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ASSESSMENT ON DIMENSIONS OF AUTHENTIC LEADERSHIP OF COLLEGE TEACHERS

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Abstract

This study described a theory-based measure of authentic leadership using three separate samples obtained from Indonesia, Ar-Raniry State Islamic University; Nigeria, Bayero University; and the Philippines, Palompon Institute of Technology. A multidimensional model of the authentic leadership construct (the Authentic Leadership Questionnaire [ALQ]) comprising leader self-awareness, relational transparency, internalized moral perspective, and balanced processing was used in gathering the data from the identified school samples. Finally, the results revealed a high level of self-awareness, internalized moral perspective, balanced processing, and relational transparency from the three samples. This implies that the teacher-

respondents as professionals possessed stronger authentic leadership while performing their duties and responsibilities in the classroom. Conclusively, the pattern of leader behavior displayed promotes both positive psychological capacities and a positive ethical climate, fostering positive self-development. The classroom teachers are genuine, mission-driven and focused on results, lead with their heart, not just their minds, and focused on the long-term goals.

Keywords

Authentic Leadership, Balanced Processing, Internalized Moral Perspective, Relational Transparency, Self-Awareness, Ten Roles of Teachers

1. Introduction

When we think of the classroom teacher role and responsibilities, most likely planning instruction, delivering instruction, assessing student learning, and managing the classroom environment come to mind (Stronge, 2007). The preparation of the course content to be integrated into a particular subject is a matter that requires cognitive processes. The arrangement of the lesson from simple to complex in a systematic and cyclical way determines how knowledge is transferred by the teacher to the learners who are endowed with various learning styles, preferences, and priorities. These evolving learner categories need to be addressed to develop their Cs. These are creativity, critical thinking, communication, collaboration, and character. The establishment of lifelong learning habits, higher-order thinking skills, and ability to learn-how-to-learn with technology is now embedded in the knowledge acquisition process to become productive and achieve sustainability in life adversities. This means that education in the second decade of the 21st century is more diversified as what has been perceived by teachers and learners in the past decade.

When planning instruction, teachers must abandon the mentality that they are content experts only and that their responsibility is to transmit a certain canon of knowledge. Instead, to remain effective in the new context where the Cs and learning to learn are central, teachers must plan to be facilitators who provide scaffolding to support students in developing their own personal ways of knowing and thinking. Spitzmuller and Ilies (2010) have proposed that authentic leaders are more likely to be considered as positive transformational leaders by their subordinates, in this case, the students.

Careers for today's students will be increasingly diversified. Rather than sticking with one

static, linear, and predefined career path that former generations tended to follow, today's young citizens are likely to pursue several multidisciplinary jobs in a lifetime with more choices to frame their predictably diverse working experiences.

To prepare students for a multiple career life-path, we will need teachers capable of developing learning plans for students who are ready to fulfill their capacity as a whole person adaptable for whatever career paradigm that will emerge. If trends hold, we will need more students who can specialize in science, technology, engineering, and mathematics (STEM) areas, but we also will need good journalists, media designers, storytellers, entertainers, and talents for careers that do not even exist now.

Given these multidisciplinary demands, effective teachers will plan lessons and learning units that give priority to the skills students will have to carry across the disciplines and into new and different jobs. Thinking, problem-solving, collaborating and communicating must emerge onto center stage and provide the means for all students, not just a select handful, to traverse this multi-disciplinary landscape but adapting all the conditions that life may offer.

Instead of using uniform strategies for all students, this century's effective teachers must design instruction that motivates each student by providing experiential, authentic, and challenging experiences. These teachers communicate content in such a way that students are able to comprehend based on their individual prior learning and ability.

Because these students are learning in various ways and at different rates, effective teachers deliver their lessons with appropriate differentiation.

Several authors (Marzano et al., 2009) highlight a number of well-known high-yield instructional strategies that are supported by meta-analyses and allow teachers to differentiate their instruction.

Considering that the school curriculum is becoming sophisticated as mandated and modified by different governing bodies across cultures, changes are necessary. To cope with these changes, it requires authentic leadership in the classroom. The teachers are the key players in enforcing all the learning activities. As key players, they are expected to apply authentic leadership in the classroom to elicit behavioral change.

An authentic teacher-leader does not confine learning in the walls of the classroom. The integration of academic freedom on the part of the teachers and learners needs much reconsideration to maximize the learning potential. The goal is to make these roles relevant to today's learning needs.

1.1. Theoretical/Conceptual Framework

The researchers support this study with a theory of authentic leadership created by George, 2016.

As the Harvard Business Review declared in January 2015, “Authenticity has emerged as the gold standard for leadership.”

The ways teachers can lead are as varied as teachers themselves. Teacher-leaders assume a wide range of roles to support the school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. With this, there are ten leadership options available to teachers which are samples of many ways teachers can contribute to their schools' success. They can act as a resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, a catalyst for change, and learner (Harrison et al., 2007).

All the aforementioned roles require self-awareness, transparency, ethics/morality, and balanced processing which were considered as the key factors in promoting authentic leadership in the classroom.

1.2 Problem and Its Scope

It is the intention of the study to seek answers to the following questions.

- (1) On self-awareness: To what degree is the leader aware of his strengths, limitations, how others see his or her and how the leader impacts others?
- (2) On transparency: To what degree does the leader reinforces a level of openness with others that provide them with an opportunity to be forthcoming with their ideas, challenges and opinions?
- (3) On ethical/moral: To what degree does the leader set a high standard for moral and ethical conduct?
- (4) On balanced processing: To what degree does the leader solicit sufficient opinions and viewpoints prior to making important decisions?
- (5) What strategies and activities are recommended for teacher-student interaction to improve authentic leadership in the classroom?

As advocates of authentic leadership in the classroom, the researchers find the study relevant and timely to conduct so that leader self-awareness, relational transparency, internalized

moral perspective, and balanced processing will be determined. Thus, this research was conceptualized.

2. Methodology

The study is descriptive in nature. The instrument used is a multidimensional model of the authentic leadership construct (the Authentic Leadership Questionnaire [ALQ]) comprising leader self-awareness, composed of item numbers, 1, 5, 9 and 13; internalized moral perspective, identified as items 2, 6, 10 and 14; balanced processing, for items 3, 7, 11 and 15; and relational transparency assigned as items 4, 8, 12 and 16. The weighted mean values of the three sample schools were computed to determine the authentic leadership category of the respondents. Complete anonymity of the respondents was observed to objectively get the data.

In categorizing the scores, 16-20 was interpreted as high which means that the respondents have stronger authentic leadership, and 15 and below is interpreted as low, which means weaker authentic leadership.

Moreover, the itemized ranking of each statement of ALQ questionnaire is based on the numerical and descriptive allocation done by the researchers using the five-point scale. The values and qualitative description are detailed in Table 1.

Table 1: *Range of Weighted Mean Values and Qualitative Description*

Range of Weighted Mean Values	Qualitative Description
1 - 1.80	VL - Very Low
1.81 - 2.60	ML - Moderately Low
2.61 - 3.40	H - High
3.41 - 4.20	VH - Very High
4.21 - 5.00	EH - Extremely High

In order to have a good representation of the data from three sample schools, universal sampling was used. The respondents who were not around during the first and second administration were excluded in the process.

3. Results and Discussion

The items of multidimensional leadership questionnaire were presented by school to gauge what particular aspect the respondents were strong and weak at. The data came from 364

respondents. One hundred ten from the PIT, one hundred twenty-seven came from ASIU and BU, respectively.

Finally, the results revealed a high level of self-awareness, internalized moral perspective, balanced processing, and relational transparency from the three samples. This supports the findings of multiple studies (Strauss et al., 2009; Belschak and Den Hartog, 2011; Den Hartog and Belschak, 2012; Hong et al., 2016) that positive leadership, such as transformational leadership, has positive predictive effects on proactive behavior.

This means that the teacher as a leader is bestowed with self-awareness. It is not an end in itself but a process in which individuals understand themselves, including their strengths and weaknesses, and the impact they have on others. Self-awareness includes reflecting on core values, identity, emotions, motives, and goals at the deepest level. In addition, it includes being aware of and trusting their own feelings (Kernis, 2003). When leaders know themselves and have a clear sense of who they are, and what they stand for, they have a very strong anchor for their decisions and actions (Gardner et al., 2005). Teacher-leaders who have greater self-awareness are more authentic.

Similarly, relational transparency is also manifested by the teachers. It means that they are open and honest in presenting one's true self to others. It is self-regulatory because individuals can control their transparency with others. Relational transparency occurs when individuals share their core feelings, motives, and inclinations with others in an appropriate manner (Kernis, 2003). It includes the individuals showing both positive and negative aspects of themselves to others. In short, relational transparency is about communicating openly and being real in a relationship with others.

Akin to the mentioned dimensions is the internalized moral perspective. This means that the teacher-respondents apply self-regulatory process whereby they use their internal moral standards and values to guide their behavior rather than allow outside pressures to control them (e.g., group or societal pressure). They have control over the extent to which they allow others to influence them. Others see leaders with an internalized moral perspective as authentic because their actions are consistent with their expressed beliefs and morals.

Moreover, balanced processing is evidenced by a self-regulatory behavior. They have the ability to analyze information objectively and explore other people's opinions before making a decision. In this connection, authentic leadership has recently attracted extensive research attention (Miao et al., 2018).

Table 2: Components that Comprise Authentic Leadership

Respondent Schools	Components that Comprise Authentic Leadership				Interpretation
	Self-Awareness	Relational Transparency	Internalized Moral Perspective	Balanced Processing	
	Weighted Mean Values				
Palompon Institute of Technology (PIT)	17.15	15.57	17.51	16.36	High
Ar-Raniry State Islamic University (ASIU)	15.77	16.06	15.97	16.94	High
Bayero University (BU)	16.35	15.74	15.54	16.09	High
Overall Interpretation					High

The highest dimension of the four categories is the internalized moral perspective from the sample coming from the PIT. It has a value of 17.51, and based on the scoring guide, it is interpreted as high. This is supported by the findings of numerous studies that authentic leaders have a positive predictive effect on psychological capital (Ilies et al., 2005; Han and Yang, 2011; Sun, 2013; Zhang, 2014). Although all the four dimensions fall on a high level, the lowest score comes from Bayero University (BU) but still categorized as high. The point difference as compared with the two schools, PIT and ASIU is negligible.

Marked by the desire to investigate, the researchers made an itemized ranking based on the mean values, hence, present the information in Table 3.

Table 3: Mean Values from Three Schools on ALQ Statements

*Statements	PIT	Interpretation	ASIU	Interpretation	BU	Interpretation
1. I can list my three greatest weaknesses.	4.47	EH (4)	3.80	VH (13)	4.09	VH (6)
2. My actions reflect my core values.	4.50	EH (3)	4.01	VH (11)	3.59	VH (14)
3. I seek others' opinions before making up my own mind.	4.35	EH (5)	4.06	VH (8.5)	3.71	VH (12)
4. I openly share my feelings with others.	3.75	VH (14)	3.74	VH (14)	4.01	VH (7)
5. I can list my three greatest strengths.	4.16	VH (10)	3.73	VH (15)	4.17	VH (5)
6. I do not allow group pressure to control me.	4.24	EH (7)	4.05	VH (10)	3.98	VH (8)
7. I listen closely to the ideas of	4.01	VH (13)	4.25	EH (4.5)	3.58	VH (15)

those who disagree with me.						
8. I let others know who I truly am as a person.	4.15	VH (11.5)	3.84	VH (12)	3.87	VH (11)
9. I seek feedback as a way of understanding who I really am as a person.	4.23	EH (8)	4.06	VH (8.5)	3.67	VH (13)
10. Other people know where I stand on controversial issues.	4.15	VH (11.5)	3.64	VH (16)	3.45	VH (16)
11. I do not emphasize my own point of view at the expense of others.	3.73	VH (15)	4.25	(4.5)	4.36	EH (4)
12. I rarely present a “false” front to others.	3.48	VH (16)	4.16	VH (6)	3.92	VH (10)
13. I accept the feelings I have about myself.	4.28	EH (6)	4.15	VH (7)	4.42	EH (3)
14. My morals guide what I do as a leader.	4.63	EH (1)	4.28	EH (3)	4.52	EH (1)
15. I listen very carefully to the ideas of others before making decisions.	4.57	EH (2)	4.39	EH (1)	4.44	EH (2)
16. I admit my mistakes to others.	4.20	VH (9)	4.32	EH (2)	3.94	VH (9)

* (adopted from Walumbwa et al., 2007)

For BU and PIT respondents their strongest dimension is their morals that guide them as a leader. This item ranked third for ASIU respondents. This is item number 14. This falls on the internalized moral perspective dimension. Listening very carefully to the ideas of others before making decisions is the strongest item for ASIU respondents. This fall on the balanced processing dimension.

In light of the findings, teachers as leaders should spend time and make efforts to build a safe working environment through communication and maintaining their behavioral integrity (Liu et al., 2015; Xu et al., 2017). This portrays the information that the strongest dimension of classroom teachers are on internalized moral perspective and balanced processing. The figures enclosed in parentheses determine the rank of the particular statement based on ALQ.

Their weakest item is that other people know where they stand on controversial issues (item number 10). This is on internalized moral perspective dimension. This is according to ASIU and BU responses. For PIT group, the lowest mean is on item number 12 which says that they rarely present a “false” front to others. This dimension falls on relational transparency.

4. Conclusion

The teachers are well-equipped in the performance of their job. This is manifested by a high category on the four dimensions of authentic leadership. Professional preparation and a

well-rounded exposure to the teaching profession made them fit in the accomplishment of their classroom tasks.

5. Recommendations

The research results showed that the dimension which scored low on their weighted value is on relational transparency. This can be done by adopting a brain-based strategy to elicit behavior change for the total development of the learner. This is shown in Table 4.

Table 4: *Strategies and Suggested Activities to Elicit Behavior Change for the Learners

Identified Strategies	Suggested Activities
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Physical Movement <ul style="list-style-type: none"> – Strengthens learning – Improves memory retrieval – Enhances learners’ confidence – Movement increases blood flow and oxygenates the brain 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> – Active learning – Go outside – Move around – Stretch – Role Playing
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Use collaboration <ul style="list-style-type: none"> – Brain is inherently social – Explaining to others provides information to the students – Feel support of peers – Small group decision-making skills – Promotes social interactions 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> – Breakout spaces – Small groups – Cooperative learning – Group and individual accountability
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Stimulating Environment <ul style="list-style-type: none"> – Color promotes memory and motivation – Yellow, light orange, beige - calming – Colorful student work around the room promotes student ownership 	<p><u>What Should Be Done</u></p> <p>Colored transparencies Colored handouts Colorful posters Colored Markers (whiteboards) Highlight notes</p>
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Use Humor 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> – Funny stories

<ul style="list-style-type: none"> - Reduces stress - Boosts immune system - Enhances alertness and memory 	<ul style="list-style-type: none"> - Jokes - Cartoon in class or test - Joke around in small groups
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Incorporate Music <ul style="list-style-type: none"> - Alters brain chemistry - Energizers - Calms - Increase effectiveness for task completion 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> - Use as a timer - Use during transitions - Increase suspense or tension - Welcome to class - Doing independent work
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Problem Solving <ul style="list-style-type: none"> - The brain grows by trying to solve problems - Need to find the edge of what students can do - Real-world problem solving promotes creative and meaningful judgment 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> - Open-ended questions - Higher level thinking questions/projects - What if...? - Can you figure this out? - Brain teasers - Graphing - Laboratory/Experiments
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Link to Previous Knowledge <ul style="list-style-type: none"> - Start with what they know and move forward to what they need to know - Supply background information if necessary - Motivating the students - Help students to be more successful 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> - Check to see what students already know - Expand on what they understand - Know, Want and Learn (KWL)
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Allow Student Choice <ul style="list-style-type: none"> - Lowers stress - Helps release good brain chemicals - Give students the choice while adult remains in control 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> - Give students choices when possible - Option as to how to take note – outline, concept map, etc. - Which problems to go over
<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Repetition <ul style="list-style-type: none"> - Strengthens connections to the brain - Synapses are not static, adapt to activity 	<p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> - Differentiate previewing and reviewing strategies - Interesting approaches and assessments - Video clips, posters, cooperative

<p><u>What Research Says</u></p> <ul style="list-style-type: none"> ■ Use of Images <ul style="list-style-type: none"> – 80-90% of all information absorbed by the brain is visual – Concrete visual images contrast, movement, and color attract attention 	<p style="text-align: right;">learning, graphic organizers, etc.</p> <p><u>What Should Be Done</u></p> <ul style="list-style-type: none"> – Working models – Project-based assignments – Varied information forms – Assortment of art supplies – Add pictures, graphics, charts, etc. to presentations
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*(Adopted from Wagner, 2006; Lackney, 1998; Hileman, 2006; & Elder, 2008)

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