this, there is stable work environment, medium level job security and challenge to serve huge and different population (Vigoda, 2002). There is need to show some serious concern on the characteristics of the job.

Job design, Job Attitude and Job Performance are cleared by the *Job Characteristic Model*, which is the primary method presented by Oldham and Hackman (Abbott, Boyd, & Miles, 2006; Fox & Feldman, 1988; Parker & Wall, 1998; Torraco, 2005). Oldham and Hackman in 1975 gave the original form of the Job Characteristic Theory, which was first presented by the Turner and Lawrence and Hackman and Lawler. In the work design, a base of the objective characteristic was given by Turner and Lawrence. The Growth Need Strength in Job Characteristic Theory shows that there is a difference in individual in developing them and Hackman and Lawler gave the direct influence of the employee's job related behavior and attitudes. The Book "Work Redesign" given by Oldham and Hackman in 1980, shows the final method of Job Characteristic Theory. Knowledge and Skills and Context Satisfaction were the primary change in the book as moderators, absenteeism was reduced in the results of the turnover and job, and focus was increased on *Internal Work Motivation*. There was the removal of many variables in the book and also renamed them. The Attention was directed towards the affective outcomes which follows the results from empirical studies. Before psychological states and behavioral outcomes were shown the weak support. Many of the researchers has shown that by the job characteristics which is based on job design theory increase the motivation at the work place but also increase the job performance of the employees.

Early reviews (Hollenbeck & Klein, 1987; Locke, Latham, & Erez, 1988) noted that goal commitment was typically assumed rather than assessed, not sufficiently understood or examined given its central role, and inconsistently defined and measured. The lack of definitional consistency remains today, and is an issue with all workplace commitments (Klein, Molloy, & Brinsfield, 2012). Becker, Klein, and Meyer (2009), discussed the commitment in common, they noted that the lack of agreement concerning the meaning, structure, and in turn, dimension of commitment is detrimental to more coherently and systematically advancing our understanding. Tubbs (1993) suggested that five related but distinct motivational concepts have been lumped together under the term *goal commitment:* motivational force, intention, intention strength, assigned goal adherence, and maintenance of that adherence. DeShon and Landis (1997) similarly suggested three distinct components within operationalization of goal commitment: importance, determination to attain, and unwillingness to abandon the goal. Jaros (2009) also noted various elements in definitions of goal commitment and suggested that the definition be revised to be narrower in scope and remove confounding elements. Commitment can be elaborated as how much an individual is willing to commit resources toward accomplishing a goal." (Naylor & Ilgen, 1984, p. 98).

Authentic leadership philosophy is being the developing notion from the past few years from the structure of the learning literatures, positive organization behavior, ethics and leadership. (Avolio et al., 2004; Cameron, Dutton, & Quinn, 2003; Cooper & Nelson, 2006; Luthans, 2002; Luthans & Avolio, 2003). Authenticity can be defined as "the retaining of one personal experience, the command to know oneself is captured by their thoughts, needs, beliefs, emotions, preferences and processes (S. Harter, 2002: 382).

The definition of the authentic leadership has touched many several vital dimensions in the current literature. In the beginning, Luthans and Avolio defined authentic leadership "the process in which, on the behalf of the leaders and associates one person shows the greater self-awareness, affirmative self-regulated behavior and self-development taken from the highly advanced organizational framework and positive psychological abilities" (2003: 243). Many researchers (e.g., Cooper et al., 2005; Shamir & Eilam, 2005; Sparrowe, 2005) have shown the concern that the affirmative

psychological extents of hope, optimism, confidence and flexibility are also included in an authentic leader. Ilies et al. (2005) recommended a much more focused model for authentic leadership which includes four dimensions i.e. self-awareness, unbiased handling, genuine behavior, and genuine interactive direction. Authentic leadership defined by the Shamir and Eilam includes following features: (a) "self-concept is the essential factor in the role of the leaders, (b) Self-concept clarity and self-resolution have been achieved by them, (c) the goals of the leaders are self-concordant, and (d) and the behavior of the leaders are self-expressive" (2005: 399).

A. Problem Statement:

Job Characteristics Model was developed by Oldham and Hackman in 1975. The dimension of the Job Characteristics has been tested with the motivation and positive work behaviors. Earlier it has shown a weak support with psychological states and behavior outcomes but the model increases the motivation of the employees. The dimension of the JCM i.e. Autonomy (Tyagi, 1985; Fried & Ferris, 1987; Dodd & Ganster, 1996; Eisenberger, Rhoades, & Cameron, 1999; Morgeson & Campion, 2003) and Feedback (Kluger & DeNisi, 1996; Ahire, Golhar & Waller, 1996; Anderson, Rungtusanatham & Schroeder, 1994; Black & Porter, 1996; Flynn, Schroeder, & Sakakibara, 1994; Saraph, Benson & Schroeder, 1989; Organ and colleagues, 2006) has been examined earlier. According to Oldham and Hackman, JCM model has five dimensions in which two dimension have already been studied by different researchers with Goal Commitment, the rest of three i.e. Task Identity, Task Significance and Skill Variety have not been studied by any researcher till now with Goal Commitment.

From the last few years the leadership literature has gain much attention. Authentic Leadership is one of the emerging concept in the literature of the leadership. Authentic leadership is built on the theory of the transformational leadership, full leadership theory and Positive organizational behavior. By incorporating the perception of the jobs, many researchers also outlook the influence of leadership on subordinate behavior and attitude (Cummings, 1978). In 1981, Griffin was the first to test the notion that by not changing the objective part of the job characteristic model, leader can influence the perception of the core job characteristics. In 2006, piccolo and Colquitt argued that follower may see their jobs more significant, when the leaders engage themselves in the inspirational motivation and idealized influence. In the field, laboratory and meta-analysis goal commitment is being characterized in the leadership literature at various researches e.g. Durham, Knight, and Locke (1997); Klein & Kim (1998); Klein, Wesson, Hollenbeck, & Alge (1999); De Souza & Klein (1995); Piccolo & Colquitt (2006). Authentic leaders who lead the team as by setting themselves as role models for the followers may be able to deepen their followers' feelings of loyalty and contribution. By being a role model for the followers, the followers may achieve their goals with more motivation and their commitment towards the goals of the task would increase in this manner. As Transformational Leadership is being examined as moderator before in the relation of the Job Characteristic Model and Goal Commitment. Authentic leadership is a transform form of transformational leadership

and it is being never used as a moderator between the Job Characteristic Model and Goal Commitment till now.

B. Objectives of Study:

Firstly, Job Characteristic Model is being studied dimension wise to look effect on the goal commitment. Secondly, authentic leadership is being introduced as a moderator between job characteristic model and goal commitment.

II. LITERATURE REVIEW

A. Job Characteristic Model and Goal Commitment

The commitment, motivation and focus is shaped by the job characteristics and job conditions in the organizational literature for a longer period of time. Hackman and Oldham (1976) said that the employee would be intrinsically motivated at the work and it was first explained by the job characteristic theory on the previous work of the Turner and Lawrence (1965), Hackman and Lawler (1971). On the base of the earlier work of Hackman and Lawler and Turner and Lawler, the pioneer version of the job characteristic theory was presented by Hackman and Oldham in 1975. The dimension of the job characteristics model are: a) *Skill Variety* refers to a degree to which a job that needs different skills and talent to perform. b) *Task Identity* refers to a degree to which a job needs the identification what is basically the task and have the clear outcome of the job. c) *Task Significance* refers to a degree to which other people life are influenced by the job. d) *Autonomy* refers to a degree to which a job delivers the employee with independence, substantial choice, control and pleasure to perform the job. e) *Feedback* refers to a degree to which an employee knows about the results of the job.

By reviewing the literature, I am not aware of any study which link the five dimensions of the job characteristic model with the goal commitment but there is a conceptual reason to assume a relationship between them Piccolo and Colquitt (2006). Klein, Wesson, Hollenbeck, and Alge (1999), in their research acknowledged the expectancy and goal attainment are beyond the antecedent of the goal commitment. Performance feedback and autonomy were considerably overlaps by the volition among these antecedents of job characteristic theory. The goal commitment is influenced by the volition and feedback through the impact on expectation of goal commitment. External influence, internal influence and interactive factors are the three elements of the Goal Commitment. Klein, Wesson, Hollenbeck, and Alge (1999), Commitment to goal recognize the anticipation and goal achievement, and they are two stimulators of commitment. Autonomy and feedback intersects the decision of predecessor which is a dominant feature of job characteristics theory. Lower goal commitment is positively related to the Insight of core Characteristics (Piccolo & Colquitt 2006).

Task identity shows the visible outcome of the task with the complete work from beginning to the end. Task identity is the important factor of the satisfaction. One who knows what to perform and what will be its outcome makes the satisfaction with the job. The job design theory presented by Oldham and Hackman shows that with the task identity the employee motivation factor becomes high as all the other factors turn the motivation high. With the identification of the task the

employee also commits toward the goal he or she being assigned. The outcomes like job commitment, job involvement, reduce absenteeism, job satisfaction and individual difference in moderating level of outcomes are increased by the motivation given by Job Characteristics I.e. Task identity, Task Significance, Skill Variety, Autonomy and Feedback (Turner and Lawrence, 1965). The Task identity, Task significance and Skill Variety, which are the objective part of the job characteristic model results in the motivation provide the commitment to the goals at the work place. Once the employee feel commitment to the work place he or she can achieve the difficult goals and which results in the better performance.

According to Locke Goal Setting feedback must also be included in the effective goal program. To gain the acknowledgement, adjust the goal difficulty and clarification of the expectation, one has to take the opportunity of getting the feedback. If the individual has to determine that how they are doing, it is important that they should be provided a benchmarks, targets and opportunities to achieve them. To achieve a particular goal at the work place there should be a regular progress report, so they may know that what is particularly going on and how long it would take to reach that goal. The goals should be split into the smaller goals and relate the feedback to these smaller milestones in such cases. A clear feedback can be achieved when the goals are SMART because they are measureable. One must be sure to build their goal setting effort in order to receive the formal feedback. To give the regular encouragement and recognition, one must visit informally at the workplace. Although in order to achieve the long term improvement in the performance. The employer should sit longer and discuss the goal performance with the employee.

Locke (1968) also recommended that to get the better understanding of the goals and performance, job feedback is the most vital factor among the other job characteristics. To increase the efforts and performance of the employee, there are four reasons: (1) The person who previously don't have the particular goals to improve its performance to a certain limit, it will encourage him/her.; (2) After achieving the goal it will encourage him/her to increase its goal level; (3) it will provide the information to the employee that its effort are less for this goal, he/she must increase the efforts in order to achieve the desired goals; (4) and lastly it provide the employee to improve the methods of doing his/her work (Latham & Yukl, 1975).

In the one unit of the Department of Housing and Urban Development, the transactions were completed speedily with decreased error and efficiency by making the goal setting and involvement of the feedback (Brand, Staelin, O'Bnen, and Dickinson; 1982). A similar method was used by the Jones, Moms, and Barnard (1985) in order to increase the accuracy of the mental health officer to fill the civil commitment forms. After adjusting the goal setting and feedback procedure in the admissions office, increase of productivity and satisfaction was reported by Wilk and Redmon (1990). Although feedback's outcomes are also affected by the level of the goal commitment and the quality and form of the feedback whether its oral or written (Klein, Wesson, Hollenbeck, & Alge, 1999; Sue-Chan & Ong, 2002). The type of feedback (combination of the characteristics including the specificity and quality) and provision of feedback (the knowledge of outcomes) is being

reported as positive related with the goal commitment in the meta-analysis done by Klein et al. (1999).

In a recent study by Chang et al. (2010), it is being seen that the goal commitment is lower to the higher negative feedback rather than goal commitment was found higher in the lower negative feedback. In another study, goal commitment was not found with any of the impact on the individual, team or both (DeShon et al. 2004). The individuals who receive only individual feedback are seen lower committed to the goals rather than the individuals who receive both individual and team feedback. With the feedback interaction DeShon et al. (2004) also found a performance goal orientation. Higher performance goal orientation refers to the individuals who receive the individual feedback, are highly committed towards the goals rather than the individual who only receive the team feedback. A field study based on 136 sales and customer service representative also examine the relation between the feedback, social cognitive, goal setting and performance (Renn and Fedor's, 2001). A recent study by Klein (2003) further explained this concept, that to be committed with the goals and to engage the positive work behavior, one may need the feedback. Whether the goals are negative or positive, feedback is to give the information about their achievement. As the feedback is positive it makes the employees more committed toward work place, which makes the performance, satisfaction and motivation better in the goals (Eran, Vigoda-Gadot & Larisa Angert, 2007).

Autonomy represent many different reason for a setting a particular goal at the work place and it may vary according to the autonomy (Ryan, 1995). Sheldon & Kasser, (1998) argued that, the problem of autonomy concerns whether a goal is accepted due to social pressure or expectation or the goal is accepted due to the personal interest and values of the individual. Self-determination theory claims that for development and adjustment at the workplace, autonomy is a universal satisfaction and psychological need (Ryan & Deci, 2000). When goals are autonomous, they may show the effect that achieving of the goal is controlled and will they meet the success (Ryan, Sheldon, Kasser, & Deci, 1996). Goals which have autonomy allow employees to put extra ordinary efforts in the goals rather than the goals which are not recommended by oneself, the goals which are recommended by oneself likely to create the intrapersonal conflicts. (Sheldon & Elliot, 1999; Sheldon & Houser- Marko, 2001). Sheldon and colleagues fully discovered the significance in pursuing the goals with autonomous motivation, they finalized a sequence of short term studies that the limit to which attainment is influenced by the source of goals (Sheldon & Elliot, 1998, 1999; Sheldon & Houser-Marko, 2001; Sheldon & Kasser, 1998). In these studies, the applicants were asked to rate the goals in term of the foundation of their motivation and how they planned to achieve their goals during the semester. *Autonomous* goals refer to those goals which give the feeling that they are not forced by anyone else and it reflect their personal interest and values in achieving them.

Many of the studies found that the goal who has autonomy are more significant than the goals who don't allow autonomy (Downie, Koestner, Horberg, & Haga, 2006; Judge, Bono, Erez, & Locke, 2005; Koestner et al., 2006; Koestner et al., 2002). Importance, commitment and difficulty level of the goals are also handled, while achieving the greater progress at the goals at work place with autonomy (Koestner et al., 2002).

The people who don't have the autonomy cannot achieve the goals better than those people who has the autonomy to achieve the goals at the workplace (Richard Koestner, 2008). Individuals define the ways for reaching a goal by their perceived ability and it must affect the level of the goals (Megan E. Crane, 2010). The team goal settings are often time intensive because it leads itself to the experimental settings where patient autonomy and goal commitment are adopted and there is a norm of one to one interaction. Team Goal setting is not being considered an option for most of the schools because it need commitment of the time from each teacher to each individual. A renowned developed characteristic of the youngsters is separation of autonomy from the adults (Berk, 2006). Therefore, assigned goal setting may decrease the goal commitment due to the limited youngster's autonomy and the ignorance of youngster's pursuit for autonomy (Locke and Latham, 2013).

All the research evidences show that the Oldham and Hackman model of job characteristics is related positively with the goal commitment, which result the greater motivation, satisfaction and performance at the work place. I proposed that:

Hypothesis No 1: Task identity has the positive relation with the Goal Commitment

Hypothesis No 2: Commitment is positively related with Task Significance.

Hypothesis No 3: Skill Variety is positively related with Goal Commitment

Hypothesis No 4: Autonomy has a significant impact on Goal Commitment

Hypothesis No 5: Feedback has a positive relation with Goal Commitment.

B. Moderation of Authentic Leadership:

Leadership is one of the effective sources among many effective sources of adjustment in job perception. Cumming (1978) argues that, how much support and encouragement receive from the organization is determine by the supervisor behavior and this evidence is summarized by the implementing the self-regulating work groups. By incorporating the perception of the jobs, many researchers also outlook the influence of leadership on subordinate behavior and attitude. Smirch and Morgan argued that followers are influenced by the leaders "by changing dominant wisdom, consolidating and confronting, it would provide a new focus for attention by creating images and meanings in articulating and defining the mobilized meaning what was previously remained unsaid" (1982: 258). To understand the day by day flow of the work, leaders work experiences will create a new point for them (Goffman, 1974; Schultz, 1967; Smirch & Morgan, 1982). Griffin (1981) was the first among all the research who test the concept that without making any adjustments to objective part of job characteristics, a leader can affect the job perception. There are five basic source of information that individual stem in task perception a) characteristics of the job incumbent b) organizational structure c) Coworkers d) Technology and d) individual immediate supervisor. The manager stated in the study of the Griffin that the degree to which the leader exhibit behavior in order to influence the job perceptions. After three months, it was reported that there is higher rating of job core characteristics in an experimental group even there was no

tangible change in the actual jobs. Griffin (1981) states that employee perceive the task differently due to the informational signs from the supervisor.

Authentic leadership which is a great file format regarding transformational leadership theory, leaders uses transformational along with transactional actions (Bass & Steidlmeier, 1999). Leaders support the individual to use different variety of skill at the task, so they can get the better outcomes. They also realize the individual that their task is important for themselves and for the organization too. They identify the task, from where they have to start the task and where it will end. The leader like authentic support them in their workplace. They teach them how to perform the task, they communicate with them, tells them what is the importance of this task, what are the objective of this task, which skills would be use to perform the task. The authentic leader also empowers his followers, so they can get better results at the work place. By coaching his individuals at the workplace a positive feedback is achieved. Hence the authentic leader enhances all the job characteristics at the workplace. These types of characteristics at the work place by a leader makes the individual to view their job more significant. Followers perception of variety and autonomy can be enhanced by the leaders who use intellectual simulation for seeking of new perspectives and new ways to perform the job task. Those followers will have the more autonomy and feedback in the job, whose leaders engage in the individualized consideration by teaching and coaching. Follower may see their jobs more significant, when the leaders engage themselves in the inspirational motivation and idealized influence (Piccolo and Colquitt, 2006).

The leadership literature is broad and includes a number of different theories and models of leader behavior. These theories and models tend to highlight specific aspects of leader activity that promote individual, team, and organizational functioning. Most often, models of leadership describe specific behavioral patterns that characterize a particular approach (e.g., transformational leadership; Bass, 1985). In the evolution of our field's pursuit of understanding and explaining leader effectiveness, scholars have defined leadership in terms of the individual traits that are present in exceptional leaders (e.g., Kirkpatrick & Locke, 1991), the behaviors that characterize effective leader interactions with followers (e.g., Stogdill, 1963), and finally, the process by which leaders inspire followers to achieve collective goals (e.g., House, 1971). In that way, goals and goal setting have become a central aspect of how leadership is defined in general, and effective leadership in particular.

In 1957, Hemphill and Coons described leadership as "the behavior of an individual … directing the activities of a group toward *a shared goal"* (In Yukl, 2006, p. 7). Twenty-one years later, Burns (1978) integrated goal setting in his definition of leadership: "the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political and other resources, in a context of competition and conflict, in order to realize *goals* independently or mutually held by both leaders and followers" (In Rost, 1991 ; p. 425). Yukl (2006) offers one of the most cited definitions of leadership. He described leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish *shared objectives"* (p. 8). Similarly, Northouse

(2009) defined leadership as "a process whereby an individual influences a group of individuals to achieve *a common goal*" (p. 3). In the field, laboratory and meta-analysis goal commitment is being characterized in the leadership literature at various researches e.g. Durham, Knight, and Locke (1997); Klein & Kim (1998); Klein, Wesson, Hollenbeck, & Alge (1999); De Souza & Klein (1995); Piccolo & Colquitt (2006).

As the authentic leadership theory is built on the theory of transformational and ethical leadership theory (Avolio, 1999; Bass, 1985, 1998; Schulman, 2002). Authentic leadership fundamentally involve followers' high level of effort, satisfaction with the leader (bass, 1985), trust upon this leader (Bass, 1985; 1990; Podsakoff et al., 1990), reverence for that leaders (Conger et al., 2000). According to most of these, these followers can be dedicated to their particular targets when they would've trust upon their particular leaders with think of these their particular leader is actually honest, kind as well as reasonable together. The authentic leader's consideration as the enthusiasts along with the moment invested in coaching those to acquire their particular functions to create their particular do the job substantial for them which may cause these people toward their particular commitment with their goals. Like connections doesn't simply decrease real status (Howell and Hall-Merenda, 1999) but also this status filter involving these people, Specific factors have the influence of fabricating an amiable as well as warmer environment with the work place. It also produces mobility inside connection of your leader along with the follower.

Authentic leaders who lead the team as by setting themselves as role models for the followers may be able to deepen their followers' feelings of loyalty and contribution. By being a role model for the followers, the followers may achieve their goals with more motivation and their commitment towards the goals of the task would increase in this manner. When goals are self-set or determined elsewhere in an organization, the support employees obtain from their supervisors (leaders) should influence their determination to strive to attain their goals.

Some of the first application of the build of authenticity to be leader surfaced inside the areas of sociology in addition to knowledge (see Hannah & Chan, 2004 for a review). In lieu of focusing Authenticity per say, the particular sociologist Seeman (1960) centered the conceptual in addition to empirical consideration with inauthenticity, which they considered as a good excessive plasticity on the part of a good actor or actress (leader) trying to adhere to observed needs due to open tasks. Avolio, Luthans, and Walumbwa (2004, p. 4) specify authentic leaders those who're profoundly aware about the way they believe in addition to act and so are observed through people while being aware of his or her in addition to others' values/moral points of views, understanding, in addition to skills; aware about the particular context where these people work; in addition to that are assured, hopeful, upbeat, sturdy, in addition to of large meaning persona (as reported by throughout Avolio, Gardner et 'al., 2004). This related build of authentic management throughout agencies is usually identified through Luthans and Avolio (2003, p. 243) bas a procedure that draws by both equally beneficial psychological capacities and a highly formulated organizational context, which brings about both equally better self-awareness in addition to self-regulated

beneficial behaviors on the part of leader in addition to affiliates, fostering beneficial self-development.

Authentic leadership makes the characteristic of the job more significant for their individuals which turn into higher commitment toward the job and results in higher satisfaction, performance and motivation. Leader include all the factor of being authenticity makes his follower to think in optimistic way for the job and the goals. On the basis of given evidences, I propose that:

Hypothesis 6: Authentic leadership moderates between the dimensions (Task Identity, Task Significance, Skill Variety, Autonomy and Feedback) of Job Characteristics and the Goal Commitment

III. CONCEPTUAL FRAMEWORK

Figure a:
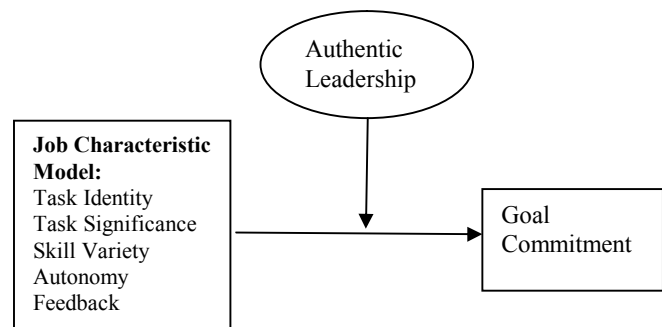
IV. METHODOLOGY

Participants in this study are the managers and employees from the Education sector of Sargodha, Punjab, Pakistan. 400 questionnaires were distributed among the sample. 325 questionnaires were received back on Likert Scale and the response rate was 81%. Out of 325, 291 questionnaires were valid and completely filled. Further analysis being done on valid questionnaires data. Cronbach's alpha value i.e. obtained to check the internal consistency of instrument. Multiple Regression and Correlation analysis techniques is applied to generate the results.

A. Measures:

Job Characteristics Model: Job Characteristics model is first assessed with the Oldham and Hackman (1975). Based on the research of Morgeson and Humphery (2006) in the work design questionnaire, JCM is being measure on 5- item scale.
Goal Commitment: Goal commitment was assessed with Hollenbeck, Klein, O'Leary, and Wright's (1989) measure. Based on recent research by Klein, Wesson, Hollenbeck, Wright, and DeShon (2001) on how to best measure goal commitment, 5 items from the Hollenbeck et al. scale.
Authentic Leadership: The Authentic Leadership Questioner (ALQ) from Avolio, Gardner, Walumbwa (2000) consist of 16 items.

V. RESULTS AND FINDINGS

A. *Reliability Analysis:*

   Table 1:

Case Processing Summary

		N	%
Cases	Valid	291	89.5
	Excluded[a]	34	10.5
	Total	325	100.0

a. Listwise deletion based on all variables in the procedure.

Table 1 shows that 325 were total respondent. In which value responses are 291 whereas excluded cases are 34. The response rate was 89.5%.

   Table 2:

Reliability Statistics

Cronbach's Alpha	N of Items
.785	7

Table 2 shows that the Value of Cronbach's alpha is 0.824 that is > 0.7. This means that the questionnaire has collected reliable data for this study. It is noteworthy that 7 parameters are measured in this research.

B. *Correlation:*

   Table 3:

Correlations

		AT	TV	TS	TI	FD	GC	AL
AT	Pearson Correlation	1	-.178[**]	.493[**]	.533[**]	.781[**]	.564[**]	.421[**]
	Sig. (2-tailed)		.002	.000	.000	.000	.000	.000
	N	291	291	291	291	291	291	291
TV	Pearson Correlation	-.178[**]	1	.141[*]	.063	-.164[**]	.459[**]	.074
	Sig. (2-tailed)	.002		.016	.286	.005	.000	.207
	N	291	291	291	291	291	291	291
TS	Pearson Correlation	.493[**]	.141[*]	1	.615[**]	.496[**]	.592[**]	.598[**]
	Sig. (2-tailed)	.000	.016		.000	.000	.000	.000
	N	291	291	291	291	291	291	291
TI	Pearson Correlation	.533[**]	.063	.615[**]	1	.488[**]	.591[**]	.509[**]
	Sig. (2-tailed)	.000	.286	.000		.000	.000	.000
	N	291	291	291	291	291	291	291
FD	Pearson Correlation	.781[**]	-.164[**]	.496[**]	.488[**]	1	.517[**]	.422[**]
	Sig. (2-tailed)	.000	.005	.000	.000		.000	.000
	N	291	291	291	291	291	291	291
GC	Pearson Correlation	.564[**]	.459[**]	.592[**]	.591[**]	.517[**]	1	.423[**]
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	291	291	291	291	291	291	291
AL	Pearson Correlation	.421[**]	.074	.598[**]	.509[**]	.422[**]	.423[**]	1
	Sig. (2-tailed)	.000	.207	.000	.000	.000	.000	
	N	291	291	291	291	291	291	291

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that Bi variate correlation test is applied on all the parameters of this study. In which AT is positively significant with TV, TS, TI, FD, GC, TP. All values are significant at the 0.01 level (2-tailed). TV is positively significant with AT, TS, TI, FD, GC, AL. TS is positively significant with TV, AT, TI, FD, GC, AL. TI is positively significant with TV, TS, AT, FD, GC, AL. FD is positively significant with TV, TS, TI, AT, GC, AL. GC is positively significant with TV, TS, TI, FD, AT, AL. AL is positively significant with TV, TS, TI, FD, GC, AT.

C. Regression Analysis:

Table 4:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850[a]	.722	.716	.40582

a. Predictors: (Constant), AL, TV, FD, TI, TS, AT

The above model summary shows that R^2 value is 0.722 that means 72% explanatory power is due to these independent variables and the standard error estimated is 0.40582. The explanatory power means 72% variation in dependent variable is caused by variables used in the study. 28% variation is due to unknown factors. The adjusted R square is 0.716.

Table 5:

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	121.496	6	20.249	122.955	.000[b]
	Residual	46.772	284	.165		
	Total	168.268	290			

a. Dependent Variable: GC

b. Predictors: (Constant), AL, TV, FD, TI, TS, AT

The Sum of Square of estimated values (Known Factors) of Model is 121.496 with degree of freedom 6. While the mean square of estimated values is 20.249. The f stat shows that model is highly significant i.e. 122.955 is > 4. If the value of f is > 4 than it means the model Is overall significant. The sum of square of residual factors (Unknown factors) is 46.722 with the degree of freedom 284. While the mean square of residual value is 0.165.

Table 6:
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.992	.243		-8.206	.000
	AT	.354	.052	.358	6.765	.000
	TV	.422	.027	.515	15.483	.000
	TS	.222	.067	.151	3.313	.001
	TI	.363	.072	.216	5.022	.000
	FD	.158	.053	.154	2.986	.003
	AL	-.038	.050	-.031	-.759	.448

a. Dependent Variable: GC

The stat of model shows that one unit in AT will cause 0.354-unit change in dependent variable. This value is significant because T stat shows 6.675 > 2.00. One unit in TV will cause 0.422-unit change in dependent variable. This value is significant because T stat shows 15.483 > 2.00. One unit in TS will cause 0.222-unit change in dependent variable. This value is significant because T stat shows 3.313 > 2.00. One unit in TI will cause 0.363-unit change in dependent variable. This value is significant because T stat shows 5.022> 2.00. One unit in FD will cause 0.158-unit change in dependent variable. This value is significant because T stat shows 2.986 > 2.00.

To check the Moderation effect AL in included as Moderator in the model. The stat of model after moderator shows that there is full moderation of the AL between the independent and dependent variable. The t value of the AL is -.759 which is less than 2. And it shows that there is full moderation between Independent variable and dependent Variable. All pre-requisites of mediation have been fulfilled according to the Baron and Kenny 1986. The dependent and independent variable has significant impact on each other. The values are stated above. Hence, the results of this study can be generalized.

VI. CONCLUSION

This study is conducted on the private educational sector of Sargodha, Pakistan to analyze the Job Characteristics Model

and its impact Goal Commitment and the moderation of authentic leadership. The study is conducted approximately in 7 to 8 months.

Job characteristic model was presented by Oldham and Hackman in which they say that to perform a job, there are five characteristics which are necessary i.e. task identity, task significance, skill variety, autonomy and feedback. These characteristics lead toward the motivation of the job which results to higher commitment at the workplace. Authentic leadership is a built from the transformational leadership theory and positive work behavior in organization. Authentic leaders are also posited to draw from the positive psychological states that accompany optimal self-esteem and psychological well-being, such as confidence, optimism, hope and resilience, to model and promote the development of these states in others. In literature, approximately 50 to 60 articles were reviewed. On the basis of literature, this study examined the relationship of job characteristics and goal commitment, which shows that there is a positive relation between these two variables. Leaders play an important role in the organizations. Authentic leaders are known as the genuine leaders. This study also examines the moderating effect of the authentic leadership on the job characteristic

VII. GUIDELINES:

In future, researchers may use demographic factors to examine the relationships. Factor analysis can also be done through structural equation modeling. Different leadership "transformational, transactional, servant, ethical" styles can

model and goal commitment. By the authentic leadership, goal commitment is enhancing in the job.

In methodology, the population of the study is the private educational sector of Sargodha, Punjab. By using convenient sampling 325 questionnaires are distributed in different educational institutions in Sargodha. 291 duly filled questionnaires are received in return and response rate is measured as 89.5%. the data is coded in SPSS and test are applied to generate results.

After the analysis of the data the results shows that there is being the positive correlation between the all the variables (Job characteristic Model, Goal Commitment and Authentic Leadership). The regression analysis shows that there is a significant relationship between job characteristic model and goal commitment. There is full moderation in between the Job Characteristic Model and Goal Commitment.

A. Limitations:

There are certain limitations of this study mentioned as below:
i) Due to time constraints, this study is not conducted on longitudinal basis.
ii). Organizations found reluctant to share their data.
iii). Employees of public organization are more concern about their job security, therefore the data can be biased.
iv). Demographic factors are not analyzed in the study
be used to check the moderating effect on JC and GC. This model can also apply different other sectors except education. Comprehension study can also be done on the comparison of these variables.

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Ali Tariq, Management Science Department, University of Lahore, Sargodha, Pakistan,

Kamran Iqbal, Management Science Department, Bahria University, Islamabad, Pakistan

Tehreem Shahid, Management Science Department, University of Lahore, Sargodha