

EMPOWERING EXCELLENCE: HOW AUTHENTIC LEADERSHIP DRIVES TEACHER PERFORMANCE

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ABSTRACT

Authentic leadership embodies a style where leaders demonstrate genuine and transparent behavior. It highlights the importance of self-awareness, openness, and alignment among values, actions, and words. Therefore, teachers' empowerment is to motivate and engage them in decision-making activities for the enhancement of their self-assurance. It leads to a positive work environment and boost employees' performance. The major objective of this research was to identify the effect of authentic leadership and teachers' empowerment on job performance of secondary school teachers. The population of this research was secondary school teachers in Lahore while 261 respondents were selected as sample through simple random sampling technique. The data was collected by using structured questionnaire by applying survey method. Statistical Package for Social Science (SPSS) was used to analyze the data according to research objectives. The findings indicated a significant relationship between authentic leadership and teachers' empowerment, which in turn positively influenced the job performance of secondary school teachers. Additionally, and teachers' empowerment had a more significant relationship than authentic leadership with job performance. At the same time, teachers' empowerment had a more positive effect on job performance as compared to authentic leadership. Significantly, this research will transform the current outlook by introducing fresh insight and innovations that enhance the prevailing narrative, ultimately setting a new benchmark for educational standards. This research will be anticipated to enhance employees' working styles, leadership skills, and job performances in future.

Key Words: Authentic Leadership, Teachers' Empowerment, Job Performance

INTRODUCTION

The concept of job performance has consistently been a focal point in research concerning worker comfort, offering a generally passive experience characterized by low to moderate activation (Granziera & Perera, 2019). Poor job performance can include missing deadlines, making mistakes, being unproductive, or not meeting expectations. Considering these benefits, organizations will develop and execute program tailored for their employees to boost their engagement in the workplace (Khan et al., 2025; Puspitasari & Darwin, 2021). Job performance measures how well an employee fulfills their responsibilities and meets the expectations of their role. It is usually evaluated through factors such as yield, the excellence of work produced, timeliness, and observance to policies and standards. Good job performance is usually viewed as fulfilling or surpassing expectations, aiding in the accomplishment of organizational objectives, and showcasing the skills and competencies pertinent to the role (Rehman et al., 2024; Yadav & Kumar, 2019).

Moreover, authentic leadership encourages a leader to comprehend both their own identities and the surrounding environment, imparting a sense of coherence and exemplary behavior to others grounded in principles and ethical values. Additionally, true leadership involves being sincere and empowering your followers to embrace their own identities as well. This is achieved by fostering connections between leaders and followers rooted in honesty and sincerity (Asim et al., 2023; Gardner & McCauley, 2022). Authentic leadership embodies a style where leaders demonstrate genuine and transparent behavior. It highlights the importance

of self-awareness, openness, and alignment among values, actions, and words. Genuine leaders stay true to who they are, their principles, and their convictions, inspiring and motivating those around them with their authentic presence. Authentic leadership is seen as a beneficial leadership approach that can greatly influence job performance. Some effects of authentic leadership on job performance include insights from (Ishak et al., 2019; Viswesvaran et al., 2000). Authentic leadership is frequently linked to favorable results like heightened job satisfaction, stronger commitment, and greater engagement. It has also been associated with enhanced team performance and greater organizational effectiveness. It also incorporates concepts from positive psychology that are beneficial to organizations, such as self-efficacy, resilience, optimism, and welfare, along with leadership advances during the course of life (Gil et al., 2011; Long et al., 2024).

Teachers' empowerment means tackling systemic obstacles and equipping them with the resources and encouragement needed to achieve their fullest potential. Empowerment means promoting the sharing of information through both formal and informal avenues, motivating employees to engage in decision-making, and enhancing their self-assurance. This leads to positive work environments that boost employee satisfaction, improve job performance, and increase overall productivity (Gonzalez-de la Torre et al., 2019). Additionally, everyone has the same access to education, healthcare, economic resources, and job opportunities. It also includes advocating for leadership positions, motivating their involvement in decision-making processes, and cultivating a supportive and inclusive atmosphere that acknowledges and appreciates their contributions (Cayaban, et al., 2022; Jabbar & Hussin, 2018).

Objectives of the Study

1. To find out the relationship between authentic leadership and job performance of secondary school teachers.
2. To find out the relationship between teachers' empowerment and job performance of secondary school teachers.
3. To identify the effect of authentic leadership on job performance of secondary school teachers.
4. To identify the effect of teachers' empowerment on job performance of secondary school teachers.

LITERATURE REVIEW

Job Performance

Employee performance is assessed by evaluating their alignment with the organization's actual needs and is viewed as their achievements or optimal output after completing various professional tasks. The tasks can be performed according to the standards that outline the organization's vision and mission. The organization's goals, rooted in its mission and vision, are fulfilled either directly or indirectly when they are effectively achieved (Ardakani, 2012). Job performance reflects an individual's capacity to work effectively while pursuing their objectives, recognizing, and meeting the standards set by the organization. In the current context, job performance refers to a teacher's ability to fulfill their job responsibilities and adhere to the standards set by educational institutions (Baool et al., 2024). The term performance originates from the phrases "job performance" or "actual performance," which describe the actions of an individual in a work setting. Work performance, often referred to as "performance," encompasses both the quantity and quality of work that an employee delivers in their role. Research indicates that performance refers to the overall results or level of achievement of an individual over a specific timeframe while completing tasks in relation to various possibilities, including work standards, predetermined criteria, or agreed-upon goals

(Al-Mehrzi & Singh, 2016).

Schools primarily focus on learning and teaching. They are essential to society, fostering the growth of young individuals. School administrators assist and empower teachers in their efforts to reach this primary objective. Job performance reflects how effectively a person carries out a specific task or role. The level of energy a worker puts into their assigned task reflects their behavior. Encourage employees to invest more effort in shaping appropriate behavior and determining overall job effectiveness (Nawaz et al., 2024). Educators suggest that performance can be viewed as the actions or inactions of workers. Performance management encompasses all actions taken to enhance the overall performance of a business or organization, along with the performance of individual employees and work groups (Yang et al., 2016). The performance of teachers is a crucial factor in the success of an educational institution. Educators are essential to every institution, and their contributions are vital for reaching any institution's objectives (Zafar et al., 2024).

Theory of Job Performance

Job performance refers to the overall expected value of an organization based on specific instances of behavior exhibited by an individual at a given moment. In 1993, Boorman and Motowidlo introduced their theory of job performance. This definition includes a significant concept: performance relates to behavior. It is a specific attribute that is aggregated from various discrete behaviors that occur over time. Performance represents the intended value of a behavior to the organization, highlighting another important concept. Differentiation is shaped by the extent to which each group of behaviors is expected to either foster or hinder the organization's success (Borman & Motowidlo 1997). Furthermore, Borman and Motowidlo (1997) differentiated between these types of performance without taking into account the research and practice related to employee selection, thereby overlooking a crucial aspect of organizational effectiveness. To clarify the distinction between these two areas of performance, they suggested that elements of the performance domain, which are generally more transparent and guided by selection research and practices, correspond to tasks commonly found in official job descriptions. They pointed it as a task performance and mentioned that it can be termed as anyone from two different forms. One involves actions that transform instruction directly (Bhatia & Mohsin 2023).

Researchers have described several roles that fall into various categories for instance to deliver instructions in classroom or school. However, these tasks can have a negative projected value if not performed properly, as they can hinder the development of goods and services. Task performance encompasses behavioral episodes that highlight effective and ineffective task activities and the varying organizational value they are intended to provide (Pathardikar et al., 2023). They argued that the aspect of the performance domain often neglected by selection research holds organizational significance too, but for reasons different from those that explain the organizational value of task performance. Within the context of employment, individuals can make contributions in numerous ways (Yadav & Kumar, 2019). One approach is to encourage other employees within the organization to take actions that are beneficial to the organization as a whole. For example, when someone's actions contribute to others' well-being, alleviate tensions and conflicts, and foster trust among individuals. The impact on the mental context of work will lead to positive outcomes for organizational goals. This holds true as long as others are inspired to act in a similar manner by observing behaviors that show exceptional commitment to the organizational task (Shah et al., 2020). The effect on interpersonal interactions and work motivation extend from the individual to the group level, as group characteristics such as cohesion, collaboration, and self-esteem influence individual behaviors within the group, which ultimately impacts group performance. They establish norms, philosophies, and environments within the organization, which can then impact the

performance of individuals at all levels (Din, & Nawaz, 2025).

Authentic Leadership

The concept of authenticity has roots in ancient Greek philosophy, famously encapsulated in the phrase “To thine own self be true.” It evolved through the ideals of twentieth-century modernism, which emphasized self-direction, trustworthiness, and consistency. In contemporary times, postmodernism challenges the very notion of authenticity, questioning whether it can exist amidst the complexities of multiple identities (Datta, 2015). Like other psychological concepts, the focus has largely been on the absence of genuine self-behavior, such as being deceitful, dishonest, manipulative, phony, and conniving. Descriptive words that convey a positive essence positive psychologists view authenticity as accepting one’s personal experiences, thoughts, emotions, or beliefs that represent “the true inner self” and being in harmony with one’s true self, expressing authentic thoughts and beliefs (Edú-Valsania et al., 2016).

Authentic leadership is based on core values and beliefs; however, its true impact is assessed through real-life examples of authentic leadership shown in actions, like prioritizing lasting solutions to global challenges over personal accolades. According to Tabak et al (2013) authentic leadership serves as the fundamental concept that underpins all positive forms of leadership. This suggests that genuine transformational leaders can also effectively embody authentic directive and participative leadership styles. Leadership can significantly influence how employees perceive their work environment and the organization as a whole (Men & Stacks, 2013). Moreover, four key traits of genuine leadership are highlighted. A study indicates that self-awareness in leadership involves an individual’s understanding of their own strengths and weaknesses, as well as how their multifaceted identity is shaped through close interactions with others. Trust plays a crucial role in relational transparency through leaders’ self-disclosure, information sharing, and self-expressions. To make unbiased decisions, leaders thoroughly analyze all relevant information, regardless of the emotional tone of differing opinions. Ultimately, the internalized moral perspective dimension indicates that true leaders often embody a positive moral viewpoint that shapes their actions and choices, embracing virtues like integrity, altruism, benevolence, impartiality, responsibility, and optimism (Walumbwa et al., 2008).

Teachers' Empowerment

In a society where men hold the majority of power, face significant pressure and coercion, leaving them with little freedom to make their own choices. The empowerment of employees relies on various factors, such as access to economic opportunities, social and cultural dynamics, poverty rates, and the ability to achieve economic independence. The research findings showed a significant link between factors that empower individuals and the improvement of participation in society (Bushra & Wajiha, 2015). In a more specific sense, teacher empowerment refers to teachers collaborating and taking charge of their own learning and problem-solving abilities. Teachers and other public employees share certain similarities in the way they are empowered. Research indicated that work autonomy holds greater significance in schools compared to federal, state, and local employees (Jaysawal & Saha, 2023). Additionally, our interpretation diverges from the concept of professional empowerment, which has been discussed in the UK regarding the political context beyond teaching and the conditions faced by educators (Hassan et al., 2019). Supporting educators is a prevalent focus across various organizations, including those in business, industry, and service sectors. Nowadays, school groups and students show a keen interest in empowerment. Numerous public and academic organizations, along with political and educational communities, have advocated for increased authority for school staff and a reorganization of public schools (Naz & Ashraf, 2020).

Empowerment involves providing individuals with the opportunity to make their own

preferences, take responsibility, and actively participate in decision-making processes at work. Staff members who generate and execute innovative ideas should have the opportunity to enhance students' learning experiences by participating in the decision-making process. School-level staff have not consistently participated in significant decisions such as hiring and assigning personnel, developing lessons, managing budgets, and scheduling teaching time. Empowering students and teachers/administrators is an essential aspect of reorganizing schools (Naich et al., 2023). According to Short (1994; 1999) the six interconnected dimensions of teacher empowerment include self-efficacy, teacher influence, teacher status, autonomy, and professional development opportunities. He reiterates that each person within these dimensions holds a distinct importance in their own right. Moreover, several key aspects of teacher empowerment: autonomy, self-efficacy, collegiality and collaboration, professional knowledge, and the status of teachers within the classroom. In their view, teachers need to gain insights that extend beyond just content knowledge and teaching methods to engage meaningfully in the process of school restructuring. Certainly, the professional knowledge of educators should provide a solid basis for the educational process and philosophical principles of change model that their schools implement (Mumtaz et al., 2025; Jabbar et al., 2018).

METHODOLOGY

Research design encompasses the approach and procedures that guide decisions for using specific methods for data collection and analysis. This study utilized a quantitative approach based on a correlational research design. In this research, the population was consisted of teachers from public secondary schools in Lahore, Punjab, Pakistan and 261 respondents were selected through simple random sampling technique. A structured questionnaire was used for this study. The Authentic Leadership questionnaire was adopted from (Lee, 2003). Meanwhile, teachers' empowerment questionnaire was derived from (Short & Rinehart, 1992), and job performance questionnaire was adopted from (Goodman & Svyantak, 1999). For this study five-points (1. SDA to 5. SA) Likert scale format was administered for the questionnaire.

This primary data of study was collected from respondents through a survey method by using questionnaire. Determining a questionnaire's reliability means assessing how consistent the questionnaire over time. The reliability of the questionnaire was assessed by utilizing the Cronbach's Alpha Coefficient. Furthermore, the questionnaire it was utilized the face and content validity. Validity refers to a process that assesses what is intended to be measured accurately. The suitability of the questionnaire's items for the literature review included in this study was assessed to evaluate content validity. Moreover, several experts in the education sector were contributed to administer the face validity. The collected data was coded and entered into sheets by using Statistical Package for Social Sciences (SPSS-25). So, both descriptive statistics (Mean, Standard Deviation, and Factor loading) and inferential statistics (Pearson Correlation, Multiple Regression Analysis) were applied to evaluate the research questions.

DATA ANALYSIS

Table 1: *Descriptive Analysis*

<i>Statements</i>	<i>M</i>	<i>SD</i>
Self-Awareness	3.69	.96

Internalize Moral Perspective	3.14	.91
Balanced Processing	3.53	.95
Rational Transparency	3.51	.93
Overall	3.46	.94
Decision-Making	3.46	.95
Professional Growth	3.64	.96
Status	3.39	.95
Self-Efficacy	3.45	.97
Autonomy	3.66	.96
Impact	3.17	.98
Overall	3.47	.96
Contextual Performance	3.14	.99
Task Performance	3.52	.98
Overall	3.33	.98

To analyzed the existing level of the variables authentic leadership, teachers' empowerment and job performance of secondary school teachers. The findings indicated the mean value of the factors of authentic leadership was between 3.14 and 3.69 and overall M= 3.46, SD= .94. Moreover, the mean value of the factors of teachers' empowerment was between 3.17 and 3.66 and overall M= 3.47, SD= .96 whereas, the mean value of the factors of job performance was between 3.14 and 3.52 and overall M= 3.33, SD= .98. It shows that respondents were agree about all the study variables.

Table 2: Relationship between the Factors of Authentic Leadership and Job Performance

Variables	1	2	3	4	5
Self-Awareness					
Internalized Moral Perspective	.423**				
Balanced Processing	.426**	1.00**			
Rational Transparency	.641**	.419**	.431**		
Job Performance	.381**	.411**	.420**	.396**	

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

It was applied Pearson Correlation to examined the correlation between the factors of authentic leadership and job performance. The findings indicated a moderate correlation between these variables with r score of .381, .411, .420 and .396. This means a moderate and significant association of AL with JP of teachers.

Table 3: Relationship between the Factors of Teachers' Empowerment and Job Performance

Variables	1	2	3	4	5	6	7
Decision-Making							
Professional Growth	.373**						
Status	.549**	.477**					
Self-Efficacy	.316**	.317**	.581**				
Autonomy	.202**	.352**	.259**	.319**			
Impact	.371**	.389**	.595**	.498**	.379**		
Job Performance	.449**	.273**	.453**	.458**	.452**	.313**	

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

It was applied Pearson Correlation to examined the correlation between the factors of teachers' empowerment and job performance. The findings indicated a moderate correlation between these variables with r score of .449, .273, .453, .458, .452 and .313. This means a

moderate and significant association of TE with JP of teachers.

Table 4: *Relationship of Authentic Leadership and Teachers' Empowerment with Job Performance*

Variables	1	2	3
Authentic Leadership			
Teachers' Empowerment	.481**		
Job Performance	.388**	.437**	

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

It was applied Pearson Correlation to determine the correlation of authentic leadership and teachers' empowerment with job performance. The findings indicated a moderate correlation of AL and TE with JP with r score of .388 and .437. This means a moderate and significant association of AL and TE with JP of teachers.

Table 5: *Effect of the Factors of Authentic Leadership on Job Performance*

DV	IV	St. Er.	Beta	t	Sig
Job Performance	(Constant)				
	Self-Awareness	.051	.219	4.41	.00*
	Internalized Moral Perspective	.055	.263	5.22	.00*
	Balanced Processing	.058	.298	4.98	.00*
	Rational Transparency	.049	.254	4.82	.00*

It was administered Multiple Regression Analysis to assess the effect of the factors of authentic leadership on job performance. The findings showed a moderate effect of all the factor of AL on JP with beta value .219, .263, .298 and .254.

Table 6: *Effect of the Factors of Teachers' Empowerment on Job Performance*

DV	IV	St. Er.	Beta	t	Sig
Job Performance	(Constant)				
	Decision-Making	.091	.389	4.39	.00*
	Professional Growth	.088	.299	3.31	.00*
	Status	.079	.411	4.71	.04*
	Self-Efficacy	.129	.462	3.52	.01*
	Autonomy	.090	.443	4.89	.00*
	Impact	.074	.371	4.90	.00*

It was administered Multiple Regression Analysis to assess the effect of the factors of teachers' empowerment on job performance. The findings showed a moderate effect of all the factor of TE on JP with beta value .389, .263, .299, .411, .462, .443 and .371.

Table 7: *Effect of Authentic Leadership and Teachers' Empowerment on Job Performance*

DV	IV	St. Er.	Beta	t	Sig
Job Performance	(Constant)				
	Authentic Leadership	.053	.261	4.86	.00*
	Teachers' Empowerment	.092	.396	4.26	.01*

It was administered Multiple Regression Analysis to assess the effect of authentic leadership and teachers' empowerment on job performance. The findings showed a moderate effect of AL and TE on JP which showed beta score of .261 and .396 respectively. This means that authentic leadership and teachers' empowerment were a predictor for the enhancement of

teachers' job performance

Conclusions

The findings indicated a moderate satisfaction of teachers about the study variable such as; authentic leadership and teachers' empowerment. Additionally, it was a moderate correlation of all the factors of authentic leadership and teachers' empowerment with job performance. Moreover, the relationship of teachers' empowerment with job performance is more significant than authentic leadership. Further, it was a moderate effect of all the factors of authentic leadership and teachers' empowerment on job performance. Hence, it found a positive effect of teachers' empowerment on job performance than authentic leadership.

Discussion and Recommendations

This study focused to explore the effect of teachers' empowerment and authentic leadership on the job performance of secondary school teachers. An essential aspect of an employee's ability to effectively carry out their duties and meet job expectations is their job performance. We evaluate it using metrics such as work output, deliverable quality, timeliness, and adherence to corporate policies and guidelines. Education plays a vibrant role in human life, and the advancement of society depends significantly on the involvement, commitment, and efforts of academic personnel, especially in the field. Supporting teachers in academia is essential for unlocking the potential of university students, marking their first steps into the professional world and improving the overall effectiveness of female staff. Job performance plays a vital role in how effectively an employee fulfills their responsibilities and meets the expectations of their role. It is evaluated using measures such as work output, quality of deliverables, timeliness, and adherence to organizational rules and standards. Effective job performance means fulfilling or surpassing expectations, aiding in the accomplishment of organizational objectives, and showcasing the necessary skills and competencies for the role. Poor job performance can include missing deadlines, making mistakes, lacking productivity, or not meeting expectations. Companies frequently develop initiatives aimed at boosting employee engagement in the workplace.

This investigation offered a thorough insight into how teachers' empowerment influences the connection between authentic leadership and the job performance of school teachers. Through the exploration of these relationships, researchers and practitioners uncovered valuable insights on improving job performance of teachers by implementing effective leadership and empowerment strategies. Current research has theoretical framework which integrates multiple theories to examine the effect of authentic leadership and teachers' empowerment on the job performance. Authentic Leadership Theory emphasizes that leaders should have self-awareness, transparency, ethical behavior, and a well-defined mission. These qualities build trust and improve employee performance. Whereas, Empowerment emphasizes the importance of employees taking charge of their lives, honing their skills, and engaging in decision-making processes, all of which play a crucial role in their professional achievements.

This study explores the context of leadership and empowerment within an educational setting, highlighting its uniqueness. It might be advantageous for the progress of educational institutions, paving the way for a new phase of success. Pakistan is a developing country that is struggling to meet international standards in the education sector. Educational management is a growing field of research in Pakistan. The education sector is expanding rapidly, highlighting the disparities in meeting standards that impact education globally, especially in developing countries. This research study takes a multi-dimensional approach to examine the job performance of female teachers. This research aims to transform the current somber outlook by introducing fresh insights that enhance the prevailing narrative, ultimately setting a new benchmark for educational standards. This research is anticipated to enhance working styles, leadership skills, and job performance. It was recommended that further studies may be conducted with other variables in order to determine the real issue related to the satisfaction and performance of teaching faculty.

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