

## **Perceived Authentic Leadership in Relation to In-role and Extra-role Performance: A Job Demands and Resources Perspective**

**<sup>1</sup>Adnan Adil, PhD**

Department of Psychology, University of Sargodha

**Anila Kamal, PhD**

National Institute of Psychology, Quaid-i- Azam University, Islamabad

**and Sultan Shujja, PhD**

Department of Psychology, University of Sargodha

The current research examined the role of perceived authentic leadership (AL), work overload (job demand), and autonomy on the job (job resource) in strain and motivational paths of the JD-R model. The sample of the present study was recruited through purposive sampling technique and it comprised 500 university teachers from Islamabad and the Punjab province. Decision Authority Subscale of Job Content Questionnaire (Karasek, 1985), Authentic Leadership Questionnaire (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008), Quantitative overload subscale of Role Overload Scale (Dekker & Barling, 1995), Organizational Citizenship Behavior Scale (Williams & Anderson, 1991), Maslach Burnout Inventory-Educator Survey (Maslach, Jackson, & Leiter 1996), In-Role Performance Scale (William & Anderson, 1991), and Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003) were used in the current research. Findings of structured equation modeling indicated that perceived AL positively predicted job autonomy, in-role performance, work engagement (WE), and extra-job execution, and contrarily anticipated job over-burden and burnout. Employment self-rule decidedly anticipated extra-job execution and WE and adversely anticipated burnout. Burnout was the negative predictor of in-role performance as well as extra-role performance. Burnout suppressed the negative effect of role overload on in-role performance. Job autonomy and role overload mediated the relationships of perceived AL with extra-role performance, burnout, and WE; and burnout mediated the relationships of perceived AL with in-job and extra-job execution. Implications of the results and proposals for future investigations have been reflected upon.

*Keywords:* perceived authentic leadership, JD-R model, work engagement, burnout.

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<sup>1</sup>Correspondence concerning this article should be addressed to Adnan Adil, Email: [livespirit786@yahoo.com](mailto:livespirit786@yahoo.com). Assistant Professor Department of Psychology University of Sargodha, Pakistan.

Khan and Yusoff (2016) observed that competitive workplace trends of the 21st century in Pakistani universities have set new performance standards. The academicians' constant involvement in multiple roles requires a higher degree of motivation and energy. The motivational hypothesis of the JD-R model identifies a viable route for this heightened motivational energy in terms of work engagement (WE), which may lead to optimal job performance. Khan and Yousuff (2016) highlighted the point that studies on the JD-R model and work performance are especially scarce among teachers of developing countries such as Pakistan. Filling this breach in the literature may help universities and the Higher Education Commission of Pakistan in the appropriate allocation of relevant resources according to the requirements of job performance. Therefore, the present study intended to explore how an authentic leader may shift the job demands and resources that might lead to enhanced WE and lowered chances of burnout resulting in boosted job performance. More specifically, it specified role over-burden as an occupation appeal and self-governance at work as an asset and explored how motivational and stress processes outlined by the JD-R model may influence the relationship of AL with extra-job and in-job execution.

The JD-R model assumes that all the job attributes across various occupations could be divided into work assets and employment demands. Employment requirements allude to all psychophysiological, social, or authoritative aspects of the activity that involve continued psychophysiological exertion and may lead to certain physiological or possibly mental expenses. Interestingly, work assets incorporate all elements of an occupation, which are instrumental in accomplishing the job objectives, promoted scholarship, individual's development, and progress, and decreased job demands. The JD-R model indicates the stress (high employment requirement may prompt burnout, which results in negative work outcomes and poor job performance) and the motivational process (high job resources may spawn WE, which thus prompts improved execution and positive work results). Schaufeli (2015) asserts that the lack of research on leadership for integrating it into the JD-R model is quite surprising because leadership is more than a simple job resource.

Job performance is one of the cardinal parameters of work outcomes. According to Katz and Kahn (Zhu, 2013), employees' job performance can broadly be explained regarding in-job and extra-job execution. The in-job execution alludes to the essential behaviors that are expected from the employee for the successful accomplishment of job

responsibilities. The extra-role performance (synonymous with the organizational citizenship behaviors elaborated as the combination of actions or behaviors, which are not the formally assigned work duties as per the employee's position or the role in the organization, yet they are instrumental in enhancing the operational efficiency and effectiveness of the organization.

Supporting the motivational hypothesis of the JD-R model, Khan and Yousef (2016) found that WE mediated the associations of self-efficacy, social support, and work autonomy with boosted work performance among faculty members of Pakistani universities. In a similar vein, results of another study of faculty members of Pakistani universities suggested that job crafting mediated between autonomy and WE (Akram & Hassan, 2013).

According to Schaufeli (2015), besides the provision of balance in job resources and demands, leadership plays a significant role in the motivational and stress processes in any organization. Moreover, Carasco-Saul, Kim, and Kim (2015) assert that the association of leadership with WE needs to be explored as studies examining leadership as a job resource are quite scarce. Owing to this breach in the relevant literature, it is direly needed to examine some positive leadership with the established nomological network and contextualize it in JD-R perspective; the current research serves this very purpose.

### **Authentic Leadership**

Walumbwa et al. (2008) described AL as a set of leader's behaviors that creates and fosters the healthy ethical climate and psychological capacities of employees resulting in greater self-awareness, an intrinsic moral standpoint, relational transparency, and balanced information processing among the followers. Schaufeli (2015) asserts that studying leadership in the context of the JD-R is important because the provision of a balance between job resources and demands is one of the cardinal roles of leadership. This equilibrium between resources and demands at the job makes the employees more energetic and more engaged in their jobs, which results in optimal job performance. Adil and Kamal (2015) reported that authentic leaders take initiatives for the motivational processes and these initiatives pave the way to the higher levels of WE. These initiatives promote moral climate, which nurtures the psychological capacities of the followers and develops them in a positive manner (Walumbwa et al., 2008). Thus, the current investigation conceived AL as a marked attribute

that transcends a mere job resource and tried to unravel the specific impacts of AL on work outcomes.

Previous literature is supportive of AL's positive effects on WE, positive attitudes towards work performance. For example, AL has been found as a significant predictor of OCB (Pues, Weshe, Stricher, Braun, & Frey, 2012) and WE (Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010). In an indigenous study of university teachers, Khan, Muhammad, Afridi, and Sarwar (2017) found a positive significant effect of AL on WE and job satisfaction among university teachers. Similarly, Zubair and Khan (2018) noted that AL had a positive influence on OCB and in-role performance in an indigenous study of employees of Pakistani electronic media. Keeping in view the available literature, it was hypothesized:

**H1:** The relationships of AL with in-role and extra-role performance will be mediated by WE.

Numerous research findings indicate that AL might reduce the level of job burnout (Laschinger & Fida, 2014). In a sample of nurses, Laschinger, Wong, and Grau (2012a) found empowerment as the mediator between AL and burnout. According to Laschinger et al. (2012b), AL plays a buffering role against burnout among employees. Authentic leaders are well aware of the employees' needs and they try to provide required resources so that employees may achieve their goals with the help of reasonable efforts. Thus, in the light of available literature, it can be inferred that the provision of appropriate resources by an authentic leader may result in a lowered degree of burnout. Therefore, it was postulated that

**H2:** The relationships of AL with extra-role and in-role performance will be mediated by burnout.

### **Quantitative Overload**

Schaufeli and Bakker (2004) explained quantitative overload in terms of the perceived burden of work that needs to be finished within a particular deadline. Adil and Kamal (2019) observed that for Pakistani university teachers, it is gradually becoming difficult to fulfill their multiple job demands (teaching, administrative responsibilities, research-related activities, and so on).

Hakanen, Bakker, and Schaufeli (2006) observe that for Finnish university teachers, increased workload, misbehavior of students, and poor physical environment are the most significant demands that lead to higher levels of burnout. In an indigenous study of Pakistani university teachers,

Quraishi, Aziz, and Siddiquah (2018) noted that teachers in institutions of higher education were suffering from occupational stress. Their findings further revealed that the existing work overload (followed by demands of proving oneself and demands for innovation) was the most salient negative job factor experienced by the university teachers that increased their vulnerability to occupational stress. Abbas, Kanwal, and Iqbal (2018) reported a high prevalence of burnout among teachers of public sector universities owing to a high degree of work overload, despair, long working hours, and mental fatigue. Therefore, we postulated that

**H3:** Quantitative role overload will predict burnout positively.

### **AL and Role Overload**

It is the characteristic of authentic leaders that they lead with full determination and they assign weightage to the development of stable positive relationships in the organizational context. Followers consider their leaders as their role models; therefore, they try to internalize the value and belief system of their leaders. Thus, leaders' values and beliefs are more influential for their followers as compared to symbolism, inspirational petitions, or other impression management practices (Avolio & Gardner, 2005). That's why authentic leaders' followers are more apt at using strain coping mode and they keep on striving for excellence in their performance even under increased and heavy workloads. Therefore, the current study hypothesized

**H4:** The relationships of perceived AL with in-role and extra-role performance will be mediated by role overload.

### **Job Autonomy**

The capability of employees to influence the decisions regarding important matters, for instance, timing and pace of their work is called job autonomy. Bakker and Demerouti (2007) observe that job autonomy has consistently been reported as a job resource by researchers of the JD- R model. Moreover, job autonomy plays an important role in improving the mental and physical health of employees because autonomous employees have more opportunities for efficiently coping with demanding situations. Hakanen et al. (2006) found that teachers with a high degree of job control were more likely to be engaged in their work. Similarly, an indigenous study of faculty members of universities revealed job autonomy as a positive predictor of WE (Akram & Hassaan, 2013). Quraishi et al. (2018) indicated that job autonomy was the third most important (after job complexity and job variety) positive job resource among teachers of

Pakistani universities that might reduce the likelihood of occupational stress. Keeping in view the literature review, we postulated

**H5:** Job autonomy will negatively relate to burnout and positively relate to WE, extra-role, and in-role performance.

### **AL and Job Autonomy**

It is an important quality of authentic leaders that they facilitate and encourage the job autonomy, furthermore, they also try to promote genuine interpersonal relationships among their followers, and as a result, they ultimately crop opportunities for their development. These opportunities for personal development are imperative for employees' intrinsically motivated behavior and well-being. Leaders' support in the form of job autonomy inculcates a sense of control among the employees and this sense of freedom and ownership of their work may make them less vulnerable to occupational stress (Walumbwa et al., 2010), Therefore, we hypothesized

**H6:** The relationships of perceived AL with burnout, WE, extra-role, and in-role performance will be mediated by job autonomy.

## **Method**

### **Sample**

The sample of the current research was drawn from public and private sector universities of Islamabad and various cities of the Punjab province through purposive sampling. The sample was comprised of 500 university teachers<sup>2</sup>. As per the inclusion criteria, the participants had a minimum work experience of one year ( $M = 5.69$ ,  $SD = 6.17$ ), the age range was 22-60 years ( $M = 31.79$ ,  $SD = 7.21$ ), and their minimum academic qualification was masters or 16 years of formal education. The sample was comprised of 60.6% of teachers of arts and social sciences and 39.4% of teachers of pure sciences. 10.8% of the participants were research associates, 58.6% lecturers, 26.8% assistant professors, and 3.8% associate professors/professors. 27.6% of the participants had BS/masters degrees, 48.2% had MS/MPhil degrees, and 24.2% of participants held doctoral degrees. 54.8% of the participants were married, 45.2% were unmarried, and 57.8% of the participants held regular faculty positions and 42.2% held contractual jobs.

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<sup>2</sup> 125, 83, 45, 70, 65, 40, and 72 participants were from Lahore, Faisalabad, Rawalpindi, Multan, Gujrat, Sargodha cities, and Islamabad, respectively.

## Instruments

**Authentic Leadership Questionnaire.** Authentic Leadership Questionnaire (ALQ;  $\alpha = .85$ , Walumbwa et al., 2008) was used for assessing participant's, degree of perceived AL of their immediate boss. The ALQ comprised 16 items and it had a 5-point Likert agreement scale with a high degree of reliability ( $\alpha = .93$ ). A sample item is "My immediate boss accurately describes how others view his or her capabilities".

**Utrecht Work Engagement Scale.** Utrecht Work Engagement Scale (UWES; Schaufeli & Bakker, 2003) operationalize the Work Engagement. It is comprised of 9 items with a response option of a 7-point Likert type scale. The higher the score on UWES, the higher the Work engagement will be. Schaufeli and Bakker reported that the alpha reliability coefficient of the UWES9 ranged between .85 and .92 across 10 countries with a fair degree of internal consistency ( $\alpha = .88$ ). A sample item is "I am proud of the work that I do".

**Decision Authority Subscale of Job Content Questionnaire.** The present study utilized Decision Authority Subscale of Job Content Questionnaire ( $\alpha = .88$ ; Karasek 1985) for assessing teachers' job autonomy. This subscale comprised of three items which were responded on a 6-point Likert agreement scale. The CFA of this subscale in the present study indicated a good fit ( $\chi^2 = 0.54$ ,  $df = 1$ ,  $CFI = .98$ ,  $RMSEA = .001$ ,  $GFI = .99$ ,  $NFI = .97$ ) and a fair degree of reliability ( $\alpha = .78$ ). A sample item is "On my job, I have the freedom to decide how I do my work".

**Role Overload Scale.** The present study used the quantitative role overload subscale of Role Overload Scale ( $\alpha = .88$ ; Dekker & Barling, 1995) for the operationalization of quantitative overload. It comprised 6 items which were responded on a 6-point Likert scale. A high score on this subscale reflected a high degree of quantitative overload. The CFA of this subscale indicated a good fit ( $\chi^2 = 2.36$ ,  $df = 2$ ,  $CFI = .99$ ,  $GFI = .99$ ,  $NFI = .98$ ,  $RMSEA = .01$ ) with satisfactory degree of internal consistency ( $\alpha = .82$ ). A sample item is "I have too much work to be able to do it properly".

**Maslach Burnout Inventory-ES.** Maslach Burnout Inventory-Educator Survey (MBI-ES;  $\alpha = .82$ ; Maslach et al., 1996) was administered on the university teachers for assessing their burnout. The MBI-ES comprised 22 items which were responded on a 7-point Likert frequency scale (7 = "Every day" to 0 = "Never"). The personal accomplishment subscale was reverse-coded, therefore, a high score on the MBI-ES

reflected a high degree of burnout. In the current research, findings of the second-order CFA of MBI-ES indicated a good fit ( $\chi^2 = 224.34$ ,  $df = 122$ ,  $GFI = .97$ ,  $RMSEA = .04$ ,  $CFI = .97$ ,  $NFI = .91$ ,) and satisfactory level of reliability ( $\alpha = .79$ ). “I feel tired when I get up in the morning and have to face another day on the job” is a sample item of MBI-ES.

**In-Role Performance Scale.** We used the In-Role Performance Scale (IPS;  $\alpha = .79$ ; William & Anderson, 1991) for measuring the self-reported job performance of our participants. The IPS had 7 items (last two items were negatively worded) with a 5-point Likert type agreement scale. The higher the score on the IPS, the better the job performance. In the current research, the CFA of this scale indicated a good fit ( $\chi^2 = 0.76$ ,  $df = 4$ ,  $GFI = .99$ ,  $RMSEA = .01$ ,  $CFI = .98$ ,  $NFI = .99$ ) and a fair degree of reliability ( $\alpha = .80$ ). A sample item is “I fulfill responsibilities specified in the job description”.

**Organizational Citizenship Behavior Scale.** We used Organizational Citizenship Behavior Scale (OCBS;  $\alpha = .82$ ; Williams & Anderson, 1991) for operationalizing the extra-role performance. The OCBS had 14 items (items 3 to 5 were negatively phrased) which were scored on a 5-point Liker agreement scale. In the current research, a second-order CFA of the OCBS indicated a good fit ( $\chi^2 = 53.01$ ,  $df = 29$ ,  $GFI = .99$ ,  $RMSEA = .041$ ,  $CFI = .98$ ,  $NFI = .95$ ) and acceptable degree of reliability ( $\alpha = .71$ ). A sample item is “I take time to listen to coworkers' problems and worries”.

## Procedure

The formal permission to collect data from university teachers was secured from the heads of departments/chairpersons of academic departments of various universities. The teachers willing to participate in the present study were explained the nature and objectives of this research. After getting their written informed consent about their voluntary participation in this study, they were given the questionnaire booklets along with detailed written instructions on how to fill the questionnaires. The participants were guaranteed of the confidentiality of the information they provided and the anonymous use of these information for the research purpose only. After collection of the filled questionnaires, the participants were appreciated for their cooperation in the current research.

**Results**

The alpha coefficients of reliability reported in Table 1 indicated that all variables of the current research were reliably measured. The correlation matrix suggested that most of the variables were related to each other as hypothesized. The values of skewness reflected that the variables were symmetrically distributed.

Table 1

*Descriptive Statistics, Reliability Coefficients, and Correlation Matrix for Variables of the Present Study (N = 500)*

Variables	<i>M</i>	<i>SD</i>	$\alpha$	<i>Sk<sup>a</sup></i>	1	2	3	4	5	6	7
1 JA	12.24	3.17	.79	-.50	-	.32**	.26**	.18**	-.30**	.13**	-.05
2 AL	56.9	13.14	.94	-.57	-	-	.27**	.18**	-.19**	.22**	-.09*
3 WE	57.69	8.28	.89	-.77	-	-	-	.24**	-.39**	.28**	.13**
4 EP	53.92	6.44	.72	-.10	-	-	-	-	-.19**	.47**	.22**
5 BO	26.32	14.10	.78	.57	-	-	-	-	-	-.38**	.20**
6 IP	18.31	2.07	.81	-.71	-	-	-	-	-	-	.05
7 RO	15.96	4.23	.83	-.36	-	-	-	-	-	-	-

*Note.* AL = authentic leadership; RO = role overload; JA = job autonomy; BO = burnout; WE = work engagement; IP = in-role performance; EP = extra role performance; CI = confidence interval. <sup>a</sup>SE skewness = .11. \**p* < .01. \*\**p* < .001

The proposed measurement model ( $M_1$ ) of the present study involved seven related factors including job autonomy, perceived AL, role overload, WE, in-role performance, burnout, and OCB ( $\chi^2 = 274.78$ ,  $df = 127$ ,  $GFI = .96$ ,  $RMSEA = .047$ ,  $CFI = .96$ ,  $NFI = .95$ ). The  $M_1$  showed that factor loading of all items were  $\geq .45$  on their respective latent factor.  $M_1$  was compared against Harman's single-factor model ( $M_2$ ) for testing the common method variance ( $\chi^2 = 1555.02$ ,  $df = 134$ ,  $GFI = .76$ ,  $RMSEA = .16$ ,  $CFI = .65$ ,  $NFI = .66$ ) and three-factor model<sup>3</sup> ( $M_3$ ) for assuring the discriminant validity of various constructs ( $\chi^2 = 606.70$ ,  $df = 131$ ,  $GFI = .88$ ,  $RMSEA = .10$ ,  $CFI = .87$ ,  $NFI = .85$ ). The findings of comparison of these nested models indicated that  $M_1$  had significantly better fit to the data as compared to  $M_2$  ( $\Delta\chi^2 = 1279.89$ ,  $\Delta df = 7$ ,  $p < .001$ ) and  $M_3$  ( $\Delta\chi^2 = 332.01$ ,  $\Delta df = 4$ ,  $p < .001$ ), which established the evidence for the absence of monomethod bias and high degree of discriminant validity, respectively. The fit indices of the proposed structural model indicated that it fitted well to the data ( $\chi^2_{(2)} = 7.21$ ,  $p > .05$ ;  $GFI = .98$ ;  $RMSEA = .038$ ;  $CFI = .98$ ; Standardized  $RMR = 0.020$ ;  $NFI = .97$ ). Perceived AL predicted job autonomy, OCB, WE, and in-role performance positively, and role overload and burnout negatively.

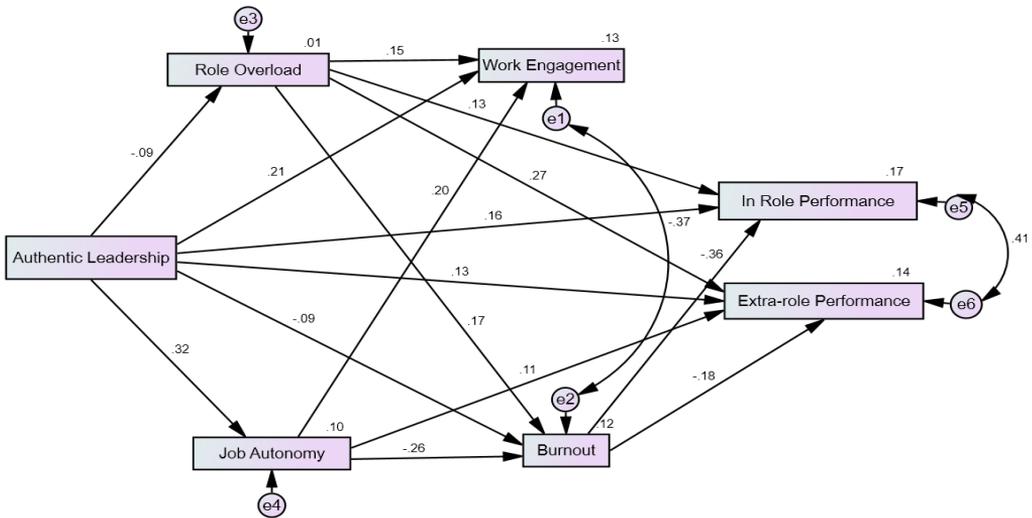


Figure 1. Standardized path coefficients of the final structural model of the current research. All paths were significant at  $p < .05$ . ( $\chi^2_{(5)} = 6.61$ ,  $p > .05$ ;  $CFI = .99$ ;  $RMSEA = .037$ ;  $GFI = .99$ ; Standardized  $RMR = .019$ ;  $NFI = .98$ ).

<sup>3</sup> In  $M_3$ , the first factor comprised perceived AL and autonomy on job as both were considered job resources; second comprised extra-role performance, WE, and in-role performance, as all three constituted work outcomes; and burnout and overload were aggregated into the third factor as being a job demand overload should lead to burnout

Role overload positively predicted in-role performance, burnout, WE, and OCB. Autonomy on job predicted OCB and WE positively and burnout negatively. Burnout predicted in-role performance and OCB negatively.

Table 2

*Standardized Direct Effects of Job Resources and Demands on Work Outcomes (N = 500)*

Predictors	Outcomes	B	95% CI	
			LL	UL
AL	RO	-.09*	-.17	-.02
AL	JA	.32***	.22	.42
AL	WE	.21***	.13	.30
AL	BO	-.09*	-.18	-.002
AL	IP	.16***	.08	.24
AL	EP	.13**	.05	.22
RO	WE	.15***	.07	.23
RO	BO	.17***	.08	.24
RO	IP	.13***	.05	.22
RO	EP	.27***	.08	.35
JA	WE	.20***	.12	.28
JA	BO	-.26***	-.34	-.17
JA	EP	.11**	.04	.18
BO	IP	-.36***	-.44	-.27
BO	EP	-.18***	-.27	-.09

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

Role overload mediated the relationships of Perceived AL OCB, WE, in-role performance, and burnout. Similarly, autonomy on the job mediated the associations of perceived AL with burnout, OCB, and WE. Finally, burnout mediated the associations of perceived AL with OCB and in-role performance.

Table 3

*Standardized Indirect Effects of Job Resources on Work Outcomes (N = 500)*

Predictors	Mediators	Outcomes	<i>B</i>	95% CI	
				LL	LL
AL	RO	WE	-.013*	-.032	-.001
AL	RO	BO	-.015*	-.036	-.002
AL	RO	IP	-.012*	-.031	-.001
AL	RO	EP	-.024*	-.05	-.001
AL	JA	WE	.07***	.04	.11
AL	JA	BO	-.08***	-.26	-.09
AL	JA	EP	.04**	.013	.064
JA	BO	IP	.09***	.06	.13
AL	BO	IP	.06***	.03	.10
AL	BO	EP	.03***	.014	.06

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p \leq .001$ .

The significant indirect effect of perceived AL on in-role performance through overload and significant direct effect of role overload on the in-role performance needed to be further investigated since role overload demonstrated a non-significant bivariate relationship with in-role performance, which negated role overload as the mediator of perceived AL-in-role performance relationship. However, owing to the suppressing effect of burnout in the indirect effect of role overload on in-role performance, the direct effect of role overload on in-role performance becomes significant, which in turn makes the indirect effect of perceived AL on in-role performance via role overload significant (for details of suppressor effects (Paulhus, Robins, Trzesniewski, & Tracy, 2004).

By constraining the burnout-in-role performance path to 0, the significant direct effect of overload on in-role performance ( $\beta = .13$ ,  $p = .001$ ) was dropped to non-significant ( $\beta = .06$ ,  $p = .14$ ), which indicated that burnout acted as a suppressor of the relationship between quantitative role overload and in-role performance. Thus, as suggested by Paulhus et al. (2004), being a suppressor variable, burnout might have unleashed the

latent predictive power of role overload making it a significant predictor of in-role performance resulting in a significant indirect effect of AL on in-role performance through role overload.

A series of independent sample t-tests was undertaken in order to compare junior teachers (research/teaching assistants and lecturers) with senior teachers (assistant professors, associate professors, professors) on the focal variables of the present research. Results revealed that job experience had no significant influence on any focal variable of the present study<sup>4</sup>, which suggested that findings of our model testing could be generalized across junior and senior university teachers.

### Discussion

The present study successfully integrated perceived AL as a salient job resource in the JD-R perspective. Our results have fortified the empirical support for the motivational path of the JD-R perspective as perceived AL led to an enhanced degree of job autonomy, which resulted in a reduced degree of burnout and improved WE and job performance. These findings are in consonance with those of Khan et al. (2017) which cogently explain that the high degree of integrity, the meaningfulness of common purpose, and dedication to the core values make the authentic leaders stand out as the successful mentor. These characteristics of authentic leaders help them establish positive, healthy, and authentic relationships with the followers resulting in several positive work-related outcomes such as reduced degree of turnover and burnout, improved organizational commitment, WE, and job satisfaction. Being a salient job resource, job autonomy not only improved in-role performance, but it also reduced the burnout. These results establish evidence in support of our hypotheses on the JD-R's motivational path (hypotheses 1, 2, 5, & 6). Our results also indicated that a high degree of perceived AL might lead to a lowered degree of perceived role overload, which in turn, might decrease the probability of burnout. Thus, perceived AL establishes itself as a valid job resource because of its shielding effect against perceived role overload, which results in reduced burnout.

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<sup>4</sup> perceived authentic leadership ( $t_{(498)} = 1.10, p = .27$ ), job autonomy ( $t_{(498)} = .82, p = .42$ ), overload ( $t_{(498)} = .25, p = .81$ ), in-role performance ( $t_{(498)} = .03, p = .97$ ), extra-role performance ( $t_{(498)} = .46, p = .65$ ), burnout ( $t_{(498)} = 1.51, p = .35$ ), and WE ( $t_{(498)} = 1.14, p = .25$ ).

The mediating roles of burnout in the relationships of perceived AL with extra-role and in-role performance are important findings of the current research, which established the support for our 3<sup>rd</sup> and 4<sup>th</sup> hypotheses on the stress path of the JD-R model because we found that perceived AL reduced the chances of burnout, which resulted in improved in-role performance as well as OCB. Overall, our results not only validated perceived AL as a valid and genuine job resource in the JD-R perspective, but they also contributed to the accumulating evidence that validates the dual processes of strain and motivation.

A surprising result of the current research is the reciprocal suppression of burnout between role overload and in-role performance. In other words, a higher degree of perceived burnout in one's job suppresses irrelevant variance in perceived quantitative role overload, revealing a significant, positive relation between overload and in-role performance. Presumably, the 'irrelevant variance' is the tendency for burnout to diminish the inhibiting effect of overload on in-role performance. The present data showed that role overload and burnout were correlated, presumably because the greater one's perceived degree of quantitative overload, the more vulnerable one becomes to the burnout. Without the presence of burnout, role overload has a non-significant positive relationship with in-role performance because, in a situation of a high degree of quantitative role overload, one's in-role performance seems to be contingent upon one's degree of perceived burnout. One may exhibit optimal in-role performance if one has not fallen prey to burnout; however, the job performance of a burnt out employee is likely to suffer.

The positive effect of overload on burnout as well as WE is an unexpected and intriguing finding of the present study. The positive association between burnout and overload is quite plausible in JD-R perspective; however, overload's positive influence on WE seems contrary to the JD-R assumptions. As a job demand, role overload should negatively relate to WE. This apparent paradox can be resolved on two fronts. Firstly, it is quite plausible that Pakistani university teachers might have conceived overload as a challenging job demand. Crawford, LePine, and Rich (2010) argued that employees appraise challenging job demands positively; therefore, challenging job demands should positively relate to WE. Secondly, the positive skewness in the job experience of the participants of the present study might offer some insight into this counterintuitive finding. The job experience of almost 60% of the participants of the present study ranged from 1 to 5 years, which suggested that the present sample

was dominated by young and enthusiastic university teachers who might have such high levels of energy and ambition as made them perceive the role overload as challenging job demand and they might have responded to this challenge by getting more engaged in their work resulting in better in-role performance and OCB. The positive skewness of the sample of the present study in terms of job experience is generally reflective of the distribution of job experience in the population of faculty members of Pakistani universities. However, it is noteworthy here that these are the reasoned speculations which needed to be empirically tested in further studies.

### **Limitations and Suggestions**

There are certain important limitations of the present study, which need to be considered while interpreting its findings. Firstly, the causal interpretation of our findings is not warranted owing to its cross-sectional design. Secondly, the participants of the current investigation only included university teachers. Faculty of a university seems to be quite distinct from employees of other public and private sectors because as an organization, a university is very different from other business and corporate firms in terms of organizational climate, clientele, job demands, organizational structure, services etc.; therefore, results of this study may not be generalizable across diverse organizations and vocational groups. Thirdly, the current research operationalized AL in terms of the teachers' perception of the authenticity of their immediate reporting officer, which may or may not correspond to the actual authenticity of their leaders. Finally, the sample of the present study was positively skewed in terms of job experience. Consequently, they might have been less vulnerable to burnout experience owing to their relatively shorter job span.

Future research should inspect the discrepant roles of hindering vs challenging demands in association with AL in the JD-R context. The suppressing role of burnout between overload and in-role performance needs to be replicated in future research. Future studies should consider job experience as the control variable in relation to outcome variables of interest. Future research may operationalize AL at an aggregate level. Finally, a longitudinal research design should be employed in future research so that we might have a better understanding of the causality of the relationships. Furthermore, future studies should recruit a diverse sample from various occupational sectors and organizations in order to improve the external validity of the findings.

## Implications

Universities need to develop authenticity in their leadership because our findings have validated AL as a salient job resource that has immense potential to improve WE and reduce burnout. The contemporary theories of leadership suggest that leadership skills can be developed and augmented. Avolio and Luthans (2008) have chalked out a pragmatic plan for developing authenticity in the leadership of various kinds of organizations. Such intervention plans need to be adapted in the indigenous organizational settings for making their leadership more authentic because AL is not only the key to boosted work performance and desired work outcomes, it is also a protective factor for employees' wellbeing stress-free work milieu.

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