

Research Article

Teacher's authentic leadership as a new model of work role performance

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ABSTRACT

This study examined teachers' perceptions of authentic leadership and the relationship of authentic leadership to teachers' interpersonal relations and work role performance in Ukraine. The components of authentic leadership are self-awareness, relational transparency, balanced processing, internalized moral perspective. The purpose of this research was to adapt to the Ukrainian language Authentic Leadership Inventory (ALI, L.L. Neider, C.A. Schriesheim, 2011) and examine the correlation of authentic leadership with work role performance and interpersonal relations. A total of 230 secondary school teachers were surveyed. The results showed that teacher's authentic leadership as moderate, teachers are characterized by such component of authentic leadership as relational transparency, and least of all – internalized moral perspective. Finally, results revealed a positive relationship between authentic leadership, interpersonal relations and work role performance. Implications for research and practice are discussed. The possibilities of further research of teacher's authentic leadership, in particular its connection with psychological capital and psychological well-being are outlined.

Keywords: authenticity, authentic leadership, leader authenticity, authentic relationship, authentic leadership inventory.

[I] INTRODUCTION

In recent years, the restructuring of schools to empower teachers and to implement school-based shared decision making has resulted in a move away from bureaucratic control and toward professionalization of teaching. Nowadays teachers are developing a collaborative practice of teaching which includes coaching, reflection, group investigation of data, study teams, and risk-laden explorations to solve problems. In such

circumstances, adaptation to the Ukrainian sample of Authentic Leadership Inventory (ALI, L.L. Neider, C.A.Schriesheim, 2011) is very relevant. A good teacher allows the students see him as something other than the holder of knowledge. A teacher should maintain this credibility throughout the course term. According to S. D. Brookfield (1990) [2] student perceptions of credibility are based on the following four behaviors: a teacher's words

must match his actions, a teacher must admit his faults and be able to admit them openly, a teacher must be willing to allow students to see him outside of class and office settings (in other words, be a real person.), and a teacher must show respect through active listening of student concerns.

[II]THEORETICAL FOUNDATIONS

2.1 Authentic Leadership

A theory of authentic leadership has been emerging over the last several years from the intersection of the leadership, ethics, and positive organizational behavior and scholarship literatures (B.J.Avolio, B.M.Bass, R.T. Sparrowe, F.O.Walumbwa, B.Orwa, P.Wang, J.J. Lawler). The creators of this construct contend that the decrease in ethical leadership coupled with an increase in societal challenges necessitates the need for positive leadership more so than in any other time. To describe the type of positive leadership required, these scholars have drawn from the fields of, leadership, ethics, and positive organizational scholarship to inform the creation of a new construct, authentic leadership. The W. L. Gardner, B. J. Avolio, F. Luthans, et al. (2005) model focuses on the core self-awareness and self-regulation components of authentic leadership.

They identified several distinguishing features associated with authentic self-regulation processes, including internalized regulation, balanced processing of information, relational transparency, and authentic behavior [5]. G. Eilam & B. Shamir (2005) posit the following four characteristics of authentic leaders: rather than faking their leadership, authentic leaders are true to themselves (rather than conforming to the expectations of others); authentic leaders are motivated by personal convictions, rather than to attain status, honors, or other personal benefits; authentic leaders are originals, not copies; that is, they lead from their own personal point of view; and the actions of authentic leaders are based on their personal values and convictions [4].

Hence, authentic followers (B.J.Avolio, W.L. Gardner, J.Henderson, W.Hoy, R.Ilies,

F.P.Morgeson, J.D. Nahrgang) are posited to display internalized regulatory processes, balanced processing of information, relational transparency, and authentic behavior paralleling what we describe as characterizing authentic leaders [9].

Self-awareness refers to demonstrating an understanding of how one derives and makes meaning of the world and how that meaning making process impacts the way one views himself or herself over time. Relational transparency refers to presenting one's authentic self (as opposed to a fake or distorted self) to others. Balanced processing refers to leaders who show that they objectively analyze all relevant data before coming to a decision, internalized moral perspective refers to an internalized and integrated form of self-regulation [15].

2.2 Interpersonal relations

Interpersonal theories began to emerge in the 1940s and 1950s as a way of explaining phenomena associated with the study of personality and social interaction. Originally coined Leary Circumplex or Leary Circle after T. Leary is defined as "a two-dimensional representation of personality organized around two major axes: dominant

ce and affiliation. T. Leary argued that all other dimensions of personality can be viewed as a blending of these two axes. For example, a person who is stubborn and inflexible in their personal relationships might graph her personality somewhere on the arc between dominance and love. However, a person who exhibits passive-aggressive tendencies might find herself best described on the arc between submission and hate. The main idea of the Leary Circumplex is that each and every human trait can be mapped as a vector coordinate within this circle.

Typically, a behavior and its complement are said to be similar with respect to affiliation—hostility pulls for hostility, friendliness pulls for friendliness—and reciprocal with respect to control-dominance pulls for submission, submission pulls for dominance (D. J. Kiesler, 1983) [10].

In recent years, it has become conventional to

identify the vertical and horizontal axes with the broad constructs of agency and communion (L. M. Horowitz, K.R. Wilson, 2006) [8].

Thus, each point in the interpersonal circumplex space can be specified as a weighted combination of agency and communion. Thus, all qualities of individual differences within these domains can be described as blends of the circle's two underlying dimensions. Blends of dominance and nurturance can be located along the 360° perimeter of the circle.

Interpersonal qualities close to one another on the perimeter are conceptually and statistically similar, qualities at 90° are conceptually and statistically independent, and qualities 180° apart are conceptual and statistical opposites. The interpersonal model structure does not include specific structural or contextual references to the interacting other.

Most often, it is used to describe qualities of the individual interacting with a "generalized other" [15]. From an evolutionary perspective, R. Hogan & D. Shelton (1998) suggested that they reflect the two principal evolutionary challenges of social adaptation, namely, "getting along" (communion) and "getting ahead" (agency) [7].

Other writers have described the two tasks as (a) connecting with other people to form a larger protective community and (b) achieving a reasonably stable and realistic sense of one's own competence and control, which helps facilitate instrumental action [8].

2.3 Work role performance

Traditionally, work performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in his or her job description.

The changing nature of work and organizations has challenged traditional views of individual work performance. Role theory is an important

approach to this problem as an effort to describe the full set of work responsibilities in a role and to encompass both organizational context and individual work behavior.

Despite the relevance of role theory, previous applications have focused on the process of role development rather than on the way context relates to the dimensions of performance. To date, highlighting the aspects of work role performance is topical for our investigation. We define three components of this phenomenon: citizenship performance (conscientious initiative, personal support, organizational support [1], helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, self-development [13]);

adaptivity (handling emergencies or crisis situations, handling work stress, solving problems creatively, dealing with uncertain work situations, learning tasks, technologies, and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability, demonstrating physical adaptability) [14]; proactivity (personal initiative [6], general proactive behavior, context-specific proactive behavior [3], proactive work behavior: proactive problem solving and proactive idea implementation [12]).

It is important to note that we do not suggest that these different types of behavior are mutually exclusive or that organizational contexts are wholly certain or uncertain.

[III] MATERIALS AND METHODS

3.1 Hypothesized Model

According to our literature review, the authentic leadership of teachers will likely influence their work role performance and interpersonal relations directly.

Figure 1 displays the hypothesized research model to be tested.

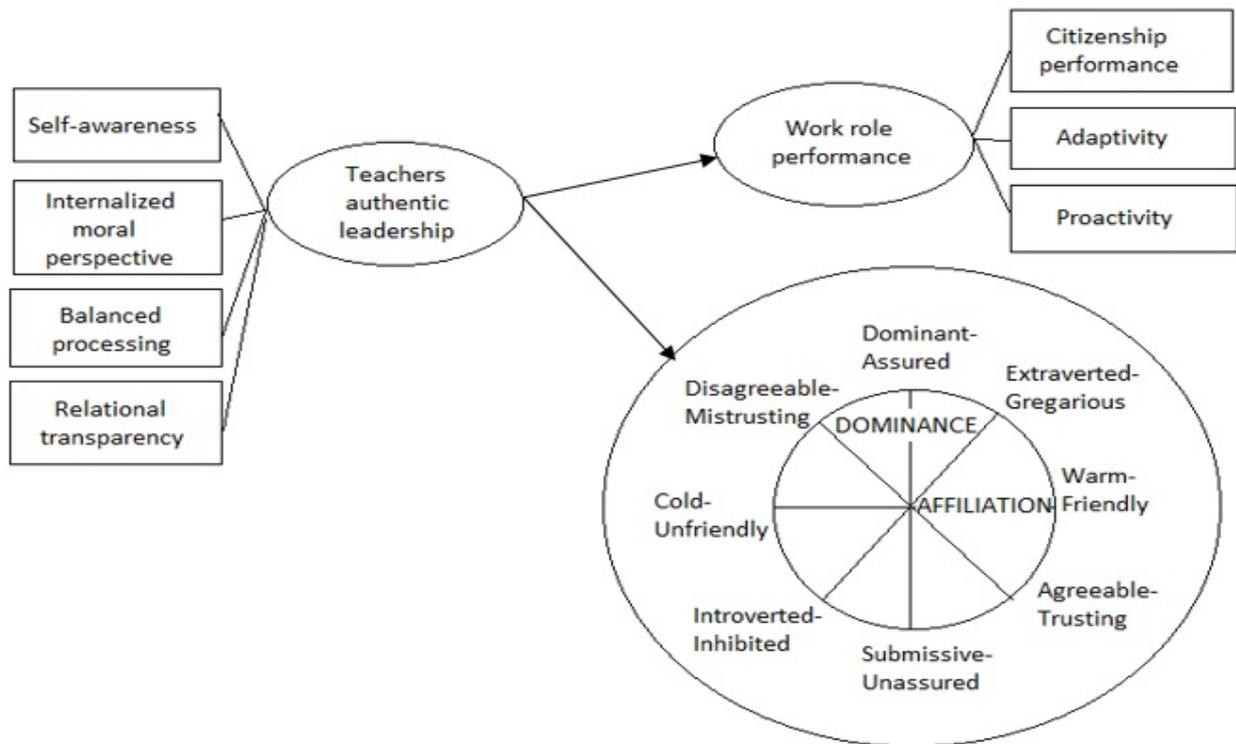


Fig: 1. Hypothesized model of investigation

The interaction between teachers and students may vary depending on teachers' characteristics, and leadership is related to individuals' perceptions. In this study, authentic leadership, work role performance and interpersonal relations have been measured at the individual level.

3.2 Sample

The population for this study included junior high, and senior high school teachers in Ukraine. All participants live in Kyiv, Cherkasy, Poltava, Khmelnytsky, Kherson and Chernihiv regions. A total of 230 schoolteachers were surveyed, with an average age of 39,5 years (SD = 2,4). This research was conducted during 2016, the data were collected in writing, and each respondent marked the answers on the form using the evaluation scales.

3.3 Instruments

Work job performance. We used 27 items to assess the nine subdimensions of performance: individual task proficiency, individual task adaptivity, individual task proactivity, team member proficiency, team member adaptivity, team member proactivity, organization member proficiency, organization member adaptivity, organization member proactivity.

Interpersonal relations. T. Leary conducted his

research into personality as the head of the Kaiser Foundation Research Project in the 1950's. His model of personality is interpersonal in the sense that personality is seen to manifest itself primarily in the context of dyadic relationships, rather than character traits or clusters of clinical symptoms. The test is intended to diagnose a person's presentation of his present and the ideal "I". Also, the test is actively used to diagnose relationships in small groups, for example, in family counseling. The questionnaire contains 128 evaluative judgments, each of which has 8 types of relations, which consists of 16 items arranged by the ascending intensity. The instrument is constructed so that judgments aimed at finding out a certain type of relationship are not arranged in a row, but in a special way: they are grouped into 4 and repeated through an equal number of definitions. When processing is calculated the number of relations of each type.

Authentic Leadership. The Authentic Leadership Inventory (ALI) was established in 2011 to determine the degree of genuine leadership in executives [11]. Based on the theoretical studies used to develop the Authentic Leadership Questionnaire (ALQ) by B.J. Avolio, W.L. Gardner, F.O. Walumbwa, the ALI

questionnaire is a validated and reliable tool for evaluating leadership, in addition, it is freely available. Can be used both for diagnostic and research purposes. This technique consists of 14 points that the respondent evaluates on a 4-point scale (from 1 - totally does not agree to 5 - absolutely agrees).

Development of the Item Pool

Adaptation techniques consisted of seven stages:

- 1) primary translation of questionnaires from English into Ukrainian and text examination by philologists;
- 2) reverse translation (from the Ukrainian language to English) and assessment the original translation correspondence;
- 3) adjusting allegations, discussing the final version of the questionnaire;
- 4) assessment of conformity of assertions with the method scales;
- 5) commissioning of research on a sample of higher educational institutions Ukrainian teachers;
- 6) processing the results and comparing them with foreign studies;
- 7) conducting of factor analysis, approval of the final version of the questionnaire.

[IV] RESULTS

self-awareness		relational transparency		balanced processing		internalized moral perspective	
Items	r	Items	r	Items	r	Items	r
1	0,79	3	0,81	2	0,78	5	0,81
4	0,81	6	0,63	8	0,76	9	0,84
7	0,74	11	0,71	10	0,83	13	0,80
				12	0,77	14	0,83
α	0,87	α	0,84	α	0,86	α	0,90

Table 1: Reliability of the questionnaire of authentic leadership (ALI, L.L. Neider, C.A. Schriesheim)

Consequently, all subscales of the authentic leadership questionnaire are characterized by a high level of reliability, which indicates the possibility of using this questionnaire to diagnose authentic leadership. In tabl. 2 shown the results of the correlation analysis of the authentic leadership questionnaire (ALI, L.L. Neider, C.A. Schriesheim) and the methodology of Diagnosis of interpersonal relationships (T. Leary test in the adaptation of L.Sobchik). Consequently, teachers are characterized by extraverted-gregarious and warm-friendly types of interpersonal

To adapt the Authentic Leadership Inventory (ALI, L.L. Neider, C.A. Schriesheim, 2011) we used the Interpersonal Relations Diagnostic Method (T. Leary's Test, L. Sobchik's Modification). The study was conducted on the same sample of teachers as the two methods described above.

The application Barlett's Test of sphericity showed the possibility of using the exploit factor analysis (EFA): $\chi^2 (990) = 6015,16, p < 0.002$, and according to the Kaiser-Meyer-Olkin Measure of Sampling Adequacy the sample size is adequate (0.86). All items of the questionnaire are one factor - that is, it completely reliably defines the concept of authentic leadership.

Consequently, according to the results of factor analysis, as in the original version of the questionnaire, we have identified four factors (subscales) - three statements in two of them and four in the other two. That is, authentic leadership is more associated with internalized moral aspects (it is often called leadership ethics) and objectivity (taking into account the opinions of subordinates, the ability to distribute responsibilities, the so-called "distributed" leadership). In tabl. 1 presents the results of the reliability analysis of the Authentic Leadership Inventory using the Cronbach alpha coefficient.

relationships. Most of all, they have such a component of authentic leadership as relational transparency, and least of all - internalized moral perspective, indicating the ability of the researchers to objective analysis of different points of view before making decisions, difficulties in complying with moral standards and values, despite the organizational pressure of the group. All components of the questionnaire of authentic leadership are statistically significantly correlated with each other (at $p = 0.001$).

№	M	SD	1	2	3	4
1	9,67	2,01				
2	12,80	1,18	0,9**			
3	8,13	2,82	0,8**	0,7**		
4	6,29	1,14	0,9**	0,8**	0,8**	
5	9,70	2,89	0,9**	0,8**	0,9**	0,7**
6	8,38	2,70	0,6*	0,7**	0,3	0,5
7	7,12	3,18	-0,5	0,3	-0,4	0,5
8	6,41	4,81	-0,3	-0,1	-0,3	-0,5
9	4,02	1,16	-0,2	-0,5*	-0,4	-0,2
10	3,28	1,39	-0,3	-0,4	-0,2	-0,3
11	10,20	1,18	-0,2	-0,5*	-0,4	-0,2
12	9,61	2,26	0,8**	0,9**	0,8**	0,9**

*p<0,05, ** p=0,001

Table 2: Results of Correlation Analysis of Authentic Leader Questionnaire (ALI, L.L. Neider, C.A. Schriesheim) and Diagnostics of Interpersonal Relations (T.Leary's T.L. Adaptation Test by L.Sobchik)

In tabl. 3 shown the results of the correlation analysis of the authentic leadership questionnaire

(ALI, L.L. Neider, C.A.Schriesheim) and work role performance.

Variables	Self-awareness	Relational transparency	Balanced processing	Internalized moral perspective
Individualtaskproficiency	0,844**	0,402*	0,406**	0,421*
Individualtaskadaptivity	0,640**	0,460*	0,389*	0,594**
Individualtaskproactivity	0,591*	0,449**	0,405*	0,699**
Team member proficiency	0,320*	0,388*	0,498*	0,784**
Teammemberadaptivity	0,884**	0,842**	0,630**	0,441*
Teammemberproactivity	0,599**	0,391*	0,404*	0,388*
Organization member proficiency	0,608**	0,482*	0,844**	0,449*
Organizationmemberadaptivity	0,504*	0,537*	0,492*	0,330*
Organizationmemberproactivity	0,552*	0,380*	0,608**	0,706**

*p<0,05, ** p=0,001

Table 3: Results of the correlation analysis of the authentic leadership questionnaire (ALI, L.L. Neider, C.A.Schriesheim) and work role performance.

All components of authentic leadership positively correlate with teachers work role performance. That is, the authentic leader is a sufficiently adaptive team leader, its equal participant, shows its proactivity, is able to organize a team, productively works to achieve both personal and team objectives. We find out that authentic leadership positively affects the performance of the teacher's professional duties and, consequently, is an essential component of his professional competence.

[IV]DISCUSSION

The components of authentic leadership are self-awareness, relational transparency, balanced processing, internalized moral perspective. A

key factor contributing to the development of authentic leadership is the self-awareness or personal insight of the leader. Authentic leaders experience heightened levels of self-awareness, and that increasing self-awareness is a core element of the authentic leadership development process. Balanced processing is best understood by considering how motivational biases impact the processes by which people with low or fragile high self-esteem select and interpret information. Such persons find it difficult to acknowledge personal shortcomings, such as a lack of skill in a particular area, personal attributes that they deem to be undesirable, or certain negative emotions (e.g., anxiety or anger). Authenticity is not reflected in a compulsion to be one's true

self, but rather in the free and natural expression of core feelings, motives and inclinations. When environmental contingencies call for behaviors that are inconsistent with such expressions, internal conflict will arise. How one goes about resolving such conflict has important implications for one's felt integrity and authentic leadership development.

According to the results of our research, the link between components of authentic leadership and work role performance. To date, adaptivity and proactivity have not been systematically integrated with other forms of behavior or distinguished from each other. For example, citizenship models have been criticized for emphasizing rather passive behaviors, such as compliance with procedures and punctuality. Constraining the path from openness to change to adaptivity to be equal with the paths from openness to change to proficiency and from openness to change to proactivity resulted in a significant decrease in fit for the comparison at the task level. Team support is a stronger predictor of team member behaviors than are the other subdimensions of performance.

The present study has limitations. Some of our results are based on teachers self-reports, which raises a question about external validity. Self-ratings of performance have been shown to have lower validity than supervisor ratings and in general individuals appear to be biased toward judging their own behavior as meeting a higher standard than the behavior of others.

Authentic leadership helps subordinates to increase their power; this power then acts like waves in an organization to affect power relationships in other areas. Being authentic is not a convenience characteristic – one that can be used when it fits the moment. Instead, a teacher/leader must constantly work to develop being authentic.

There are three essential characteristics to becoming an authentic leader: some leadership characteristics cannot be taught, leaders must be resilient, and authentic leaders must base their decisions on their core values. These guidelines can be transferred to teachers to build their leadership skills. Essentially, teachers are the leaders in the classroom, and they must have the

ability to use resources to effectively motivate and lead students toward a better understanding of course content.

[VI]CONCLUSIONS

Authentic leadership is 'a pattern of leader behavior that draws on and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working.

In the interim teacher/leaders should continue to communicate with students while also seeking feedback to continually improve the student/teacher relationships. If this open communication occurs, it is likely to improve student engagement and performance. Building authenticity into teaching styles is just one way to do this. To sum up, translated and adapted Ukrainian versions of the Authentic Leadership Inventory (L.L. Neider, C.A. Schriesheim, 2011) can be considered as reliable tool for studying various aspects of the teachers personality's authenticity. The findings of our investigation as well as the emergence of diverse related issues in the scientific literature suggest the fruitfulness of further study. Eventually, the future investigation could be aimed to the authentic leadership link with teacher's psychological capital and the subjective well-being.

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