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Do Authentic Leadership And Organizational Citizenship Behavior Affect The Relationship Between Talent Management And Job Performance Among Teachers Of Private Sector Universities, Pakistan

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Abstract

The purpose of the research was to determine how talent management, authentic leadership, organizational citizenship behavior, and job performance are connected to one another. This research also looked at the link between talent management and job performance and the mediating roles that authentic leadership and organizational citizenship behavior play. Using the Organizational Citizenship Behaviour scale (Podsakoff, MacKenzie, Moorman, & Fetter, 1990), the Authentic Leadership scale (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008), the Job Performance scale (Goodman and Svyantek, 1999), and the talent management scale (Human Capital Institute, 2008), data were gathered from 539 teachers working in private institutions in the regions of Khyber Pakhtunkhwa, Balochestan, Punjab, and Sindh. According to the findings, there was a positive correlation between TM and AL (r =.496), TM and OCB (r =.391), and [1]TM and JP (r =.235). Additionally, a strong positive correlation between OCB and JP (r =.274) and AL and JP (r =.357) was also verified by the data. The inclusion of AL and OCB as mediators resulted in a drop in the regression coefficient of TM's impact on JP from 0.43 to 0.18. Therefore, the connection between TM and JP was partly mediated by AL and OCB.

Keywords: *Teachers; Authentic Leadership; Talent Management; Job Performance; Pakistan; Organizational Citizenship Behavior*

Introduction

Organizations use talent management as a methodical way to attract, develop, motivate, and retain top talent. It's a crucial component of a company's human resources strategy, which aims to boost productivity and foster an atmosphere where workers may reach their maximum potential. Scholars have described talent management (TM) from a variety of angles, but in general, it is understood to be a methodical and planned approach to identifying, fostering the growth of, and making use of individuals who possess the necessary abilities and skills to

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satisfy present and future organizational demands. According to Cappelli (2008) "Talent management comprises all of the work processes and systems that are connected to retaining and developing a superior workforce." According to their areas of expertise, backgrounds in different fields, and the changing demands of the workplace, different academics lay emphasis on different facets of TM. Michaels, Handfield-Jones, and Axelrod (2001) in their book "The War for Talent," emphasized the significance of TM as the continuous process of drawing in, nurturing, and keeping knowledgeable and committed workers who can satisfy present and future organizational obligations. Lewis and Heckman (2006) define TM as an organization's intentional, methodical effort to maintain and develop intellectual and knowledge capital for the future, support individual and organizational performance, and guarantee leadership continuity in important positions. TM, according to Gallardo-Gallardo and Dries (2013), is the process of systematically attracting, identifying, developing, engaging, retaining, and deploying people who have high potential and high performance and who are particularly valuable to a business. According to many studies, TM is associated with job performance (Jahangiri & Abasspour Tehrani Fard, 2017; Jimoh & Kee, 2022; Khan & Ali, 2023; Luna–Arocas & Morley, 2015), organizational citizenship behavior (Ali et al., 2023; Hosseini, Gorgi, & Gargaz, 2014; Juari, 2023; Showkat, Ahmad, & Sindakis, 2023), and leadership (Goestjahjanti, Novitasari, Hutagalung, Asbari, & Supono, 2020; Kafetzopoulos & Gotzamani, 2022; Nugroho, 2017).

The term Organizational Citizenship Behavior (OCB) refers to the voluntary actions taken by staff members that, although not specifically acknowledged by the official rewards system, overall support the smooth operation of the company. Organ (1988) defines OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization." One important figure in the research of OCB is Podsakoff, Ahearne, and MacKenzie (1997), who made major conceptual and measurement contributions. The identification of many OCB characteristics by Podsakoff et al. (1997) made it easier to comprehend the range of ways in which these behaviors might appear in the workplace. Altruism assists employees with jobs or issues connected to the organization. When it comes to punctuality, adhering to regulations, and meeting deadlines, conscientiousness goes a long way beyond the organization's minimal standards. Sportsmanship keeps one's spirits up even under unfavorable circumstances, preventing complaints and small-scale resentment. Being courtesy-aware might help avert disputes with coworkers by alerting them to changes or concerns that may impact their job. Participating in the political life of the organization via civic virtues such as attending meetings and reading organizational announcements that show care for the organization's future beyond one's current position is beneficial. OCB has been found to have a significant association with job performance (Al-Mahasneh, 2015; Chughtai, 2008; Hermawan, Thamrin, & Susilo, 2020; Qalati, Zafar, Fan, Limón, & Khaskheli, 2022), leadership (Purwanto, Purba, Bernarto, & Sijabat, 2021; Qalati et al., 2022), organizational commitment (Bibi, Ahmad, Sohail, & Ali, 2023; Firmansyah, Junaedi, Kistyanto, & Azzuhri, 2022; Nurjanah, Pebianti, & Handaru, 2020; Ridwan, Mulyani, & Ali, 2020), turnover intention (Coyne & Ong, 2007; Mai, Ellis, Christian, & Porter, 2016; Manoppo, 2020; Wang, Lee, & Wu, 2017), and job satisfaction (Djaelani, Sanusi, & Triatmanto, 2021; Nurjanah et al., 2020; Odoch & Nangoli, 2013).

Genuine and open communication is a hallmark of authentic leadership, which emphasizes establishing trustworthiness with followers by sincere connections that respect their opinions and are based on moral principles. AL, according to Luthans and Avolio (2003), is a process that requires both highly developed organizational settings and robust psychological attributes.

The result is a leader with relational transparency, balanced information processing, internalized moral viewpoint, and acute awareness of their own thoughts and acts. According to Cashman (2008), AL is an ongoing process of self-improvement and introspection that calls for a leader to be conscious of their basic principles and have the guts to live by them in all spheres of their lives in order to further the greater good. Robert Terry (1993) contend that in order to be considered authentic, a leader must behave in accordance with their principles and engage in rigorous introspection and study of both their own behavior and the environment in which they work. His major area of interest is how leaders may uphold their moral principles in the face of environmental reality. The framework created by Walumbwa et al. (2008), which identifies four essential elements, is one of the most formal methods for comprehending genuine leadership. Knowing one's own strengths, shortcomings, and guiding principles is referred to as self-awareness in leadership. Self-aware leaders are aware of how they affect other people and how their own experiences have shaped their ideas and actions. This fundamental knowledge allows leaders to stay rooted in who they really are. Relational transparency is showing others who you really are in an honest and open manner. Relational transparency is being honest about one's ideas and emotions as well as one's shortcomings and faults. This openness creates a sincere bond between leaders and followers as well as loyalty and trust among team members. When making decisions, authentic leaders use balanced processing, which involves evaluating all pertinent information with objectivity. Inquiring about opinions that contradict their firmly held beliefs is part of this. When a leader makes choices that have an effect on their followers, it demonstrates their dedication to impartiality and fairness. Making judgments and acting on the basis of internal moral principles and ideals rather than outside influences is known as an internalized moral perspective. Integrity and adherence to fundamental values are the hallmarks of leaders who have absorbed a moral viewpoint. This builds trust and establishes a moral standard for the business. AL plays a vital role in affecting job performance (Duarte, Ribeiro, Semedo, & Gomes, 2021; Hidayati, Ilmi, & Kasuma, 2022; Zeb, Rehman, Imran, Ali, & Almansoori, 2020). After the literature study above, we formulate the following:

H1: TM and JP in Teachers, Private Universities, Pakistan (TPUP) are statistically connected.

H2: TM and AL in TPUP are statistically connected.

H3: TM and OCB in TPUP are statistically connected.

H4: AL and JP in TPUP are statistically connected.

H5: OCB and JP in TPUP are statistically connected.

H6: OCB and AL mediate the connection between TM and JP in TPUP.

Data collection and sample

Five hundred and thirty nine (N = 539) teachers from private schools in the provinces of Sindh, Balochestan, Punjab, and Khyber Pakhtunkhwa (KP) participated in the survey. Data was gathered between January and February of 2024, a span of two months. Six hundred (N=600) questionnaires including demographics, the OCB scale, AL scale, JP scale, and TM scale were physically delivered to faculty members with help from students and staff. In a two-month period after two reminders, five hundred and forty (N=540) questionnaires were retuned. There was just one questionnaire in the study that had missing data.

Measures

Organizational Citizenship Behavior

The Organizational Citizenship Behaviour scale (Podsakoff et al., 1990) was used to assess organizational citizenship behavior. "Altruism, sportsmanship, conscientiousness, civic virtue, and courtesy" are the five elements that make up OCB. There are four components in each

aspect. Examples include “Helps others who have heavy workloads” and “Helps others who have been absent (Altruism)”, “Is always punctual” and “Does not take extra breaks (Conscientiousness)”, “Consults with me or other individuals who might be affected by his/her actions or decisions” and “Does not abuse the rights of others (Courtesy)”, “Consumes a lot of time complaining about trivial matters” and “Tends to make mountains out of molehills (Sportsmanship)”, and “Keeps abreast of changes in the organization” and “Attends functions that are not requited, but that help the company Image (Civic Virtue)”. A Likert scale of seven points was used, where one represented strong disagreement and seven represented strong agreement.

Table 1: Cronbach’s Alfa of OCB

	Reliability
Courtesy	.81
Civic Virtue	.84
Conscientiousness	.90
Sportsmanship	.78
Altruism	.85

Authentic Leadership

To evaluate the overall concept of AL and its component parts—“self-awareness (SA), rational transparency (RT), balanced processing (BP), and internalized moral perspective (IMP)”— we used the Walumbwa et al. (2008) developed AL Questionnaire. There are four questions in each of AL's dimensions. Examples are “I can list my three greatest weaknesses” and “I can list my three greatest strengths” (SA), “My actions reflect my core values” and “Other people know where I stand on controversial issues” (IMP), “I seek others' opinions before making up my own mind” and “I do not emphasize my own point of view at the expense of others” (BP) and “I openly share my feelings with others” and “I rarely present a "false" front to others” (RT). The questionnaire was administered on a five-point Likert scale, which goes from "1: strongly disagree" to "5: strongly agree."

Table 2: Cronbach’s Alfa of AL

	Cronbach’s Alfa
SA	.89
RT	.92
BP	.84
IMP	.81

Job Performance

The JP scale was used to quantify JP (Goodman and Svyantek, 1999). The two dimensions of this scale are “extra-role job performance (ERJP) and in-role job performance (IRJP)”. INJP has nine items, while ERJP contains seven questions. Examples are "I achieve the objectives of my job," "I satisfy all job criteria," and "I am proficient in all areas of my job, manage duties with expertise" (IRJP), "I help my teammates with their tasks when they are absent," "I help other employees with

their job when they are not present," and "I come up with original ideas to boost the department's standards overall" (ERJP). In this research, a 5-point Likert scale was used to measure JP.

Table 3: Cronbach's Alfa of JP

	Cronbach's Alfa
In-Role	.91
Extra-Role	.85

Talent Management

TM was assessed using a scale created by Human Capital Institute in 2008. The four components that comprise this scale are talent attraction (TA), talent motivation (TM), talent development (TD), and talent retention (TR). A 5-point Likert scale, with answers ranging from strongly disagree to strongly agree, was used in the data gathering procedure. Examples of TM are "My university has competitive compensation system in comparison to other organizations in the same industry which is a motivating factor to our employees" and "In our university, compensation is decided on the basis of competence of the employee (TM)", "My University can attract top talent" and "Internal employee referral programs are widely used to bring in new employees (TA)", "My university conducts extensive training and development programs for Employees" and "My university actively creates developmental opportunities for subordinates (TD)" and "Our organization can retain our best performers" and "Turnover is tracked across divisions, locations, talent levels and managers (TR)".

Table 4: Cronbach's Alfa of TM

	Reliability
TM	.84
TA	.81
TD	.89
TR	.83

Findings

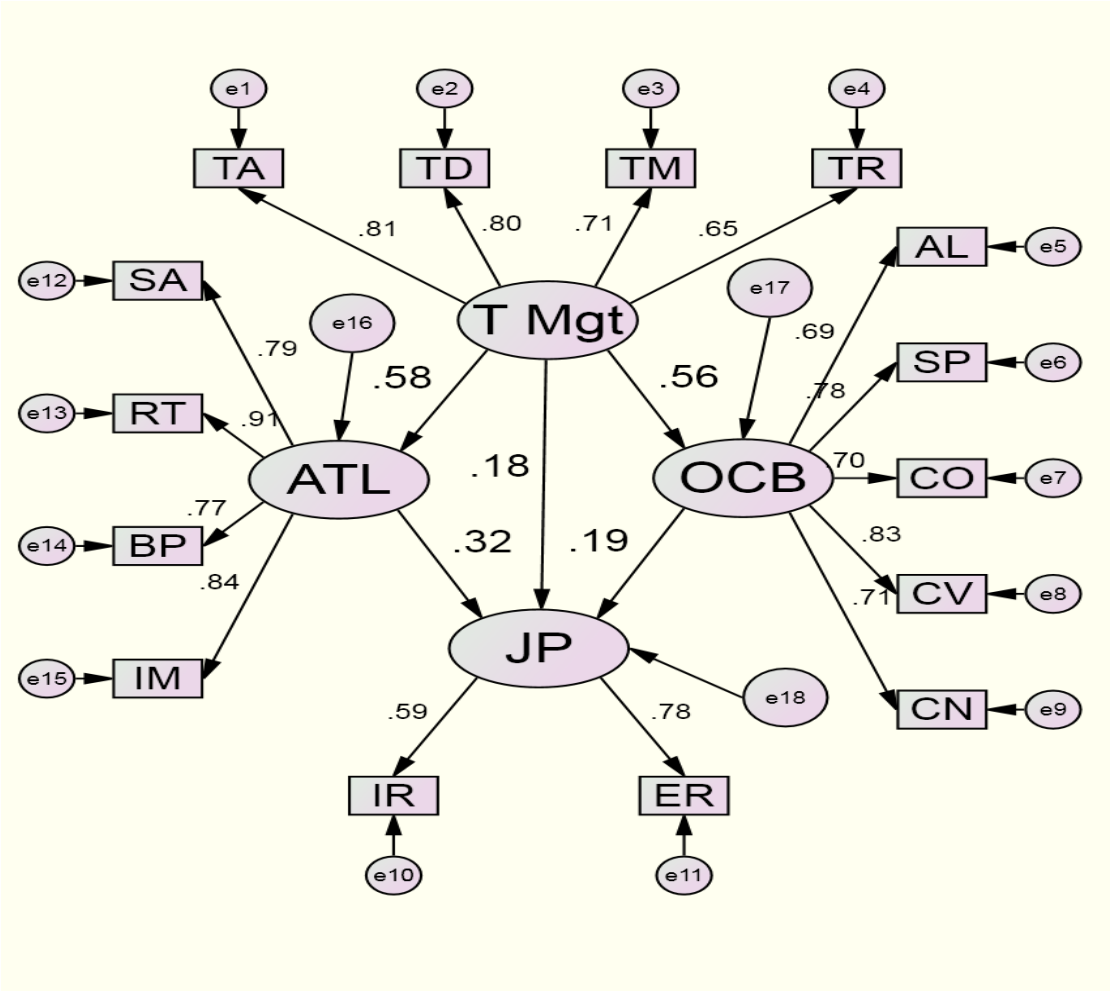
Table 5: relationship among OCB, TM, AL and JP

	TM	OCB	AL	JP
TM	1	.391**	.496**	.235**
OCB	.391**	1	.280**	.274**
AL	.496**	.280**	1	.357**
JP	.235**	.274**	.357**	1

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

Table 5 displays the association between JP, OCB, TM, and AL. The findings exposed a positive connection between TM and JP (r =.235), TM and OCB (r =.391), TM and AL (r =.496). The findings also confirmed a positive nexus between AL and JP (r =.357) and OCB and JP (r =.274). As a result, we agree to accept:

H1: TM and JP in TPUP are statistically connected.
H2: TM and AL in TPUP are statistically connected.
H3: TM and OCB in TPUP are statistically connected.
H4: AL and JP in TPUP are statistically connected.
H5: OCB and JP in TPUP are statistically connected.



Model: Impact of TM on JP via OCB and AL

Confirmatory Factor Analysis was used to build the 4-factor model of TM, JP, AL, and OCB. The model's fit to the data is shown by the fit indices listed as follows: RMSEA =.030, Chi Square = 131.385, CFI =.989, AGFI =.961, p-value =.000, GFI =.972, CMIN/DF = 1.546, DF = 85, LO 90 =.019, HI 90 =.040, RMSEA =.030. With a regression coefficient of 0.18, TM's influence on JP is statistically significant. TM had a substantial effect on AL (Regression Value = 0.58) and OCB (Regression Value = 0.56). Furthermore, the findings demonstrated that, with beta values of 0.32 and 0.19, respectively, AL and OCB had a noteworthy effect on JP. All of the factor loadings—TM, JP, AL, and OCB—fall within permissible limits. Regression coefficient of TM's influence on JP decreased from 0.43 to 0.18 upon adding AL and OCB as mediators. Consequently, we endorse each of the following hypotheses:

H1: TM and JP in TPUP are statistically connected.
H2: TM and AL in TPUP are statistically connected.
H3: TM and OCB in TPUP are statistically connected.
H4: AL and JP in TPUP are statistically connected.
H5: OCB and JP in TPUP are statistically connected.
H6: OCB and AL mediate the connection between TM and JP in TPUP.

Table 6: Value of DF, RMSEA, CMIN, CMIN/DF, CFI, GFI, RMR, LO 90, and HI90

Index	P	CMIN	DF	GFI	AGFI	CMIN/DF	HI 90	CFI	RMSEA	LO 90
Value	.000	131.385	85	.972	.961	1.546	.040	.989	.030	.019

The values of NFI, CFI, Chi-square/CMIN, DF, GFI, RMR, AGFI, CMIN/DF, and RMSEA are presented in Table 6. The various indices' values, which fall inside permissible boundaries, are as follows: GFI =.972, CMIN/DF = 1.546, DF = 85, LO 90 =.019, HI 90 =.040, RMSEA =.030, Chi Square = 131.385, CFI =.989, AGFI =.961, and p-value =.000. Based on this study, a 4-factor model including TM, JP, AL, and OCB has been accepted.

Conclusion

The objective of the present research was to determine the link between OCB, JP, TM, and AL. The mediating roles of OCB and AL in the link between TM and JP were also investigated in this research. Using the OCB, AL, JP, and TM scales, data were gathered from 539 faculty working in private institutions in the areas of Khyber Pakhtunkhwa, Balochestan, Punjab, and Sindh. Positive correlations were found between TM and JP, TM and OCB, and TM and AL. The results also validated a noteworthy correlation between AL and JP as well as OCB and JP. The inclusion of AL and OCB as mediators resulted in a drop in the regression coefficient of TM's impact on JP from 0.43 to 0.18. Thus, TM and JP's relationship was partly mediated via AL and OCB.

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