AUTHENTIC LEADERSHIP AND JOB SATISFACTION: THE ROLE OF

PSYCHOLOGICAL SAFETY AND COMPASSION AT WORK

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DECLARATION

I, hereby, declare this dissertation entitled *Authentic Leadership and Job Satisfaction: The Role of Psychological Safety and Compassion at Work* embodies the original research work that I carried out in partial fulfilment of the requirement for the degree of Master of Philosophy (MPhil) in Management of Kathmandu University School of Management and that this dissertation has not been submitted for candidature for any other degree.

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ABSTRACT

The study examines the mediating effect of Psychological Safety and moderation effect of compassion at Work on the relation between Authentic Leadership and Job Satisfaction in the context of Nepali higher education. The study employed a cross-sectional design and surveyed 744 faculty members from diverse colleges affiliated to seven Nepalese universities, using a purposive sampling approach.

The result of the study indicates that psychological safety partially mediates the relationship between authentic leadership and job satisfaction among faculties of seven Nepali universities. The study's findings provide valuable insights into these variables. The research highlights the universal applicability of authentic leadership practices, which are grounded in self-awareness, transparency, and moral values. However, the study emphasizes the need for cultural adaptation to effectively resonate within Nepal's unique cultural landscape. The research tried to underscores the pivotal role of compassion at work, particularly in a collectivist society like Nepal, where empathy and collective well-being are highly valued. But the insignificance of data capsized the effort.

Furthermore, the study identifies psychological safety as a mediator between authentic leadership and job satisfaction, emphasizing the importance of creating work environments where employees feel secure in expressing themselves and contributing their fullest potential. These findings highlight the significance of psychological safety as a mediating factor in leadership dynamics.

This research offers valuable insights not only for leadership development programs and organizational strategies within Nepalese higher education but also for the broader global discourse on leadership in culturally diverse settings. It showcases

the interconnected nature of these variables and their influence on faculty members' job satisfaction in Nepalese universities.

This study, despite its valuable insights, is not exempt from limitations. The lack of significance in certain data points impeded the thorough examination of the role of compassion in the workplace, potentially constraining the extent of the analysis. Furthermore, the study's cross-sectional design may fail to encompass the dynamic nature of these relationships as they evolve over time.

Further exploration in this field could investigate into the lack of importance of specific data and ascertain the potential factors behind the observed outcomes. To gain a more comprehensive comprehension of the interplay between Authentic Leadership, Psychological Safety, Compassion at Work, and Job Satisfaction in the context of higher education in Nepal, longitudinal studies could be conducted. Moreover, there is a need for research on effective strategies for adapting leadership practices to the cultural context of Nepal.

Keywords: authentic leadership, compassion at work, psychological safety, job satisfaction

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ABBREVIATION

AET	Affective Event Theory
AL	Authentic Leadership
AMOS	Analysis of Moment Structure
AVE	Average Variance Explained
CFA	Confirmatory Factor Analysis
CMB	Common Method Bias
COW	Compassion at Work
CR	Composite Reliability
JS	Job Satisfaction
PLS	Partial least squares
PS	Psychological Safety
Psy Cap	Psychological Capital
SEM	Structural equation modeling
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

The existence of a positive correlation between job satisfaction and job performance reaffirms that employee job satisfaction is one of the most important variables in improving employee performance. Employees tend to be more productive if they derive satisfaction from their work (Shahab & Nisa, 2014). Many factors affecting job satisfaction has been investigated in the past. Some factors affecting job satisfaction are found to be the organizational climate, leadership behavior, occupation stress, and personality traits (Tsai, 2011). Specchia et al. (2021) have also found out that employee job satisfaction is affected by leadership characteristics, which in turn affect job performance.

Leadership is essential in the workplace, and how leaders manage their employees can have a direct or indirect impact on their attitudes and behaviors. Employees' emotional relationships at work are influenced by the quality of the working environment produced by leadership, resulting in increased job satisfaction (Semedo et al., 2019). Furthermore, Audenaert et al. (2017) found that employees with a good relationship with their leader through good emotional support and a relationship based on trust will be more satisfied. Agote et al. (2016) found that authentic leadership directly and positively influences followers' trust and emotions. Authentic leadership refers to a leader's capacity to influence a group to act in the pursuit of a common objective. Integrity, honesty, fairness, authentic treatment, and a partnership founded on transparency are among the values it considers (Walumbwa et al., 2008). Authentic leadership style is one of the most researched subjects regarding the leadership style in present context. Examining positive outcomes of authentic

leadership such as employee job satisfaction is establishing its theoretical development (Northouse, 2013). The influence of authentic leadership style on the formation of followership has been studied by many researchers (Onorato & Zhu, 2015). However, the mechanism through which authentic leadership affects job satisfaction has not been explored yet.

Authentic leadership is characterized by a strong sense of self-awareness, as well as unbiased and balanced processing of a leader. Transparency and a high internalized moral attitude are also embedded with authentic leaders (Walumbwa et al., 2008). Authentic leaders' strong moral perspective promotes an environment in which people do not fear the repercussions of their actions and feel comfortable taking chances (Luthans et al., 2004). As an outcome, employees feel free to speak up and provide new ideas without fear of retaliation from coworkers. Reduction in fear, which is primary dimension of Psychological Safety fosters employees to invest emotionally in their work leading to superior outcomes (Christian et al., 2011). Hence, the evidence suggests that authentic leadership promotes psychological safety (Edmondson, 1999; Eggers, 2011; Maximo et al., 2019).

Psychological safety is described as a common belief among individuals to see whether it is acceptable to take interpersonal risks at work or not (Edmondson & Lei, 2014). Kahn (1990) focused his research on psychological safety's motivational and attitudinal consequences, such as work engagement, commitment, and job satisfaction. In his work Khan (1990) stated that when individuals feel comfortable to engage in their work without fear of negative consequences, engagement, dedication, and job satisfaction develops. Every leader are typically associated with organizational change and its implications, this decrease in fear due to psychological safety catered by authentic leadership is relevant in the context of authentic

leadership. Prior research has primarily relied on basic assumptions from social learning theory to explain why a significant link between supportive leadership activities and psychological safety might exist.

Similarly, several studies have found a strong and positive relationship between psychological safety and employee work attitudes, such as organizational commitment (Chen et al., 2014), work engagement (May et al., 2004; Nembhard & Edmondson, 2006), and positive attitudes toward teamwork (Ulloa & Adams, 2004). As authentic leaders foster the climate of psychological safety in an organization due to which employees' job satisfaction enhances. Thus, the link among psychological safety, authentic leadership and job satisfaction merits future empirical research to demonstrate a linkage between these three constructs.

Authentic leaders know and act on their actual values, beliefs, and strengths, according to Darvish and Rezaei (2011). It encourages others to do the same, resulting in increased employee satisfaction that has a positive impact on job satisfaction. Individuals who have a high level of Compassion at Work are more inclined to accept authentic leadership behavior (Hu et al., 2018). The study by Hu et al. (2018) further goes to show that authentic leadership has a favorable effect on psychological capital when there is a high level of compassion at work.

In sum, this study intends to study the influence of authentic leadership on job satisfaction with compassion at work as a moderator and psychological safety mediating the effect of authentic leadership on Job Satisfaction.

Statement of the Problem

According to Randstad Workmonitor (2023) report India has the highest job satisfaction (89%) and Japan has the lowest job satisfaction (42%). This shows a great disparity in job satisfaction among employees in the Asian context. The past studies

also show that only 39.5% of Asians are satisfied with their job. Low employee job satisfaction has become a major concern for organizations across the world as it affects two important employee outcomes – absenteeism and turnover (Hom & Kinicki, 2001; Hackett, & Guion, 1985). As a result, numerous past studies have looked at the antecedents of job satisfaction in various settings (Topino et al., 2021).

Job satisfaction has been extensively researched in the Nepali context. Chaulagain and Khadka (2012) studied the relation between productivity, absenteeism, and turnover and job satisfaction. Paudel et al. (2019) studied the relation between designation levels, gender, and job location with the level of job satisfaction. Pantha (2020) studied the effects of employees´ working life, work environment, promotion and reward, recognition, training and development and job security on job satisfaction. Similarly, Chapagain (2021) studied the influence of institutional sector and demographic factors on job satisfaction among Nepali academicians. In addition, Nepali researchers found a positive relationship between job satisfaction and work motivation (Maharjan, 2012); job satisfaction and leadership (Singh, 1984); and job satisfaction and organizational working environment. Job satisfaction and job stress, on the other hand, were found to have a negative relationship (Mondal et al., 2011). The findings of a study conducted in 2011 by scholars Mondal, Shrestha, and Bhaila indicated that teachers who had been in their positions for 25 to 35 years and those who possessed postgraduate qualifications experienced decreased levels of job satisfaction within the school setting. Additionally, a study by Sapkota et al. (2019) emphasized the significance of job satisfaction, particularly within the nursing faculties of Nepal. Although research in this area is still in its early stages, it is crucial to thoroughly investigate the importance of job satisfaction among academic professionals, including university faculty. Given

the limited number of existing studies on this topic, there is a strong rationale for exploring the factors that contribute to job satisfaction among faculty members in Nepali universities.

In FY 2023/24, 110,217 students obtained no-objection certificates from the Ministry of Education, Science and Technology to study abroad. This raises concerns about the state of Nepali higher education and the challenges faced by faculty members. The hypothesis suggests that faculty dissatisfaction may impact education quality, leading to reduced student engagement and academic outcomes. Therefore, it is important to investigate factors influencing faculty job satisfaction in Nepali universities. Analyzing these predictors can provide insights for improving the academic environment and addressing the trend of students studying abroad. Ultimately, this research can enhance education quality, retain talented educators, and offer students a better academic experience in Nepali universities.

The link between authentic leadership and job satisfaction has been thoroughly researched worldwide (e.g., Penger & Cerne, 2014; Baek et al., 2019; Wong et al., 2020; Williams, 2021; Stackston, 2021; Dandekar, 2022). Some researchers have studied the mechanism through which authentic leadership affects job satisfaction. For example, Wong and Laschinger (2013) studied the mediating effect of employee empowerment between authentic leadership and job satisfaction. Fallatah and Laschinger (2016) studied the mediating role of organizational culture and supportive professional practice environment between authentic leadership and job satisfaction. Khan (1990) emphasized on the psychological safety's attitudinal results (i.e. job satisfaction), claiming that job satisfaction arises when individuals feel safe to engage in their work without fear. According to Christian et al. (2011), the key component of psychological safety is the elimination of fear, which stimulates employee feeling and

leads to attitudinal outcomes (i.e., job satisfaction). However, no previous studies have examined the mediating effect of psychological safety on the relation between authentic leadership and job satisfaction. Also, the influence of compassion at work on the relation between authentic leadership and job satisfaction has not been explored. Hence it is rational to study the mediating effect of psychological safety and moderating effect of compassion at work on authentic leadership and job satisfaction.

A handful of scholars have conducted study of job satisfaction in Nepali universities (e.g., Shrestha, 2019; Sapkota et al., 2019; Kayastha & Kayastha, 2012). However, in the Nepali universities context, the effect of authentic leadership on job satisfaction and the mechanism via which authentic leadership influences job satisfaction have not been investigated. To the best of the researcher's knowledge, no studies have simultaneously examined the mediating effect of psychological safety and moderating effect of compassion at work on authentic leadership and job satisfaction in Nepali university context. Hence, this study intends to see moderating and mediating effect of compassion at work and psychological safety respectively on authentic leadership and job satisfaction in Nepali university.

Specifically, this study addresses the following issues to better understand the effect of authentic leadership on job satisfaction:

• Whether there is only a direct effect of authentic leadership on job satisfaction or the effect is through other mediation and moderation mechanism in context of Nepali university; and

• Whether satisfaction level of Nepali university faculties could be further increased by perceived psychological safety and compassion shown by authentic leadership at work.

This study offers a mediation and moderation mechanism to analyze the primary concerns and fill the gap in understanding the effect of authentic leadership on job satisfaction. The study's primary focus is on the following question:

- Does authentic leadership have significant relationship with job satisfaction?

- Does psychological safety mediate the relation between authentic leadership and job satisfaction?

- Does compassion at work moderate the relation between authentic leadership and job satisfaction?

Objectives of the Study

The objective of this study is to:

- examine the direct relationship between authentic leadership and job satisfaction of teaching faculty of Nepali universities.

- examine moderating effect of compassion at work on authentic leadership and job satisfaction of teaching faculty of Nepali universities.

- examine mediating effect of psychological safety on authentic leadership and job satisfaction of teaching faculty of Nepali universities.

Significance of the Study

The primary objective of this investigation is to explore the impact of authentic leadership on the job satisfaction of faculty members across various colleges in Nepal. This study holds particular significance as it seeks to unravel how leadership constructs, with a specific focus on faculty members who play a pivotal role in the country's development, affect job satisfaction. It is proposed that leaders and supervisors in Nepali colleges can enhance faculty job satisfaction by grasping the significance of authentic leadership. In this light, the study delves into an examination of authentic leadership and its implications for faculty job satisfaction within

academic positions. The outcomes of this study stand to benefit leaders, managers, and faculty members in diverse academic institutions. Furthermore, this study endeavors to address a noticeable gap in the existing literature, given that this topic remains in its infancy within the Nepali context.

Moreover, insights and knowledge pertaining to the advantages of appointing leaders and supervisors with authentic leadership can assist academic institutions in selecting individuals best suited for their leadership roles. These individuals will be capable of justifying their positions and ensuring faculty satisfaction within their organizations. Consequently, the findings of this research hold potential for practical applications in assisting leaders and supervisors in comprehending the rationale and methods for enhancing faculty satisfaction through leadership strategies. From the Nepali standpoint, this study elucidates the role of compassion at work as a moderating factor and psychological safety as a mediating factor for faculty members within diverse colleges.

This study not only bridges a conspicuous void in Nepali literature but also makes a valuable contribution to the broader academic literature. It fills an existing gap in the academic arena by investigating the impact of authentic leadership on the job satisfaction of full-time faculty members, with compassion at work serving as a moderating factor and psychological safety as a mediating factor. Prior to this study, there was a scarcity of research in Nepal specifically examining the influence of authentic leadership on faculty members' job satisfaction. While these constructs have been explored in other industries within the Nepali context, the academic sector remains relatively uncharted territory. Consequently, this study provides insightful perspectives into the distinctive dynamics of the academic environment and its repercussions on faculty members' job satisfaction. The findings of this study affirm

the significant influence of authentic leadership on job satisfaction, aligning with prior research. However, the study also unveils intriguing nuances in the moderating effects of compassion at work, which deviate from the outcomes of other studies. Similarly, it establishes that psychological safety partially mediates the relationship between authentic leadership and job satisfaction. These discoveries underscore the necessity of conducting context-specific research and emphasize the perils of blindly extrapolating findings from studies conducted in dissimilar cultural and organizational contexts.

Organization of the Report

This study report comprises five chapters. The first chapter delves into the introduction, problem statement, objectives, research questions, and their significance. In the second chapter, the relationships between variables and the associated theories are explored. Chapter three provides a comprehensive overview of the research design and procedures. It also elucidates the sampling strategies, units of analysis, and the instruments employed for different variables. This chapter encompasses details on the administration of questionnaires, data processing, and the techniques used for data analysis.

Moving on to the fourth chapter, it investigates with the results of study. The descriptive statistics, regression analysis models, and the testing of hypotheses are presented here. Lastly, in the fifth and final chapter, the summary encapsulates, findings, discussions, as well as the theoretical and practical implications, while also critiquing the study.

CHAPTER II

LITERATURE REVIEW

Authentic leadership

Authentic leadership is a leadership approach that emphasizes self-awareness, transparency, and genuineness (Northouse, 2018; Walumbwa et al., 2008). It revolves around leaders being true to themselves, their values, and their beliefs, while fostering meaningful relationships and promoting ethical behavior within their organizations (Avolio & Gardner, 2005; Luthans & Avolio, 2003). This leadership style has gained significant attention in recent years due to its potential to positively influence organizational outcomes and employee well-being (Hannah et al., 2011). The concept of authentic leadership has its roots in ancient Greek philosophy. Plato, one of the most influential philosophers of that era, emphasized the importance of self-awareness and authenticity in leadership (Bass & Riggio, 2006). He believed that leaders who possess self-awareness and act in accordance with their true selves are more likely to attain wisdom and act virtuously. This notion of authenticity in leadership can be seen as a precursor to the contemporary understanding of authentic leadership. In the 20th century, the concept of authenticity gained prominence in the field of psychology, particularly through the work of Carl Rogers (Rogers, 1961). Rogers emphasized the significance of being genuine and true to oneself in personal growth and development. He argued that individuals who are authentic in their interactions with others can foster positive relationships and facilitate personal well-being. This psychological perspective further contributed to the evolution of authentic leadership as a leadership theory. The term "authentic leadership" was first coined by Bill George in his influential book, "Authentic Leadership: Rediscovering the Secrets

to Creating Lasting Value" (George, 2003). George, a former CEO of Medtronic, drew on his own experiences and those of other leaders to highlight the importance of authenticity in leadership. He argued that authentic leaders possess a deep understanding of themselves, are guided by their values, and are committed to building relationships based on trust and transparency. In the business world, authentic leadership gained popularity as a leadership theory and framework for leadership development. It has also found empirical validation (Kiersch & Byrne, 2015). Ilies et al. (2005) had proposed a four-dimensional model of authentic leadership as self-awareness, relational transparency, balanced processing, internalized moral perspective.

Research on authentic leadership has shown promising findings. For instance, studies have found a positive association between authentic leadership and employee well-being (Walumbwa et al., 2008). Authentic leaders who prioritize self-awareness, relational transparency, and ethical behavior create a positive work environment that fosters employee satisfaction, engagement, and overall well-being. Furthermore, authentic leadership has been linked to improved organizational performance. Research indicates that authentic leaders can inspire and motivate their followers, leading to higher levels of employee commitment, productivity, and innovation (Avolio et al., 2009). Authentic leaders also promote a positive organizational culture, characterized by trust, collaboration, and a shared sense of purpose (Hannah et al., 2011). The authentic leadership process promotes both leaders and followers' self-awareness and self-regulated positive behaviors, as well as encourages positive personal growth and development (Ilies et al., 2005, as cited in Darvish & Rezaei, 2011). As a result, authentic leaders are real people who are true to themselves and what they believe in. According to Peterson (2019), they build true ties with others

through establishing trust. They are able to encourage others to high levels of performance because people trust them. Rather than allowing others' expectations to lead them, they are willing to be themselves and go their own path. They are more interested about serving others than about their personal achievement or recognition as they grow into real leaders (George & Sims, 2007).

Past studies have also found positive effect of authentic leadership on a variety of organizational and individual outcomes, including work motivation (Giallonardo et al., 2010; van den Bosch & Taris, 2014), job satisfaction (Wong & Laschinger, 2013), job performance (Leroy et al., 2015; Wang et al., 2015), and organizational citizenship behavior. When a leader exhibits authentic actions, followers tend to report more pleasure with them. This contentment is likely to be correlated with an improvement in work satisfaction (Jensen & Luthans, 2006). Some studies (e.g., Alok & Israel, 2012; Cerne et al., 2014) have even revealed a positive correlation between authentic leadership and work engagement, whereas few others scholars (Seco & Lopes, 2013) do not support the decision. One important research finding is the positive relationship between authentic leadership and employee outcomes. Studies have consistently shown that authentic leadership is associated with higher levels of employee job satisfaction (Avolio et al., 2004), organizational commitment (Walumbwa et al., 2010), and employee engagement (Wong & Cummings, 2009). Employees who perceive their leaders as authentic tend to experience a greater sense of fulfillment, loyalty, and motivation in their work. Moreover, authentic leadership has been linked to desirable organizational outcomes. Research has demonstrated that authentic leadership positively influences team performance (Ilies et al., 2005) and organizational citizenship behavior (Zhu et al., 2013). Authentic leaders create a climate of trust, openness, and fairness, which fosters cooperation, collaboration, and

discretionary efforts among team members. Authentic leadership is also associated with positive psychological well-being. Studies have found that authentic leadership is related to higher levels of psychological capital (Walumbwa et al., 2010), subjective well-being (Liu et al., 2012), and work-life balance (Gardner et al., 2011). Authentic leaders create a supportive and empowering work environment that promotes employees' overall well-being and satisfaction with their work-life integration. Additionally, research has explored the impact of authentic leadership on followers' trust in the leader. Authentic leadership has been found to positively influence trust in the leader (Walumbwa et al., 2010), which in turn affects employee performance and job satisfaction (Dirks & Ferrin, 2002). Trust is a critical component of effective leadership, and authentic leaders' transparency, consistency, and ethical behavior contribute to building trust among their followers. Furthermore, studies have examined the role of authentic leadership in promoting ethical behavior in organizations. Authentic leaders act as ethical role models, demonstrating high levels of integrity, honesty, and fairness (May et al., 2003). Research has shown that authentic leadership is positively related to employee ethical behavior (Brown & Treviño, 2006) and reduces the likelihood of employees engaging in unethical conduct (Mayer et al., 2009).

One of the key antecedents of authentic leadership is the concept of self-awareness. Self-awareness involves individuals having a clear understanding of their values, strengths, weaknesses, and the impact of their behavior on others (Avolio & Gardner, 2005). This focus on self-awareness can be traced back to ancient Greek philosophy, particularly the works of Plato. Plato emphasized the importance of self-reflection and self-examination as essential components of effective leadership (Bass & Riggio, 2006). This philosophical perspective laid the groundwork for the emphasis

on self-awareness within authentic leadership theory. Another antecedent of authentic leadership is relational transparency. Relational transparency refers to leaders' ability to be open and honest in their communication and interactions (Avolio & Gardner, 2005). This antecedent can be connected to the humanistic psychology movement, specifically the work of Carl Rogers. Rogers emphasized the importance of genuine and transparent relationships in personal growth and development (Rogers, 1961). His ideas on authentic and empathetic communication contributed to the understanding of relational transparency within authentic leadership. Ethical/moral behavior is another important antecedent of authentic leadership. Authentic leaders act in accordance with their values and principles, demonstrating a high level of integrity (Avolio & Gardner, 2005). The antecedents of ethical leadership and moral reasoning have influenced the development of authentic leadership. The field of ethics and moral philosophy has provided a theoretical framework for understanding the ethical dimensions of leadership (Brown et al., 2005). This includes considerations of fairness, justice, and the greater good in decision-making processes. Balanced processing is a further antecedent of authentic leadership. Balanced processing refers to leaders' ability to objectively consider different perspectives and information before making decisions (Walumbwa et al., 2008). This antecedent aligns with the concept of cognitive complexity, which suggests that effective leaders are able to understand and integrate diverse viewpoints (Epitropaki & Martin, 2005). The study of cognitive complexity and decision-making has contributed to the understanding of balanced processing within authentic leadership.

When considering precedents of authentic leadership, we can look at historical figures and leadership examples that embody authentic leadership principles. For instance, Mahatma Gandhi is often cited as an exemplar of authentic leadership.

Gandhi's leadership was characterized by his unwavering commitment to his values, his authenticity, and his ability to inspire and mobilize others (Avolio & Gardner, 2005). His leadership approach serves as a historical precedent that showcases the power and effectiveness of authentic leadership principles. Recent research has also explored the boundary conditions and moderators of authentic leadership. For example, studies have examined the role of cultural values (Hui et al., 2015), follower characteristics (Spence et al., 2017), and organizational contexts (Hannah et al., 2011) in shaping the effects of authentic leadership. Understanding these contextual factors helps to refine our understanding of when and how authentic leadership is most effective. Research conducted during times of crisis, such as the COVID-19 pandemic, has shown the importance of authentic leadership in promoting employee well-being. Authentic leaders who demonstrate empathy, transparency, and a genuine concern for their employees' welfare have been found to mitigate the negative impact of crises on employee well-being and job satisfaction (Gardner et al., 2021). Authentic leadership becomes particularly crucial in times of uncertainty and adversity.

Compassion at Work

Compassion is a fundamental aspect of human nature that involves recognizing and alleviating the suffering of others. In recent years, there has been increasing recognition of the importance of compassion in the workplace. Compassion at work refers to the demonstration of empathy, understanding, and support toward colleagues, subordinates, and even clients or customers. It involves creating a work environment that promotes well-being, emotional connection, and positive relationships among employees. As service has taken a more significant role in almost all business transactions during the past decade, employees in service

organizations are increasingly experiencing suffering both inside and outside the
workplace, such as overwork, stress, illness and injury. In particular, service
employees who constantly interact with customers are often the target of customers'
anger and criticism, which unsurprisingly produces high levels of suffering, for
example, long-term emotional stress and exhaustion (Lam & Chen, 2012).
Consequently, many service firms are demanding greater provision of compassion for
their service employees to alleviate their suffering (O'Donohoe & Turley, 2006).
Existing research shows that compassion is central to organizational functioning. The
absence of compassion in response to employees' suffering at work can lead to stress
and job dissatisfaction, which have the potential to do great harm to both employees
and the organizations themselves (Dutton et al., 2007; Lilius et al., 2008). Conversely,
the presence of compassionate acts at work can often reinforce connections between
employees and increase their capability to function as productive employees (Dutton
et al., 2007; Lilius et al., 2008). Compassion at work is defined as a relational process
of noticing another person's suffering, experiencing an emotional empathy for his or
her pain and behaving in some way that alleviates that pain (Dutton et al., 2006;
Kornfield, 1993). Exploring the relationships between compassion at work, the
evaluative perspective of positive work-related identity, service employee creativity,
and job performance (Hur et al., 2016) suggest that the evaluative perspective of
positive work-related identity mediates the relationship between compassion at work
and service employees' job performance in a departmental store Korea. Few of the
studies, such as (Slocum-Gori et al., 2013). From Compassion to Satisfaction:
Examining the Relationship between Routines that Facilitate Compassion and Quality
of Service (McClelland, 2012); Understanding the relationship between compassion

and employee engagement (Lenz, 2017) has been undertaken in field of health sector only.

Numerous studies have highlighted the benefits of compassion at work for both individuals and organizations. Compassion at work has been linked to enhanced psychological well-being, reduced stress, and increased job satisfaction. When employees feel cared for and supported by their colleagues and supervisors, they experience greater emotional and mental well-being, leading to increased job engagement and overall life satisfaction (Dutton et al., 2014). Similarly, compassionate workplaces cultivate a culture of cooperation, trust, and mutual support. Employees who feel supported and valued by their colleagues are more likely to engage in collaborative efforts, share knowledge, and help each other, leading to improved team performance and productivity (Lilius et al., 2008). Compassionate leaders who demonstrate care and empathy toward their employees create a positive work environment. Employees who perceive their leaders as compassionate are more engaged, committed, and loyal to the organization (Dutton et al., 2014).

Compassionate leaders foster a sense of belonging and purpose, which motivates employees to go the extra mile. Compassionate workplaces have lower turnover rates and decreased absenteeism. When employees feel supported and cared for, they are more likely to stay with the organization and have a lower likelihood of experiencing burnout or work-related stress (Dutton et al., 2014).

Leadership behavior has been identified as a crucial antecedent of compassion at work. Compassionate leaders who display behaviors such as active listening, empathy, and support serve as role models, setting the tone for a compassionate organizational culture (Cameron & Spreitzer, 2011). Similarly, organizations that prioritize values such as empathy, kindness, and care foster a culture conducive to

compassion (Dutton et al., 2014). Individual traits and dispositions also contribute to the presence of compassion at work. Traits such as empathy, emotional intelligence, and prosocial orientation have been found to be positively associated with compassionate behaviors in the workplace (Grant, 2012). Employees with higher levels of these traits are more likely to engage in acts of compassion toward their colleagues. Pro-social motivation serves as a precedent for compassion at work. When employees have a strong intrinsic desire to help others and contribute to their well-being, they are more likely to engage in compassionate behaviors (Grant & Berry, 2011). This motivation can be influenced by personal values, job meaningfulness, and perceptions of social support. The presence of social support networks within the workplace also serves as a precedent for compassion. When employees feel supported by their colleagues, they are more likely to reciprocate that support and engage in compassionate behaviors (Lilius et al., 2008).

These social support networks provide a sense of belongingness and encourage the expression of compassion. Positive emotions facilitate the expression of compassion at work. When employees experience positive emotions such as joy, gratitude, or awe, they are more likely to engage in acts of kindness and compassion toward others (Caza & Cameron, 2009). These positive emotions create a ripple effect, promoting a compassionate atmosphere within the workplace.

Psychological Safety

Psychological safety has gained significant attention in recent years as a critical factor in creating healthy and productive work environments. This concept refers to the shared belief that individuals within a team or organization can openly express their ideas, opinions, and concerns without fear of negative consequences such as ridicule, rejection, or punishment. In psychologically safe environments,

employees feel safe to take interpersonal risks, share their authentic selves, and engage in open and honest communication. Research indicates that psychological safety is a fundamental element of high-performing teams and organizations.

Edmondson (1999) conducted a groundbreaking study in the healthcare industry and found that teams with higher levels of psychological safety were more likely to engage in learning behaviors, share information, and adapt to challenges. These teams demonstrated higher levels of innovation and problem-solving capabilities, leading to improved performance. Furthermore, psychological safety has been linked to employee engagement and well-being. Kahn (1990) revealed that employees who feel psychologically safe in their work environment are more likely to fully engage in their roles, invest discretionary effort, and experience a sense of fulfillment. Moreover, psychological safety has been associated with reduced stress levels, burnout, and turnover intentions among employees (Newman et al., 2014).

Leadership plays a crucial role in fostering psychological safety within teams. Leaders who prioritize creating a safe and inclusive environment are more likely to see positive outcomes. According to Edmondson (1999), strong relationship with leaders has a significant impact on how people perceive their psychological safety. Employees receive important information about support, adaptability, consistency, trust, and competency through their relationships with leaders. Carmeli et al. (2010) found that leader inclusiveness, which involves valuing and integrating diverse perspectives, positively predicted psychological safety and team performance. Leaders who encourage open dialogue, provide constructive feedback, and demonstrate vulnerability contribute to a climate of psychological safety. Recent research has also highlighted the role of psychological safety in leadership effectiveness. Leaders who foster psychological safety within their teams are more

likely to be perceived as effective leaders, leading to higher levels of trust, satisfaction, and commitment among followers (Carmeli et al., 2019; Nembhard & Edmondson, 2006). Moreover, psychological safety contributes to leader-member exchange, enhancing the quality of leader-follower relationships and promoting positive organizational outcomes. Organizational culture also influences psychological safety. Studies have shown that organizations with a supportive culture, characterized by trust, respect, and fairness, are more likely to foster psychological safety among employees (Detert & Edmondson, 2011). When employees feel that their ideas are valued, their voices are heard, and mistakes are treated as opportunities for learning, they are more likely to feel psychologically safe. Moreover, psychological safety has implications for team learning and innovation. Paulsen and Casey (2017) demonstrated that psychological safety positively influenced team learning behaviors, such as information sharing, seeking feedback, and experimenting with new ideas. This, in turn, enhanced team innovation capabilities and performance.

In addition to its impact on individuals and teams, psychological safety has organizational-level implications. Zhang and Bartol (2010) found that psychological safety was positively related to organizational learning, which refers to the collective acquisition and utilization of knowledge and skills within an organization. Organizations that foster psychological safety are more likely to promote a culture of continuous learning, adaptability, and innovation. Overall, the concept of psychological safety has gained recognition as a critical element in creating healthy work environments. It is associated with enhanced team performance, employee engagement and well-being, leadership effectiveness, organizational learning, and innovation. By prioritizing psychological safety, organizations can create an

environment where individuals feel empowered to contribute their best selves, collaborate effectively, and drive positive organizational outcomes.

In a given situation, such as the workplace, psychological safety relates to how people view the consequences of taking interpersonal risks (Edmondson, 1999). Across decades and levels of investigation, psychological safety has been proven to facilitate the voluntary contribution of thoughts and actions. Psychological safety explains why employees perceive it is safe to share information and knowledge (Siemsen et al., 2009). Employees often come up with solutions for organizational improvements when they have a sense of psychological safety (Detert & Burris, 2007; Liang et al., 2012).

Newman et al. (2017) found that psychological safety positively correlated with employee engagement, indicating that when employees feel safe to express their thoughts and ideas, they are more likely to be engaged in their work. Engaged employees tend to demonstrate higher levels of motivation, commitment, and productivity, leading to improved organizational performance (Bakker & Demerouti, 2008). Moreover, psychological safety has been linked to employee well-being and job satisfaction. Studies have shown that when employees perceive their work environment as psychologically safe, they experience lower levels of stress and burnout (Kahn, 1990; Newman et al., 2017). This, in turn, enhances job satisfaction and contributes to a positive work experience. Psychological safety also plays a crucial role in fostering teamwork and collaboration. Research has shown that teams characterized by high psychological safety are more likely to engage in open and constructive communication, share information, and collaborate effectively (Edmondson, 1999; Edmondson & Lei, 2014). This leads to improved team performance, innovation, and problem-solving capabilities (Edmondson, 2019).

Additionally, psychological safety has been associated with learning behaviors and knowledge sharing within organizations. Employees who feel psychologically safe are more willing to ask for help, seek feedback, and admit mistakes, facilitating individual and collective learning (Edmondson, 1999; Detert & Edmondson, 2011). This contributes to knowledge sharing, innovation, and continuous improvement within the organization. Furthermore, research has explored the impact of psychological safety on voice behavior. Voice behavior refers to employees' willingness to speak up, express their opinions, and provide suggestions for improvement. Studies have consistently found that psychological safety positively predicts voice behavior (Van Dyne & LePine, 1998; Carmeli et al., 2019). When employees feel safe to voice their ideas and concerns, organizations benefit from increased creativity, innovation, and problem-solving capabilities.

Leadership is a key antecedent of psychological safety within organizations. Research has shown that leaders who demonstrate behaviors such as openness, approachability, and supportive communication contribute to the establishment of psychological safety (Carmeli et al., 2019). When leaders encourage employee participation, listen to diverse perspectives, and create a non-punitive environment for voicing concerns or ideas, employees are more likely to feel psychologically safe (Carmeli & Gittell, 2009). Another important antecedent of psychological safety is organizational culture. A culture that values learning, feedback, and continuous improvement fosters psychological safety among employees (Edmondson, 2019). When organizations prioritize learning from failures, view mistakes as opportunities for growth, and encourage experimentation, employees feel more comfortable taking interpersonal risks and sharing their thoughts without fear of negative consequences. Team dynamics and interpersonal relationships also contribute to psychological

safety. Research has shown that positive team climate, characterized by trust, mutual respect, and cooperation, promotes psychological safety (Edmondson & Lei, 2014). When team members feel supported, acknowledged, and valued by their peers, they are more likely to speak up, share ideas, and engage in open and honest communication. Additionally, the precedents of psychological safety can be influenced by individual factors. Self-esteem and self-efficacy have been identified as personal characteristics that contribute to the development of psychological safety (Carmeli et al., 2019). Individuals with higher levels of self-esteem and self-efficacy tend to have more confidence in expressing their ideas and beliefs, which facilitates the creation of a psychologically safe environment.

Furthermore, prior experiences and organizational history can shape the level of psychological safety within an organization. Organizations that have a history of open communication, transparency, and trust-building practices are more likely to have a foundation of psychological safety (Edmondson, 2018). Conversely, organizations with a history of blame, punishment, or lack of psychological safety may face challenges in creating a safe environment for employees. It is worth noting that these antecedents and precedents of psychological safety interact and influence each other in a complex manner. For example, leadership behaviors shape the organizational culture, which, in turn, affects team dynamics and individual experiences of psychological safety. These interconnections emphasize the importance of a holistic approach to fostering psychological safety within organizations.

Job Satisfaction

Job satisfaction is a complex and multifaceted construct that has been extensively researched in the field of organizational psychology. It refers to an

individual's overall evaluation of their job and the extent to which it meets their needs and expectations (Spector, 1997). The nature of the work itself is a key determinant of job satisfaction, with research consistently showing that individuals experience higher levels of job satisfaction when they find their work meaningful and engaging (Hackman & Oldham, 1980). Providing employees with challenging and fulfilling tasks that align with their skills and interests can contribute to higher job satisfaction levels. Positive relationships with supervisors and colleagues are also significant factors influencing job satisfaction (Eisenberger et al., 2002).

Supportive and respectful interactions, effective communication, and a sense of camaraderie can contribute to a positive social climate, enhancing job satisfaction among employees. Remuneration and benefits play a vital role in determining job satisfaction, with fair and equitable compensation essential to meeting employees' basic needs and maintaining their motivation and job engagement (Judge et al., 2010). Additionally, benefits such as healthcare, retirement plans, and vacation time contribute to overall job satisfaction by addressing employees' well-being and work-life balance. Opportunities for growth and development are crucial for job satisfaction and employee engagement, with training programs, mentorship opportunities, and career advancement pathways promoting job satisfaction (Loher et al., 1985). Work-life balance is increasingly recognized as a critical factor affecting job satisfaction, with flexible work arrangements such as telecommuting or flexible schedules positively impacting employees' job satisfaction (Grzywacz & Carlson, 2007). Organizational culture and climate also contribute significantly to job satisfaction, with a positive work environment characterized by trust, respect, and open communication fostering higher levels of job satisfaction among employees (Kristof-

Brown et al., 2005). When employees feel valued, supported, and empowered, they are more likely to be satisfied with their jobs.

Locke (1976) posited that job satisfaction is a positive emotional state that arises from an individual's evaluation of their work experience. This term assumes that an individual's attitudes towards their work can be used to deduce their level of job satisfaction (Pupora & Blegen, 2015). Job satisfaction is a representation of workers' utility on the job and has been shown to have an impact on both worker behavior and organizational productivity (Artz, 2008). Skogstad et al. (2014) found a significant relationship between managerial support and job satisfaction. Skaalvik and Skaalvik (2014) suggested that teachers' self-efficacy is positively associated with work engagement and job satisfaction. According to social exchange theory (Adams, 1965, as cited in Bateman & Organ, 2018), an individual's satisfaction is a result of the efforts made by organizational leaders. When these efforts are perceived as voluntary and non-manipulative, individuals are more likely to reciprocate. Researchers have examined the organizational and personal variables that affect job satisfaction (Tepeci & Bartlett, 2002), including factors related to job and family life (Karatepe & Sokmen, 2006). Skaalvik and Skaalvik (2014) have also addressed the factors that influence job satisfaction from a career perspective. Physical, social, and individual factors also play a role in determining job satisfaction. Employee job satisfaction can be improved by a cohesive and supportive team characterized by leadership behavior, warmth and competence of coworkers (Bufquin et al., 2017), and team spirit and involvement (Lam & Ching, 2007).

The study of job satisfaction has undergone significant development over time, providing valuable insights into the factors that influence employee well-being and organizational effectiveness. Early research focused on identifying the key

determinants of job satisfaction, while more recent studies have delved deeper into understanding the nuanced dynamics and outcomes associated with job satisfaction. In the initial stages of research, studies primarily examined the relationship between job characteristics and job satisfaction. The Job Characteristics Model developed by Hackman and Oldham (1980) highlighted the importance of task variety, autonomy, and feedback in enhancing job satisfaction. These findings emphasized the significance of providing employees with meaningful and challenging work to foster satisfaction. As research progressed, attention shifted to exploring the role of social factors in job satisfaction. Eisenberger et al. (2002) found that perceived supervisor support positively influenced job satisfaction and organizational commitment. Similarly, positive relationships with coworkers and supportive work environments were linked to higher levels of job satisfaction (Eisenberger et al., 2002). The influence of individual characteristics on job satisfaction has also been investigated. Personality traits, such as extraversion, emotional stability, and conscientiousness, have been found to be positively associated with job satisfaction (Judge & Kammeyer-Mueller, 2012). These findings suggest that individuals with certain personality traits may be more inclined to experience greater job satisfaction. The impact of organizational factors on job satisfaction has been a significant focus of research. Perceived organizational support, which reflects employees' beliefs about the extent to which the organization values their contributions and cares about their well-being, has consistently been linked to higher levels of job satisfaction (Eisenberger et al., 2002). Additionally, factors such as leadership style, organizational culture, and job security have been found to influence job satisfaction (Spector, 1997). More recent research has expanded the understanding of job satisfaction by examining its consequences and outcomes. High levels of job

satisfaction have been associated with increased organizational commitment, job performance, and employee engagement (Judge et al., 2001). Job satisfaction has also been linked to positive mental and physical health outcomes. For instance, satisfied employees are less likely to experience burnout, stress, and other negative psychological effects (Spector, 1997). Furthermore, job satisfaction has been found to have a positive impact on overall well-being and life satisfaction (Judge et al., 2001). The changing nature of work and the rise of technological advancements have introduced new dimensions to the study of job satisfaction. Research has explored the influence of work-life balance and flexible work arrangements on job satisfaction (Grzywacz & Carlson, 2007). The ability to effectively manage work and personal life demands has been found to positively impact job satisfaction and overall employee well-being.

Job satisfaction, as a complex and multidimensional construct, is influenced by various antecedents and precedents. One of the significant antecedents of job satisfaction is the individual's personality traits. Research has found that certain personality traits, such as extraversion, emotional stability, and conscientiousness, are positively associated with job satisfaction (Judge & Kammeyer-Mueller, 2012). Individuals with these traits tend to have a more positive outlook, experience less stress, and exhibit higher levels of job satisfaction compared to those with less favorable personality traits. Another critical antecedent of job satisfaction is the perceived organizational support (POS) provided to employees. POS refers to employees' perception of the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al., 1986). Research has consistently shown a positive relationship between POS and job satisfaction. When employees perceive higher levels of support from their organization, they are more

likely to feel valued and satisfied with their jobs. Job characteristics also play a significant role in influencing job satisfaction. Hackman and Oldham (1980) job characteristics model proposes that certain job characteristics, such as skill variety, task identity, task significance, autonomy, and feedback, can contribute to higher levels of job satisfaction. Jobs that offer a variety of tasks, opportunities for skill utilization, and meaningful work tend to lead to higher job satisfaction levels. The quality of the relationship between employees and their supervisors is another important antecedent of job satisfaction. A supportive and positive relationship characterized by open communication, fairness, and trust has been found to be strongly associated with higher levels of job satisfaction (Eisenberger et al., 2002). Employees who perceive their supervisors as supportive and respectful are more likely to experience job satisfaction and exhibit higher levels of organizational commitment. Work-life balance is an antecedent of job satisfaction that has gained significant attention in recent years. Employees who are able to effectively balance their work responsibilities with their personal lives tend to experience higher levels of job satisfaction (Grzywacz & Carlson, 2007). Organizations that offer flexible work arrangements, promote work-life balance initiatives, and support employees' personal commitments tend to have more satisfied and engaged employees. Employees who are satisfied with their jobs are more likely to exhibit higher levels of organizational commitment, engagement, and performance (Judge et al., 2001). They are also less likely to engage in counterproductive work behaviors, such as absenteeism and turnover. Job satisfaction has also been associated with employees' well-being and overall quality of life. Satisfied employees tend to have lower levels of stress, better mental health, and higher life satisfaction (Spector, 1997). Moreover, job satisfaction

has been linked to improved physical health outcomes, including lower blood pressure and reduced risk of cardiovascular diseases (Kivimäki et al., 2005).

<div align="center">**Relation between Constructs**</div>

Authentic Leadership and Job Satisfaction

Walumbwa et al. (2008) revealed that followers' perceptions of their supervisors' authentic leadership were positively connected to their job satisfaction. Authentic leadership, according to Wong and Laschinger (2012), emphasizes the critical role of authentic leaders in fostering follower's development by providing opportunity to learn new skills, allowing for autonomy, competence, and job satisfaction. In the study conducted by Wong and Laschinger (2012) a favorable association between authentic leadership and job satisfaction has been established. Darvish and Rezaei (2011) stated that higher levels of authenticity in leaders have a direct impact on higher levels of satisfaction and commitment of followers. The majority of studies consistently found a following link between authentic leadership and job satisfaction.

According to research, authentic leadership has a positive impact on job satisfaction, creating a favorable work environment and enhancing employee well-being. Several studies have contributed to understanding this relationship, providing empirical evidence and theoretical explanations. Avolio and Gardner (2005) conducted a study in a healthcare organization and discovered a positive correlation between authentic leadership and job satisfaction. They emphasized the importance of leaders acting genuinely and building trust to create a positive work environment conducive to employee satisfaction. Walumbwa et al. (2008) conducted a meta-analysis of 69 independent samples and confirmed a significant positive correlation between authentic leadership and job satisfaction. The analysis revealed that

transparent and ethical conduct, as well as relational transparency, were consistently associated with higher levels of job satisfaction. Zhang and Bartol (2010) explored the effects of authentic leadership on job satisfaction and found that psychological empowerment partially mediated this relationship. Authentic leaders who empower their employees by delegating decision-making authority and providing support create a sense of autonomy and competence, leading to greater job satisfaction. Another study by Walumbwa et al. (2010) highlighted the impact of authentic leadership on employee well-being, which, in turn, predicted higher levels of job satisfaction. Authentic leaders who promote well-being and create a positive work climate contribute to greater job satisfaction among employees. Moreover, Mayer et al. (2012) examined the moderating effect of psychological capital (PsyCap) on the relationship between authentic leadership and job satisfaction. They found that authentic leadership was particularly effective in enhancing job satisfaction among employees with high PsyCap, which consists of self-efficacy, hope, optimism, and resilience. Additionally, Hsieh and Wang (2015) investigated the mediating role of job engagement in the relationship between authentic leadership and job satisfaction. Their findings indicated that authentic leadership positively influenced job engagement, which, in turn, led to higher levels of job satisfaction. Furthermore, a study by Joo and Jo (2017) examined the influence of authentic leadership on job satisfaction in the context of team performance. They found that authentic leadership positively affected team performance and job satisfaction, emphasizing the importance of authentic leaders in fostering positive work outcomes.

The research consistently demonstrates a positive relationship between authentic leadership and job satisfaction. Authentic leaders who demonstrate transparency, trustworthiness, and self-awareness create a positive work environment,

enhance employee well-being, and empower their subordinates. These factors contribute to higher levels of job satisfaction among employees. Organizations can benefit from recognizing and promoting authentic leadership to cultivate a positive and engaged workforce.

Compassion at Work and Job Satisfaction

Compassion at work promotes employee engagement, dedication, and loyalty. Moreover, people who work for firms that practice compassion at work report lower stress levels and higher job satisfaction. Employees usually long for care and compassion as understood by the relationship between compassion at work and job satisfaction. When the employee perceives that the organization cares about them and constantly works to enhance their lives, they will have higher level of job satisfaction (Khan, 2019). According to Suttie (2015), Employee satisfaction and loyalty increases when compassion at work is shown in the workplace. A worker who feels cared for at work is more likely to experience positive emotion, which in turn helps to foster positive work relationships, increased cooperation, and better customer relations. Also, the following findings of the previous studies also established a positive relationship between compassion at work and job satisfaction.

Empirical research has illuminated a positive correlation between compassion in the workplace and job satisfaction, emphasizing the significance of compassion in enhancing employee contentment. The ensuing studies provide valuable insights into this relationship: Dutton et al. (2014) underscored the impact of compassion in the workplace on job satisfaction. Their findings revealed that employees who received compassion from their colleagues and supervisors reported higher levels of job satisfaction. Compassionate interactions, such as acts of kindness and understanding, engendered positive emotional experiences that augmented overall job satisfaction.

Frost et al. (2002) explored compassion in the workplace and its association with job satisfaction. Their study demonstrated that compassionate acts, such as supportive gestures and expressions of empathy, fostered a sense of psychological safety, trust, and positive relationships, leading to increased job satisfaction. Spreitzer et al. (2010), compassion in the workplace was found to have a positive impact on employee well-being, thriving, and flourishing. These positive workplace emotions were linked to higher levels of job satisfaction. Compassionate work environments, characterized by caring relationships and support, promoted employee well-being and contributed to overall job satisfaction. Wayment and Bauer (2018) investigated the role of self-compassion in job satisfaction. Their study revealed that individuals who exhibited self-compassion were more likely to experience higher levels of job satisfaction. Self-compassion promotes self-care, resilience, and a positive self-view, leading to greater satisfaction with one's work. Cameron et al. (2003) highlighted the importance of positive emotional connections, including compassion, in the workplace. Compassionate acts foster positive emotions, which, in turn, contribute to higher levels of job satisfaction. Creating a compassionate work environment promotes positive affective experiences and overall job satisfaction.

The research indicates a positive relationship between compassion at work and job satisfaction. Compassion fosters positive emotional experiences, enhances relationships, promotes well-being, and contributes to higher levels of job satisfaction. Organizations should recognize the importance of cultivating a compassionate work environment by promoting supportive relationships, empathy, and kindness. By doing so, they can create a positive workplace culture that enhances employee satisfaction, engagement, and overall organizational success.

Authentic Leadership and Psychological Safety

The phenomenon of authentic leadership has been observed to exert a favorable influence on the psychological safety of the workplace. Psychological safety, as defined by Edmondson (1999), pertains to the degree to which employees feel secure in expressing themselves and undertaking interpersonal risks without apprehension of unfavorable outcomes. When employees experience a sense of psychological safety, they are inclined to engage in candid communication, exhibit initiative, and make contributions to team creativity and innovation, as per Edmondson (2018). The ensuing research studies furnish substantiation of the correlation between authentic leadership and psychological safety.

A study by Avolio et al. (2009) revealed a positive correlation between authentic leadership and team psychological safety. The study was conducted on 58 teams in a Chinese manufacturing company, and it was found that team members who perceived their leader to be authentic reported higher levels of psychological safety within the team. The authors suggested that authentic leaders are more likely to create an environment that fosters employee comfort in sharing their ideas and opinions without fear of negative consequences. Huang et al. (2010) examined the relationship between authentic leadership, psychological safety, and employee creativity in a sample of 466 employees from various industries in China. The results showed that authentic leadership was positively related to psychological safety, which, in turn, was positively related to employee creativity. The authors suggested that authentic leaders are more likely to create a psychologically safe environment that encourages employees to take risks and contribute to innovation. In another study by Walumbwa and Schaubroeck (2009), authentic leadership was found to be positively related to psychological safety and voice behavior. The study was conducted on a sample of

1,177 employees from 13 organizations in China and the United States. The authors found that employees who perceived their leaders to be authentic were more likely to feel psychologically safe and engage in voice behavior, which refers to employees' willingness to speak up and develop the ideas and suggestions for improving the organization. Walumbwa et al. (2010) examined the relationship between authentic leadership and follower voice behavior in a sample of 573 employees from various organizations in the United States. The results showed that authentic leadership was positively related to voice behavior, which, in turn, was positively related to job performance. The authors suggested that authentic leaders create a culture that fosters employee safety in speaking up and offering ideas, which can ultimately lead to improved job performance. Finally, Wang et al. (2019) conducted a study to examine the relationship between authentic leadership and psychological safety and employee engagement in a sample of 467 employees from various industries in China. The authors found that authentic leadership was positively related to both psychological safety and employee engagement. The authors suggested that authentic leaders create a culture that fosters employee safety in expressing themselves, which can lead to increased engagement and commitment to the organization.

These studies suggest that authentic leadership is positively related to psychological safety in the workplace. Authentic leaders are more likely to create a work environment in which employees feel safe to express themselves and take interpersonal risks, which can lead to improved creativity, innovation, and job performance. By promoting authentic leadership, organizations can create a culture in which employees feel valued, respected, and supported, ultimately leading to a more positive and productive work environment.

Psychological Safety and Job Satisfaction

The concept of psychological safety in the workplace, which denotes the collective perception that it is secure to undertake interpersonal risks and express oneself without apprehension of unfavorable outcomes, has garnered considerable interest in the realm of organizational research. Conversely, job satisfaction pertains to an individual's comprehensive affirmative or negative assessment of their occupation. This manuscript scrutinizes the research discoveries concerning the correlation between psychological safety and job satisfaction, utilizing empirical investigations and theoretical models. Comprehending the influence of psychological safety on job satisfaction is imperative for organizations to establish nurturing work atmospheres that foster employee welfare and contentment.

Numerous studies have underscored the importance of a psychologically safe work environment in promoting employee satisfaction, highlighting a positive relationship between psychological safety and job satisfaction. The following studies provide valuable insights into this relationship:

Edmondson (1999) explored the relationship between psychological safety and job satisfaction in hospital operating teams. The findings revealed a significant positive correlation between psychological safety and job satisfaction, indicating that employees who feel safe to take interpersonal risks experience higher levels of job satisfaction. Carmeli et al. (2009) conducted a study examining the link between psychological safety, job satisfaction, and work engagement in a sample of 198 employees from various organizations. The results demonstrated a positive relationship between psychological safety and both job satisfaction and work engagement, suggesting that employees who perceive a higher level of psychological safety also report greater job satisfaction. Eisenbeiss et al. (2008) investigated the

influence of leadership on psychological safety and job satisfaction. The study found

that when leaders create a psychologically safe climate, employees experience higher

levels of job satisfaction. Psychological safety mediated the relationship between

leadership and job satisfaction, emphasizing the importance of leadership behaviors in

fostering a psychologically safe environment. Kahn (1990) examined the relationship

between psychological conditions at work and employee engagement, which is

closely related to job satisfaction. The research highlighted that psychological safety

is a fundamental aspect of the work environment that positively affects employee

engagement, ultimately leading to higher levels of job satisfaction. Nielsen et al.

(2011) explored the relationship between psychological safety, job satisfaction, and

mental health in a longitudinal study. The findings revealed that psychological safety

positively predicted job satisfaction over time, suggesting that a safe and supportive

work environment contributes to increased satisfaction among employees.

The research findings suggest a favorable correlation between psychological

safety and job satisfaction. When employees perceive a sense of psychological safety,

they are more inclined to experience elevated levels of job satisfaction. Psychological

safety fosters trust, transparent communication, and a willingness to take risks, which

subsequently augment employee engagement, well-being, and overall job satisfaction.

It is imperative for organizations to prioritize the establishment of a psychologically

safe work environment by cultivating supportive relationships, promoting open

dialogue, and valuing diverse perspectives. By doing so, they can effectively enhance

employee satisfaction, productivity, and overall organizational success.

Compassion at Work as a Moderator

Compassion at work is a phenomenon that involves the demonstration of

kindness, concern, and empathy towards others in the workplace. It is considered a

crucial component of positive work relationships, as it fosters a sense of caring, respect, and understanding among employees. Empirical evidence has shown that compassion at work is associated with various positive outcomes, including job satisfaction, organizational commitment, and employee well-being (Dutton et al., 2014; Lilius et al., 2008; Neff & Germer, 2013).

Authentic leadership, on the other hand, emphasizes the importance of leaders being self-aware, genuine, and transparent in their interactions with others. Authentic leaders prioritize building strong relationships with their employees, creating a positive work culture, and promoting a sense of community and collaboration. Research has consistently demonstrated that authentic leadership is positively associated with employee attitudes, such as job satisfaction and engagement (Avolio & Gardner, 2005; Walumbwa et al., 2008). Although both compassion at work and authentic leadership have been studied independently, recent research has explored the potential synergies between the two constructs. Specifically, researchers have begun to investigate whether compassion at work may act as a moderator between authentic leadership and job satisfaction, such that the positive effects of authentic leadership on job satisfaction are amplified in the presence of high levels of compassion at work. One possible explanation for why compassion at work may moderate the relationship between authentic leadership and job satisfaction is that compassionate leaders may be more effective in creating a supportive work environment that fosters positive relationships among employees.

In turn, employees who feel valued and supported by their colleagues are likely to experience higher levels of job satisfaction (Walumbwa et al., 2011). Additionally, research has shown that compassionate leaders are more likely to promote positive work attitudes and behaviors, such as empathy, kindness, and

forgiveness, which are associated with higher levels of job satisfaction (Dutton et al., 2014; Lilius et al., 2008).

Recent research has provided support for the idea that compassion at work may moderate the relationship between authentic leadership and job satisfaction. For example, in a study of healthcare workers, Dutton et al. (2014) found that the positive relationship between authentic leadership and job satisfaction was significantly stronger when employees perceived high levels of compassion at work. Similarly, in a study of employees in the hospitality industry, Lilius et al. (2008) found that compassionate leadership was positively associated with job satisfaction and that this relationship was stronger when employees perceived a high level of support and kindness from their colleagues.

Overall, the research suggests that compassion at work may act as a powerful moderator between authentic leadership and job satisfaction. By promoting a compassionate work culture, leaders may be able to enhance the positive effects of authentic leadership on employee attitudes, leading to higher levels of job satisfaction, engagement, and overall well-being. While more research is needed to fully understand the underlying mechanisms of this relationship, the findings suggest that organizations may benefit from prioritizing both authentic leadership and compassion at work as key drivers of employee satisfaction and success.

Psychological Safety as a Mediator

The concept of psychological safety has become a crucial factor in promoting favorable work outcomes, such as job satisfaction. This notion refers to the extent to which individuals feel secure and at ease expressing their ideas, taking risks, and being vulnerable in the workplace without fear of negative consequences (Edmondson, 1999). Additionally, authentic leadership has been linked to job

satisfaction, as it involves leaders being transparent, ethical, and genuine in their interactions with employees (Walumbwa et al., 2010). Given the potential overlap between these two constructs, it is plausible that psychological safety may act as a mediator in the relationship between authentic leadership and job satisfaction.

Research has supported the idea that psychological safety can enhance the positive effects of authentic leadership on job satisfaction. For instance, Silla et al. (2011) found that psychological safety mediated the relationship between authentic leadership and job satisfaction among Spanish workers. The authors suggest that authentic leadership behaviors may help create a climate of psychological safety by promoting openness, trust, and mutual respect among employees. In turn, this sense of safety may lead to greater job satisfaction by reducing employee stress, promoting teamwork, and fostering a positive work environment. Numerous studies view psychological safety as a mediator of relationships between leadership and outcomes (e.g., Edmondson 1999). Hence, the mediating effect of psychological safety on various types of leadership research paves a way for this study too. Few studies that highlight psychological safety as a mediator are the mediating role of psychological safety on inclusive leadership and employee involvement (Carmeli et al., 2010); the mediating role of psychological safety on transformational leadership and creative problem-solving (Carmeli et al., 2014) and the mediating role of psychological safety on ethical leadership and voice behavior (Walumbwa & Schaubroeck, 2009).

Authentic leadership, which has a strong moral perspective, fosters a high sense of psychological safety in employees (Leroy et al., 2012). Psychological safety reduces perceived threats, encourages provisional tries, and tolerates failure without retaliation (Schein & Bennis, 1965). Employees who experience high levels of psychological safety are better equipped to develop, contribute, and work efficiently

(Edmondson & Lei, 2014; Frazier et al., 2017). As a result, employees might be more likely to receive positive feedback (Edmondson, 1999; Hood et al., 2015) due to their efficient contribution, leading to higher job satisfaction. Therefore, it can be inferred that psychological safety mediates the relationship between authentic leadership and job satisfaction. Other studies have also supported the mediating role of psychological safety in the relationship between authentic leadership and job satisfaction. For example, Song et al. (2015) found that psychological safety partially mediated the relationship between authentic leadership and job satisfaction among Chinese healthcare workers. Similarly, Wang and Hsieh (2019) found that psychological safety mediated the relationship between authentic leadership and job satisfaction among Taiwanese nurses.

These findings suggest that psychological safety may play a crucial role in linking authentic leadership with job satisfaction. Authentic leaders who foster a sense of psychological safety among their employees may create a work environment that is conducive to positive job outcomes. This is consistent with the idea that authentic leadership is not just about individual characteristics but also about creating a positive work environment that promotes well-being and job satisfaction (Walumbwa et al., 2010). The concept of psychological safety has also been linked to other positive work outcomes, such as creativity, innovation, and performance (Edmondson, 1999). This suggests that fostering psychological safety in the workplace may have broader implications beyond job satisfaction. By promoting authentic leadership behaviors that create a climate of psychological safety, organizations can cultivate a positive work culture that enhances employee well-being, creativity, and overall organizational success.

Psychological safety has become a critical factor in promoting positive work outcomes, including job satisfaction. Research has shown that psychological safety may serve as a mediator in the relationship between authentic leadership and job satisfaction. Authentic leaders who foster a sense of psychological safety among their employees may create a positive work environment that promotes well-being and job satisfaction. Organizational leaders should recognize the importance of promoting both authentic leadership behaviors and psychological safety to create a positive work culture that enhances employee well-being and overall organizational success.

Conceptual Support

The literature presents a diverse range of theories that converge in exploring the influence of authentic leadership on job satisfaction, with the moderating role of compassion at work and the mediating role of psychological safety. These theories give a comprehensive framework for comprehending the complex interplay of factors that shape employees' experiences and outcomes within organizational contexts.

The foundational pillar of this research is the authentic leadership theory, as proposed by Walumbwa et al. (2008). This theory emphasizes the importance of leaders exhibiting transparent behaviors aligned with their values, which engenders trust and inspires followers, contributing to heightened job satisfaction.

The Social Exchange Theory, as outlined by Eisenberger et al. (1986), complements this narrative by highlighting the reciprocity inherent in social interactions. Authentic leadership prompts positive exchanges as leaders demonstrate genuine concern for employees' well-being, fostering increased job satisfaction and commitment among employees.

The compassion at work Theory, put forth by Lilius et al. (2011), intricately intertwines with the authentic leadership paradigm. This theory underscores the

pivotal role of compassion in organizational settings, moderating the relationship between authentic leadership and job satisfaction. Leaders who exemplify compassion cultivate an environment of care and support, intensifying the perception of authenticity and subsequently elevating job satisfaction.

Researchers draw from the roots of the Job Characteristics Model (Hackman & Oldham, 1976) to reveal how authentic leadership and compassion at work influence job characteristics, thereby influencing motivation, satisfaction, and performance. Authentic leadership enhances job characteristics by aligning tasks with individual values, while compassion at work accentuates this impact, fostering an emotional connection to tasks that translates into higher job satisfaction.

Social Identity Theory, as proposed by Tajfel and Turner (1979), highlights the establishment of a positive group identity. Authentic leadership and compassion at work create an environment that fosters a sense of belonging and camaraderie, which ripples into the realm of psychological safety, providing employees with the confidence to express themselves. This safety net acts as a conduit, mediating the effects of authentic leadership and compassion on job satisfaction.

The psychological safety Theory, elucidated by Edmondson (1999), emphasizes an environment where employees can voice their opinions without fear of retribution. Authentic leadership and compassion at work foster psychological safety by promoting open communication and learning. This secure environment serves as a mediator, channeling the positive effects of authentic leadership and compassion on job satisfaction.

These theories provide a comprehensive framework for analyzing the complex dynamics underlying the research on the impact of authentic leadership on job satisfaction, with compassion at work moderating and psychological safety mediating.

Together, these theories illuminate the multifaceted interplay between authentic

leadership, compassion, and psychological safety, ultimately shaping employees'

well-being and satisfaction within the organizational landscape.

Theoretical Framework

The ideas of authentic leadership, compassion at work, psychological safety,

and job satisfaction were briefly discussed in the previous sections. Past literature

examining the interrelationships between authentic leadership and job satisfaction,

compassion at work and job satisfaction, authentic leadership and psychological

safety, and psychological safety and job satisfaction are presented. Based on this

review of literature, a theoretical framework suggesting possible relationship among

different study variables is proposed as shown in figure 1.

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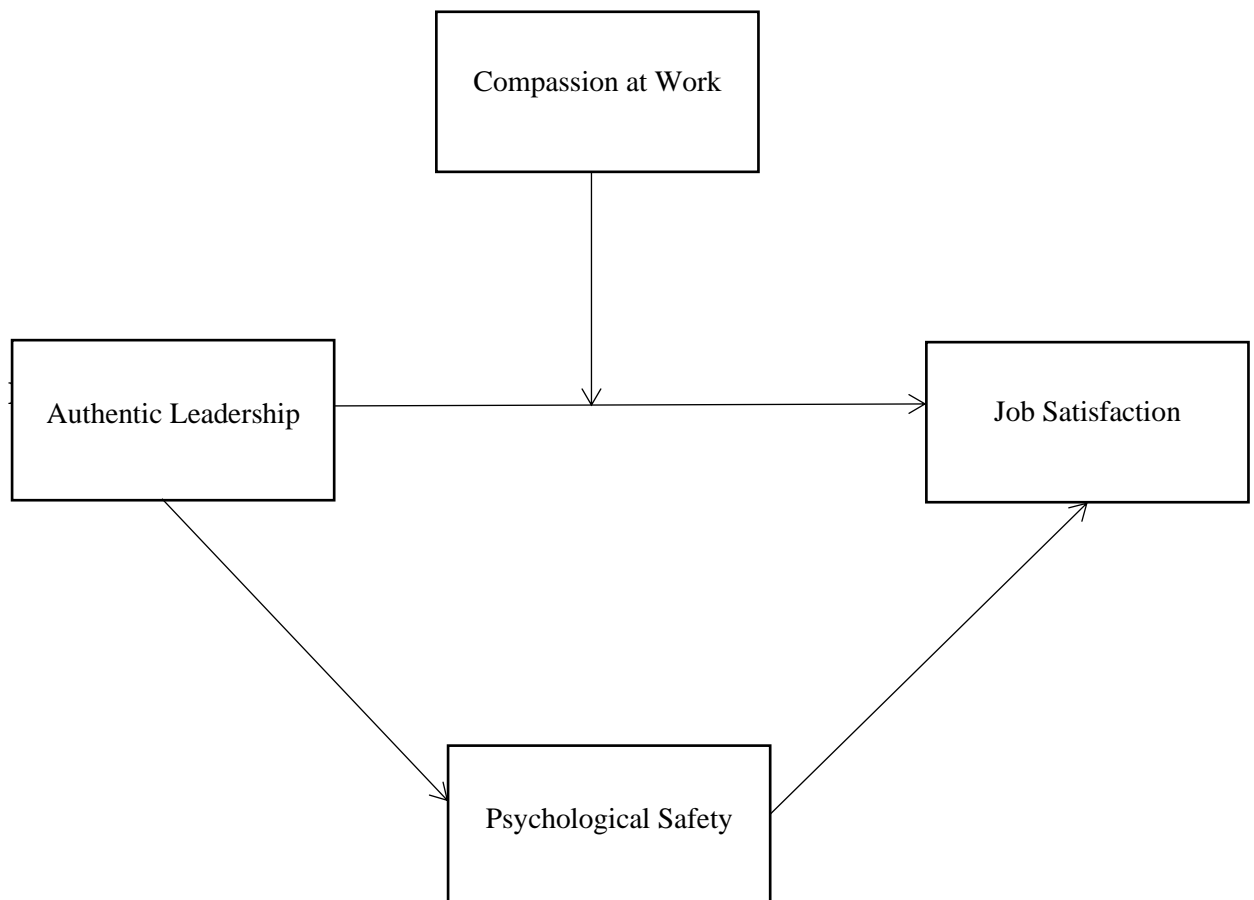
Figure 1. *Theoretical Framework*

Research Hypotheses

Hypothesis 1: Faculty's perception of authentic leadership will be positively related with job satisfaction.

Hypothesis 2: Faculty's perception of compassion at work will moderate the relationship between authentic leadership and job satisfaction.

Hypothesis 3: Faculty's perception of psychological safety will partially mediate the relationship between authentic leadership and job satisfaction.

CHAPTER III

METHODOLOGY

In the relationship between authentic leadership and job satisfaction, the study looked at the moderating effects of compassion at work and the partial mediation of psychological safety. To accomplish the research objective, a cross-sectional survey design was used in this study. This chapter describes the sampling design, which covers the population, sampling methods, sample size, and sampling unit, as a component of the research design. The justification for choosing the sampling design is also covered. The measures and sources of measurement used in the research are described in this chapter. A discussion of data collecting and processing techniques wraps up the chapter.

Variables

This study investigates the influence of compassion at work and psychological safety on job satisfaction among the faculty members of seven major universities. In this study, authentic leadership is the independent variables, job satisfaction is the dependent variables, compassion at work is the moderating variable and psychological safety is the partial mediating variable.

Unit of Analysis

The unit of analysis for the study is individuals teaching faculty in (constituents and affiliated) colleges under the seven major universities of Nepal.

Population and Sample

The present study targeted the teaching faculties of seven major universities in Nepal, namely Tribhuwan University, Kathmandu University, Purbanchal University, Pokhara University, Lumbini Buddha University, Far Western University, and Mid-

Western University. The sample for the study was drawn from constituent and affiliated colleges operating under these universities. According to the Education Management Information System report on Higher Education 2019/20 A.D. (2076/77 B.S.), the total number of teachers currently employed in these universities is 9061. To determine the appropriate sample size, the researcher employed Yamane (1967) formula, which provides a simplified method for calculating sample sizes (Israel, 1992). Based on this formula, a sample size of approximately 383 participants was deemed appropriate for the study.

To ensure the representativeness of the sample, the researcher employed a non-probability (purposive) sampling strategy. This technique was chosen because it was believed that caution and preparation would increase the representativeness of the respondents. Purposive sampling assumes that the respondents possess the necessary experience to respond to the study, and therefore, faculty members from various universities were selected as the sample. The final sample size for the study was 741 faculty members from different colleges across the country. The researcher contends that this sample size is sufficient to represent the population of the study.

Measures or Instruments

The researcher employed four reliable and validated measures that had been previously developed to assess a range of variables relevant to the study. These measurements have been extensively utilized by numerous researchers in the past, and their reliability and validity in capturing the variables of interest have been confirmed. The specific details regarding these measures are provided below;

Authentic Leadership Scale

The scale of Neider and Schriesheim (2011) was used to calculate authentic leadership in this study. Fourteen items were used to evaluate the authentic aspects of

self-awareness (e.g., ''My manager describes accurately the way others view his/her abilities;'' α = .87), relational transparency (e.g., ''My manager clearly states what he/she means;'' α = .89), internalized moral perspective (e.g., ''My manager is guided in his/her actions by internal moral standards;'' α = .89), and balanced processing of the leader (e.g., ''My manager objectively analyzes relevant data before making a decision;'' α = .90). The five-point Likert scale was used to capture the response of the respondent, with 1 equaling "completely disagree" and 5 equaling "absolutely agree."

Compassion at Work Scale

The scale developed by Lilius et al. (2008) was used to measure compassion at work. The measure consists of three items that are assessed on a five-point scale ranging from 1 to 5, with 1 equaling "never" and 5 equaling "almost all the time." A factor analysis of these questions in the original study demonstrated acceptable uni-dimensionality. According to Cronbach's alpha, the scale's reliability 0.79.

Psychological Safety Scale

The scale was adapted from Edmondson (1999). For this study, the researcher used this scale. The scale consists of five items, each of which will assess on a five-point scale ranging from 1 to 5, with 1 equaling "not at all" and 5 equaling "to a significant extent." This metric has a Cronbach alpha of 0.76 (Carmeli et al., 2010).

Job Satisfaction Scale

The researcher used Tsui et al. (1980) job satisfaction scale to measure job satisfaction. The measure consists of six items that were assessed on a five-point scale ranging from 1 to 5, with 1 equaling "completely disagree" and 5 equaling "absolutely agree." The value of alpha coefficient ranged from.73 to.78 (Cohen, 1997).

Data Collection Procedure

During the time of COVID pandemic, to limit physical contact with responders and adhere to the COVID social distancing standards, the questionnaire was created as a Google form. All educational institutions running under the seven Nepali universities were sent the form by email, Facebook Messenger, Viber, and WhatsApp. Moreover, printed questionnaire were also sent to the contacts working for the specific organization to distribute the questionnaires to other coworkers post COVID. The researcher requested the focal person to describe the study purpose, process, confidentiality and anonymity to respondents. Automatic response and responses in printed forms were collected between July 2022 and August 2023.

Data Preparation

Upon completion of the questionnaire collection process, the researcher proceeded to input the gathered data into the computer system utilizing the Statistical Package for the Social Sciences (SPSS) software, specifically the 26 Trail version. Initially, the questionnaires underwent manual screening to ensure that all information was completed and that respondents met the minimum eligibility criteria. Subsequently, various techniques of data preparation were employed to screen the responses. Moreover, any questionnaires with a non-response rate exceeding 20% were excluded from the study. Additionally, responses that exhibited unengaged response, characterized by a mere 3 or 4 responses across the entirety of the questionnaire items, were also eliminated from the study.

Data Analysis

Statistical analysis was conducted using the SPSS 26.0, SmartPLS (4.00 Trial Version) software. To analyze demographic profile, reliability, and common method variances SPSS software was employed. To estimate confirmatory factor analysis and

structural model, mediated and moderated hypotheses SmartPLS software was

employed.

CHAPTER IV

RESULTS

This chapter commences with a depiction of the profile of the respondents, followed by an investigation of the prevalent research method. The factor structure is estimated through the execution of confirmatory factor analysis. The nature of the data is demonstrated through descriptive statistics, while the relationship among variables is illustrated through correlation analysis. Ultimately, hypotheses are tested through the application of Structural Equation Modeling.

Demographic Profile of Respondents

The present study involved the participation of seven hundred and forty-four respondents who are employed as teaching staff in different universities across Nepal. The demographic profile of these respondents is presented in Table 1.

Table 1

Demographic Profile of the Respondents

Variable	Frequency	Percent
Age (in Years)		
20-30	122	16.5
31-40	261	35.2
41-50	205	27.7
51-60	121	16.3
61-70	32	4.3
Gender		
Male	434	58.6
Female	301	40.6
Others	6	0.6
Education		
Bachelor Level	46	6.2
Master Level	326	44
MPhil	240	32.4
PhD	129	17.4
Marital Status		
Married	549	74.1
Unmarried	155	20.9
Divorced	23	3.1
Widowed	14	1.9
Stream		
Management	226	30.5
Humanities	150	20.2
Education	203	27.4
Science	57	7.7
IT	64	8.6
Law	13	1.8
Medicine	11	1.5
University		
Tribhuwan University	390	39.2
Kathmandu University	77	7.7
Purbanchal University	110	11.0
Pokhara University	96	9.6
Lumbini Buddha University	25	2.5
Mid-Western University	18	1.8
Far-Western University	25	2.5
Experience		

Less than 5 years	219	29.6
5-10 years	392	53.0
11-15 years	103	12.0
16-20 years	45	5.6

Note. Based on author' calculation

Table 1 presents the demographic characteristics of the research participants. It is evident that a significant proportion of the respondents were male, accounting for 58.6% (n=434). The age group with the highest representation was 31-40, comprising 35.2% (n=261) of the total respondents. Furthermore, the majority of participants possessed a Master's level education, with 44% (n=326) falling into this category. In terms of professional background, the largest number of respondents belonged to the management stream, constituting 30.5% (n=226) of the sample. Moreover, a substantial proportion of the participants were married, accounting for 74.1% (n=549). It is noteworthy that the majority of respondents were affiliated with Tribhuwan University, making up 39.2% (n=390) of the total sample. Lastly, the most prevalent work experience among the employees was in the range of 5-10 years, with 53.0% (n=392) of the respondents falling into this category.

Common Method Biases

The presence of a common method bias can appear when both independent and dependent variables are assessed within the same survey (Podsakoff et al., 2003). The variability observed in studies can be most effectively accounted for by a single factor, indicating the existence of common approach biases. Gaskin (2020) employs the Harman single factor test, the common latent factor test, and the market variable test to estimate the extent of common method biases. According to Podsakoff et al. (2003), the results of Herman's single-factor test yielded a value of 26.950%, suggesting the absence of statistically significant common method biases.

Structure Equation Model (SEM)

A widely utilized set of statistical techniques referred to as structural equation modeling (SEM) has become increasingly popular in the fields of business and social sciences. SEM is valuable for addressing a diverse range of research issues as it allows for the modeling of latent variables, consideration of different forms of measurement error, and the testing of comprehensive hypotheses (Henseler et al., 2016). Two prominent variations of SEM are covariance-based SEM (CB-SEM) and variance-based SEM (PLS-SEM). When the proposed model comprises one or more common factors, the preferred approach is Covariance-based Structural Equation Modeling (CB-SEM).

Covariance-Based SEM (CB-SEM)

CB-SEM is primarily utilized to assess the degree of congruence between a proposed theoretical framework and the actual covariance matrix, thereby determining the extent to which the model accurately reflects the real-world context being investigated. This method is commonly employed in explanatory or confirmatory research. When it comes to comparing, testing, or validating theories, CB-SEM is the preferred approach (Hair et al., 2017).

Variance-based SEM (PLS-SEM)

Among variance-based structural equation modeling (SEM) methods, partial least squares (PLS) path modeling is widely recognized as the most fully developed and general system (McDonald, 1996, p. 240). It has even been referred to as a "silver bullet" (Hair et al., 2017). PLS is extensively utilized in various fields such as information systems research (Marcoulides & Saunders, 2006), strategic management (Hair et al., 2018), and marketing (Hair et al., 2019). Its versatility in modeling both factors and composites is highly valued by researchers across disciplines, making it a

particularly promising method for new technology research and information systems research. While factors are suitable for modeling latent variables in behavioral research, such as attitudes or personality traits, composites are effective in representing robust concepts (Hook & Lowgren, 2012).

Specifying Higher-Order Constructs

The Two-Stage Approach

The two-stage approach has been suggested by researchers as an alternative to the repeated indicators approach (Wetzels et al., 2009). Two versions of this approach have been proposed, namely the embedded two-stage approach (Ringle et al., 2012) and the disjoint two-stage approach (Agarwal & Karahanna, 2000; Becker et al., 2012), which differ slightly in their model specification in both stages. Although both versions of the two-stage approach yield similar results (Cheah et al., 2019), there is no compelling reason to prefer one over the other. Therefore, the study has utilized the disjoint two-stage approach.

The Disjoint Two-Stage Approach

The specification of both stages is where the discontinuous two-stage approach and the embedded two-stage approach diverge. The discontinuous two-stage technique considers only the lower-order components of the higher-order construct (without the higher-order component) in the path model, as opposed to utilizing the repeated indicators approach in stage one. In stage two, the higher-order construct is measured using these scores. In contrast, all additional constructs in the path model are estimated using their typical multi-item measures as in stage one in the embedded two-stage technique.

In smart PLS, the estimation and measurement model assessment for the lower-order components is conducted in stage one using the standard model that

establishes direct relationships between the constructs. The higher-order component is not included in the PLS path model. In stage two, the latent variable scores from stage one are utilized to construct and estimate the model.

The assessment of stage two results involves the reflective-reflective measurement model of the higher-order construct, where the convergent validity is supported if the path coefficient does not significantly deviate from the 0.7 threshold (Hair et al., 2018). The second assessment involves checking that the measurement model of the higher-order construct is not negatively affected by collinearity, and evaluating the VIF of the lower-order components for the higher-order construct. Finally, the outer loading, weights, and significance of the model are evaluated to ensure model fit.

Lower Order Constructs

Lower order constructs, also known as first order constructs, represent the amalgamation of individual items within a construct, functioning collectively to form a unified construct. On the other hand, combinations of constructs contribute to the formation of latent variables, which in turn provide correlation or covariance.

Measurement Model

A measurement model elucidates the associations between observed variables and unobserved variables. This term signifies the connection between the results obtained from a measuring instrument (i.e., the observed indicator variables) and the underlying constructs they were intended to assess (i.e., the latent variables) (Byrne, 2020). Through the scrutiny of the measurement model, an estimation of its quality was made. The initial stage in evaluating the quality criteria involves assessing the factor loadings, followed by the determination of construct validity and reliability.
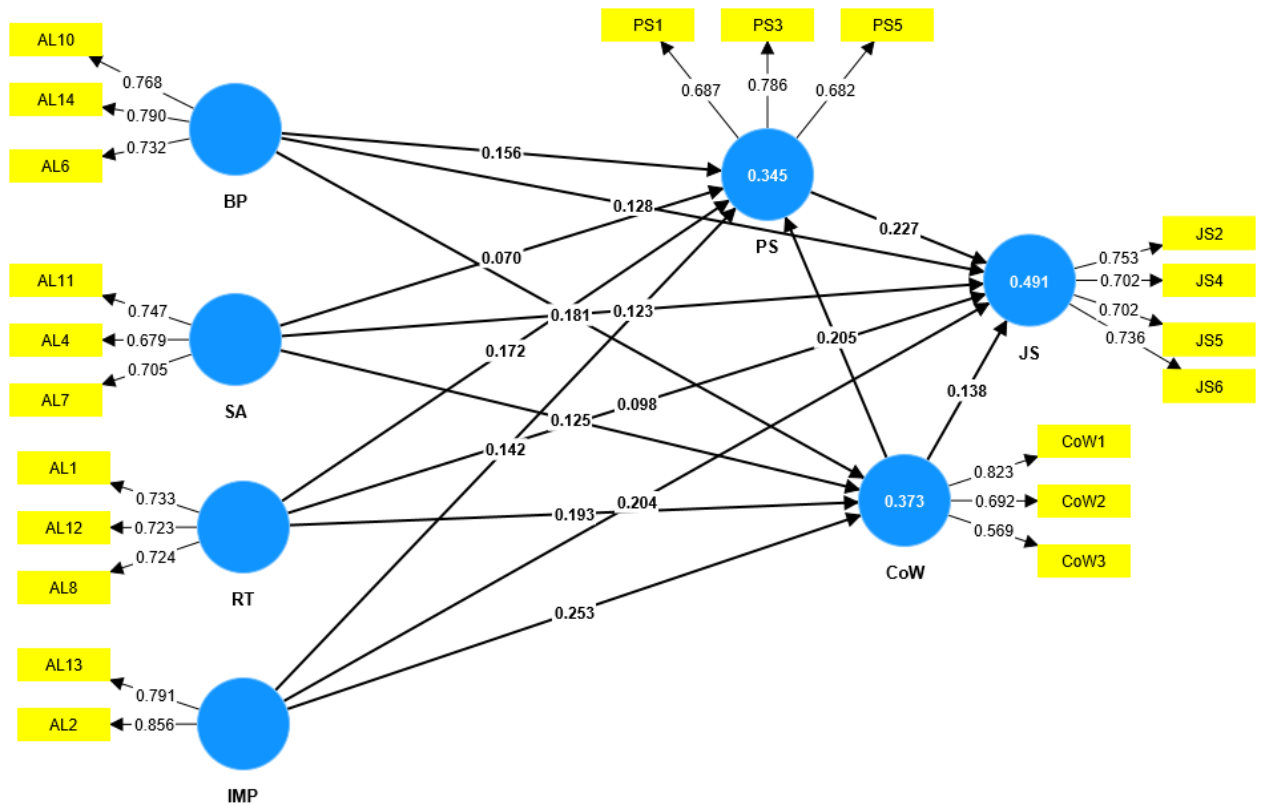
Figure 2. *Measurement of Lower Order Construct*

Factor Loadings

The correlation between each item in the correlation matrix and the principal component is measured by factor loading, which can vary from -1.0 to +1.0. A higher absolute value indicates a stronger correlation between the item and the underlying factor (Pett et al., 2003, p. 299). As a result of numerous factor loadings falling below the recommended threshold of 0.50, the analysis excluded items with poor loading (Hair et al., 2016) (refer to Table 2).

Table 2

Factor Loadings

Items	Outer Loadings
AL1 <- RT	0.736
AL10 <- BP	0.768
AL11 <- SA	0.746
AL12 <- RT	0.726
AL13 <- IMP	0.745
AL14 <- BP	0.788
AL2 <- IMP	0.807
AL4 <- SA	0.675
AL5 <- IMP	0.648
AL6 <- BP	0.734
AL7 <- SA	0.711
AL8 <- RT	0.717
CoW1 <- CoW	0.835
CoW2 <- CoW	0.791
JS2 <- JS	0.757
JS4 <- JS	0.694
JS5 <- JS	0.699
JS6 <- JS	0.741
PS1 <- PS	0.697
PS3 <- PS	0.780
PS5 <- PS	0.679

Note. Based on author's calculation

Construct Reliability and Convergent Validity

The reliability of a measurement instrument is determined by its degree of

stability and consistency. When an instrument is repeatedly administered, the

consistent results indicate the reliability of the model (Mark, 1996). Two commonly

used methods for establishing reliability are Cronbach Alpha (CA) and Composite Reliability (CR). The CA results ranged from 0.487 to 0.699, while the CR Statistics ranged from 0.754 to 0.814. Despite the relatively poor CR values, they still provide evidence for the reliability of the model (Hair et al., 2011). Therefore, construct reliability is established. The extent to which measures of the same or comparable constructs genuinely correspond to each other is referred to as convergent validity. When the Average Variance Explained (AVE) values exceed the recommended threshold of 0.50, it indicates that the items converge to measure the underlying construct, thus establishing convergent validity (Fornell & Larcker, 1981).

Table 3

Constructs Reliability and Convergent Validity

Constructs	CA	CR(rho_a)	CR(rho_c)	AVE
1. Balanced Processing	0.643	0.647	0.808	0.583
2. Compassion at Work	0.489	0.492	0.796	0.661
3. Internalized Moral Perspective	0.581	0.603	0.779	0.542
4. Job Satisfaction	0.698	0.706	0.814	0.523
5. Psychological Safety	0.533	0.540	0.763	0.518
6. Relational Transparency	0.553	0.553	0.770	0.528
7. Self-Awareness	0.510	0.510	0.754	0.506

Note. Based on author's calculation

Discriminant Validity

It pertains to the extent to which measurements of distinct concepts are truly separate. The underlying idea is that if multiple concepts are unique, then valid measurements of each should not exhibit excessive correlation. Two widely used approaches for establishing discriminant validity are the Fornell and Larcker Criterion and Heterotrait-Monotrait Ratio (HTMT). As per the Fornell and Larcker (1981) criterion, discriminant validity is established when the square root of a construct's

AVE is greater than its correlation with all other constructs. Table 9 displays the

Fornell and Larcker's Criteria value for each of the constructs.

Table 4

Discrimination validity (Fornell-Larcker Criterion)

Constructs	1	2	3	4	5	6	7
1. Balanced Processing	**0.764**						
2. Compassion at Work	0.464	**0.813**					
3. Internalized Moral Perspective	0.516	0.521	**0.736**				
4. Job Satisfaction	0.524	0.492	0.574	**0.723**			
5. Psychological Safety	0.463	0.426	0.473	0.541	**0.720**		
6. Relational Transparency	0.592	0.486	0.564	0.529	0.482	**0.726**	
7. Self-Awareness	0.494	0.431	0.571	0.503	0.406	0.522	**0.711**

Note. Based on author's calculation

HTMT is a method that relies on assessing the correlation between constructs

in order to estimate their relationship. The establishment of discriminant validity is

determined by the HTMT ratio, which has been a subject of debate in previous

research. Kline (2011) proposed a threshold of 0.85 or lower, while Teo et al. (2008)

suggested a more lenient threshold of 0.90 or lower. However, the HTMT values

obtained in this study exceeded 1, indicating a violation of the lower order construct

of authentic leadership. Consequently, this study adopted authentic leadership as a

reflective-reflective higher order construct.

Table 5

Discrimination Validity (HTMT Ratio)

Constructs	1	2	3	4	5	6	7
1. Balanced Processing	**1**						
2. Compassion at Work	0.821	**1**					
3. Internalized Moral Perspective	0.835	0.965	**1**				
4. Job Satisfaction	0.767	0.826	0.867	**1**			
5. Psychological Safety	0.788	0.830	0.836	0.880	**1**		
6. Relational Transparency	0.999	0.924	0.971	0.839	0.883	**1**	
7. Self-Awareness	0.868	0.863	1.043	0.830	0.779	0.983	**1**

Note. Based on author's calculation

The reported CA value for compassion at work 0.489. To uphold the integrity and dependability of the research, and to align with the objective of conducting high-quality studies, it was determined that CA would be excluded from any further analysis.

Validating Reflective-Reflective Higher Order Construct

In the present investigation, a Reflective-Reflective model is employed, wherein reflective indicators are utilized in the first order and reflective dimensions are employed in the second order. Specifically, the study incorporates balanced processing, internalized moral perspective, transparency, and self-awareness as reflective indicators in the first order. It is important to note that these indicators were chosen due to their significance in the study, and their exclusion would compromise the integrity of the research. Furthermore, the study regards authentic leadership as a higher order reflective-reflective construct. To ensure the validity of this higher order formative construct, a series of steps were undertaken. These steps were designed to meet all the necessary criteria, and as a result, the validity of the higher order

construct (HOC) was successfully established. The validity criterion for the HOC is presented in Table 6.
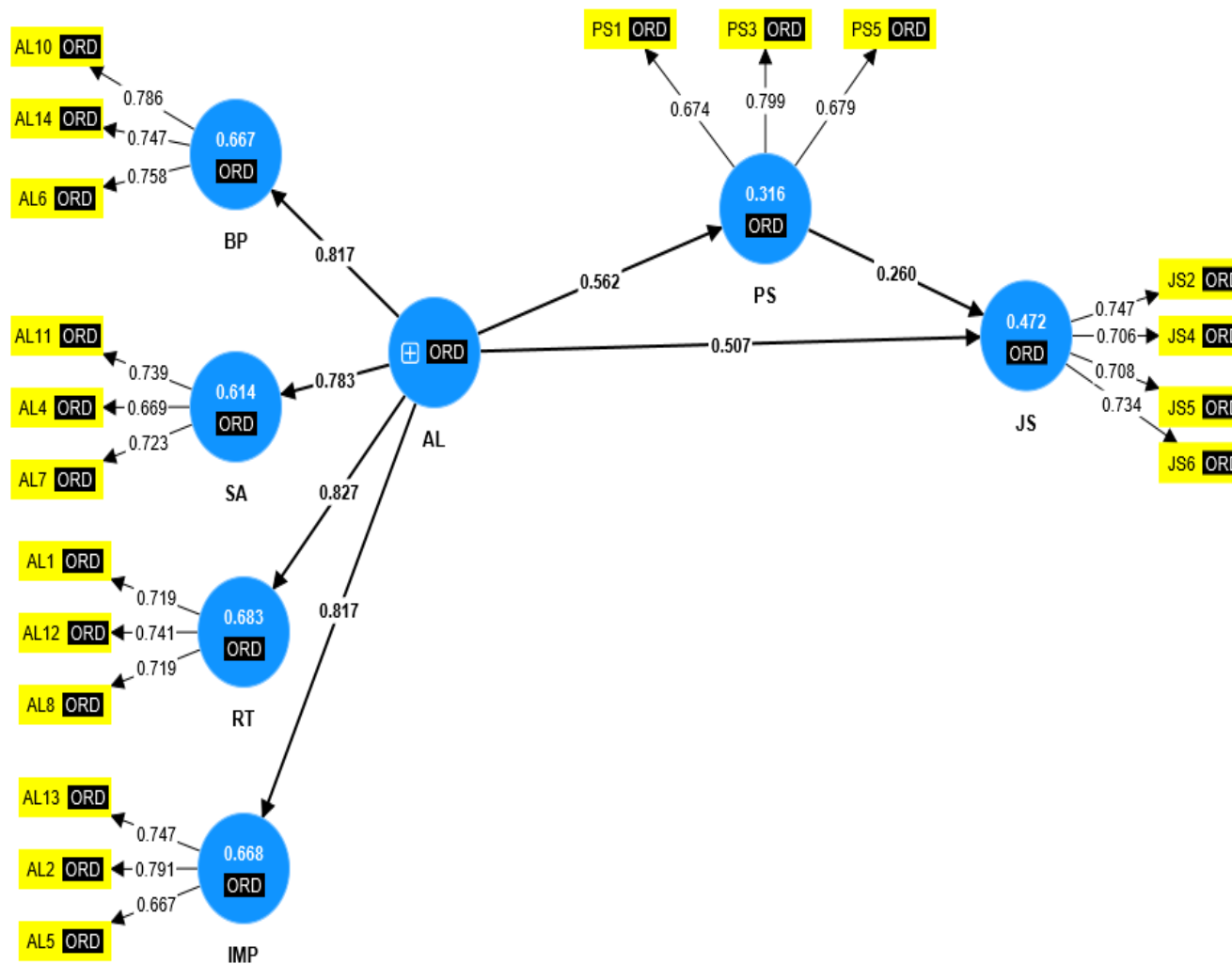
Figure 3. *Measurement of Higher Order Construct*

Measurement Model

The estimation of the quality of the measurement model is conducted through an examination of its components. The initial step in assessing the quality criteria involves evaluating the multi-collinearity of the indicators. Subsequently, the construct validity and reliability are determined as part of the evaluation process.

Factor Loadings

The factor loading values in the study were all above the recommended threshold of 0.70, as reported by Hair et al. (2016). Additionally, the VIF values for

each indicator were examined and found to be below the recommended threshold of 5,

as indicated by T (Hair et al., 2016).

Table 6

Factor Loading of HOC

Constructs	Outer Loadings
BP <- Authentic Leadership	0.817
IMP <- Authentic Leadership	0.817
JS2 <- Job Satisfaction	0.747
JS4 <- Job Satisfaction	0.706
JS5 <- Job Satisfaction	0.708
JS6 <- Job Satisfaction	0.734
PS1 <- Psychological Safety	0.674
PS3 <- Psychological Safety	0.799
PS5 <- Psychological Safety	0.679
RT <- Authentic Leadership	0.827
SA <- Authentic Leadership	0.783

Note. Based on author's calculation

Construct Reliability and Convergent Validity

The assessment of the measurement model's reliability was conducted by

examining the CA and CR values, which ranged from 0.533 to 0.834 and 0.762 to

0.868, respectively. Additionally, the AVE values of job satisfaction and

psychological safety exceeded the recommended threshold of 0.50, indicating that the

items effectively converged to measure the underlying construct. Consequently, the

establishment of convergent validity was confirmed (Fornell & Larcker, 1981). The

current study's analysis of AVE statistics of job satisfaction and psychological safety

further supports the presence of convergent validity, as the constructs exhibited AVE

values surpassing 0.50. However, the AVE value of authentic leadership is below

recommended threshold of 0.5. In a prior study conducted by Lam (2012), the AVE

for their measurement model was also reported to be less than 0.5. This decision was

based on the rationale that AVE, as a conservative estimate of the validity of a measurement model, reflects the amount of variance in the indicators accounted for by latent constructs (Fornell & Larcker, 1981).

Table 1

Constructs Reliability and Convergent Validity (HOC)

Constructs	AVE	CR (rho_a)	CR (rho_c)	CA
Authentic Leadership	0.355	0.838	0.868	0.834
Job Satisfaction	0.524	0.702	0.815	0.698
Psychological Safety	0.518	0.548	0.762	0.533

Note. Based on author's calculation

Discriminant Validity

The Fornell and Larcker Criteria were utilized to estimate the discriminant validity of HOC. The diagonal values were found to be greater than the inter-item correlation, indicating the discriminant validity of HOC of authentic leadership. Additionally, the HTMT ratio demonstrated that all values were below 0.90 or in close proximity to this threshold. The enhanced outcomes of HTMT provided evidence that there were no concerns regarding discriminant validity. Please refer to Table 8 and 9 for further details.

Table 8

Discrimination Validity (HTMT)

Latent Construct	1	2
1. Authentic Leadership		
3. Job Satisfaction	0.834	
4. Psychological Safety	0.829	0.880

Note. Based on author's calculation

Table 9

Discrimination Validity (Fornell-Larcker Criterion)

Latent Construct	1	2	3
1. Authentic Leadership	**0.601**		
2. Job Satisfaction	0.641	**0.724**	
3. Psychological Safety	0.550	0.544	**0.720**

Note. Based on author's calculation

Structural Model

The interrelationships among different constructs (paths) are illustrated by the structural model. Variables that are not observable are linked by structural models. It explains how certain latent variables have an indirect or direct impact on (or "cause") changes in the values of other hidden variables (Byrne, 2020). Prior to hypothesis testing, this study examined the assumptions of multicollinearity. All Variance Inflation Factor (VIF) values are below 5. As a result, the structural model was tested using Smart-PLS.
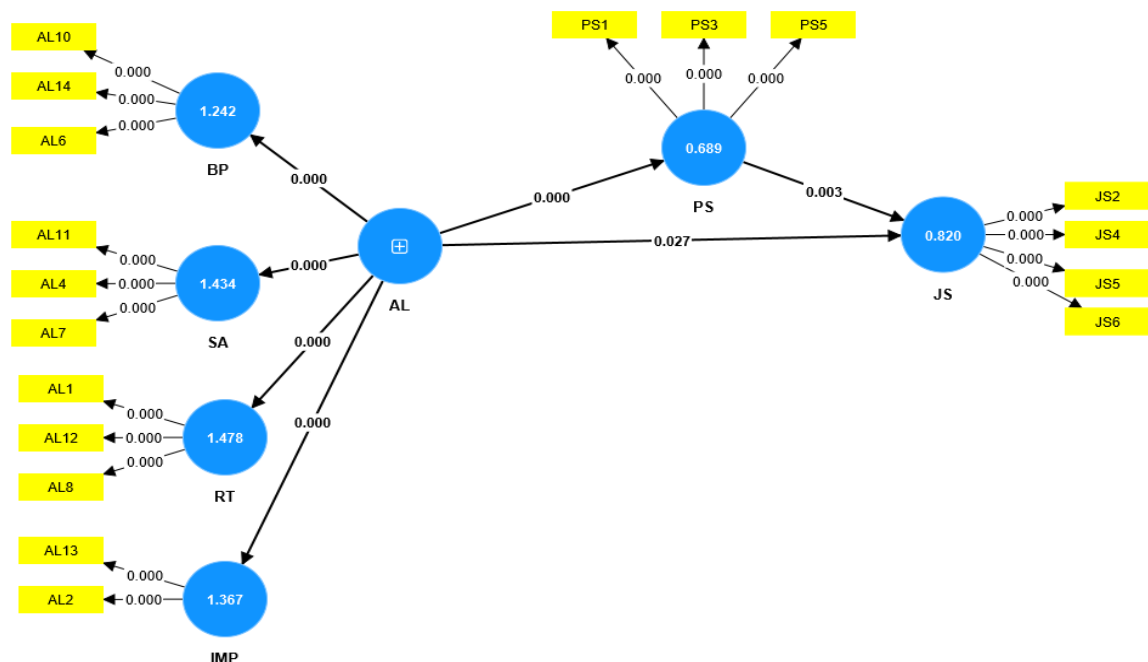

Figure 1. *Structural Model*

The proposed models in the structural model demonstrate the relationships (paths) between the constructs. Hypothesis (H1) investigates the positive influence of

authentic leadership on job satisfaction. The findings indicate that authentic leadership

has a significant direct effect on job satisfaction ($\beta = 0.495$, t=13.845, p<0.05), thus

supporting H1. Similarly, Hypothesis (H2) examines the positive influence of authentic

leadership on psychological safety. The results reveal that authentic leadership has a

significant direct effect on psychological safety ($\beta = 0.557$, t=15.616, p<0.05), thereby

supporting H2. Likewise, Hypothesis (H3) investigates the influence of psychological

safety on job satisfaction among faculties. The findings indicate that psychological

safety has a significant direct effect on job satisfaction ($\beta = 0.269$, t=7.240, p<0.05),

thereby supporting H3.

Table 2

Results of Structural Model Path Coefficient

Hypotheses	Original sample (O)	Sample mean (M)	T statistics ($|O/STDEV|$)	P values
1. AL -> JS	0.495	0.495	13.845	0.000
2. AL -> PS	0.557	0.558	17.321	0.000
4. PS -> JS	0.269	0.269	7.240	0.000

Mediation Analysis

Mediation analysis is a statistical technique utilized to investigate the

mechanisms through which an independent variable (X) influences a dependent

variable (Y) by means of one or more intermediate variables, referred to as mediators

(M) (Hayes, 2018). The mediation analysis in this study employed the bootstrapping

method, which involved the utilization of bias-corrected confidence estimations

(Preacher & Hayes, 2008). The total effects encompass both the direct and indirect

effects. Through the utilization of 5000 resamples, a 95 percent confidence interval

for the indirect effect was obtained in this particular investigation (Preacher & Hayes,

2008). Hypothesis (H4) examines whether psychological safety serves as a mediator

in the relationship between authentic leadership and job satisfaction. The findings

presented in Table 11 indicate a significant indirect effect of authentic leadership on job satisfaction through psychological safety. The total effect of authentic leadership on job satisfaction was found to be significant ($\beta = 0.644$, t=22.919, p<0.05), and with the inclusion of the mediator psychological safety, the effect of authentic leadership on job satisfaction remained significant ($\beta = 0.150$, t=6.906, p<0.05). This suggests that psychological safety plays a partial mediating role in the relationship between authentic leadership and job satisfaction. Consequently, H4 was supported.

Table 3

Result of Mediation Analysis

Constructs	Standardized Beta (β)	T statistics	P-values	Decisions
Direct Effects				
AL -> JS	0.495	13.845	0.000	Supported
Specific Indirect Effects				
AL -> PS -> JS	0.150	6.906	0.000	Supported
Total Effects				
AL -> JS	0.644	22.919	0.000	Supported

Note. Based on author's calculation; AL= Authentic Leadership; PS= Psychology Safety Reputation; JS= Job Satisfaction

CHAPTER V

SUMMARY, DISCUSSION AND IMPLICATIONS

This chapter provides a comprehensive overview of the research outcomes and findings. The primary objective of this study was to investigate the relationship between authentic leadership and job satisfaction among faculty members in seven prominent universities in Nepal. Additionally, the study aimed to examine the moderating role of compassion at work and the mediating role of psychological safety on the relationship between authentic leadership and job satisfaction. The results of this study are compared with relevant findings from previous research and are discussed in light of supporting evidence. Moreover, the implications of the results are explored and justified within the academic community. Finally, the limitations of this study are presented, along with a critique of its methodology.

Summary of Findings

The objective of this study is to investigate the direct impact of authentic leadership on job satisfaction, as well as the influence of psychological safety on the relationship between authentic leadership and job satisfaction within the diverse college settings of seven universities in Nepal. This chapter presents a comprehensive analysis of the findings, drawing upon empirical evidence and established theories. Furthermore, it concludes by highlighting the implications of the study results and offering suggestions for future research, along with critical evaluations.

The study employed Structural Equation Modeling (SEM) to test four hypotheses. The initial hypothesis was directly assessed, revealing a significant influence of authentic leadership on job satisfaction. The outcome indicated that authentic leadership has a positive impact on job satisfaction, implying that faculty

members working in multiple Nepalese universities with leaders practicing authentic leadership are more likely to report higher levels of job satisfaction. These findings suggest valuable insights into the relationships between leadership variables and job-related outcomes among faculty members of seven universities in Nepal.

Similarly, the study employed the SmartPLS to test the mediating hypotheses. The mediating hypotheses aimed to investigate the mediating role of psychological safety in the association between authentic leadership and job satisfaction, and the results partially supported this notion. The findings suggest that authentic leadership can have a positive impact on job satisfaction by creating a climate of psychological safety. Specifically, when academic staff perceive their leaders as genuine and supportive, they are more likely to experience a sense of psychological safety, which, in turn, enhances their job satisfaction.

Discussion

The study found a significant and positive relationship between authentic leadership and job satisfaction among faculty members in seven different universities in Nepal. Authentic leadership is a concept that has gained significant attention in recent years as organizations and researchers have recognized its impact on employee outcomes (Avolio & Gardner, 2005). In the context of faculty members in Nepalese universities, authentic leadership is critical because it can influence job satisfaction, which, in turn, affects their performance and commitment to their institutions. The positive relationship between authentic leadership and job satisfaction found in this study aligns with previous research conducted in various organizational settings (Gardner et al., 2011; Walumbwa et al., 2008).

The positive association between authentic leadership and job satisfaction in Nepalese universities can be attributed to the authenticity of leaders. When leaders in

these institutions are true to themselves, transparent in their actions, and uphold moral values, it fosters trust and respect among faculty members. In a country like Nepal, where cultural values and ethics hold great significance, authentic leadership may be particularly relevant (Tuladhar et al., 2014).

However, the study did not find a positive moderating effect of compassion at work on the relationship between authentic leadership and job satisfaction. Compassion at work, which involves understanding and caring for employees' well-being (Lilius et al., 2008), was expected to enhance the positive impact of authentic leadership on job satisfaction. This finding is somewhat surprising, as compassion is often considered a valuable component of leadership in promoting employee well-being and satisfaction.

The study found that psychological safety partially mediated the relationship between authentic leadership and job satisfaction. Psychological safety is a crucial factor in organizational settings as it affects employees' willingness to take risks, voice their opinions, and engage in open communication (Edmondson, 1999). In this study, it was identified as a mediator between authentic leadership and job satisfaction, indicating that authentic leaders may create an environment where faculty members feel safe to express themselves and contribute to their fullest potential.

This finding is consistent with previous research that suggests psychological safety as a mediator between leadership and employee outcomes (Carmeli & Gittell, 2009; Bhattarai & Overgaard, 2013). Authentic leaders, by being transparent and supportive, can create an atmosphere where employees feel psychologically safe, leading to increased job satisfaction. This outcome is particularly relevant for

universities in Nepal, where the exchange of ideas and academic freedom is essential for the growth of knowledge and education.

The theoretical framework for understanding these findings can be drawn from several relevant theories. The Social Exchange Theory (Blau, 1964) can help explain the positive relationship between authentic leadership and job satisfaction. According to this theory, when employees perceive that their leaders are authentic and have their best interests in mind, they are more likely to reciprocate with higher job satisfaction and increased commitment to the organization.

Similarly, the Conservation of Resources (COR) theory (Hobfoll, 1989) can be applied to understand how psychological safety mediates the relationship between authentic leadership and job satisfaction. In this context, authentic leaders provide valuable emotional and informational resources to faculty members, contributing to the conservation of their psychological resources and well-being.

Furthermore, the findings of this study align with the findings from studies conducted in different cultural contexts. For example, Gardner et al. (2011) found a positive relationship between authentic leadership and employee outcomes in a Western context. In contrast, Carmeli and Gittell (2009) highlighted the mediating role of psychological safety in an Israeli organizational setting. The consistent results across diverse cultural contexts underline the universality of the relationship between authentic leadership, psychological safety, and job satisfaction.

The implications of this study extend beyond the academic community in Nepal and have broader relevance in the global context. Authentic leadership, as a leadership style that focuses on self-awareness and moral values, is not limited to any specific geographical area. It can be applied in various organizational settings and across cultures. The positive relationship between authentic leadership and job

satisfaction suggests that organizations worldwide should consider fostering authentic leadership among their leaders to enhance employee well-being (Hofstede, 1980).

The study conducted among faculty members in seven different universities in Nepal found that authentic leadership has a significant and positive impact on job satisfaction. The mediation of psychological safety in this relationship underscores the importance of creating an environment where employees feel safe to express themselves. The findings from this study provide valuable insights for faculty leaders in Nepalese universities and a broader understanding of the relationship between authentic leadership, psychological safety, and job satisfaction in diverse cultural contexts.

Implications of the Study

The research on authentic leadership, compassion at work, psychological safety, and job satisfaction in this study provides valuable contributions to the understanding of these concepts. For researchers, this study provides new insights and expands the existing body of knowledge on these topics. It adds to the growing literature on authentic leadership, compassion at work, psychological safety, and job satisfaction by examining these concepts within a specific population and context.

The findings of this study provide specific insights into how authentic leadership, psychological safety, and job satisfaction are experienced and perceived within the given population. This information can be used by researchers to further explore these concepts and develop more comprehensive theories. It also provides a foundation for future research to build upon and expand upon the findings of this study.

For managers, this research offers practical implications. The insights gained from this study can help managers understand the importance of authentic leadership,

psychological safety, and job satisfaction in their organizations. They can use this knowledge to develop strategies and interventions that promote these concepts and improve employee well-being and performance.

Furthermore, this study is the first of its kind for this specific population. This adds to its significance and novelty. Being the first study to examine authentic leadership, psychological safety, and job satisfaction within this population, it fills a gap in the literature and provides a unique perspective. This study opens up new avenues for future research and provides a foundation for further exploration of these concepts within different populations and contexts.

This research has significant contributions to the understanding of authentic leadership, psychological safety, and job satisfaction. It provides specific insights within a given population and context, adding to the existing body of knowledge. As the first study of its kind for this population, it holds both theoretical and practical implications for researchers and managers alike.

Theoretical Implications

The findings of the study have several theoretical implications that hold significance for leadership research not only in Nepal but also in a broader global context. These implications bridge the realms of leadership theory, organizational behavior, and cultural studies, shedding light on the following key considerations:

The study reaffirms the universal applicability of authentic leadership Theory (Avolio & Gardner, 2005). This theory posits that leadership behaviors grounded in self-awareness, transparency, and moral values have a positive impact on followers. In the context of Nepal, a country rich in cultural diversity and steeped in traditions, authentic leadership proves relevant. The findings suggest that authentic leadership can yield positive outcomes in this unique cultural landscape, highlighting the theory's

adaptability to different contexts and its potential to transcend cultural boundaries (Avolio & Gardner, 2005).

The study underscores the need to recognize and account for cultural differences in leadership research (Gelfand et al., 2007). Nepal, with its distinct cultural values, such as collectivism and a deep-rooted sense of community, presents a context where leadership dynamics are intertwined with local norms and traditions (Hofstede, 1980). This study emphasizes the importance of conducting cross-cultural studies to gain a more comprehensive understanding of how leadership practices are perceived and how they impact employee outcomes within such diverse cultural settings (Gelfand et al., 2007).

The study's identification of psychological safety as a mediator between authentic leadership and job satisfaction highlights the imperative of creating work environments in Nepal where employees feel secure in expressing themselves and contributing their fullest potential (Carmeli & Gittell, 2009). In a culture like Nepal, where mutual respect and harmony are deeply ingrained, psychological safety becomes a fundamental aspect of leadership effectiveness (Carmeli & Gittell, 2009). This finding contributes to the growing body of research emphasizing the importance of psychological safety as a mediating factor in leadership dynamics, with implications for leadership development programs in Nepal and beyond (Edmondson, 1999).

The study indirectly supports the relevance of ethical leadership in promoting job satisfaction. Authentic leadership's emphasis on moral values aligns with the principles of ethical leadership, suggesting that ethical considerations should be central to leadership practices (Brown et al., 2005). In Nepal, a country rooted in religious and ethical traditions, the integration of ethical leadership practices is

particularly pertinent. Future research can delve into how explicitly ethical leadership styles influence employee well-being, especially within the unique cultural context of Nepal (Brown et al., 2005).

These theoretical implications extend beyond Nepal and resonate globally, emphasizing the necessity for leadership theories to be flexible and culturally attuned. In Nepal, with its rich cultural heritage, collectivist values, and deep-rooted traditions, the study encourages organizations and leaders to consider authentic leadership practices tailored to the local context. The findings underscore that leadership practices can be adapted to resonate with the values and norms of the specific culture, ultimately enhancing employee well-being, commitment, and overall organizational effectiveness.

Managerial Implication

The findings of this study hold several managerial implications for both Nepal and the broader global context. These implications span across leadership development, organizational culture, and employee well-being, and they are crucial for shaping effective management practices. Here, we delve into these managerial implications with reference to relevant literature:

The study underscores the significance of nurturing authentic leadership in organizations worldwide (Avolio & Gardner, 2005). Authentic leaders are those who act with transparency, self-awareness, and adherence to moral values. To foster authentic leadership, organizations should focus on leadership development programs that promote these qualities among their leaders. This is particularly relevant in Nepal, where cultural values and ethical principles play a central role in leadership dynamics (Tuladhar et al., 2014). In this context, leadership development programs should

integrate cultural sensitivities to resonate with the local workforce (Gelfand et al., 2007).

The study highlights the importance of acknowledging and adapting to cultural differences in leadership practices (Gelfand et al., 2007). In Nepal, with its rich cultural diversity and collectivistic values, organizational leaders must be aware of and respectful toward cultural norms. Organizations should encourage leaders to embrace culturally attuned leadership practices, which may include demonstrating empathy and compassion in culturally meaningful ways (Hofstede, 1980). Effective cross-cultural training and cultural intelligence development are key in preparing leaders to navigate these cultural nuances (Gelfand et al., 2007).

The study identified of psychological safety as a mediator between authentic leadership and job satisfaction underscores the significance of creating work environments where employees feel safe to express themselves and contribute (Edmondson, 1999). Managers should prioritize the establishment of psychological safety within their teams and organizations. This can be achieved through open communication channels, a supportive atmosphere, and an emphasis on constructive feedback (Carmeli & Gittell, 2009). In Nepal, with its culture of mutual respect and harmony, fostering psychological safety (psychological safety is vital for nurturing positive employee relationships and job satisfaction (Carmeli & Gittell, 2009).

The study indirectly supports the importance of ethical leadership in promoting job satisfaction. Authentic leadership, which centers on moral values, aligns with the principles of ethical leadership (Brown et al., 2005). For managers in Nepal and worldwide, this suggests the need to incorporate ethical considerations into leadership practices. Ethical leadership involves making decisions and leading in a

manner that aligns with ethical and moral principles, which can have a positive impact on employee well-being and job satisfaction (Brown et al., 2005).

These managerial implications extend beyond Nepal and are relevant in diverse cultural and organizational contexts. They emphasize the significance of leadership development, cultural adaptability, compassionate leadership, psychological safety, and ethical leadership principles in shaping effective management practices. By incorporating these insights into their leadership strategies, managers can promote employee well-being, satisfaction, and organizational success.

Critique of the Study

While the study on authentic leadership, psychological safety, and job satisfaction among faculty members in seven different universities in Nepal provides valuable insights, there are certain areas that warrant critical examination.

Firstly, the study's findings are situated within the specific cultural context of Nepal, a collectivist society with unique cultural values. It is important to recognize that cultural factors can significantly influence leadership dynamics (Hofstede, 1980). However, the study does not sufficiently address the issue of generalizability to other cultural contexts. As leadership theories and practices can vary considerably across cultures, it is crucial to acknowledge the limitations in generalizing the findings to different cultural settings (Gelfand et al., 2007).

Then, the study employs various constructs, including authentic leadership, psychological safety, and job satisfaction. The validity and reliability of the measurement instruments for these constructs are pivotal for the study's credibility (Bryman & Bell, 2015). While the study mentions these constructs, it does not investigate deeply into the specific measurement tools used, potentially leaving questions about the rigor of the study's operationalization of these constructs.

Similarly, the study hypothesized that compassion at work would positively moderate the relationship between authentic leadership and job satisfaction. However, the results did not support this hypothesis. The lack of a moderating effect raises questions about the role of compassion at work in the context of Nepalese universities. This finding may suggest that the interplay between authentic leadership and compassion at work is more complex or that there are specific cultural or contextual factors influencing this relationship that were not adequately explored (Lilius et al., 2008).

Again, the study identifies psychological safety as a mediator between authentic leadership and job satisfaction, which aligns with previous research (Carmeli & Gittell, 2009). However, the study does not investigate into the mechanisms through which psychological safety operates. A more comprehensive exploration of the factors that contribute to psychological safety, such as leadership behaviors, organizational culture, and contextual variables, would have added depth to the analysis (Edmondson, 1999).

Similarly, the study adopts a quantitative approach, which is useful for identifying relationships and patterns. However, a mixed-methods approach, combining surveys with qualitative interviews, could have provided a richer understanding of the experiences and perceptions of faculty members regarding leadership, compassion, and psychological safety in the Nepalese university context (Creswell & Creswell, 2017).

Furthermore, the study emphasizes the universality of authentic leadership theory (Avolio & Gardner, 2005) but does not deeply explore the ways in which this theory may need to adapt to the unique cultural nuances of Nepal. Cultural factors can significantly shape leadership dynamics (Tuladhar et al., 2014). A more thorough

examination of how authentic leadership may need to be culturally sensitive in Nepal could have provided a more comprehensive understanding.

While the study indirectly supports the importance of ethical leadership (Brown et al., 2005), it does not explicitly address the ethical dimensions of leadership practices in Nepal. Given the cultural emphasis on ethics and values, exploring how ethical leadership principles are integrated or need to be incorporated into leadership practices could have been a valuable addition.

In conclusion, while the study shows the relationships between authentic leadership, psychological safety, and job satisfaction in Nepalese universities, it also presents certain limitations that need to be acknowledged. A more nuanced consideration of cultural factors, measurement robustness, and the complexity of leadership dynamics would enhance the study's contributions to the field.

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QUESTIONNAIRE

This questionnaire survey is an academic exercise for MPhil students of Kathmandu University School of Management (KUSOM). The objective of this survey is to assess the authentic leadership, compassion at work, psychological safety and job satisfaction, an essential component of management research.

There is no right or wrong answers. As you go through the questionnaire, please pay attention to the statements and choose the right alternative as honestly as possible. I would again like to state that this survey is purely for an academic purpose and I am simply interested in your candid and honest opinion. I assure you that strict confidentiality will be maintained and information furnished by you will be used only for the above stated purpose. It will take you about **10 minutes** to complete this questionnaire survey.

Thanking you for your cooperation.

Binayak Chhetri,
MPhil Student,
Kathmandu University School of Management (KUSOM)

Section I Main Questionnaire

Please indicate to what extent you agree or disagree with the statements given below by putting a cross (X) in the appropriate box at the right-hand side of each statement.

		Totally Disagree				Totally Agree
	My leader clearly states what he/she means.					
	My leader shows consistency between his/her beliefs and actions.					
	My leader asks for ideas that challenge his/her core beliefs.					
	My leader describes accurately the way that others view his/her abilities.					
	My leader uses his/her core beliefs to make decisions.					
	My leader carefully listens to alternative perspectives before reaching a conclusion.					
	My leader shows that he/she understands his/her strengths and weaknesses.					
	My leader openly shares information with others.					
	My leader resists pressures on him/her to do things contrary to his/her beliefs.					
	My leader objectively analyzes relevant data before making a decision.					

		Never				Nearly all the time
	My leader is clearly aware of the impact he/she has on others.					
	My leader expresses his/her ideas and thoughts clearly to others.					
	My leader is guided in his/her actions by internal moral standards.					
	My leader encourages others to voice opposing points of view.					

Section II Main Questionnaire

Please indicate to what extent you agree or disagree with the statements given below
by putting a cross (X) in the appropriate box at the right hand side of each statement.

		Never				Nearly all the time
	How frequently you experienced compassion on the job?					
	How frequently you experienced compassion from your supervisor?					
	How frequently you experienced compassion from your co-workers?					

Section III Main Questionnaire

Please indicate to what extent you agree or disagree with the statements given below
by putting a cross (X) in the appropriate box at the right hand side of each statement.

		Not at all				To a large extend
	I am able to bring up problems and tough issues.					
	People in this organization sometimes reject others for being different.					
	It is safe to take a risk in this organization.					
	It is easy for me to ask other members of this organization for help.					
	No one in this organization would deliberately act in a way that undermines my efforts.					

Section IV Main Questionnaire

Please indicate to what extent you agree or disagree with the statements given below
by putting a cross (X) in the appropriate box at the right hand side of each statement.

		Not at all				To a large extend
	How satisfied are you with the nature of the work you perform?					
	How satisfied are you with the person who supervises you- your organizational supervisor?					
	How satisfied are you with your relations with others in the organization with whom you work-your co-workers or peers?					
	How satisfied are you with the pay you receive for your job?					

How satisfied are you with the opportunities which exist in this organization for advancement or promotion?					
Considering everything, how satisfied are you with your current job situation?					

Section V Demographic Questionnaire

Kindly provide some background information.

Age: 20 – 30   ___
          30 – 40   ___
          40 – 50   ___
          50 – 60   ___

Sex: Male __ Female__   Others __

Marital Status: Married __   Unmarried__

Educational Qualification: Bachelor__   Masters__   MPhil__   PhD__

Name of your College: _____

Stream: Management (   ) / Humanities (   ) / Education (   ) / Science (   ) (Please tick one)

Tenure (Service in years): _____