

AN EXPLORATORY STUDY OF UNIVERSITY TEACHERS' AUTHENTIC LEADERSHIP STYLE

By

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THESIS AND DEFENSE APPROVAL FORM

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It's the grace of ALMIGHTY ALLAH that has led this work to its completion. The Gracious and All Compassionate. I can never dare to deny of ALLAH gifts that HE has granted me, best of which is that ALLAH has provided me with the torch of eternal guidance in the form of HIS Holy Prophet (PBUH), who is the knowledge for humanity as a whole. I sincerely and honestly thank my supervisor Dr. Saira Nudrat, Department of Education, National University of Modern Languages, Islamabad, for her unmatched and dedicated supervision for the completion of this study. She has really been extremely patient, helpful and cooperative. I wish her prosperous and healthy life ahead. I would love to express my sincere thanks to Fareha Safdar, Anum Naseem and my friends who have always been a real source of motivation for me. I am very thankful to my family. The prayers and support of my family has helped me throughout my work.

Dedicated to

To my praiseworthy parents

‘Your prayers are what I need more than anything else in my life’

ABSTRACT

Title: An Exploratory Study of University Teachers' Authentic Leadership style

Authentic leadership brings about boosted balanced engagement because the focus is on one's personal core values and also one can maintain trust among his colleagues. The qualities of effective leaders are often similar to an effective teacher. In order to be an effective leader and teacher both must be capable of influencing and making an impact on others. The aim of the current study was to explore the level of university teacher's authentic leadership style. Researcher used the quantitative research approach in this study. The population of the study was consisted of 1086 teachers among them 656 were from faculty of social sciences and 430 were from management sciences teachers. Stratified proportionate sampling was used. The sample was consisted of 285(26%) teachers of public university of Islamabad among them 173 (26%) teachers were from faculty of social sciences and 112 (26%) were from faculty of management sciences. The return response of the current study was 236 among them 136 teachers were from faculty of social sciences and 100 were from faculty of management sciences. A self-developed questionnaire was used by the researcher. Researcher used both descriptive and inferential statistics. Score level, independent t-test and ANOVA was calculated to analyze the data. The analysis of data demonstrates that university teachers have above average level of authentic leadership. Furthermore, results also shows that level of self-awareness was in average level as compare to other components of authentic leadership (transparency, ethical/moral values and balanced processing) was in above average level of university teachers of public universities of Islamabad.

TABLE OF CONTENTS

Chapter 1 Introduction	1
1.1 Statement of the Problem	4
1.2 Rationale of the Study	5
1.3 Significance of the Study	7
1.4 Objectives of the Study	8
1.5 Research Questions	9
1.6 Null Hypotheses	9
1.7 Theoretical Framework	10
1.8 Delimitations	13
1.9 Methodology	13
1.10 Operational Definitions	15
CHAPTER 2 REVIEW OF THE RELATED LITERATURE	18
2.1 Chapter Overview	18
2.2 Leadership	18
2.3 Leadership theories	21
2.3.1 Trait theory.....	21
2.3.2 Behavioral theory.....	22
2.3.3 Situational/Contingency theory	23
2.4 Leadership Styles	24
2.4.1 Transformational Leadership Style.....	25
2.4.2 Transactional Leadership Style	26
2.4.3 Autocratic Leadership Style	27
2.4.4 Democratic Leadership Style	27
2.4.5 Laissez-Faire Leadership Style	28
2.4.6 Charismatic Leadership Style	29
2.5 Authentic Leadership Style	29

2.5.1 Authenticity	29
2.5.2 Authentic leadership theory	31
2.6 Dimensions of Authentic Leadership	42
2.7 Theories related to Authentic Leadership	51
2.8 Teacher Leadership	56
2.9 Teachers and Authentic Leadership	60
2.10 Authentic Leadership in Pakistani Context	71
2.11 Summary.....	72
CHAPTER 3 RESEARCH METHODOLOGY	73
3.1 Research Approach.....	73
3.2 Population.....	74
3.3 Sampling Technique	76
3.4 Instrument	77
3.4.1 Validity.....	80
3.4.2 Pilot Testing.....	81
3.4.3 Reliability of the Tool	81
3.4.4 Final form of the Tool.....	84
3.4.5 Reliability and correlation of final tool.....	85
3.5 Data Collection Procedure	88
3.6 Data Analysis.....	89
3.7 Research Ethics.....	90
Chapter 4 DATA ANALYSIS AND INTERPERTATION	91
4.1 Introduction.....	91
4.2 Frequencies of demographic variables.....	92
4.3 Objective Wise Analysis.....	94
CHAPTER 5 SUMMARY, FINDINGS, DISCUSSON, CONCLUSION AND	
RECOMMENDATIONS.....	109
5.1 Summary.....	109
5.2 Findings.....	110
5.3 Discussion.....	113
5.4 Conclusion	121

5.5 Recommendations.....	123
5.6 Limitations.....	125
References.....	126

LIST OF TABLES

Table No.	Title	Page No.
Table No 3.1	Population Distribution	75
Table No 3.2	Summary of Authentic Leadership	78
Table No 3.3	Questionnaire Items of Authentic Leadership	80
Table No 3.4	Suggestions of Experts	81
Table No 3.5	Cronbach Alpha Reliability of Authentic Leadership Pilot Testing (N=20)	82
Table No 3.6	Items-Total Correlation of Authentic Leadership Pilot Testing (N=20)	82
Table No 3.7	Intersection Correlation of Authentic Leadership Scale Pilot Testing (N=20)	84
Table No 3.8	List of Questionnaire Items (Final Version) of Authentic Leadership	85
Table No 3.9	Reliability of Research Instrument	85
Table No 3.10	Scale Reliability Authentic Leadership	85
Table No 3.11	Item Total Correlation of Tool	86
Table No 3.12	Inter-Correlation of Authentic Leadership Scale	87

Table No 4.1	Faculty Wise Distribution of Sample Size	92
Table No 4.2	University Wise Distribution of Sample Size	93
Table No 4.3	Level of Teacher's Authentic Leadership (n=236)	94
Table No 4.4	Level of Teacher's Self-awareness (n=236)	95
Table No 4.5	Level of Teacher's Transparency (n=236)	96
Table No 4.6	Level of Teacher's Ethical/Moral (n=236)	97
Table No 4.7	Level of Teacher's Balanced Processing (n=236)	98
Table No 4.8	University wise comparison of teacher's Authentic Leadership (n=236)	99
Table No 4.9	University wise Comparison of teacher's self-Awareness (n=236)	100
Table No 4.10	University wise Comparison of teacher's Transparency (n=236)	101
Table No 4.11	University wise Comparison of teacher's ethical /moral (n=236)	102
Table No 4.12	Teacher's Balance processing (n=236)	103
Table No 4.13	Faculty Wise Comparison of Teacher's Authentic Leadership (n=236)	104
Table No 4.14	Faculty Wise Comparison of Teacher's self-awareness	105

Table No 4.15	Faculty Wise Comparison of Teacher's transparency (n=236)	106
Table No 4.16	Faculty Wise Comparison of Teacher's ethical/moral Values (n=236)	107
Table No 4.17	Faculty Wise Comparison of Teacher's Balanced Processing (n=236)	108

LIST OF FIGURES

1.1	Theoretical Framework.....	12
2.1	Theories of Leadership	21
2.2	Components of AL Given by Walumbwa et al (2008)	43
2.3	Characteristics of AL given by Northouse (2017)	55
3.1	Sample of the Study	77
4.1	Faculty Wise Dissemination of Respondents	92
4.2	University Wise Distribution of Respondents	93

LIST OF ABBREVIATIONS

AL	Authentic Leadership
HEC	Higher Education Commission
NUML	National University of Modern Languages, Islamabad
QAU	Quaid e Azam University Islamabad
IIUI	International Islamic University Islamabad
AIOU	Allama Iqbal Open University, Islamabad
SPSS	Statistical packages for Social Science
T-Test	Test of Variance
ANOVA	Analysis of Variance
Fig.	Figure
Sig.	Significance

LIST OF APENDICES

Appendix A: Approval of M.Phil. Thesis Topic and Supervisor	142
Appendix B: Whom So Ever It May Concern.....	143
Appendix C: Cover Letter of Questionnaire	144
Appendix D: AN Exploratory Study of University Teachers.....	146
Appendix E: Certificate of Validity	150
Appendix F: Certificate of Validity	151
Appendix G: Certificate of Validity	152
Appendix H: Certificate of Validity	153
Appendix I: Determining Sample Size from a Given Population.....	154
Appendix J: HEC Recognized Universities and Degree Awarding Institutions	156
Appendix K: List of Social Sciences and Management Sciences Discipline.....	157

Chapter 1

Introduction

Authentic leadership is a concept that has increasingly been triggered by recent researchers in controlling and improving human resources literature (Peus, Wesche, Streicher, Braun & Frey, 2012). Avolio (2004) stated that the authentic leader behaves according to his core beliefs and principles to develop the reputation and win the loyalty and trust of one's colleagues. He also promotes different views and establishes a working partnership with his colleagues. He is concerned over other people's well-being as he thinks that everyone has their worth (Eboli, 2010). Authentic leadership is a combination of self-knowledge, coherence, positive alignment and willingness to pursue a path focused on his/her progress and others' growth.

Crawford (2020) concluded that within the existing conceptualisations of authentic leadership, an authentic leader is commonly defined as the combination of four behaviours: self-awareness, relational transparency, internalised moral perspective and balanced processing. These four dimensions have also been used to describe an authentic person, that is, an individual who makes autonomous decisions without consideration for what others think or do. As such, an authentic leader must be an authentic individual, but the reverse is not necessarily true.

An individual can have high degrees of authenticity, without necessarily having leadership capabilities. While it is reasonable to expect a degree of convergence in conceptually related constructs, constructs should be distinguishable at a conceptual level. Thus, the current conceptualisation of authentic leadership does not reflect authentic leaders, as it fails to demonstrate substantial conceptual distinction between an authentic leader and an authentic person. Leaders (individuals with the ability to influence) and managers (individuals with formal authority) are not the same. As such,

an authentic person with a formal leadership role (e.g. a management role) does not always necessitate an authentic leader (Martin et al , 2020).

According to Fullan (2001) teaching quality greatly influences the motivation and self - efficacy of pupils, the excellence of leadership is consistently argued during deciding the inspiration towards educators and the value of classroom instruction. Another first analysis at the research literature on leadership indicates that it depends primarily on human momentum rather than group action and provides a distinctive perception of leadership that is largely associated with administration. According to study conducted by Segiovanni (2001) he concluded that efficient leadership is generally regarded as a critical element in changing educational institutions. Worldwide literature data suggests that successful leaders affect academic achievement and accomplishment implicitly but intensely.

According to Avolio (2007) Authentic Leadership (AL) has become one of the latest researchers related to leadership theoretical contexts. A genuine leader is described by way of an individual whose acts and conduct are always based on one's own ideas and value. The principles of authentic leadership are based on the harmonization of views and concepts with actions and behaviors and are primarily based on the utilization of personal growth and moral characteristics for leading others.

The appeal for leaders to be more honest and comprehensive is not new or unique in the organizational studies (George, 2006). Warren Buffett has stated the three traits he searches in each new contract comprising honesty, intelligence, and high levels of liveliness and added: "if you don't have the first, the second two don't matter".

Leaders recognize their beliefs and protect them and perform actions according to their principles in mind. The directed leader describes a high degree of self-consciousness regarding the ideals, convictions, feelings, self-identity and skills

(Laguerre, 2010). Authentic leader's actions are highly influenced by his core values and principles. Authentic leaders behave in line with their core beliefs and morals to develop their adherents' reputation, loyalty and confidence, fostering different points of view and creating channels that identify them as authentic leader (Roux, 2010). Leadership has been under rigorous scientific investigation throughout the past decades but new features of this field have arisen and associated with individual dimensions.

Authenticity is quality which involves fundamental morality, including being honest and truthful (Starratt, 2005). Begley(2001) notes that authentic leadership is term for completely efficient, ethically acceptable and actively reflective activities in management of education. He views leaders as skillful, rational and competent. George(2006) describes the leader being authentic and true to one self. Authentic individuals know who they are. Through leadership this sincerity scan be used to encourage many others to imitate. Authenticity often needs to be widespread in education since learning is contingent on authenticity. Society is absorbing many of its values by education.

To be leader who have authenticity means to be honest to yourself and one's principles. "In order to be an effective leader, one need to be their own person, authentic in every way and finest leaders are self-sufficient and self-reliant" stated by (George, 2003). According to Pennington (2006) authentic leadership requires an examination of self, knowing the true self, acknowledging the values of oneself, and instilling personal values and leadership in the following relationships.

According to Northouse (2013) authentic leadership is characterized by one of its criteria and its explicit conceptualization as one of the "newest fields for leadership study" currently under consideration. This established and formative nature of authentic

leadership offers scope for a variety of specific remarks and for further study. Authentic leadership is distinctively based on the essence of leadership and authenticity. Maybe this is why leaders often portrayed as an authentic leadership even as standard to be pursued by each and every leader.

Teachers are at same time are also structured and unofficial leaders taking action to develop organization, every organization particularly educational institutions performs better when teachers take advantage of opportunity to know more than curriculum and students they can create major changes. Within educational institution teachers can have formal or informal positions for example department heads, members of committees or staff leaders or formally recognized positions, at same time in every educational institution there are some certain informal members or teachers that have unique gravity which specifies them as a leader. They may not have any specific title but the respect they gain makes them unique and kind of teacher who have quality to inspire peers. A teacher can be a leader by having certain unique characteristics when any time stands to make choices and to execute any new concept.

1.1 Statement of the Problem

The problem under investigation is to explore teacher's authentic leadership style. A successful teacher's qualities are same as successful leader. The shared element between successful teachers and authentic leaders is that they have the potential to influence people and might change their experiences. If a person is incompetent and unfriendly how can anyone like them? Students and superiors will be compelled to obey their acts but are they devoting complete attention and commitment to understand the work. Some people say that they can recall teachers they didn't like. This dislike for teacher may come from different causes like being unfriendly, disrespect, insulting or trustworthy. These derogatory characteristics can even trigger people to hate. Often most people will recall the teacher or leader they always liked, valued and revered. The

leader had to provide guidance, support and motivation. Bringing an incompetent leader will do more damage than good so selecting the right individual is crucial.

Authentic leadership brings about improved emotional engagement because the emphasis is on expectations and the internal attitudes, values and beliefs of an individual, the leader retain trust and unity within the community. The goal is to inspire and direct employees via the duties in truthful manner. To perform better every organization requires good leadership. Several organizations have a strata's dividing top-level policy makers from ground-level staff. This is also relevant in classrooms where administrators frequently neglect to instruct in classrooms but have problematic views towards teacher's requirements.

1.2 Rationale of the Study

Authentic leadership brings about boosted balanced engagement because the focus is on one's personal core values and also one can maintain trust among his colleagues. Carol 2018 concluded that the characteristics of an effective teacher are often the same as an effective leader. In order to be effective, both teachers and leaders must be able to have an influence and make an impact. Authenticity is using basic morals and applying these to one's position. Authenticity must be displayed because students and employees bring their own unique experiences and expectations to any situation. An effective teacher can use the guidelines presented to effectively communicate to students through authentic behavior. The characteristics of an effective teacher are often the same as an effective leader. In order to be effective, both teachers and leaders must be able to have an influence and make an impact.

Authenticity is using basic morals and applying these to one's position. Authenticity must be displayed because students and employees bring their own unique experiences and expectations to any situation. An effective teacher can use the

guidelines presented to effectively communicate to students through authentic behavior. Authenticity is basically using core values and also using these values to leader's position. It must be displayed due to the fact that learners and teachers bring their own unique exposure and assumptions to any situation. Through authentic behavior a constructive and effective teacher can use directions which is communicating effectively towards students that is why researcher wants to conduct study which will investigate teacher being an authentic leader.

Wright Stephen (2013) conducted a study in which researcher concluded that teacher leadership perform a wide variety of roles that promote the performance of institutions and learners. If these responsibilities are officially delegated or exchanged informally, which allow space for changes for whole institution because educators can lead in number of ways, some teacher leaders can lead within their colleagues that is why researcher wants to explore that whether teacher have authentic leadership style.

Various studies on Authentic Leadership have been done in recent years, but the maximum had focused on school/ college principals and non-educational settings. As per limited studies in educational system that is why researcher needs to carry out the current study in the educational context targeting university teachers and exploring their authentic leadership style.

Researcher had observed that some teachers have distinct qualities of being leader. In every institution sometimes their certain unofficial leaders who have unique gravitational pull which appoints them to become leaders. They may not have any specific title, but respect they have gained, way they treat themselves enables them to become such kind of teacher whom others can be aspired of. Any teacher may

eventually become a leader if anyone ventures them to choice or execute new initiative or even express an indication of making a positive influence on others.

1.3 Significance of the Study

This study may be significant for university teachers because authentic leadership can bring teachers to sustain trust and unity among their colleagues, improve teacher's ability to create constructive and enriching relationship and can enhance teacher's ethical and moral standards. The university teachers can take guidance from findings of present study regarding being authentic leader. This study can be significant for university teachers because this study will establish teacher's knowledge and teachers will be aware about authentic leadership.

This study may be useful for the leaders or managers of universities in order to encourage teachers to be aware of their leadership qualities and to enhance self-awareness about authentic leadership and mostly organizing seminars or conferences in their universities which will help not only managers but also teachers as they are the most vital staff of an institution. With the passage of time teachers need to have leadership qualities in order to develop cohesion among peers or colleagues.

This study may contribute in current literature because as per restricted knowledge of researcher limited studies has been done on authentic leadership in Pakistan but no study has been found which explores the teacher's authentic leadership style in Pakistani perspective. So, the findings of this research may be a distinctive contribution in the current literature.

1.4 Objectives of the Study

Objectives of the research study were

1. To explore the level of “Authentic Leadership” among teachers serving in public sector universities of Islamabad
 - a) To assess the level of “self-awareness” among university teachers
 - b) To investigate the level of “transparency” among university teachers
 - c) To determine level of “ethical/moral” values among university teachers
 - d) To identify level of “balanced processing” among university teachers
2. To draw a university-wise comparison of teachers on basis of “authentic leadership”
 - a) To draw a university-wise comparison of teachers on basis of “self-awareness”
 - b) To draw a university-wise comparison of teachers on basis of “transparency”
 - c) To draw a university-wise comparison of teachers on basis of “ethical/moral values”
 - d) To draw a university-wise comparison of teachers on basis of “balanced processing”
3. To compare teachers’ “authentic leadership” on the basis of their respective faculties (FSS/FMS)
 - a) To compare teachers’ “self-awareness” on the basis of their respective faculties
 - b) To compare teachers’ “transparency” on the basis of their respective faculties

- c) To compare teachers' "ethical/moral values " on the basis of their respective faculties
- d) To compare teachers' "balanced processing" on the basis of their respective faculties

1.5 Research Questions

1. What is the "authentic leadership "level of teachers serving in public sector universities of Islamabad?
2. What is self-awareness level of teachers' serving in public sector universities of Islamabad?
3. What is transparency level of teachers' serving in public sector universities of Islamabad?
4. What is ethical/moral values level of teachers' serving in public sector universities of Islamabad?
5. What is balanced processing level of teachers' serving in public sector universities of Islamabad?

1.6 Null Hypotheses

Ho1: There is significantly no difference in the Authentic Leadership of teachers with reference to their University.

Ho1 (a): There is significantly no difference in the self-awareness of teachers with reference to their University

Ho1 (b): There is significantly no difference in the transparency of teachers with reference to their University

Ho1 (c): There is significantly no difference in the ethical/moral values of teachers with reference to their University

Ho1 (d): There is significantly no difference in the balanced processing of teachers with reference to their University

Ho2: There is significantly no difference in the Authentic Leadership skill of University teachers with reference to their faculty (FSS/FMS).

Ho2 (a): There is significantly no difference in self-awareness of university teachers with reference to their faculty (FSS/FMS).

Ho2 (b): There is significantly no difference in transparency of university teachers with reference to their faculty (FSS/FMS).

Ho2 (c): There is significantly no difference in ethical/moral values of university teachers with reference to their faculty (FSS/FMS).

Ho2 (d): There is significantly no difference in balanced processing of university teachers with reference to their faculty (FSS/FMS).

1.7 Theoretical Framework

Authentic leadership was recently addressed in research paper named “Authentic Leadership Development and Validation of a theory based measure” by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008). Their paper was grounded on partial experimental data in which they proposed that AL is based upon four elements because they are eventually the characteristics which brace model for operational use. The current study will be based on model given by Walumba et al (2008) in which they highlighted four core elements of authentic leadership which are self-awareness, Transparency, Ethical/Moral and Balanced processing. These components are more appropriate for the present research because it emphasize the

most significant and related components of Authentic Leadership. These components benefits in exploring the authentic leadership in context of self-awareness which means idea of “knowing thyself”, Transparency which means being genuine, Ethical/Moral which means leader knows what is difference between right and wrong and finally Balanced processing which means to be fair-minded without any bias. Based on these elements researcher will explore university teacher’s authentic leadership style.

All four elements are crucial for exploring authentic leadership. The definitions of these four elements can be summarize as following

Self-awareness is that to what degree a leader is aware of his strengths as well as his/her weaknesses and how he/she impacts on other people, understanding his/her own qualities. Showing how one interprets the things around them and how that interpretation affects the way one perceives themselves through time. Another meaning of self-awareness is having a good grasp of one's own qualities - strengths and flaws included - and being aware of how one's actions affect other people.

Transparency is related to concept of genuineness. It also refers that to what extend leader highlight level of his/her openness and leaders interact and act honestly. To what degree leader gives others opportunities to foster their ideas, opinions and problems. It also refers to representing one's true self to others, as distinct from one's false self or distorted self. A person who engages in type of conduct which fosters trust by being honest and forthcoming, but also minimizing inappropriate displays of emotion.

Ethical/Moral refers to leaders doing right things and set standards for ethical and moral values. It also includes having internalized and integrated way to regulate

oneself. There is a kind of regulation that is directed by internal moral standards and ideals rather than external pressures such as those from groups or organizations.

Balanced processing means leader while making decisions are fair-minded without any bias and he/she considers viewpoints and opinions of others. Leader not only consider others opinions but also encourage and motivate them. It also includes that before making a choice, one must objectively evaluate all relevant information. In addition, being open to hearing or listening from those who disagree with one's opinions.

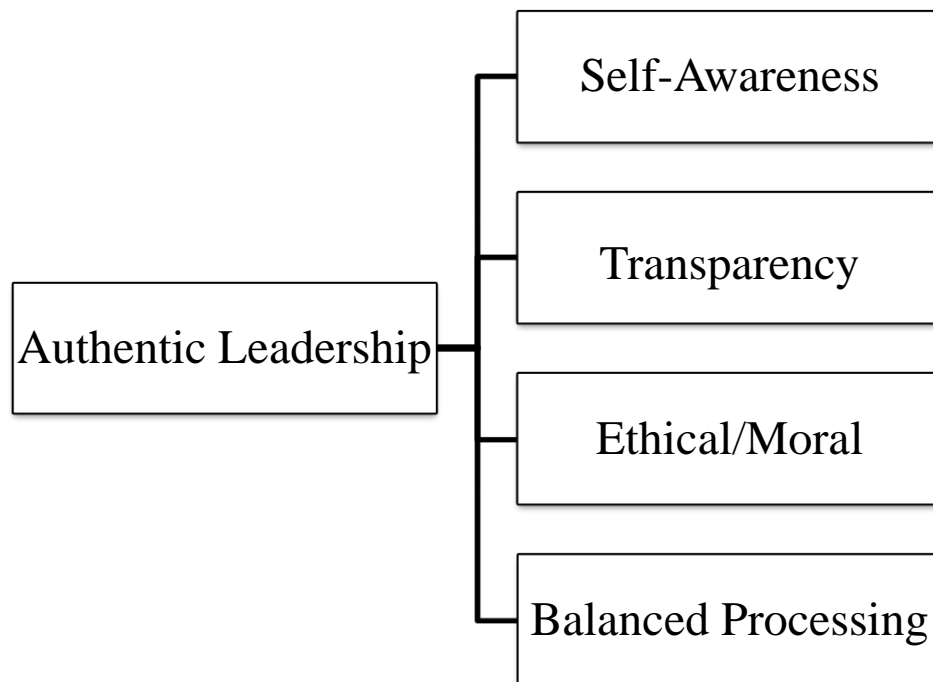


Fig 1.1 Theoretical Framework given by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008)

As per Walumba et al (2008) four components model authentic leadership has four components which are self-awareness, transparency, ethical/moral, and balanced processing. These are important to explore the authentic leadership of teachers. Researcher followed these components, within the above discussed theoretical

background for exploratory study was done on the basis of four elements of authentic leadership among teachers of public region university of Islamabad.

1.8 Delimitations

The study was delimited to:

1. Ten public universities situated in Islamabad.
2. The study was also delimited to theory of Authentic Leadership given by Walumbwa, Avolio, Gardner, Wernsing, and Peterson in 2008
3. This study was also delimited to four dimensions of Authentic Leadership given by Walumbwa et al in 2008 which were self-awareness, transparency, ethical/moral and balanced processing

1.9 Methodology

Conceptual framework was based on theoretical framework which was given by Walumbwa (2008) after studying relevant literature which was in the form of journals, books and research articles. Objectives were formulated and on the base of these objectives research questions were also formulated. Self-developed questionnaire was used for collection of data from teachers with 5 point Likert scale. Validation of questionnaire was done by the specialists and through pilot testing reliability was also checked. The researcher individually visited the sampled universities for the collection of data from public division universities located in Islamabad having social and management science departments. Data was investigated through SPSS (statistical package for social sciences).

1.9.1 Research Design

Researcher used quantitative approach for current research. Quantitative research is the procedure in which data is collected through questionnaire and surveys, and analyzing numerical data. It is the process which is widely used in social sciences. Descriptive research design was used by the scholar for the present research study. The researcher collected data through questionnaire and analysis was based on this questionnaire.

1.9.2 Population

Faculty members of public universities located in Islamabad were the population of this research. Total population of teachers were 1086 in which social sciences teachers were 656 and management sciences were 430.

1.9.3 Sampling Technique

Researcher used Stratified sampling technique. Sample was divided into 2 strata's Social Sciences and Management Sciences. For current research according to Krejcie and Morgan (1970) table of sample size was 285 in which social sciences was 173 (26%) and management sciences was 112 (26%).

1.9.4 Instrument

Researcher used self-developed questionnaire which was based on 5 point Likert scale. Close ended questions were used by the researcher consisted of 37 items based on four dimensions given by Walumba et al (2008) named as self-awareness, transparency, ethical/moral and balanced processing.

1.9.5 Pilot Testing

Before the data collection researcher conducted pilot testing to check reliability and validity of the research instrument. Experts checked the validity and reliability by Cronbach Alpha. Questionnaires were distributed among 20 university teachers from NUML University from faculty of social sciences and management sciences.

1.9.6 Data Collection

For this purpose, researcher individually visited the sampled universities. In order to collect data permission letter was taken from department of education, NUML then researcher collected data from Faculty of Social Sciences and Faculty of Management sciences from public universities of Islamabad.

1.9.7 Data Analysis

SPSS 21.0 was used to analyse the collected data and was presented in tabulated form for quantitative data. Reliability, individual score, t test and ANOVA test was used for data analysis.

1.10 Operational Definitions

1.10.1 Leadership

Leadership is a quality in a person which has set of characteristics to become a good leader. It also refers to individuals which capacity to influence

his/her followers or subordinates. Leadership is also an art to motivate followers to achieve common goal.

1.10.2 Authentic

Authentic literally means 'being genuine'. Being authentic means that being true towards one's own values and itself. It also refers to being open towards other peoples and not to do things which are good to oneself but also doing right things.

1.10.3 Authentic Leadership

Authentic leadership is a leadership style in which leaders have certain characteristics or qualities which are being self-aware, also being transparent, and having ethical/moral values at last balanced processing.

1.10.4 Self-awareness

It refers that leaders have to understand inner and outer qualities and knowing one's strength and weakness. Leader has to develop continues development related to his/her self-exposure and also seeking feedback from surrounding.

1.10.5 Transparency

Transparency refers to being genuine and honest while interacting or communicating towards others. Leader has to create a surrounding in which his/her subordinates are comfortable and in terms of relation everyone knows where he/ she stands.

1.10.6 Ethical/Moral

It means that a leader must have knowledge about what is right and what is wrong and able to act upon his/her ethical and moral values. Having a standardized values and while making decisions considering those values and never compromise on his/her morality.

1.10.7 Balanced Processing

It refers to being 'fair minded'. A leader must be able to listen orders, motivate others to bring new ideas and appreciating them is also vital. While making decisions leader should be unbiased.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 Chapter Overview

This section includes leadership, its theories and its styles. It also covers basic concepts about authentic leadership and its four dimensions. The foremost determination of this section is to provide theories of authentic leadership and teacher being an authentic leader. It also provides various researches about authentic leadership in context of Pakistan.

2.2 Leadership

Leading implies that the followers must be influenced by the leader. Any leader may use their interpersonal power to gain such a level of leadership. According to Ahlquist and Levi (2011) this means that the success of leaders in leadership positions relies on their behavioral impact on their adherents. It occurs while a group of individuals are together in a situation. The accomplishment of established goals requires teamwork. There's few various components to above definitions. Leadership is always first method. According to Ahlquist & Levi (2011) this indicates that it is a method of cultural influence that takes advantage of the contributions of other individuals to accomplish the community or organization's objectives. Several investigators reassured that leadership is indeed a person's place of influence in a community.

In several other term, leaders should have distinctive expertise in coordinating their adherents' activities and in guiding them towards shared objectives, and

eventually, leaders and proponents must recognize, share and accomplish the objective. According to Yukl (2008) this depiction of leadership mostly as mechanism means that the term is not treated as a feature or character, although as transactional experience affecting leaders as well as adherents. According to Yang (2007) leadership as a phenomenon means that leaders affect individuals whom lead positively or adversely and therefore are influenced by them. According to him, leadership is just not a static or one-way system, but a collaborative and dynamic process in between organizational members where the leadership influences the adherents.

According to Avolio and Gardner (2005) Accessing leadership also as mechanism that encourages everyone to become a leader rather than just few other chosen people who can be considered as gaining leadership contracts. For this cause, leadership roles weren't really called positions limited to few officially designated individuals. However, it also makes someone willing and able to lead others. According to Yang (2007) perhaps significantly, leaders serve as power centers in an organization when they strive to hold team members united, inculcate or inspire energy into a team, push the team towards shared goals and thus must make sure to sustain the group 's sound and motivation. Strictly speaking, a leader's duty is to create, moderate, control and improve the emotions, attitudes, behaviors, mindsets and success of team members.

Avolio and Gardner indicates the reality is that, either at mutual enjoyment of the team members, leaders continue to work as their positions because without they crumble. The success of the team therefore relies on three main components, namely: the degree of commitment of the members, leadership's versatility in suspending their personal interests, judgments.

Leadership is a crucial component for pursuing every organization's goal and objectives. Leadership is defined as a process through which people can influence

others in effort to accomplish similar outcomes (Northouse, 2000). According to Liphadzi (2015) Leaders give direction and guidance to other members. They make others look forward to what would be next. Leaders help others to imagine what they can do by encouraging. A team of people deteriorates rapidly into debate and confrontation lacking leadership, since problems through different ways and are inclined towards solutions that vary. Leadership motivates members of a team to take the same line and work together.

2.2.1 Difference between Leadership and Management

The paradigm for explaining the main distinction between Leadership and management behavior was presented by John in 1990. He firmly argued that administration attempts to create protection and order, while leadership aims to inspire organizations to adapt and become more versatile. He also indicated that managers' key role should regularly contribute, in turn, to a productive organization going. Yet, with the goal of continuous modification, leaders are willing to do the reverse. The following table includes obvious similarities of management and leadership practices. A leader might be an outstanding human being, a fantastic manager, or even both, however the specialization of both is slightly different competences is required in each region

Through the understanding of these elements and behaviors, the areas of leadership and management can be effectively managed to navigate. It is also as clear as understanding that the circumstance is better suited and adapting oneself towards leadership or management. Nevertheless, it is important that first of all to recognize the wider principles of leadership and management to gain a full understanding of leadership. According to Daft (2003) leaders

should have adherents, and their adherents have to have a sufficient influence of leader on them. Managers must take the mechanism into consideration and pursue continuity and oversight, and also aim to fix issues efficiently implicitly. Leaders, in comparison, can accommodate confusion and institutional failures and often are able to defer closure to better appreciate the challenges. According to Boonyachai (2011) to accomplish effectively the corporate objectives an organization certainly requires help from managers and leaders as well.

2.3 Leadership theories

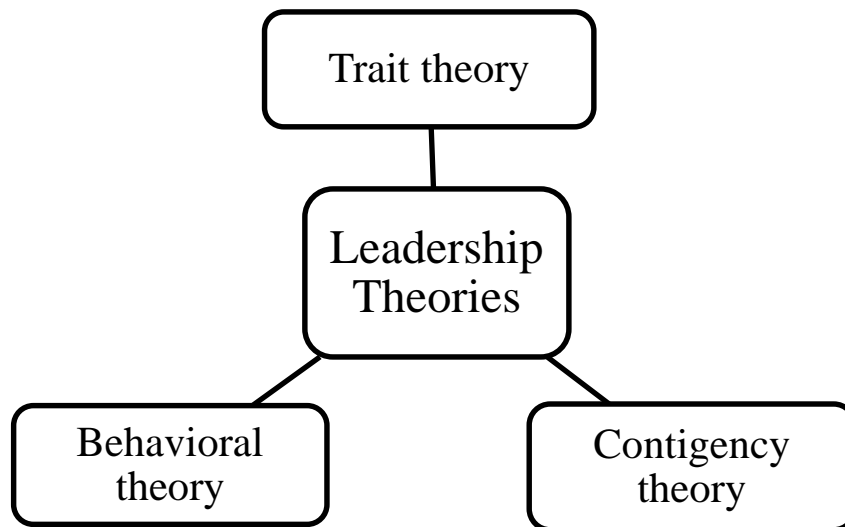


Fig 2.1 Theories of Leadership

2.3.1 Trait theory

According to Hannah et al (2008) The qualities of leader in trait theory defines leaders as determinants of leadership success with accordance with the individual attributes. This theory of Characteristics plans a collection of attributes, and then compares them with future leaders to evaluate their likelihood of success as well as failure. Previous research based on the style of characters in qualities linked characteristically to biological, demographic,

charismatic, character, academic, task-oriented, social and leading-edge attributes (Ahlquist & Levi, 2011). According to Murphy (2005) In comparison with the perceptions of supporters of this traits theory, studies claimed that characteristics does not define or identify a human as a good leader pass or fail. Rather, these characteristics were considered prerequisites for a person to be appointed leadership. So this was the reason trait theory was criticized (Murphy, 2005) for. It's not really an outcome of knowledge, skills and preparation, since inherent characteristics also need growth and assistance, that's how leadership effectiveness is managed to achieve. The clarification of how characteristics of leader's influence on employees' outcomes appears weak; · Particular circumstances have not been taken into account. It has an endless range of leadership characteristics and therefore certain attributes which can be assigned to a successful leader are difficult to evaluate (Northouse, 2007).

2.3.2 Behavioral theory

According to Lo et al (2010) reviewers of trait theory of characteristics came up towards behavioral theory. Theoreticians began to view leading as the accumulation of certain actions. They analyzed to examine what good leaders had been doing, introduced a classification system or index of behavior and found models indicating various forms of leadership. Behavioral theories clearly concluded that the conduct of the leader is indeed the greatest indicator of their factors and is therefore a true indicator of the performance of leadership (Hannah et al., 2008). The trait theories and behavioral theory distinguish considerably.

In conclusion of Lo et al (2010) particularly in comparison to trait theory of Characteristics, behavioral theory tends to be either a theory of equivalent significance. To become a leader, it is essentially needed a proper coaching in a way that behavioral theory of thoughts suggests. A trait theory, from the other hand, proposed that a leader had natural or personality traits. For example, a person could have been raised in a family who exhibits little or weakened willpower and who doesn't know how to use it. Another individual may grew up in a family of powerful, wealthy people who really are typically known as inborn leaders (Lo et al, 2010). Logically, the individual from the surviving family learns the behavior of feudalism, while the latter receives the behavior of power and nurtures it. The behavior school maintained that both of them might have grown in a different direction if their experiences are communicated. Therefore, if introduced to or educated in similar ways, each might be successful leader. The idea that behavior theorists or traits are also from two opposite ends can be seen in Figure 6 above

2.3.3 Situational/Contingency theory

The concept of contingency theory Hemphill (1949) is commonly used in research in numerous fields. The relation to the philosophy of the case stems from the mid-19th century. Many scholars were satisfied that the leadership's performance has been decided by situational considerations such as global ties, economic and technical capital convenience, and the management of the organization's members' needs, systems and community (Vigoda-Gadot , 2007). According to Kim and Brymer (2011) the foundation of the philosophy of this theory is that no definite leadership style seems to be the right. It refutes the single style which suits all leadership perspectives. This school of thought

instead emphasizes that various levels of leadership can be required to adhere to either a circumstance. The very first phase is for leaders to identify and classify the most complicated duties. This is accompanied by an examination of the organization's capability and preparation to assess adherents' preparation levels. Eventually, leaders use the most effective style of leadership that is summed up as guidance, encouragement, encouragement and delegation.

According to Ahlquist & Levi (2011) leadership allows leaders to respond to the degree of adherents who are inspired by their style. A study conducted by Avolio, Walumbwa & Weber in (2009) concluded that for such leadership, many leaders change their style of leadership and do not endorse the leadership's style. It is important to remember, though, that the style must constantly be changed to accommodate changes in an organization's circumstances.

2.4 Leadership Styles

Numerous studies have identified various forms of leadership embodied by other leaders. The type of leadership style could be interpreted as the methodology or mode of instruction, preparation and encouragement. This research described many types of leadership that are consciously or unintendedly represented in a community. Leadership could be characterized as the type of partnership a person uses in order to bring others together within a shared cause or purpose (Harris et al, 2007). According to Chapel (2012) the style of leadership is described as a mixture of multiple features, characteristics, and attitudes used mostly by leaders to communicate with superiors. Leadership

being the style of leadership, which combines personal or corporate interest and impacts to the achievement of clear goals (MotongaMonga and Coetzee, 2012)

2.4.1 Transformational Leadership Style

Burns presented the idea of this leadership style in 1978, this idea has since gained a lot of interest from researchers (Gumusluoglo and Ilsev, 2009). According to Gumusluoglo & Ilsev (2009) transformational leader consists of four elements: modelling role of charisma, individualization of perceptions, motivation and social interaction. The use of charisma, so first, promotes high respect, admiration and devotion and emphasizes a collective position. Secondly, the individualized concern is to build connections with leaders and satisfy differences between individuals, desires, abilities and wishes. Third, encouraging inspiration is that the leadership's evident communication of the view of the future, whether goals should be achieved and how adherents' are passionate for goal achievement. Intellectual motivation, eventually, strengthens and motivates leaders to broaden and boost adherents' wellbeing and become even more creative. The quality of transformative management can be accompanied (Gumusluoglo and Ilsev, 2009).

This style of leadership focuses on inspiring and cognitive leadership aspects. The first person using the phrase transformation leadership includes the influence of a manager on followers with a charming and revolutionary leadership that helps more people than usual (Downton, 1973). Transformational leading is the mechanism by which a individual interacts with another and builds ties that lift both the individual and the supporter's level of inspiration and morale (Northouse, 2013). Transformative leadership is

important as it leads the leader and offers a coherent vision. The leader strives for progress, and it speaks instinctively to adherents. Followers' interests are vital in transformative leadership and because a consequence the leadership cycle has a more influential part (Bryman, 1992).

Northouse (2013) indicates that the belief that this leadership requires consistency is neutralizing these attributes. A wide variety of features and behaviours is hard to identify and protect. According to (Bryman, 1992) the point of view that leadership is a character trait or a tendency to something that an individual can know is also transformational leadership.

2.4.2 Transactional Leadership Style

According to Avolio and Bass (2010) transformation and transactional leadership models are related, but just few significant variations remain. The previous style of leadership style is often known as management leadership. According to Yang (2007) it is indeed a style wherein the leader maintains the conformity and respect of the workers by applying both incentives and punishment such that his/her followers can be inspired by an agreement. In a study by Bushra, Usman and Naveed (2011) they concluded that Transformative leaders often rely on communications to maximize organizational engagement and communitarianism.

Leaders aim to recognize the needs among followers and inspire followers to achieve predefined goals. Therefore, their versatility in making decisions and improvements are characterized by the fact that followers obtain the results they need According to Yukl (2008) leader-follower relations are important for the achievement of organizational objectives. At very same point,

the leadership models of Hayward, Goss and Tolmay (2004) are practiced but in differing scopes. These leaders meet the desires of their followers who wish to acquire applicable incentives. In the other hand, transformative leaders adapt and create new stimuli based on meeting the desires of their adherents. Eventually, transactional leaders just get used to dominant culture, while transformational leaders acclimate to situations from outside institution.

2.4.3 Autocratic Leadership Style

According to Vigoda-Gadot (2007) in this style of leadership, commonly known as dictatorship, representatives are the center of authority and see their judgments as being ultimate. According to Burke et al (2006) this style itself has basis in transactional philosophy, stressing the connections between representatives and their adherents. In this scenario, followers are disciplined for non-compliance due to the extreme system of incentives and punishments. The benefits of authoritarian leadership tend to overshadow those of effective style. That's why staff (and coworkers) of most institutions are not in favor of this leadership style. The leader might be doing this unintentionally when used in organizations. The study defined the democratic system as the contrary of autocratic leadership.

2.4.4 Democratic Leadership Style

According to Burke et al (2006) the democratic model of leadership, commonly known as participatory style of leadership, is rooted in the transformational philosophy. According to scholar Vigoda-Gadot (2007) top management in this area requires changes, vision and enhancement of individual and organizational performance. Leaders are presented with the ability to

improve their leadership qualities, engage in leadership and make decisions. According to MacBeath (2005) this style of leadership is potentially more effective than autocratic leadership. Workers are mindful of their thoughts, concerns and ideas. While workers enjoy a degree of control, this works best when leaders are highly qualified, enthusiastic and happy with their roles, and then when the laissez-faire model for leadership is used.

2.4.5 Laissez-Faire Leadership Style

According to MacBeath (2005) with regards to leadership style of laissez-faire, the representative doesn't really strictly track members and therefore does not depend on regular interactions or reviews. It enables the participants to take actions relevant to the fulfilment of the mission of absolute democracy and autonomy. According to Van Engen (2003) however, the leader will give advice at a certain time if members when they ask for support. The drawback of Laissez-Faire leadership style is as following (Hannah et al, 2008):

1. This isn't the ideal style if members are unable to perform the mission as well as to make a decision
2. Whether members never establish their own goals, execute tasks, and address issues within their own, a task will not be accomplished, may still be accomplished but might contain several errors or might be utterly destroyed
3. Uniformity in the team might not occur and a leader's silence could be taken as mistake to the extent that leaders really aren't interested.
4. Unless the members are comfortable that team members would be questioned rather than acknowledged, during regular organization practices, then this style would be embraced.

2.4.6 Charismatic Leadership Style

According to Burke et al (2006) this style is based quite on confidence, courage or intense charisma, having heavenly bravely, that's one of Max Weber's styles of leadership in 1947. It implies that charisma and elegance contribute to a massive, self-confidence which is a simple necessity for leaders and participants to obey the leaders who keep in their sights rather than any external influence. In church organizations, the charismatic form of leadership is very traditional.

2.5 Authentic Leadership Style

2.5.1 Authenticity

Authenticity link back to old Greek ideology and teaches individuals to be faithful toward own self. The root of the word is also attributed to an authentic Greek metaphor named "know thyself" which is engraved in Delphi's Apollo temple. The dictionary definition of the term "authentic" derives from "Autheon-Teo", in which Autheon means have the power to act and do so and suggests the likelihood of experiencing life with such a distinctive personal style that represents a one's true internal world. A specific historic analysis on authenticity within the fields of philosophy and psychology is also supported (harter, 2002).

The semantically contrast between honesty and authenticity is the first aspect: both words cannot be compared and contrasted. Honesty as "consistency between what is said and the actual feeling experienced" in sincerity and

authenticity (Trilling, 1972). Authenticity thus defined as the degree about which their emotions and opinions are conveyed within the perception of the Self. According to (Northhouse, 2012) this statement drives one naturally to dream about a different one than ourselves. The honesty of each person would depend on how true it is others rather than how true you are to yourself. To fully comprehend and behave accordingly ensures that is genuine and communicates what one feel (Harter, 2002).

Maslow (1971) aimed at developing fully formed or self-actualized people, for example people who really are twin tune with their essential qualities and whom see oneself and their existence simply and reliably. Seeing as fully operational individuals which are not influenced by other people's standards, they will be determined for oneself. Strangely people who modify themselves as being highly ethical, these theories of humanistic psychology include the philosophical patrimony to focus on the authentic evolution of leadership (Maslow, 1971).

According to Erickson (1995) authenticity meanings are abundant, many struggle from the traditional misunderstanding of confusing honesty and authenticity. (Trilling, 1972) describes honesty as a coherence between average and actual sentiment in sincerity and validity; that is to say sincerity leads to how the external representation of emotion and thought is associated with the truth encountered by itself. This description suggests that you communicate with a bother other than yourself. One's authenticity is measured on how objectively and frankly the self is portrayed to others while how real the person is. According to (Erickson, 1995) the earlier construction comes under the realm of authenticity and the association between self.

In conclusion three main foundational concepts of authenticity are fundamental which are as following:

1. One's beliefs must be true to oneself.
2. Be receptive and open towards other people too
3. Also doing best thing not against what is right for you because of being a leader, managerially and morally.

The crucial thing to note about authenticity is that this is not a valid excuse to behave according one's desire because leadership is about oneself. Professor Brooke Vockovic of leadership teaching at “Kellogg School” said about authenticity and authentic leadership during conference that “A lack of self-absorption is not an indication of authenticity. In order to lead effectively, one must be in tune towards one's character and ideals”.

2.5.2 Authentic leadership theory

According to Northouse (2013) experts report research that focuses on authentic leadership in society in response to business and political controversies. Many communities' experience appears to be a need for sincere and trustworthy leaders who could really trust in one's leadership roles. The needs of citizens for trustworthy management make it important and timely to research authentic leadership. Although research based on authentic leadership tends to be recent, human concern for "authenticity" can be considered persistent (Northouse, 2013).

In transformative leadership studies, the management approach considered authentic leadership was already established. Its importance, however, does not seem completely conveyed. The form of leadership was also required and a theoretical structure was developed to clarify it in order to be

evidence-based. In an article that discussed the growth of true leadership and the positive organizational studies (Luthans & Avolio, 2003) began an effort to express the importance of authentic leadership.

Inspired by the article written by Luthans and Avolio, a Leading Summit on the existence and the creation of authentic leadership was organized at "Nebraska University". This Summit was considered the "primary catalyst for authentic leadership research," since two papers were immediately published: a special edition of *Leadership Quarterly*, 2005

According to Tibbs, Green, Gergen & Montoya (2016) initially ancient Greek philosophers credited the construction of authenticity, which emphasized the importance of knowledge and genuine self. Chester Barnard referred first to the authenticity of management and organizational literature in 1938 "The functions of the Executive" in more than 2400 years (kiluchnikov, 2011). A leader's true capacity as a measure of executive quality should be used (kiluchnikov, 2011).

2.5.2.1 Theoretical Overview

According to Bass and Steidlmeier (1999) in a discussion which highlighted the aspects of transformative leadership theory for which he is noted, Bass used the word 'authentic leadership.' In his initial model, he placed ideas of authentic leadership, after criticism of the dark aspect of the persona and the ability for narcissist and manipulative leaders to mask as transformation leaders. He also concluded that the truly transformative leader was strongly righteous: otherwise it would lead to inaccurate or fake transition. Thus 'self-excellence, illusion, and transformative leaders can be called unethical. Yet true leaders by means

of moral mediators are widening the realm of meaningful freedom, the horizon of consciousness and the spectrum of altruistic intentions. This assertion seems to mark the creation of the AL model (Bass and Steidlmeier , 1999). He further attempted to discuss genuine leadership in contrast to its presumed resistance to pseudo-transformational leadership, according to one of the first articles on this model in detail, in order to be true to themselves. They promote authentic revolutionary leadership, which is a moral basis of genuine values.

Authentic transition leaders are considered from this point of view to prove a devotion to altruistic ideals and their actions is compatible with these values (Bass and Steidlmeier , 1999). According to him the personality of transformational leaders on the other side were said to be obsessed with. The authentic and the pseudo-transformative leader differentiate defining the actual self in relation to the ideals or morals forming the idealizing influence of leaders, inspiring inspiration, intellectual stimulation and individualizing attention. Thus, an unchecked self-interest will describe the unauthentic leader, who allows the leader to regard followers as means to his or his own goals.

The rise of authentic leadership is illustrated by the featured article in the "Leadership Quarterly and the Management Studies Journal in 2005". Its growing impact on popular literature can be seen in the "neo-humanist" positive change in corporate conceptualization, focus on the importance and forms in which positive interpersonal environments are created at the workplace. This talk draws on optimistic thinking and a very restricted reading of Aristotle

philosophy; in fact, it is intended to promote those ways that contribute to prosperity, well-being, optimism and goodness with in workplace (Fineman, 2006).

According to Avolio, Gardner, Walumbwa, Luthans & May(2004) it is worth noting that the research of authentic leadership is not based on the work of Bass however on the Greek theory and the premise of being authentic and accurate. Their works showcase the true leader as a highly upright and self-regulatory individual, who seeks high moral leadership standards. The argument is that leaders will become completely transparent towards their reality by means of constructive teaching, growth of leadership and even more wisdom and self-knowledge.

The embodiment of authentic leadership therefore is qualities which belong to authentic self or internal essence, and the abandoning these qualities contributes to the unauthentic self. Authentic leadership emphasizes self-awareness, the need to consider one's weaknesses and sensitivities and acknowledges the value of a moral conscience and high ethical expectations to drive leader behavior (Gardner et al, 2005).

2.5.3 Authentic leadership

By focusing on the success of the firm over 30 years in its publications, Bill George in his book “True North” which was published in 2007 has coined the authentic leadership in management research and modern culture in five dimensions: ambition, principles, partnerships, self-disciplinary behavior as well as heart. These following are characteristics of authentic leaders: knowing their mission, practicing sound principles, building relationships with each

other, exhibiting self-discipline and leading by the heart (George, 2010). Authentic leaders should not cultivate these traits sequentially in the lifespan of an individual instead of achieving them, so leaders are not born into this way (George, 2010).

Authentic leadership involves leading through hearts and learn through their experiences and those of others, but aim for their beliefs and convictions towards being authentic (George, 2010). In a survey of more over 125 leaders from all ages, race/ethnic and religious communities, it was discovered that there have been no common characteristics, styles or abilities of good, authentic leaders, that authentic leadership is of great significance for the personal life of a leader. Instead, the writers found that they have been more successful in leading the respondents because they've become authentic in their private lives (George, Sims, MacLean & Mayer, 2007). The leader's honesty is most significant, not his/her style (George, 2010).

Around the same time as George's first book was published in 2003, literature started to be an authentic leadership framework. Initially. According to Avolio (2010) these previous works were based on the transition leading findings that indicated that there are pseudo-transformation leaders. Further Avolio (2010) indicates that leaders can be more or less honest and at the same time have transformative leadership characteristics.

According to Senjaya & Sarros (2010) Authentic leadership has become multilayered concept of leadership and therefore similarity with transformational theory and many other theories of leadership, e.g. ethical, charismatic, and spiritual and servant leadership theories. The intellectual facets of application, ethical, charismatic and authentic leadership are various.

Serbian politicians aspire first to help by prioritizing the interests and priorities of others and then guiding them. According to Northouse (2013) all are morally concerned in change, servant, transformational and authentic leadership. However, the biggest distinction between both is that primary aim of servant leaders to serve; the ambition of ethical leaders for being ethical; and charismatic leaders to be appealing. According to George (2010) authentic leaders really had no specified skills, styles or features. Each authentic leader has his or her own way of thought, combining different habits and skills and fitting into his or her unique path of life.

According to George(2010) what separates authentic leadership from many other styles of leadership seems to be that a leader might be more or less authentic and embody different qualities of both of the above styles. This means that a leader may be charismatic but not authentic, and also not charismatic but authentic. In other words, the most critical aspect of authentic leadership may not be the style of leadership and the degree of its authenticity, whether or not it is transformational or charismatic.

There was at that time an absence of leadership self-awareness, and considered the inability to develop and verify authentic leadership models and practices as a new contribution to leadership studies (Avolio, 2010). Relations among authentic leadership and constructive actions in ethical leadership. Its style of leadership compares sharply with the negative, codes of ethics of companies in reports where leadership deficiencies have, in some situations, led companies to collapse (Tibbs et al, 2016). Over the last decade, several concepts of authentic leadership were being introduced and researched with emphasis on various analytical, behavioral and developmental aspects (Mazutis, 2013).

According to Walumbwa, Avolio, Gardner, Wernsing & Peterson(2008) authentic leadership could be explained by way of a leading outline which focuses on positive psychological ability as well as a positive ethical climate. According to Walumbwa et al (2008) quite apart from the personal dimension, the aim is to work within the followers to encourage self-improvement. The initial development of authenticity was based on validity within the area of educational leading (Avolio & Gardner, 2005).

An unauthentic leader is someone who met the expectations and requirements of the leadership role to such an unreasonable degree (Henderson and Hoy , 1983).

According to Avolio & Gardner (2005), present definitions of authentic leadership embody their philosophical origins in mindfulness, which concentrate on what determines authentic formation of leaders and as an authentic leader it is very important to have a philosophical foundation. Authentic leading has also been described as a continuum of leadership activities that rely upon and foster both positive long term skills and a stable ethical environment.

Credible managers are those who operate upon profound principles and convictions, communicate transparently and consistently with one another, and operate in ways that are highly accepted as credible by followers (Walumbwa, Avolio, Gardner, Wernsing & Peterson, 2008).

Authenticity does not occur on a scale hence, trustworthy representatives will have a strong degree of self-actualization to authentically handle oneself (Avolio, Gardner, Walumbwa, Luthans & May, 2004). A study conducted by Chan, Hannah, Gardner in (2005) in which they concluded that

authentic leadership has been discussed in recent years in the area of contemporary leadership theories as a new paradigm in leadership literature.

According to Steidlmeier (1999) and Bass (1990) in this research study they elaborated that although authentic leadership emerged as a transformative leadership aspect but that was not clearly defined at that time. Therefore, it is mainly important to reflect on what the word authenticity means in various ways if the idea of authentic leadership is to be better understood.

The study of Goldman, Kernis & Harter (2002) concluded the root of the term is believed to have originated from a Greek word, 'authenteo' and can be adjusted to organisation, based on one's own perceptions, values and truth. However, the idea of authenticity has a range of interpretations, such as representing the style of life, expressing true emotions and maintaining ethical responsibility for beliefs.

The origin of authenticity consists of four elements which are relational orientation, awareness, behavior and unbiased processing (Kernis & Goldman, 2006). The alternative view of true leadership as a metaphor in education management, argues real leadership has a similar dimension to successful and ethical leadership (Begley, 2001).

According to George and Sims (2007) authentic leadership has five dimensions which are

1. To be successful in achieving the goals refers to the fact that honest leaders always know oneself and their aspirations and then seek to find means of achieving their targets
2. To bring forth the principles reflects the fact how leaders, including under challenge, show principles-based behaviors

3. To direct emotions relies on stance which leaders actively do their work,
4. The establishment of permanent relations means that workers develop relationships with the manager on the basis of trust and loyalty towards company
5. Self-discipline relates to the fact that managers have set high expectations for themselves and expect others to display similar interest in their work and to genuine leaders accept full responsibility.

Authentic leadership is a process which builds on a profound psychological capacity and highly established organization, which leads to greater self-actualization and to positive self-regulation by leaders and colleagues, promoting healthy self-development (Avolio, & Luthans , 2003).

The study of Avolio and Luthans (2003) contributes to the creation of the authoritative leadership system tested and criticized for various reasons, like the inconsistency of this system with other management systems, such as transformative leadership (Banks et al, 2016). Authentic leadership is behavior of leader resulting from meaningful organizational actions based largely upon moral regimes (Walumbwa, Avolio, Gardner, Wernsing & Perterson, 2008). According to Bakari, Hunjra, & Niazi (2017) authentic leadership consists of four interlinked elements which are awareness of oneself, transparency in relation, balanced processing and an internal moral perspective. Researchers conducted in recent years not only have argued that authentic leadership is a type of positive leadership that has taken place in line with modern increasing need for inspirational management and more than conventional leadership styles because followers are engaged in ethical and

relevant behavior, but have also formed the theoretical foundation for this approach (Avolio & Gardner, 2005).

Authentic leaders are the ones who know very well how others think and dealt with the situation and perceive them as familiar with the idea of the values, wisdom, and strengths that they themselves and others hold, they are aware of the circumstances in which individuals function and are self - assured, hopeful, ambitious, adaptable and moral in nature (Avolio, Gardner, Walumbwa, Luthans & May, 2004). A structure focused including both constructive psychological abilities and a clearly defined managerial background, which contribute to both greater self-regulation positive attitudes of leaders and subordinates, facilitates a positive self-development, can determine the related framework of authentic leadership in organizations (Avolio, & Luthans , 2003). According to Avolio(2004) the authentic growth of leadership requires ongoing mechanisms where leaders and followers become aware of themselves and create free, clear, trustworthy and sincere relationships.

Bill George's works in 2007 contributed in the publication on management to the advancement and extension of the concern for authentic management, which is perceived to be something more than a general style, rather a culture and traditions, foundation and conclusion of leadership oneself. An authentic leader should demonstrate five characteristics according to George (2010):

2.5.3.1 Self-consciousness

Because leaders know the way no one will follow anyone. Without a specific objective each leader can navigate unbiased, vulnerable to selfish instincts at the hands of his ego. One needs to

realize and explore one's personal passion and inspiration to find one's passion. What oneself believe in and strive for its essentiality, understanding what you really are as just a human. This dictates their vision and the paths they follow.

2.5.3.2 Pursuing of solid principle

A leader determines ideals and character. It refers to the characteristics, layout and principles upheld by the leader. Over 2000 years ago Aristotle defined a moral person as a person who displayed the virtues of bravery, kindness, self-control, integrity. Through practice, perseverance and dedication over time these characteristics can be established and improved. This supports the point that one's acts have been based on character. Here are the principles that stand out. The principles are a way of moral compass that challenges to reach common aims.

2.5.3.3 Directed by the heart

One of the strategic benefits of a corporation is the belief that their job is beneficial and leads to a deeper goal. Authentic leaders have the potential to console the soul of the disciples who share in the organization's mission.

2.5.3.4 Long-term relationships establishing

The capability to build long-term relationships is one of the main characteristics of an authentic leader. That's because each person considers the need to have a direct connection with their leader. They display respect, fosters creativity, trust and promotes shared accountability in a support sense. In this particular context build ties and

this feeling of culture, leading to a stronger sense of attachment and dedication to work and greater loyalty.

2.5.3.5 Demonstrate flexibility

One cannot gain respect from others without self-discipline. It means constantly evaluating individuals, circumstances and challenges and supplying them with calmness. Cases and problems are treated while challenging to forecast, optimum situations are analyzed and self-discipline is clear.

2.6 Dimensions of Authentic Leadership

Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) proposed four elements of authentic leadership which are adopted by the researcher. These five elements include self-awareness, transparency, ethical/moral and balanced processing. They indicated that these attitudes and behaviors can be learned and incorporated throughout life by individuals. According to (Kernis, 2005) these elements have typically been analyzed as separate constructs, it's also supported that certain definitions are embodied by these four and that each component focuses towards one element of authentic leadership. According to (Walumbwa et al, 2008) quantitative work suggests that these components can be joined together to form a single element to describe the creation of true leadership.

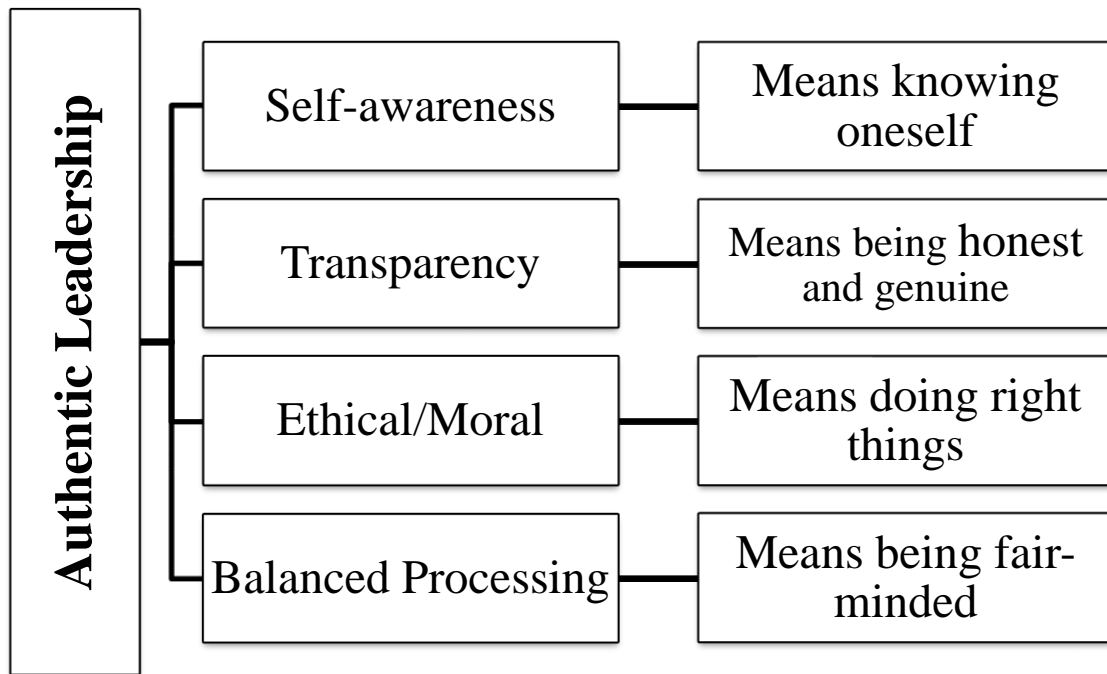


Figure 2.2 Components of AL given by Walumbwa et al (2008)

2.6.1 Self-Awareness

According to Avolio et al (2004) it refers to leader's understanding of that he/she perceives the universe and how its self-perception in time is influenced by this process. That helps human beings to discover their negative and positive sides when they are conscious of oneself. Taking a journey into their subconscious minds, genuine leaders also raise consciousness about how they influence their members but also demonstrate oneself in accordance with their own beliefs and thinking. Authentic managers have such a positive and well-preserved temperament as their most common traits. As genuine leaders they feel that they have absolute strength, their own

Perceptions and beliefs are the core assets of credible leaders. Decision-making according to their own principles is necessary to take accountability for

their errors (Avolio, Gardner, Walumbwa, Luthans & May, 2004). Self-awareness is a person's ability to identify and acknowledge his own "intentions, emotions, preferences, and behaviors (Lagan, 2007)."

According to Kernis(2003) it refers to the degree to which leaders consider their certain talents, motivation, faults and the fundamental nature of oneself and therefore acknowledge oneself in interacting with one another. Sometimes it means about how others value their management and whether they will affect other people. Self-awareness often includes as an understanding of how we seek sense of the experience and how this mechanism eventually impacts one's view of oneself. The study on efficient leadership in institutions has also emphasized self-awareness (Kernis, 2003).

It is a procedure in which persons understand themselves, together with knowledge about their strengths and weaknesses, and it's influence on others (Northouse, 2013). According to Ladkin & Taylor (2010) this definition suggests that self-awareness, mostly as process, isn't just an endpoint on its own; it is a continual process, particularly as it involves a person whom leadership is really at the very bottom point of that entity. This is very closely linked to personal knowledge for one's moral beliefs, character, feelings, motivations and priorities. Leaders will also have a good effect not just on their choices but also on their acts if they have a well-known who they are, including what they stand for and this includes a career and life focused on certain ethical and moral standards (Gardner et al, 2005).

Authentic leaders know their own abilities and shortcomings (Walumbwa, Avolio, Gardner, Wernsing & Perterson, 2008). According to Walumbwa et al (2008) authentic leaders don't only know oneself correctly, but

also recognize the background in which they interact and how this background adds significance to their actions. According to Avolio, Gardner, Walumbwa, Luthans & May(2004) authentic leaders are also mindful of others' perceptions, spiritual and morality. They do recognize their knowledge about themselves. According to George (2003) authentic leadership is to recognize the emotions and purpose. In conclusion it could be illustrated in many aspects, like: Considering one's limitations and abilities, Knowing the self is a multi-dimensional term, Understanding how one effect on others and vice versa and Establishing a consistent method of self-exposition and advancement.

According to Walumbwa, Avolio, Gardner, Wernsing & Perterson(2008) it can be accomplished in three performances and skills for example Productive search for environmental feedback, to use self-reflection method to recognize one's conducts, Self-observation to remain conscious at certain stages with feelings.

2.6.2. Transparency

Transparency refers to leaders which are straightforward in their relationships and are positive. According to Gardner et al (2011) transparency is accomplished when genuine leaders openly transmit one's thoughts and values, and thus allow accurate consciousness. He also allows followers to understand the real consciousness of authentic leaders (Gardner et al, 2011). A study conducted by Tabak, Palot & Turkuz(2012) authentic managers seek to build a sense of trust by presenting oneself in a way tailored to social circumstances.

According to Gardner et al(2005) it transparency also relates to the authenticity and genuine manner in which members interact with everyone. In comparison to the inconsistency, prejudice and deceptive selves, it is a show of one's actual self. According to (Kernis, 2003) by revealing their true selves, leaders will quickly obtain the faith and devotion of their supporters in organization. According to Bakari et al (2017) transparent leaders don't cover anything but they tell what they think, acknowledge errors, encourage everyone to support their choices, behaviors, and attitudes, share the facts, and harmonize their thoughts.

Authentic leadership is ultimately based on the principle of honesty. They see it sincerely as authentic leaders connect and behave. So there is no space in authentic leaders for secret motives or deceptions. It aims to develop an atmosphere in which everyone recognizes his/her place mostly with leader. Transparency would also not simply mean that the leader can allow his feelings to control over. The first things that have come to consciousness, one cannot really guarantee mostly as leader. However, one must not be secretive about the mechanisms of thought with one's colleagues and the key decisions. According to Avolio, & Luthans(2003) sufficient transparency is “the more certain one is about values, the clearer one would how honest one remain with others has become an issue. It's possible that being transparent might make one feel vulnerable at times, but it shouldn't be that”.

According to Kernis (2003) it refers to exposing one's real self to anyone else, along with the shared decision making of authentic opinions and emotions. Unfortunately, authentic leaders support their faith in accountability by portraying a deceptive or manipulated selves. According to him it's about being

honestly and freely addressed with others. According to Northouse (2013) so far as a person regulate the transparency with several other persons, this seems to be associated with self-regulation and when people emphasize the necessity attempts to express their thoughts, especially their feelings and tendencies with others, social disclosure exists properly. Within that case, the individual is portrayed as both beneficial and harmful. It's about the desire to be honest in relation to each other and, ultimately, in relation to virtual moral values (Kernis, 2003).

In conclusion it is a variable of authentic leadership which emphasizes the impacts (negatively or positively) of their daily operations and interactions and within work place. It also ensures that the leader expresses his real self and builds faith by expressing genuine emotions and opinions and expressing feelings. When the leader opens up details to everyone in the group, trust grows. Coherence of words, concepts and behavior is the basis of transparency. People who show transparency are able to exchange details and acknowledge direct reports, employees and superiors. It can also develop work outcomes by using following techniques creating an atmosphere that embraces and by showing direct reports which are acknowledged, regarded and praised, helps in developing effective and open relationships among colleagues and Improves organizational total functioning and should be adhered in a professional environment from every sides during work.

2.6.3 Ethical/Moral

Ethical/Moral component of authentic leadership involves as described by (Kernis, 2003) that authentic leaders are exceptionally well-mannered.

Additionally, this aspect involves the acknowledgement that leaders are displaying behaviors that are associated with their principles and ideals and make their choices associated with high moral criteria. According to Avolio, & Luthans (2003) knowing one own identity and fundamental beliefs and the opportunity to cultivate such principles among followers is considered a spiritual wisdom.

According to Avolio & Gardner (2005) this element is a form of self-regulation in which attitude is adapted to render reasonable and equal choices based on strong standards of ethics. Such choices not only represent principles fomented by leaders and advocated by managers but also fundamental values of communities, cultures and institutions in general. According to research conducted by May, Chan, Hodges & Avolio (2003) Authentic leaders define and evaluate important ethical problems from a philosophical context and feel accountable for addressing concerns on proven ethical grounds. It is a means of understanding moral dilemmas among honest members, evaluating choices and authentically acting.

This element in authentic leadership is really means to do right. As stated previously, it is closely associated with ethics and in particular, honesty. Philosophical foundations have always been so much about psychology and morality. In addition, it's not referred to as an external influences the spiritual viewpoint on management and the various behaviors. Morality and ethics is not something that the authentic leader feels the institution or even culture force upon everyone. The conscience behavior is therefore self-imposed, which is motivated by religious standards. Authentic leaders often have a firm ethical

principle they show in their relationships with moral choice, which resists the external powers, thus its ethical basis for authentic leaders.

According to Walumbwa et al (2008) the moral dimension applies to leadership conduct directed towards action based within external pressure by subordinates, environment and other institutional demands through intrinsic ethical standards and values, leading to demonstrated moral choices and behaviors compatible with those same of internalized values. According to Northouse (2013) a mechanism of personality is suggested, with leaders utilizing "their internal morals and values, instead of allowing external factors to regulate themselves." Societal or community influence is removed in this aspect. The assertion that people regulate the degree that they allow others to affect themselves' is further justified by (Northouse, 2013). According to Cronin (2006) those who has a moral viewpoint, and would behave in a way that is compatible with the morals, the ideals, which tend to be analogous to what Aristotle called virtues.

2.6.4 Balanced processing

According to Walumbwa et al (2008) balanced processing refers to the actions of leaders who can critically analyze the real and important facts before completing their decision-making. According to study conducted by Kernis (2003) authentic leader relates to open choice-making based on unbiased review of evidence, integrates viewpoints from all areas of the planet, promotes and embraces competing views which may contradict their long-standing entrenched convictions, is neutral during information gathering, thus avoiding accurate exaggeration and manipulation.

According to illies, Morgeson, & Nahrgang (2005) this element increases in the credibility of decision-making, confidence of its supporters and the social energy of its adherents.

In this element according to Kernis & Goldman (2006) leaders independently analyze all the details before they determine their decision. Accordingly, the members often objectionably understand the power and vulnerability of their own. Research of (Gardner et al, 2005) states that authentic leaders allow all people to express their own viewpoints and accept the beliefs of others.

Authentic leaders are characterized by gathering opinions from subordinates and accepting alternative points of view and recognizing the importance of those views equally. The authentic freedom should not actually seek to make political choices, and in the course it should be fair-minded. It is founded on accountability and honesty, an atmosphere that not only accepts, but promotes viewpoints. The focus is to ensure that the authorities, even with colleagues, take care of the behavior to convey contrary viewpoints. The willingness to listen to and understand various points of view doesn't really make authentic leadership 'weak'. However according to Kevin Kruse, authentic leadership also relies on objectives which will help to make them more easily known through shared understanding and diversity.

According to Walumbwa et al(2008) it applies to the leading behavior, when all significant evidence is logically regarded, before a decision is made, including behavior, which is not so much responsible. According to Gardner et al(2005) this involves being responsive to viewpoints that contradict their profound values. This applies to an individual's capacity to critically interpret

facts and to explore the views of everyone else prior to taking decisions. It's also about preventing favoritism and becoming impartial about real problems. "Balanced processing involves asking views of those who do not agree with you and taking their positions fully into account before you take action," (Northouse, 2012). The notion of honesty is enhanced through being open to individual beliefs and also being impartial in understanding others' perspectives.

In conclusion perception of discrimination is the secret to healthy processing. The views of genuine representatives are focused on partial knowledge collection. This does not mean something bad of its own, it only enhances the leaders who have two things to consider. Firstly, his own thoughts are solutions to such causes and secondly, the need for different perspectives will help explain the subject in question. Competitive viewpoints can be delivering greater performance than the harmony of beliefs.

2.7 Theories related to Authentic Leadership

2.7.1 Theoretical perspectives of Authentic Leadership

Authentic leadership is indeed an intricate process which highlights the formation of attributes that enable leaders to either be viewed by their supporters as credible and genuine leader (Northouse, 2013). For this leadership style he has described three prospects which are as following:

2.7.1.1 Intrapersonal prospect

The intrapersonal view of authentic leadership reflects on leader's individual and his own self-awareness, self-regulation and self-conceptions. Some other features that include effective leadership, determination, and authentic rather than copies (Eilam and Shamir ,

2005). A leadership skills viewpoint "emphasizes on personal experiences of the leader and his/her significance as crucial to something like the evolution of the genuine leader" (Northouse, 2013).

2.7.1.2 Interpersonal prospect

According to Noeslliste (2013) although the intrapersonal view seeks authenticity within the leading authority on the basis of ethical values, it reflects on ties among leadership and employees. In this case Northouse (2013) further depicts that "The interrelationship amongst leaders and supporters results in credibility. It's a collective mechanism when leaders influence followers".

2.7.1.3 Developmental prospect

According to Northouse (2013) this prospect is the most important thing, in another hand, the prospect of development for authentic leadership "could be nourished by a leader instead of as feature". It therefore indicates that authentic leadership is established over a lifespan in an individual and can also be caused by important events in an individual's life, not restricted to specific condition or perhaps a new career.

2.7.2 Components of Authentic Leadership

Avolio and Gardner (2005) in their initial model they addressed two elements/components of authentic leadership which are self-awareness and self-regulation. Both of these are vital for the development of leaders' authenticity.

2.7.2.1 Self-awareness

Different researchers define it as an appraisal of the strengths and limitations a person may display and function upon everyone (Avolio et

al, 2004). Self-awareness is a mechanism whereby an individual is able to identify specific elements that are activated by his surrounding environment, including beliefs, identify emotions, etc (Illies, Morgeson & Nahrgang , 2005). Moreover, in order to obtain self-awareness one has to focus on his motivations and impulses to recognize better things one do and cannot improve (Kernis, 2003). It thus is indeed an essential factor in achieving authenticity for leadership. Further Avolio and Luthans composed elements of sel-awareness which are values, identity, emotions and motive.

2.7.2.2 Self-regulation

Self-regulation is the mechanism whereby leader exercises remain self-controlled by defining such expectations to be fulfilled (Boekaerts, Pintrich & Zeidner, 2000). Authentic capacity for leadership is inherent further transparent by self-regulation as such an essential feature in the composition of an authentic leaders (Avolio, & Luthans , 2003). It should allow the behavior of the person to represent its beliefs and values (Kouzes & Posner, 2002). According to Kouzes and Posner (2002) organization, which is a very essential trait, which proponents hope to be seen in its leaders, as self-regulation is demonstrated. While authentic leadership growth tends to be focused on consistency, understanding, and control, these weren't enough to affect the adherents (Sparrowe, 2005). In addition, they wonder why the leaders but not another individual in the environment can control followers. To address, Iles, authentic leaders can inspire their followers favorably by being receptive to good versus bad, and by working to serve society as a whole

(Illies, Morgeson, & Nahrgang, 2005). Further Avolio and Luthans (2004) concluded two elements of self-regulation which are balanced processing and transparency.

2.7.3 Characteristics of Authentic Leadership

Bill George in his book gave five key characteristics of authentic leadership which was further explained by Northouse (2016) in his book "Theory and Practice". The paradigm of George reflects on the numerous characteristics of authentic leader. Where a leader displays these characteristics or attributes, he/she could be a much more authentic leader and his/her supporters will react favorably. George five characteristics, each of which is linked to an empirical feature (state, 2017).

2.7.3.1 Purpose

According to Northouse (2017) authentic leaders do have mindset or purpose, understanding when and where one is aimed at. Purpose is seen as being passion. Further he elaborated that passionate leaders want to know what they act, be motivated, influenced and concerned by the function they do.

2.7.3.2 Values

Northouse (2017) elaborates that authentic leaders understands what values individuals are and should not adversely affect these values. An authentic leader, behave according to their beliefs, expresses this in consistency.

2.7.3.3 Relationship

According to Northouse (2017) authentic leaders facilitate cooperation with each other and communicate with his/her subordinates.

One is able to share one's thoughts and learn from the experience of others and connect with one's peers.

2.7.3.4 Self-discipline

Northouse (2017) book further explains about authentic leader being self-disciplined which allows leaders enough opportunity to rely on some kind of purpose and necessary step throughout the context of frame. It's coherence. In challenging circumstances, self-disciplined managers keep themselves calm, relaxed and reliable.

2.7.3.5 Heart

Last component concluded by Northouse (2017) is that leaders do have a heart that reflects their humanity. Authentic leaders are receptive towards needs of others and are ready to support each other.

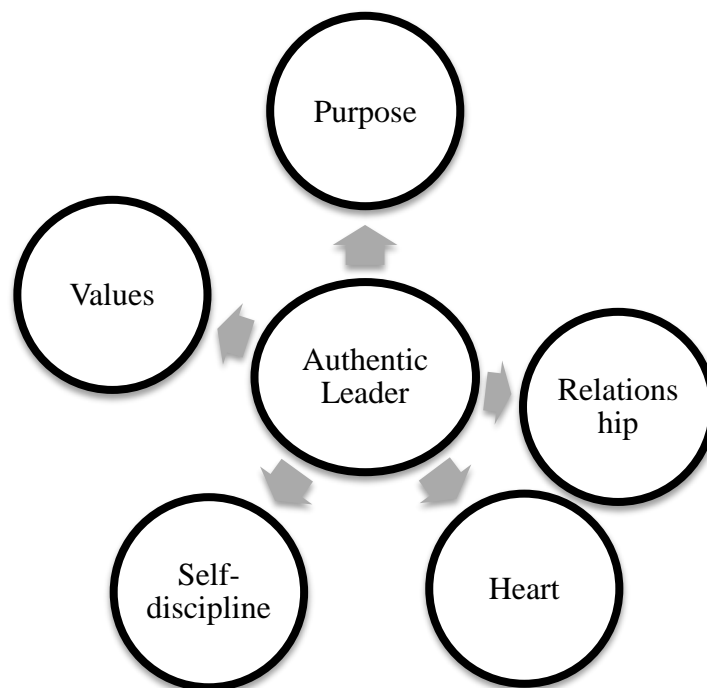


Fig 2.3 Characteristics of AL given by Northouse (2017)

2.8 Teacher Leadership

2.8.1 Roles of teacher as a leader

For teacher leaders, a variety of roles were proposed, to help illustrate the distinctive essence of leadership activity. The leadership of teachers has three major aspects (Katzenmeyer and Moller, 2001) Teachers as a leaders are facilitator, instructor, tutor, educator, education consultant, designing innovative approaches, heading research groups, Organizational duties Leadership: coordination and advancement of the institutions priorities, positions as department manager and activist and Leadership by making the decisions or collaboration: school enhancement boards, council members, institutional alliances, parents-teachers groups. Leadership by means of a preference of partnership.

Some more similar roles of teachers as a leader given by Gehrke in 1991 are as following

1. Consistently enhancing teachers own teaching practice
2. Planning and conducting assessment of institutions practices
3. Offering instructional development expertise
4. Engagement in institutional-based decision-making of other teacher's evaluation

The function of teacher as a leader consists of four distinctive and discrete components (Harris, 2002). The first one is how teachers transform the standards of changing institutions into the procedures from each of the courses. The teacher as leader frequently questioned to his position as brokering role. It guarantees safe relationships within classrooms and optimises prospects for

meaningful growth amid by teachers. A second component of the function of teacher as a leader highlights on participatory leadership, in which all teachers gain a feeling of control and a sense of transformation and growth. According to Blasé & Anderson (1995) leading teachers might encourage their colleagues to work in a more cohesive way across a development aspect. Teachers partner with peers to form attempts to develop institutions and guide teachers forward into a common purpose. A mediating role is indeed the third dimension of teacher leadership. Leaders are key providers of intelligence and knowledge. If required, they can rely on external resources and skills and request assistance from outside. Eventually, last and perhaps most significant component of the teacher leadership function consists of maintaining good relationships with other's teachers (Harris, 2002).

Further components of the role of teachers as a leader have been found, for example, by the teachers' action study (Ash, 2000) and according to Little (1995) colleagues-class assessment or by the development of a shared institutional community (Lieberman et al, 1988). According to Little (1995) these roles include the mentoring, training and ongoing growth of colleagues and partnerships with associates which consent new perspectives and leadership to propagate and have an effect on the institution at wide.

Leadership roles of teachers is also as a curriculum designer, instructor leaders, recent but less experienced staff advisors, and action researchers have often been closely connected to a class have indeed been established. According to Ash and Persall (2000) the key argument from the research is that the teachers as a leaders are first of all specialist teachers, who most of the time spent in the class and at various times carry on leadership functions according

to formative leadership concepts. According to Katzenmeyer and Moller (2001) the Teachers should be empowered to participate in school decision-making, according to the literature, as part of the process of democratising schools via transformation of schools into professional learning communities and empowerment of teachers. According to Seashore-Louis and Kruse et al (1996) the teacher leaders should be able to work cooperatively with their colleagues, viewing and discussing each other's classes and pedagogy.

Teacher leadership perceptions are wider than simple teamwork or decision-making (Barth, 1999). Barth (1999) considers that leadership of teachers to conduct such functions that the top Management should perform.

1. Evaluating teacher performance
2. Recruiting instructors, and
3. Selecting new supervisors
4. Selection of teaching materials
5. Curriculum developing
6. Defining expectations for student behaviours
7. Assessing evaluation of teaching
8. Designing job training programs
9. Setting promotion and retention policies

2.8.3.1 Academic honesty and teamwork

According to Lieberman et al (1998) the literature underlines that teacher leadership is about the growth and development of teacher as a leader not only personally, but also one of the key functions of teacher leaders. Research has repeatedly highlighted the commitment to progress and reform in education through close cooperative ties.

Cooperative engagement is at least the basis for common ideas and for leadership formation (Little, 1990). Learning and team work of teachers as a way of bringing about positive change in classrooms (Rozenhalts, 1989). Team work is the core of teacher leadership, and it is focused on mutual improvement.

Leadership of teachers is based on a mobilisation of authority in the classroom, from hierarchy to groups. To be the most successful teacher leadership, shared confidence and support must be included. To reach this leadership capacity it must be focused on a dedication to learning and improving that inhabits both school systems and classes, with the educational institution likely to be unique to the standard descriptions of leadership and organization. The institutions would have to acknowledge and to behave accordingly (West et al , 2000) .

The correlation between leadership, institutional learning, and student performance has been investigated in the recent research (Silz and Mulford, 2002). They underline the value of teachers who work together to effectively restructure and develop classrooms. Silz and Mulford (2002) claim that teachers never establish and retain the requirements for learner's positive growth until certain conditions for teachers exist. Some perspectives by Leithwood and Jantzi (1998) on teacher leadership are supported by further analysis that teachers can participate in decision making and can lead themselves for the development of educational institutions. The highlights of behaviours of teacher leadership according to Leithwood and Jantzi (1998) is as following:

Exchanging decision-making rights through staff, Encouraging employees to run their own decision-making committees, taking care of the views of colleagues, maintaining efficient Collective issue solving at staff meetings, Empowering teachers with autonomy and Improving workplace standards to ensure that staff are working together.

2.9 Teachers and Authentic Leadership

The field of teacher leadership is really a crucial question in such a setting. It underlines the importance of collaborating for and with the teachers and school leaders. The argument made by (Fullan, 2001) takes centre stage in this case. The leader as an authentic human stands out in this sense. According to Hendorson & Barron(1995). The notion of teacher as a pioneer in the educational literature has been the topic of renewed attention in recent years. Leaders are known as drivers of transformation. As cited by DuFour, Eaker & Many (2010) offers peer reinforcement to improve education and learning. According to the literature concluded by Day & Sammons (2013) a detailed analysis was conducted into the central role of the leader of successful organizations and their impact in the process of reforming organizations.

According to Sirgiovanni(1992) good leaders transform institutions, leading enable the individuals that are fundamental to every institutions and, in particular, an organizational culture that is a mind-set of community of institutions. And one can create an environment that makes learning possible by the change among individuals. Leadership that's what teachers do to express the desire for the teaching of an individual subject, encourage community discussions, organize and inspire the process, explain the priorities, and foster individual choices, and demonstrate students' appreciation.

According to Cornesky(1993) "Leadership is the primary component for specifying the standard, including the classroom, of each institution. This workforce of learning or a passion for learning will also expand the ability and involvement in what one sees shaped by learning from one's coach when showing respect to learners. This results in "enhancing and expanding knowledge". Leadership then corresponds more and more to things personal and relational. The field of teacher leadership is really a crucial question in such a context. It underlines the importance of collaborating for and with the teachers and school leaders. The argument made by (Fullan, 2001) of agent of change takes centre stage in this case. The leader as an authentic human stands out in this sense.

According to Evans(2000) becoming authentic leader, there are three important characteristics: leaders must be robust and they must be based on their fundamental beliefs. These manuals should be passed on to teachers in order to improve their communication skills. Teachers are basically the mentors of the classes and should be able to use the tools to inspire students to grasp the course material more effectively. Creating credibility in teaching is kind of one approach.

Some measures to create credibility in opinions of students concluded by (Brookfield, 1990):

1. Don't contradict your own reputation
2. Make sure certain actions and beliefs are consistent
3. To be able to admit one's faults
4. Show facets of oneself in which one don't take students personally
5. Be unbiased
6. Improve the ability to model of one's own profession

Authentic teachers are "educated towards their own limits, respect their own lack of excellence towards others and encourage others to experience, develop, evolve and thrive," (Duignan and Bhindi, 2006). According to Duignan and Bhindi(1996) an individual with all his or her business can be contrasted to a scholar and a person who uses morals. A study conducted by Evans(2010) concluded that using knowledge, successful class leader learns to recognize the challenges and adjust his actions to match his requirements, all of which is why one "leads with authority, clarifies his core responsibilities and encourages appreciation".

In expressing authenticity, the personality of the teacher is crucial. Teachers need an authentic call for teaching. This is an internal call. "An inside teacher is a vibrant pillar of our lives which is addressed and evoked by all education worthy of their name" (Palmer, 1998). Teacher uses critical reflection to discover part of internal teacher. In order to become a better teacher, critical thinking is essential (Dirkx, 2006). They must care about how their action impacts learning in the classroom. According to Cranton & Carusetta (2004) the vision of oneself is not supposed to be presumptuous. Rather it is transparent, questionable, attentive, and anxious to how others think of ourselves and their teaching; authentic doctrine expresses a deeper sense of self-consciousness and authenticity (Dirkx, 2006).

2.9.1 Establishing Validity

According to Palmer (1990) methodology is not only an important for being effective teacher. Effective teaching "flows out of the credibility of teacher, out of the dictatorial chemistry of all teachers' relationship with subjects and students is also very crucial". According to Quinn & Anding (2005) good teachers expect more from their learners than average; learners expect good things with themselves. This idea of high standards is used in instruction

by Wurtz (2011). He concluded that the sets up the bar and places the ball in its court.

According to Palmer (1990) the students can see an effective teacher as someone more than the knowledge holder. This reputation can be upheld by a teacher all through time. The student expectations of integrity are based, according to Brookfield(1990), on four components:

1. The language of the teacher must correlate towards actions
2. The teacher needs to admit his/her weaknesses and be ready to acknowledge them boldly
3. The teacher needs a commitment to encourage the student and see them outside of classroom and in offices (including being a genuine person)
4. Teacher respect should be demonstrated by responding actively to student complaints.

According to Brookfield(1990) the reputation of teacher is important to ensure that students appreciate the importance that the teacher L.Bond thinks that many learners today believe like studying is a luxury. A few other students do not realize the importance of the curriculum, but the professor who is willing to tailor the subject to the needs of the students will make the necessary contribution.

Scifres said that in the case of a teacher's loss of credibility, the students would not listen. Giving perspective into actual knowledge on the subject can make students genuinely feel that the teacher understands what he/she is talking about. T. Clipson said that it is incredibly important for the student to be able to

know teacher's history and to understand that this stems comes from his/her experience while criticizing them outside of class.

2.9.2 Discovering Style

There isn't one teaching method. Each teacher can take into its classroom his/her own personality and style. The value of incorporating one's unique style further into classrooms is explored by (Cranton & Carusetta, 2004). It is necessary to use professional development techniques to become a better teacher and any aspect of the class must be objectively challenged in terms of developing a style by interacting efficiently, and demonstrating creativity.

Good teaching includes more than simply actions and strategies; it is “more about perception about who we really are”. Unfortunately, this assortment of teaching methods makes it more difficult to address approaches among teachers. According to Palmer (1998) it is critical to determine an approach that embraces this diversity, "which is not possible by methodological essentialism”. Scifres confirms with all of this, because there is much more to inspire and motivate than methods, a teacher must not imitate anyone.

2.9.3 To Create Style

There isn't one way of leading. According to Evans (2000) every leader brings his specific style towards leadership role, "authentic leadership is extremely personal and can thus take different forms." For one case, a style which works may be unsuccessful in another. The democratic concept of Theory X and also the inclusive management models of Theory Y could both be productive for leaders and Quinn & Anding (2005) offer an example of this. A teacher-centered, teacher/leader for Theory X could be efficient because teachers know just what to anticipate; whereas a student-centered,

teacher/leader of Theory Y can be efficient because learners feel motivated. "Closed yet open, democratic and transformative, leaders give results with multiple styles."

2.9.4 To show emotions/feelings

Another teaching obstacle is how to convey in an accurate manner the teacher's knowledge of the subject in a mode that students understand better. However, it is also more to this; learning is embedded in thoughts that derive from the experiences that occur in the class. "In higher education, they often ignore the powerful emotional context wherein academic work is incorporated" (Dirkx, 2006). In transmitting such information and how it will be received, these feelings are essential.

In coping with students, Winner offers insight towards the use of feelings. At another level, Scifres recommends communicating with students or using humor to ease anxiety. Bond needs effort to practice the names of each individual and guarantees the students all know one another. All through semester, teacher creates many ways for participants to speak. Wurtz reports that "sometimes his students may find that he always pushes themselves to a high enough standard to intimidate them, but ultimately they react to the pressure and find themselves generating a result above what they expected they might achieve." Pressuring the students in either way inculcates responsibility for taking action with their own education. Wurtz claims that his good reputation for high standards motivates learners at all stages of doing their maximum. Intimidation to excess, though, can establish an unsafe atmosphere, so with this technique, an instructor can exercise caution.

Through acts, teachers demonstrate their morals: displaying concern, arranging special events, ignoring minor chatter, and students receiving special attention. "It's still essential that students recognize in certain teachers moral behaviors and democratic actions" (Wynne & Ryan, 1997). Wurtz claims that when he attempts to deal with fellow classmates and other learners, his students watch him in scenarios. In his behavior, his values are expressed, and that they are obvious to learners. He led through examples, and he feels that this strongly affects his students' life.

2.9.5 Recognizing varieties

It is necessary to consider the various ways students can learn and what the students expect in terms of developing a relation (Brookfield, 1995). According to Moustakas (1967) it's also learned through direct contact in between learner and the teacher to consider prior experiences as well as how these affect each student. According to Brookfield (2006) students must use a notebook for Brookfield's classrooms in order to discuss their thoughts on the ongoing experience in the class. Brookfield frequently uses class time to interact with topics on which students are studying. This practice adds to the lecturer's authenticity. This credibility reflects the faith of the teacher in learner.

Everyone should be protected if criticism is rendered, but educators must understand that guidance from the learners is the only way to enhance teaching efficiency. a teacher could demonstrate honesty and if he/she is able to truly read and respond on suggestions in a timeframe in which the individual making the remarks can also have a significant impact (Wiggins, 2010). "When the teacher is successful, that is because he/she blends something significant by being transparent, truthful with students whatever she /he says, show and

instruct. The first attribute is integrity, the latter is honesty" (Brookfield, 1990). A concept that is considered genuine teacher inspiration. This ensures that the student in all cases is correct and significant. As they put it, authentic "becomes moral; they are involved in an argument not only for institution or even for themselves although in the valuable interests of students in doing what is appropriate and of worth" (Grimmett & Neufield , 1994).

Almost all of the standards of community are built upon its education system. "A challenge with genuineness and authenticity seems to be that behavior linked to all of these thoughts that are often contradict" (Brookfield, 1990). One take risk of threatening the other by pursuing another". For instance, underlining one's credibility may be seen as arrogant but can lead to less legitimacy if one does not understand it. Order to understand every student's discrepancies in the class is a way of improving authenticity. According to Duignan & Bhindi (2006) in all areas: policy, economy, and education, there is need for successful leaders which is very crucial. In certain fields of institutions, honesty and authenticity is lacking such that all officials, regardless of sector or profession, have generalized mistrust.

2.5.6 To understand morals and values

"It's vital to recognize where someone stands mostly on essential ethical and social issues as well as respond appropriately for becoming an authentic leader" (Duignan and Bhindi, 2006). According to George (2006) the true leaders should be able to determine and stay aware of a threat. According to Begley (2001) a leader should be unbiased and his true self are always acknowledged. Values come from one's own perceptions, but they are often derived from diverse communities, institutions and ideologies. Leaders also

need "a consistent appreciation of moral beliefs, professionalism, corporate culture and cultural values" (Begley, 2001).

According to Duignan & Bhindi (2006) it is necessary to create platforms that support leaders in order to make use of ethical and moral judgments during making decisions. "Learning as a guiding philosophy helps to sure that a fight for survival becomes worthy as it gives meaning to human life" (Hodgkinson, 1991). "The evaluation of the standards among authentic leaders wasn't what individuals say, but really how individuals act under stress" (George, 2006). According to Starratt (2005) behavior can inform the others the reality behind.

According to Hannah, Lester & Vagelgesand (2005) a true leader strives for the moral and ethical decisions from his own beliefs to create a greater degree of authority. Begley (2001) questions that what are therefore, the proper values? To me beliefs vary between persons, culture establishes certain expectations and impresses everyone else and influences help to drive behavior. To demonstrate the expected principles, leaders must also be morally good representatives.

2.5.7 Displaying one's authentic self

No one is flawless, but this one is another characteristic of an authentic leader being not anxious of showing. "Authentic leaders know their own boundaries, yet they are tolerant of errors and help everyone to learn, develop, evolve and flourish" (Duignan and Bhindi, 2006). According to George (2006) the leader provides a bond that ultimately creates and enriches other people by revealing those deficiencies.

Authentic leader will not enforce obedience, but encourages those and calls out others for not being. According to Evans (2000) analyzing how to solve challenges and finding realistic and practical answers for the problems. Fortunately, the actions detectable do not necessarily represent the beliefs of the leader correctly (Begley, 2001). "Leading authenticity seems attained when leaders is doing what they learned " (Anderson, 1998). The authentic leader must behave as if his financial compensation were their reward of work. Although "they want to learn in privacy that they have left a permanent, noticeable mark which is due to self-confidence" (Moore, 2008).

2.5.8 Developing trust

According to Evans (2010) trust must be inspired by effective leaders. Truthfulness, coherence and faith can be learned from trust. In order to encourage creativity, confidence must be demonstrated, leading to credibility by demonstrating completeness and wisdom. "Competence has an important cohesive relationship between values, objectives and behaviors". Commitment in behavior might illustrate these (Evans, 2000).

"Truth is really the cornerstone for trust and it's for all institutions which is the fundamental foundation and connecting force". Successful leaders continue to demonstrate trust in their acts regularly. If employees don't have confidence in their leaders, they cannot just succeed or be productive (Duignan and Bhindi, 2006).

2.5.9 Creating balanced way of life

A true teacher has to understand work and personal life balancing. A wise educational institution leader will understand that this balancing is needed to be properly assessed. "They realize that they need to look after themselves so

that they could still take good care of everyone else" (Evans, 2010). Due to their deep dignity, successful leaders are now overburdened with employment and creating further work for oneself.

2.5.10 To lead autocratically

A leader should pursue the principles of democratic leadership to encourage participation. "It is genuine, if it incorporates participants and creates fairly safe, structured rooms for participating in multi-voices" (Anderson, 1998). Learners may use their opinions to support their discussions during lectures. According to him this method of participation encourages traditionally inadequately groups of students to speak. In essence, it results in "greater equality of student performance and better social and academic results for all learners".

Quality teaching requires several discussions to involve stakeholders to have feedback. Successful leaders recognize it and know that they need to do this too. "The leaders leads from the same instance that they explore how to teach themselves, to create a place centered throughout the major benefit that a group of facts may gather, namely learning and teaching" (Palmer, 1998). A leading teacher should ensure that open spaces are accessible for interaction. Scrifes suggests that teachers must expose their own limitations and display weaknesses in order to gain recognition and help facilitate discussions leading to involvement. Learners should have the chance to look at their teachers as actual person.

2.5.11 To inspire love towards knowledge

As the purpose of leader of institution is to inspire colleagues to strive toward a common objective, the primary objective of teacher should be to

impart a willingness to learn continuously for success. According to Evans (2010) to maximize student awareness far beyond fundamental aspects, a productive interaction between students and teachers is important to encourage students for learning through experimentation and also from their mistake. The emphasis is on the path of education, never on final outcome.

According to Starratt (2007) an authentic connection needs to exist between learners and teachers, which requires "a partnership of mutual recognition and mutual understanding, with practicable and honored degrees of consciousness". According to Palmer (1998) great teachers will build a network that connects the lecturer, the content and the learners. This helps learners to learn how to design their own networks by themselves in world. This aims at promoting continuous learning.

2.10 Authentic Leadership in Pakistani Context

Studies conducted on Authentic Leadership in various organization sectors, with regard to Pakistan, has attracted some researchers. A study conducted by Mariam, Zafar and Kausar (2018) investigated authentic leadership practices and team innovativeness in employees of organizations and organizational climate as mediating role. They concluded that authentic leadership has a significant role in organizational climate and innovations in organizational settings in Pakistan. Bakari et al (2017) measured impact of authentic leadership on organizational change in health sector employees of Pakistan. Their results showed that authentic leadership had significant impact on commitment to change. The positive affiliation between authentic leadership and affective commitment to change partially mediated by change appropriateness and change efficacy.

Quraishi and Aziz (2018) explored correlation among authentic leadership and OCB (Organizational Citizenship Behaviour) in secondary school of Pakistan. They concluded a significant relationship between authentic leadership and organizational behaviour was founded and these two variables are important for students and teachers. Bakari and Hunjra (2017) contributed towards the validation of the authentic leadership questionnaire from Pakistani context. They concluded that authentic leadership and facilitation of management provision and sentimental commitment positively impacts towards change between authentic leadership validity of its questionnaire.

2.11 Summary

This chapter has provided a detailed overview of previous researches related to authentic leadership conducted by various scholars. It also underlined the theories and styles of leadership, theories of AI and its four components given by Walumbwa et al in 2008. It has further discoursed the teacher leadership and the teacher as an authentic leader. At last, it also explained teacher's roles and responsibilities as a leader and provided various studies on authentic leadership at Pakistani context. Authentic leadership is a leadership style in which leader had specific qualities which are having self-awareness about their strengths and weaknesses, being genuine which means that while communicating towards other he/she would act honestly, another core quality of authentic leaders is that he/she have standardized ethical/moral values and lastly quality is having balanced processing meaning to be fair-minded and to ensure opposing viewpoints will be voiced before the leader, sometimes together with subordinates, considers the actions.

CHAPTER 3

RESEARCH METHODOLOGY

This section designates how the study is conducted. This chapter also provides the details of research methods that were used in this current research. It includes research design, population, sample and sampling techniques, and tool used for the research. This chapter also defines the method of validation and reliability of the research instrument. In what manner the data of the study was collected that is data collection method and statistical analysis of data was provided at the end.

3.1 Research Approach

As the purpose of the study was to explore teachers' authentic leadership style researcher used quantitative approach as it is most appropriate research method to conduct the study. The researcher selected a quantitative research approach for the present study as it allows the researcher to cover a massive amount of data and generalize the findings to a wide population, which was the study's objective. Quantitative method is widely used research method. According to William (2011) quantitative research method deals with quantifying and analyzing numerical data using statistical techniques. Quantitative research approach provides better understanding of a research problem. Researcher used self-developed questionnaire.

3.1.1 Research Design

For this empirical study descriptive research design was used. Research design is a process work on compilation of data, methodology and means of data (Khan, 1990). Basically a research plan is a strategy which guides the

research process especially for data collection and analysis of data. Research design is also a framework for types of data collection approaches and its sources. By using appropriate research design researchers can achieve goals of the study. For data collection researcher used survey method in which questionnaire was used as a tool.

3.2 Population

For this research, teachers of public university located in Islamabad was the study population. Faculty members from social sciences faculty and faculty of management sciences was selected as a targeted population by the researcher. Due to limited resources researcher delimited population into Faculty of Social Sciences and Faculty of Management Sciences. The entire number of faculty members in social science and management sciences faculties were N= 1086 between those social sciences N=656 management sciences N= 430 in accordance to recent updates of year 2020 on these universities website.

From the website of HEC investigator acquired the list of universities from public sector situated in Islamabad. Then researcher checked the websites of these universities of public sector and found that in which university proposed the faculty of social sciences and management sciences. From the website of Higher Education Commission investigator also acquired the list of social sciences and management sciences disciplines and particularly got the precise number of teachers from each websites.

Table 3.1

Population Distribution

S#	University	Faculty	Teachers
1.	National University of Modern Languages	Social Sciences	129
		Management Sciences	63
2.	International Islamic University Islamabad	Social Sciences	161
		Management Sciences	52
3.	Quaid -i- Azam University	Social Sciences	102
		Management Sciences	13
4.	Bahria University	Social Sciences	34
		Management Sciences	67
5.	COMSATS Institute of Information Technology	Social Sciences	22
		Management Sciences	88
6.	Federal Urdu University of Arts, Sciences & Technology	Social Sciences	15
		Management Sciences	44
7.	National University of Sciences & Technology	Social Sciences	63
		Management Sciences	54
8.	Allama Iqbal Open University	Social Sciences	88
		Management Sciences	15
9.	National Defense University	Social Sciences	42
		Management Sciences	9
10.	Air University	Social Sciences	-

	Management	25
	Sciences	
Total		1086

3.3 Sampling Technique

For any research mostly it's not possible for collecting data on entire population so answer to this problem is to use sampling process. Researcher adapted the "stratified sampling technique" for current research. The sample was comprised of two strata's, faculty of social sciences and faculty of management sciences.

3.3.1 Sample Size

The population of present research was teachers from faculty of social sciences and management sciences of public universities of Islamabad. From given population researcher used krejcie and Morgan (1970) Table for Determining Sample Size. For the present research study as Krejcie and Morgan (1970) table of sample size will be $N = 285$ of 1086 which is 26% of the population. Afterward by means of stratified proportionate sampling, scholar acquired the sample of faculty of social sciences which was $N = 173$ (26%) and management sciences which is $N = 112$ (26%).

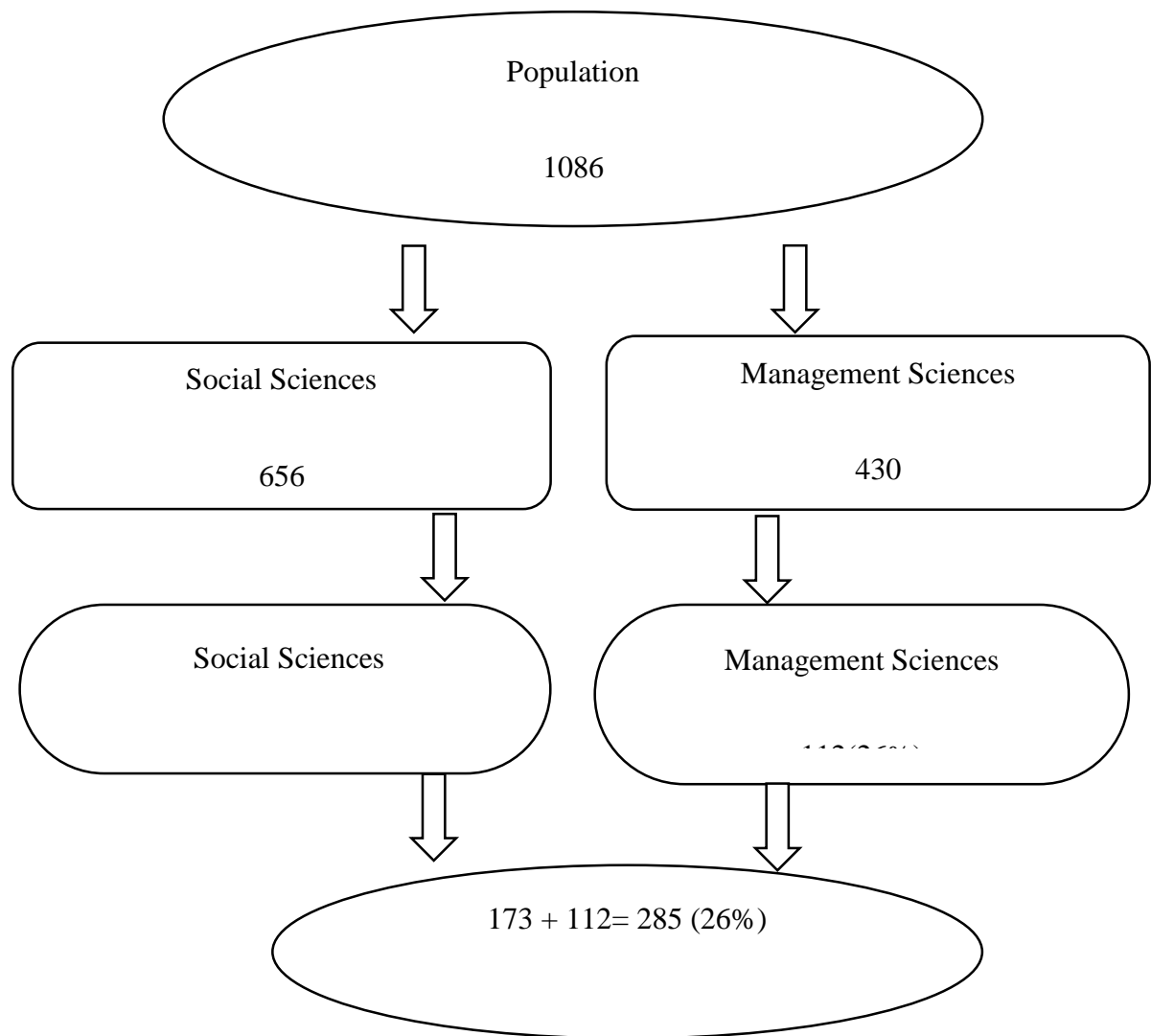


Fig 3.1 Sample of the study

3.4 Instrument

For the present study, in first phase researcher used self-developed questionnaire. Researcher used self-developed questionnaire because mostly standardized tools available were suitable for administration and school principals meanwhile researcher conducted study on university teachers. This questionnaire was consisted of four elements of Authentic Leadership given by Walumbwa et al (2008) named as self-awareness, transparency, ethical/moral, and balanced

processing. Questionnaire is a data collection tool in which number of questions are asked and respondents provide answer to these questions. It takes time and effort to develop a questionnaire to capture the information researcher seek. Yet, researcher had found an efficient way to collect information that answers specific research questions by following steps to develop a questionnaire.

Researcher study the theoretical framework of the research and studied variables. Then researcher identified the dimensions of authentic leadership which were self-awareness, transparency, ethical/moral and balanced processing. Then researcher studied the literature related to dimensions of authentic leadership and decided the data required. Then researcher decided the target respondents which were teachers of public sector universities of Islamabad according to the study and choose the methods of collecting data from respondents. Then researcher identifies the targeted demographic variables. Then researcher decided the content of statements related to dimensions and developed the wording of statements and put together statements into meaningful and in such an order that respondents can easily understand the statements. Then researcher conduct pilot testing of the tool and the validity reliability of the instrument. Lastly after pilot testing researcher developed the final tool.

Table 3.2
Summary of Authentic leadership

Themes	Indicators	No. items
Self-awareness	<ol style="list-style-type: none"> 1. Feedback from others 2. Acceptance of criticism (about my abilities) 3. Understanding of one's strength and weakness 4. Awareness about impact 5. Getting feedback from colleagues 	10

	6. Re-evaluating on important issues	
	7. Understanding about one's specific actions	
	8. Using self-reflection method	
	9. Engaging oneself in self-observations	
	10. Intending to change behavior	
Transparency	1. Clarity of own statements	9
	2. Admitting mistakes	
	3. Sharing information	
	4. Expressing ideas and thoughts clearly	
	5. Encouraging others to speak	
	6. Performing task on time	
	7. Displaying one's emotions	
	8. Communicating genuinely	
	9. Understanding of relations	
Ethical/moral	1. Being consistent	10
	2. Using belief for making decisions	
	3. Resisting pressures challenging one's beliefs	
	4. To follow internal/moral standards	
	5. Taking steps to support core values	
	6. Conveying beliefs and values	
	7. Knowing right and wrong	
	8. Developing honest relationship with colleagues	
	9. Modulation of behavior	
	10. Importance of moral/ethical values	
Balanced processing	1. Listening alternative opinions	8
	2. Analyzing relevant data	
	3. Carefully listening others	
	4. Encouraging others to gain perspectives	
	5. Considering point of views in fair manner	
	6. Getting opinions before making decisions	
	7. Acceptance for extra responsibilities	
	8. Balancing professional and personal life	

Questionnaire of the present research was comprised of two sections, first portion was consisted of demographic variables in which scholar had taken the data about respondents' demographic data such as faculty and their university options were also given according to the study. Demographic information provides basic information of background of the respondent. Then following next part was comprised of 38

statements in which was used to calculate respectively components of authentic leadership. Researcher used five point Likert scale ranging from, 5 = Always to 1 = Never. Guideline was also provided at the beginning and researcher also assured privacy to respondents. The definitions of four elements were also given by the researcher so that researcher can easily understand the meaning of elements of authentic leadership.

Table 3.3

Questionnaire Items of Authentic Leadership

S#	Dimensions	Item Numbers	Total
1	Self-awareness	1,2,3,4,5,6,7,8, 9,10	10
2	Transparency	11,12,13,14,15,16,17,18,19,20	10
3	Ethical/Moral	21,22,23,24,25,26,27,28,29,30	10
4	Balanced Processing	31,32,33,34,35,36,37,38,	8

3.4.1 Validity

Researcher consulted two experts from education department and one from management sciences of NUML University. Researcher firstly formed written document consisting of cover letter of tool, letter of request of validity in which objectives of the study and theoretical framework were discussed, questionnaire and lastly validity certificates were added. Researcher requested experts to check face and content validity of the tool. Researcher personally visited the teachers for the validation of the tool. The tool was enhanced after the suggestions given by the expert which are mentioned below:

Table 3.4

Suggestions of experts

S#	Name of experts	Recommendations
1	Dr. Farkhanda Tabassum	<ul style="list-style-type: none"> • Restate statements in easy wordings • Make few changings in the statements • Remove one item
2	Dr. Nisbat Ali	<ul style="list-style-type: none"> • Grammatical errors
3	Dr. Qurat ul Ain Hina	<ul style="list-style-type: none"> • Add codes to all statements • Add all university names in demographic part

The above table shows suggestions given by experts of NUML University. Researcher got feedback from the experts after accounting the comments and feedback the questionnaire was advanced and was primed for pilot testing.

3.4.2 Pilot Testing

Pilot testing is small scale study which is very important in order to assess problems in the tool. To check the reliability of the tool pilot trail was conducted. Questionnaires were personally distributed among 20 university teachers from NUML University from faculty of social sciences and management sciences. This sample was excluded from the final sample. Through initial pilot trail data collected was analysed by using SPSS 21.

3.4.3 Reliability of the Tool

In order to attain the results of data collected through pilot trail which was further analysed through SPSS 21 also presented in the arrangement of tables in direction to strengthened survey tool and also improve the items of the

questionnaire for the final tool. For the reliability of the tool the researcher calculated Cronbach Alpha, Inter-section correlation and Item-total correlation.

Table 3.5

Cronbach Alpha Reliability of Authentic Leadership Pilot Testing (N=20)

Scale	Sub scale	Items	Reliability
Authentic leadership Sub sections	Whole questionnaire	37	.916
	Self-awareness	10	.751
	Transparency	9	.791
	Ethical/Moral	10	.788
	Balanced processing	8	.481

The above table 3.5 displays the consistency of the “Authentic Leadership” scale. Whole Cronbach Alpha value was .916 after all items of four components were collective to check AL. Whereas the foremost component reliability of “Self-awareness” “Transparency” “Ethical/Moral” and “Balanced processing” were .751, .791, .788 and .481 respectively.

Table 3.6

Item-Total Correlation of Authentic Leadership Pilot Testing (N=20)

Serial no	Items	Correlation
1	S1	.396
2	S2	.132
3	S3	.584**
4	S4	.545*
5	S5	.804**
6	S6	.500*

7	S7	.528*
8	S8	.518*
9	S9	.600**
10	S10	.559*
11	T1	.629**
12	T2	.392
13	T3	.874**
14	T4	.812**
15	T5	.795**
16	T6	.517*
17	T7	-0.126
18	T8	.582**
19	T9	.499*
20	E1	.536*
21	E2	.697**
22	E3	.524*
23	E4	.551*
24	E5	.394
25	E6	.450*
26	E7	.542*
27	E8	.540*
28	E9	.663**
29	E10	.592**
30	Bp1	.434
31	Bp2	.422
32	Bp3	.446*
33	Bp4	.745**
34	Bp5	.749**
35	Bp6	.558*
36	Bp7	.108
37	Bp8	.181

The above table 3.6 shows the Item-total Correlation of Authentic Leadership scale. The maximum item-total correlation was item T3 (.874) and the lowest item-total Correlation was item T7 (-0.126).

Table 3.7

Intersection Correlation of Authentic Leadership Scale Pilot Testing (N=20)

	Self- awareness	Transparency	Ethical	Balanced processing	Authentic leadership
Self- awareness	1				
Transparency	.801**	1			
Ethical	.557*	.353	1		
Balanced processing	.740**	.733**	.592**	1	
Authentic Leadership	.897**	.853**	.758**	.883**	1
**Correlation is significant at the 0.01 level (2-tailed)					
*Correlation is significant at the 0.05 level (2-tailed)					

The above table 3.7 demonstrates the Intersection Correlation of Authentic Leadership Scale. The maximum intersection correlation was found between self-awareness and authentic leadership scale (0.897**) while the minimum Intersection Correlation was found between transparency and ethical (.353).

3.4.4 Final form of the Tool

The table 3.6 displays that 4 out of 37 items were having level of correlation less than .30. These items were S2 (.132), T7 (-0.126), BP7 (.108)

and BP8 (.181). In order to improve the tool reliability, item no. S2, T7, BP7 and BP8 were improved for the absolute form of the questionnaire.

Table 3.8

List of Questionnaire Items (Final Version) of authentic leadership

Scale	Dimensions	Items Coding	No of Items
Authentic	Self-awareness	S1-S10	10
Leadership	Transparency	T1-T9	9
scale	Ethical/Moral	E1-E10	10
	Balanced processing	BP1-BP8	8
Total			37

The above table 3.8 displays the dimension details which were involved in the final form of the questionnaire. There were total 37 items.

3.4.5 Reliability and correlation of final tool

Table 3.9

Reliability of research instrument

Variable	No. of item	Cronbach's Alpha
Authentic Leadership	37	.962

Table 3.9 shows that reliability of 37 items of instrument were .962

Table 3.10

Scale reliability authentic leadership

Scale	Subscale	No. of items	Reliability
Authentic		37	.962
Leadership			

Self-Awareness	10	.880
Transparency	9	.906
Ethical/Moral	10	.888
Balanced	8	.910
Processing		

Table 3.10 shows the consistency of authentic leadership scale that was .962. The reliability of sub variables was given in mentioned table.

Table 3.11

Item total correlation of tool

Serial no.	Items	Correlation(r)
1	S1	.583**
2	S2	.584**
3	S3	.575**
4	S4	.537**
5	S5	.538**
6	S6	.634**
7	S7	.680**
8	S8	.620**
9	S9	.592**
10	S10	.667**
11	T1	.702**
12	T2	.789**
13	T3	.657**
14	T4	.736**
15	T5	.763**
16	T6	.619**
17	T7	.432**
18	T8	.651**
19	T9	.730**

20	E1	.660**
21	E2	.626**
22	E3	.501**
23	E4	.668**
24	E5	.697**
25	E6	.571**
26	E7	.580**
27	E8	.681**
28	E9	.691**
29	E10	.737**
30	BP1	.729**
31	BP2	.729**
32	BP3	.739**
33	BP4	.734**
34	BP5	.726**
35	BP6	.712**
36	BP7	.641**
37	BP8	.578**

Table 3.11 indicates the item-total correlation of authentic leadership scale and table 4.5 describes that the item total correlation of statements included in scale ranges between 0.432** and 0.789**. The maximum correlation of item was T2 while the minimum correlation of statements was T7.

Table 3.12

Inter-Correlation of Authentic leadership scale

Self-awareness	Transparency	Ethical	Balanced processing	Authentic leadership
----------------	--------------	---------	---------------------	----------------------

Self-awareness	1				
Transparency	.672**	1			
Ethical	.735**	.720**	1		
Balanced Processing	.661**	.791**	.727**	1	
Authentic Leadership	.866**	.893**	.902**	.889**	1

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

Table 3.12 exhibit inter-correlation among authentic leadership and its components.

According to the numerals provided in above table maximum inter-correlation was .791** and lower inter-correlation was .661.

3.5 Data Collection Procedure

During the research, data collection is very important and it is very time consuming as well because it is consisted of different stages which are as following

1. From the Department of Education, NUML permission letter for collection of data was attained
2. From selected universities permission to distribute and fill questionnaires were taken.
3. The teaching faculty of public universities of Islamabad were the population of the present research.
4. The researcher visited the universities personally.
5. The researcher distributed the questionnaires to teachers which were in total N= 285 respondents of social and, management sciences departments from four public universities of Islamabad.
6. After distribution of the instrument to the respondent's two-week time was allocated to fill the questionnaires

7. Total no of questionnaire that were distributed among faculties of social and management sciences which was 295 but due this pandemic situation this process took one whole month and researcher was unable to collect whole data so total 236 questionnaires were received by the researcher.

3.6 Data Analysis

After data collection teachers teaching in social and management science faculty of public university of Islamabad, scholar analyzed the collected data by using SPSS 21.0. For this purpose of data analysis, scholar used different statistical analysis like individual score and t test. The main objective of the study was “To explore the level of “Authentic Leadership” among teachers serving in public sector universities of Islamabad”, for this purpose researcher calculated individuals score in order to check the level. Further four sub objectives of objective number one were also analyzed through individual scores in order to check the level of teacher’s self-awareness, transparency, ethical/moral values and balanced processing. The second key objective of the study was “To draw a university-wise comparison of teachers on basis of authentic leadership”, for this purpose researcher applied ANOVA test through SPSS in order to compare authentic leadership and its four components. The third main objective of the study was “To compare teachers’ “authentic leadership” on the basis of their respective faculties (FSS/FMS)”, for this purpose scholar applied independent t-test through SPSS in order to compare authentic leadership and it’s four components. In this study the faculty of social sciences and management sciences were categorized as two independent samples. According to Kenstate University independent sample t test is defined as “The Independent Samples T Test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated

population means are significantly different. The Independent Samples *t*-test is a parametric test”.

3.7 Research Ethics

To make the research more effective research ethics are considered important. Researcher got permission letter from NUML University in order to collect data from targeted universities. Researcher provided information that the data given by them would be retained private and would be used for the purpose of exploration only. Researcher also explained the topic authentic leadership and how it is related to teachers and deliberately answered the questions asked by the respondents. Researcher did not force respondents to fill questionnaires it depended on their willingness.

Permission letter for data collection was provided to samples departments. Researcher entered universities by taking permission from the authorities hence researcher considered research ethics most significant part of the study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

In this chapter, the researcher discoursed the results of analysis of the data in detail. The SPSS 21.0 version was used to analyze the data from 236 respondents. The data was analyzed using an individual score and t-test. The investigator interpreted the data and discoursed the results in detail after they were analyzed.

3.1 Introduction

In this section the scholar discoursed the data analysis and interpretation in detail. It demonstrates the layout of data in tabular form. The present research components were statistically analyzed. A complete description of data analysis processes as well as interpretation of the implications for the present study of was also defined. This chapter is distributed into two sections. The first section of this chapter concentrated on the demographic information of the tool, which was collected during data collection by the researcher. Then second section deals with data analysis according to objectives of the current research. The individual score was determined in this section to explore the level of university teachers' authentic leadership. Additionally, the questionnaire used in this research was comprised of five-point Likert scale. Hence, the responses were attained by means of the succeeding five-point Likert scale that were: Always, Often, Sometimes, Rarely and Never.

Section I

4.2 Frequencies of demographic variables

Table 4.1

Faculty wise distribution of Sample Size

Faculty	Frequency	Percentage
Social sciences	136	57.6%
Management sciences	100	42.4%
Total	236	100%

Table 4.1 shows that total number of teachers from faculty of social sciences were 57.6%, and management sciences were 42.4% who participated in the study.

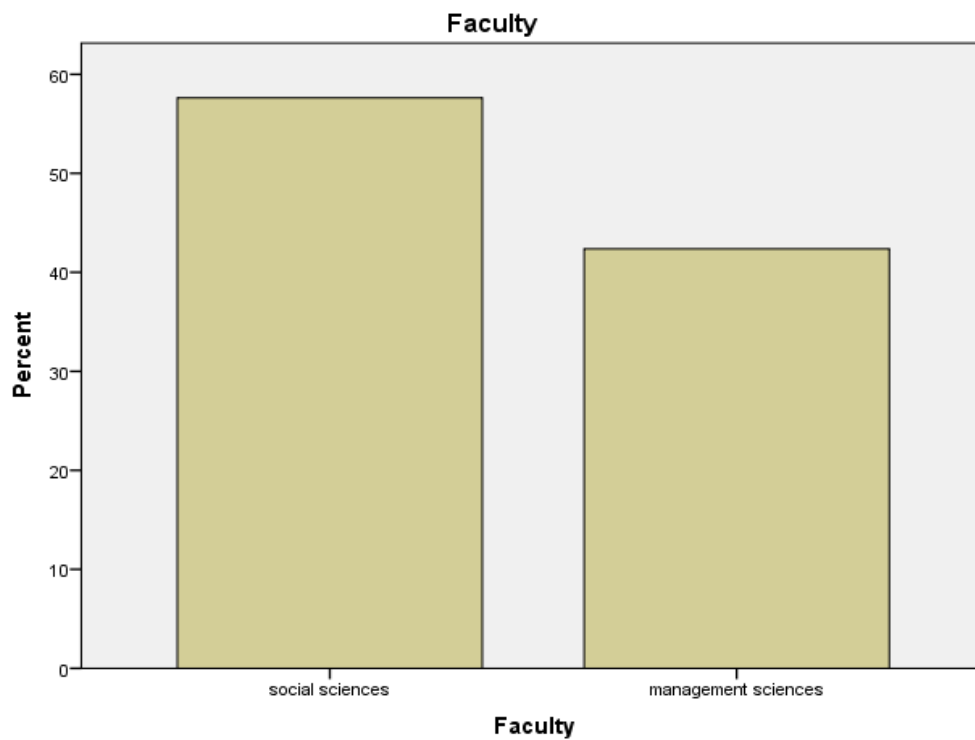


Figure 4.1 Faculty wise dissemination of respondents

Table 4.2

University wise distribution of Sample Size

University	Frequency	Percentage
National University of Modern Languages Islamabad	99	42%
International Islamic University Islamabad	49	20.8%
Quaid e Azam University Islamabad	48	20.3%
Allama Iqbal Open University Islamabad	40	16.9%
Total	236	100%

Table 4.2 shows statistics about university wise distribution of sample. According to this table the maximum response rate was from NUML which is 42 % while the minimum was 16.9% from AIOU.

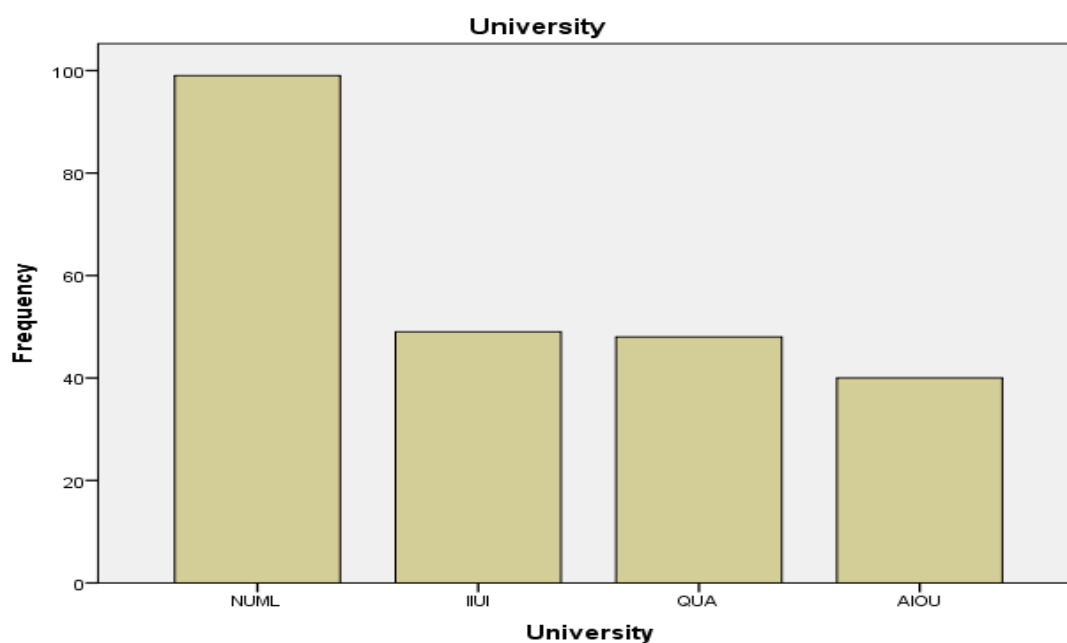


Figure 4.2 University wise distribution of respondents

Section II

4.3 Objective wise analysis

Objective 1: To explore the level of “Authentic Leadership” among teachers serving in public sector universities of Islamabad

Research Questions: What is the “authentic leadership “level of teachers serving in public sector universities of Islamabad?

Table 4.3

Level of teachers’ authentic leadership (N=236)

Variable	Level of Teachers’ self-awareness	Score	n	Percentage
Authentic Leadership	Below Average	37-86	06	2%
	Average	87-136	39	17%
	Above average	137-186	191	81%

Table 4.3 shows that the level of university teachers’ authentic leadership was categorized into three levels which are below average (37-86), average (87-136), and above average (137-186). 191 (81%) respondents were having above average level of authentic leadership, 39 (17%) respondents were at average level of authentic leadership and only 06 (2%) were at below average of authentic leadership Table also indicate that majority (81%) of the respondents having above average level of authentic leadership.

Objective 1a: To assess the level of “self-awareness” among university teachers

Research Question: What is self-awareness level of teachers’ serving in public sector universities of Islamabad?

Table 4.4

Level of Teachers’ Self-awareness (N=236)

Variable	Level of Teachers’ self-awareness	Score	n	Percentage
Self-awareness	Below Average	10-24	06	2.5%
	Average	25-39	118	50%
	Above average	40-51	112	47.5%

Table 4.4 indicates the level of university teachers’ self-awareness was categorized into three levels which are below average (10-24), average (25-39), and above average (40-51). 112 (48%) respondents were having above average level of self-awareness, 118 (50%) respondents were at average level of self-awareness and only 06 (2%) were at below average of self-awareness. Table also indicate that majority (50%) of the teachers having average level of self-awareness.

Objective 1b: To investigate the level of “transparency” among university teachers

Research Questions: What is transparency level of teachers’ serving in public sector universities of Islamabad?

Table 4.5

Level of teachers’ transparency (N=236)

Variable	Level of Teachers’ self-awareness	Score	n	Percentage
Transparency	Below Average	11-22	06	2%
	Average	23-34	63	27%
	Above average	35-46	167	71%

Table 4.5 shows that the level of university teachers’ transparency was categorized into three levels which are below average (11-22), average (23-34), and above average (35-46). 167 (71%) respondents were having above average level of transparency, 63 (27%) teachers were at average level of transparency and only 06 (2%) were at below average of transparency. Table also indicate that majority (71%) of the teachers was having above average level of transparency

Objective 1c: To determine level of “ethical/moral” values among university teachers

Research Questions: What is ethical/moral values level of teachers’ serving in public sector universities of Islamabad?

Table 4.6

Level of teachers’ Ethical/Moral (N=236)

Variable	Level of Teachers’ self-awareness	Score	n	Percentage
Ethical/Moral	Below Average	10-24	06	2%
	Average	25-39	87	37%
	Above average	40-51	143	61%

Table 4.6 shows that the level of university teachers’ ethical/moral was categorized into three levels which are below average (10-24), average (25-39), and above average (40-51). 143 (61%) respondents were having above average level of ethical/moral, 87 (37%) participants were at average level of ethical/moral and only 06 (2%) were at below average of ethical/moral. Table also indicate that majority (61%) of the participants having above average level of ethical/moral.

Objective 1d: To identify level of “balanced processing” among university teachers

Research Questions: What is balanced processing level of teachers’ serving in public sector universities of Islamabad?

Table 4.7

Level of Teachers’ Balanced Processing (N=236)

Variable	Level of Teachers’ self-awareness	Score	n	Percentage
Balanced processing	Below Average	8-18	07	3%
	Average	19-29	33	14%
	Above average	30-40	196	83%

Table 4.7 shows that the level of university teachers’ balanced processing was categorized into three levels which are below average (8-18), average (19-29), and above average (30-40). 196 (83%) respondents were having above average level of balanced processing, 33 (14%) teachers were at average level of balanced processing and only 07 (3%) were at below average of balanced processing. Table also indicate that majority (83%) of the teachers having above average level of balanced processing.

Objective No. 2: To draw a university-wise comparison of teachers on basis of “authentic leadership”

Ho2: There is significantly no difference in the Authentic Leadership of teachers with reference to their University

Table 4.8

University wise comparison of teacher’s authentic leadership (N=236)

Variable	University	n	Mean	df	F	Sig
Authentic leadership	National University of Modern Languages	99	148.69	232	1.459	.227
	International Islamic University Islamabad	49	145.46			
	Quaid e Azam University	48	142			
	Allama Iqbal Open University	40	145.97			
	Total	236	146.20			

Table 4.8 shows that the F value (1.459) was not found to be significant (.227). Therefore, Ho2 was accepted which means that there was no difference in teachers’ authentic leadership style with reference to their universities.

Objective No. 2 (a): To draw a university-wise comparison of teachers on basis of “self-awareness”

Ho1 (a): There is significantly no difference in the self-awareness of teachers with reference to their University

Table 4.9

University wise comparison of teacher’s authentic self-awareness (N=236)

Variable	University	n	Mean	df	F	Sig
Self-awareness	National University of Modern Languages	99	39.15	232	1.278	.293
	International Islamic University Islamabad	49	39.10			
	Quaid e Azam University	48	37.40			
	Allama Iqbal Open University	40	38.65			
	Total	236	38.70			

Table 4.9 shows that the F value (1.278) was not found to be significant (.293). Therefore, Ho2 (a) was accepted which means that there was no difference in teachers’ self-awareness with reference to their universities.

Objective No. 2 (b): To draw a university-wise comparison of teachers on basis of “transparency”

Ho1 (b): There is significantly no difference in the transparency of teachers with reference to their University

Table 4.10

University wise comparison of teacher’s transparency (N=236)

Variable	University	n	Mean	df	F	Sig
Transparency	National University of Modern Languages	99	36.30	232	.441	.724
	International Islamic University Islamabad	49	36.31			
	Quaid e Azam University	48	35.38			
	Allama Iqbal Open University	40	35.75			
	Total	236	36.02			

Table 4.10 shows that the F value (.441) was not found to be significant (.724).

Therefore, Ho2 was accepted which means that there was no difference in teachers’ transparency with reference to their universities.

Objective No. 2 (c): To draw a university-wise comparison of teachers on basis of “ethical/moral values”

Ho1 (c): There is significantly no difference in the ethical/moral values of teachers with reference to their University

Table 4.11

University wise comparison of teacher’s ethical/moral values (N=236)

Variable	University	n	Mean	df	F	Sig
Ethical/Moral	National University of Modern Languages	99	40.71	232	4.364	.283
	International Islamic University Islamabad	49	38.49			
	Quaid e Azam University	48	37.35			
	Allama Iqbal Open University	40	39.68			
	Total	236	39.39			

Table 4.11 shows that the F value (4.364) was not found to be significant (.283). Therefore, Ho2 was accepted which means that there was no difference in teachers’ ethical/moral values with reference to their universities.

Objective No. 2 (d) to draw a university-wise comparison of teachers on basis of “balanced processing”

Ho1 (d): There is significantly no difference in the balanced processing of teachers with reference to their University

Table 4.12

University wise comparison of teacher’s balanced processing (N=236)

Variable	University	n	Mean	df	F	Sig
Balanced processing	National University of Modern Languages	99	32.54	232	.508	.677
	International Islamic University Islamabad	49	31.57			
	Quaid e Azam University	48	31.88			
	Allama Iqbal Open University	40	31.90			
	Total	236	32.09			

Table 4.12 shows that the F value (.508) was not found to be significant (.677).

Therefore, Ho2 was accepted which means that there was no difference in teachers’ balanced processing with reference to their universities.

Objective No. 3: To compare teachers’ “authentic leadership” on the basis of their respective faculties (FSS/FMS)

Ho3: There is significantly no difference in the authentic leadership scale of university teachers with reference to their faculty.

Table 4.13

Faculty wise comparison of teacher’s authentic leadership (N=236)

Variable	Group	n	Mean	t.value	df	Sig	Cohen d
Authentic leadership	Social sciences	136	3.95	.266	234	.036	0.10
	Management sciences	100	3.94				

Table 4.13 displays that t-value (.266) is statistically significant at the level of .036 that is less than (0.05) p value. There was minor difference found between mean values of faculty of social sciences respondents (3.95) and faculty of management sciences respondents (3.94). It showed that the teachers from social sciences faculty exhibit more authentic leadership as compare to teachers from faculty of management sciences. Therefore, Ho1: There is significantly no difference in the Authentic Leadership of University faculty members based on their faculty is rejected.

Objective No. 3a: To compare teachers' "self-awareness" on the basis of their respective faculties

Ho3 (a): There is significantly no difference in self-awareness of university teachers with reference to their faculty.

Table 4.14

Faculty wise comparison of teacher's self-awareness (N=236)

Variable	Group	n	Mean	t.value	df	Sig
Self-awareness	Social sciences	136	3.86	-.272	234	.053
	Management sciences	100	3.88			

Table 4.14 display that t-value (-.272) is not statistically significant at the level of .053 that is higher than (0.05) p value. There was no difference found between mean values of faculty of social sciences respondents (3.86) and faculty of management sciences respondents (3.88). It showed that the teachers from faculty of social sciences and management sciences shows the amount of self-awareness approximately same. Therefore, H_{01} : There is significantly no difference in self-awareness of university teachers based on their faculty is accepted.

Objective No. 3b: To compare teachers’ “transparency” on the basis of their respective faculties

Ho3 (b): There is significantly no difference in transparency of university teachers with reference to their faculty.

Table 4.15

Faculty wise comparison of teacher’s transparency (N=236)

Variable	Group	n	Mean	t.value	df	Sig	Cohen d
Transparency	Social sciences	136	4.01	.286	234	.027	0.2
	Management sciences	100	3.99				

Table 4.15 shows that t-value (.286) is statistically significant at the level of .027 that is less than (0.05) p value. There was minor difference found between mean values of faculty of social sciences respondents (4.01) and faculty of management sciences respondents (3.99). It showed that the teachers from social sciences faculty exhibit more transparency as compare to teachers from faculty of management sciences. Therefore, Ho1: There is significantly no difference in transparency of university teachers based on their faculty is rejected.

Objective No. 3c: To compare teachers’ “ethical/moral values” on the basis of their respective faculties

Ho3 (c): There is significantly no difference in ethical/moral values of university teachers with reference to their faculty.

Table 4.16

Faculty wise comparison of teacher’s ethical/moral values (N=236)

Variable	Group	n	Mean	t.value	df	Sig	Cohen d
Ethical/moral	Social sciences	136	3.94	.263	234	.003	0.10
	Management sciences	100	3.92				

Table 4.16 displays that t-value (.263) is statistically significant at the level of .003 that is less than (0.05) p value. There was minor difference found between mean values of faculty of social sciences respondents (3.94) and faculty of management sciences respondents (3.92). It showed that the teachers from social sciences faculty follow more ethical/moral values as compare to teachers from faculty of management sciences. Therefore, H₀₁: There is significantly no difference in ethical/moral values of university teachers based on their faculty is rejected.

Objective No. 3d: To compare teachers’ “balanced processing” on the basis of their respective faculties

Ho3 (d): There is significantly no difference in balanced processing of university level teachers with reference to their faculty.

Table 4.17

Faculty wise comparison of teacher’s balanced processing (N=236)

Variable	Group	n	Mean	t.value	df	Sig	Cohen d
Balanced processing	Social sciences	136	4.02	.359	234	.036	0.23
	Management sciences	100	3.99				

Table 4.17 displays that t-value (.359) is statistically significant at the level of .036 that is less than (0.05) p value. There was minor difference found between mean values of faculty of social sciences respondents (4.02) and faculty of management sciences respondents (3.99). It showed that the teachers from social sciences faculty exhibit more balanced processing as compare to teachers from faculty of management sciences. Therefore, H⁰1: There is significantly no difference in balanced processing of university level teachers based on their faculty is rejected.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This section is comprised on summary, finding, discussions, conclusion and recommendations of conducted research. The main purpose of the research was “to explore the university teachers’ authentic leadership style”. Objectives of the study were to explore the level of “Authentic Leadership” among teachers serving in public sector universities of Islamabad, to draw a university-wise comparison of teachers on basis of “authentic leadership” and to compare teachers’ “authentic leadership” on the basis of their respective faculties (FSS/FMS).

Researcher used four dimensions of AL named as self-awareness, transparency, ethical/moral and balanced processing given by Walumbwa et al 2008. The present research was descriptive in nature and quantitative method was applied. Teachers of public division universities of Islamabad were the population of the study. According to the data Higher Education Commission 15 public region universities in Islamabad are situated in which 12 are proposing courses of social and management sciences. Overall quantity of population in social sciences and management sciences departments are 1186 among these social sciences teachers are 656 and management sciences teachers are 430. Stratified sampling technique was used by the researcher for the current research. The sample consisted of 2 strata’s faculty of social sciences and management sciences. By using Krejcie and Morgan 1970 table for mean sample size, sample size was 285 out of 1086 which is 26% of the population. Sample of faculty of

social sciences was 173 (26%) and management sciences was 112 (26). Self-developed questionnaire was administered with 5 point Likert scale having two parts by the researcher. About 285 questionnaires were distributed among teachers but due to Covid-19, 213 questionnaires were received. Questionnaire was consisted of 37 item after conducting validity and reliability of the instrument. Researcher also conducted statured interviews in order to validate research findings from the quantitative data. Data analysis was done through SPSS 21.0 version. Individual score, reliability, t test and ANOVA test were applied for analyzing data. Findings, results and discussion were also provided and recommendation were also suggested by the researcher.

5.2 Findings

Detailed description of findings is illustrated below:

1. According to the table 4.1 results shows that total number of teachers from faculty of social sciences were of 57.6% and number of respondents were 136. On the other hand, management sciences respondents were of 42.4% and number of respondents were 100.
2. According to the table 4.2 the research also revealed that highest number of responses were from university National Universities of Modern Languages Islamabad that is 42% of total. Whereas the lowest number of participants were from AIOU that is 16.9% of total.
3. The level of university teacher's authentic leadership scale was categorized into three levels that is below average, average and high average. Majority (83%) were having level of above average related to authentic leadership scale (Table 4.3).

4. Further according to table 4.4 it was discovered that majority (50%) of participants were having average level of self-awareness.
5. It was also found that maximum (71%) of the participants were having above average level of transparency (Table 4.5).
6. Majority (61%) of the participants were having above average level of ethical/moral values according to the table 4.6.
7. It was also discovered that maximum (83%) of participants were having above average level of balanced processing according to the table 4.7.
8. There was no significant difference found in teachers' authentic leadership skills with reference to their universities according to table 4.8.
9. According to table 4.9 the F value (1.278) was found not to be significant (.293). Therefore, H_02 (a) was accepted which means that there was no difference in teachers' self-awareness with reference to their universities
10. There was no significant difference found in teachers' transparency with reference to their universities according to table 4.10.
11. According to table 4.11 there was no significant difference found in teachers' ethical/moral values with reference to their universities.
12. There was no significant difference found in teachers' balanced processing with reference to their universities according to table 4.12.
13. There was significant difference found between university teachers of faculty from social sciences (3.95) and management sciences (3.94) related to the teacher's authentic leadership. Further, teachers from faculty of social sciences were found having more qualities of being authentic leader as compare to teachers from faculty of management sciences. Therefore, H_{01} : There is

significantly no difference in the Authentic Leadership of University teachers based on their faculty was rejected according to table 4.13.

14. According to table 4.14 it was found that there was no significant difference found between university teachers of faculty from social sciences (3.86) and management sciences (3.88) related to the teacher's self-awareness. Therefore, H₀₁: There is significantly no difference in self-awareness of university teachers based on their faculty was failed to reject which means that university teachers' from faculty of social sciences and faculty of management sciences have same level of self-awareness.

15. There was significant difference found between university teachers of faculty from social sciences (4.01) and management sciences (3.99) related to the teacher's transparency. Further, teachers from faculty of social sciences exhibit more transparency as compare to teachers from faculty of management sciences. Therefore, H₀₁: There is significantly no difference in transparency of university teachers based on their faculty was rejected according to table 4.15.

16. According to table 4.16 it was revealed that there was significant difference found between university teachers of faculty from social sciences (3.94) and management sciences (3.92) related to the teacher's ethical/moral values. Further, teachers from faculty of social sciences consider more ethical/moral values as compare to teachers from faculty of management sciences. Therefore, H₀₁: There is significantly no difference in ethical/moral values of university teachers based on their faculty was rejected.

17. There was significant difference found between university teachers of faculty from social sciences (4.01) and management sciences (3.99) related to the teacher's balanced processing. Further, teachers from faculty of social sciences

display more balanced processing as compare to teachers from faculty of management sciences. Therefore, H_{01} : There is significantly no difference in balanced processing of university level teachers based on their faculty was rejected according to table 4.17.

5.3 Discussion

The main aim of this research was to explore university teacher's authentic leadership style. The researcher adapted the theory of authentic leadership given by Walumbwa et al (2008). The present study was descriptive in nature and qualitative approach was used by the researcher.

Researcher used self-developed questionnaire for data collection from the participants consisting of five point Likert scale. Questionnaire was validated by the experts in the field of education. Reliability of the questionnaire was also determined through pilot testing. Close ended questions with 37 items were used by the researcher. For the data collection the researcher personally visited the targeted sample from public sector university ties of Islamabad having faculty of social sciences and management science. Data was analyzed through Statistical Package for Social Sciences version 21.

This study was based on three main and sub objectives which served as a basis for the research to be carried out. On this basis five research question and ten sub hypotheses were formulated Discussion is done by taking into consider all the research objectives, research question and research hypotheses by the researcher.

Various studies on Authentic Leadership have been done in recent years, but the maximum had focused on school/ college principals and non-educational settings. As per limited studies in educational system that is why researcher carried out the current

study in which scholar explored teachers' authentic leadership style. Following are the studies which were examined by various the researchers in order to investigate authentic leadership.

Objective No 1: To explore the level of “Authentic Leadership” among teachers serving in public sector universities of Islamabad thus the findings revealed that teachers were having above average level of authentic leadership.

Thus, the findings explain that university teachers have qualities of being authentic leader. Basically authentic leadership is a leadership style in which leaders have certain qualities which refer them as a leader. Teachers can have similar qualities as a leader. There are certain teachers in the institutions who have certain qualities or traits which refers them as a person who inspires others or they gain such a respect from their colleagues which makes them unique.

Antonio & Maria (2013) piloted a study to quantify the level of authentic leadership measured through “Authentic Leadership Questionnaire (ALQ version 1)” in four unique dimensions, i.e. “self-conscience, transparency, moral/ethics and balanced processing”. The findings of this study showed that teachers from course in Educational sciences school in Portugal were in moderate level of being authentic leader as contrary to the findings of the current study which revealed that university teacher's authentic leadership had above average level.

Another study conducted by Pavlovic (2015) on “authentic leadership in educational institutions”. The findings of the research indicated that directors of educational institutions have their own specific authentic leadership style which consist of four factors which are communication, self-concept, self-consciousness and self-discovery.

So the conclusion was that there is no specific authentic leadership style followed by directors of educational institutions. Leaders can achieve high level of authentic leadership by considering these factors. This concept of authentic leadership is different from the framework used by researcher in current study which refers to having four qualities which are self-awareness, transparency, ethical/moral values and balanced processing (Walumbwa, Avolio, Gardner, Wernsing & Perterson, 2008).

The practice of authentic leadership draws upon two things according to Luthans & Avolio (2009) which are “a highly developed institutional framework and positive capabilities”. Teacher leader conduct can be improved in means of self-regulation and awareness, enabling "positive self-development" as a result. Authentic leaders cultivate confidence, resilience, and ambitions in their people by being optimistic. Further Gardner et al (2005) reports that these followers inspire others to exhibit the same excellent. According to different studies conducted on teacher leadership (Harris & Muijs , 2003) some teachers have distinct qualities of being leader. In every educational institution sometimes there are unofficial leaders who have unique qualities which appoints them as a leader. They might not have any specific title, but respect they have earned and the way they treat their colleagues enables them to become kind of teacher whom others can be inspired.s

The dimensions used by the researcher have been adapted by many other researchers (Gardner et al, 2005). The four dimensions are self-awareness, transparency, ethical/moral values and balanced processing. These four components are fully important for being authentic leader and concept of being authentic leader cannot be simply understood by focusing any one of them (Avolio, & Luthans , 2003).

Researcher have found according to the findings that university teachers have above average level of authentic leadership.

According to Wilson (2014) authentic leadership is important in world of education as well, Education researchers have shown interest in concept of being an authentic leader and various. Teachers having qualities of being authentic leader demonstrate confidence, honesty, having excellent communication skills and are fair-minded in every aspect of their life (Lumpkin et al, 2004)

Awareness is the ability to be aware of one's thinking and feeling, together with a knowledge of and acceptance of one's strengths and limitations. A decent guy can avoid distortion and exaggeration by being able to objectively analyze information about oneself and one's surroundings without adding interpretations or bias (Kernis, 2005). When it comes to ethical behavior, it implies acting in accordance with one's own beliefs and needs rather than striving to please or appease others (Kernis & Goldman, 2006)

Transparency means being honest, open, and transparent in relationships with others, ethical action means acting in accordance with one's deeper standards and necessities rather than trying to please or accommodate others (Kernis, 2003). Awareness of one's own emotions, goals, cognitions, beliefs, values and skills is a continuous process. Authentic leaders strive for a fair perspective of events, taking into account all sides of a particular problem (Gardner et al, 2005). As a result of their approach, they encourage people to express themselves in a way that is true to themselves. "They walk their talk" is a frequent way to describe people who are deemed authentic. In their words and actions, they convey what they believe to be true (Avolio, Gardner, Walumbwa, Luthans & May, 2004).

Teachers can develop qualities of authentic leadership by practicing self-awareness which may help to become a more authentic leader by increasing your self-awareness. Seeking for honest feedback from colleagues, and investing in personal and professional growth via research and seminars are some of the techniques teachers might use to enhance self-awareness. As a teacher leader, one may demonstrate authenticity by adhering to a set of principles and a code of conduct. Having a clear understanding of one's own moral code, as well as the institutions, and refusing to compromise these values, may help one to improve their leadership abilities and inspire trust in towards adherents. A true leader has a good working relationship with his or her team members, as well as with other employees and leaders in the educational institution. Active listening, storytelling, constructive criticism, communication, and vocal communication are just a few of the abilities that need to be honed.

Practicing self-awareness is a lifelong process which needs learning process and experiences. As the current study findings shows that university teachers have average level of self-awareness. It is first and foremost step towards becoming authentic leader. A study conducted by Chen and Burrows (1996) concludes that "one's thoughts and perspective about themselves affect their actions and sometimes one is not aware about their behaviors in certain situations. The development of self-awareness is a means to become more aware of the factors that influence one's behavior although self-awareness development may not be able to overcome deliberate priming done in laboratories by scientists, as demonstrated above, it may convey awareness to numerous other elements of the person that influence behavior and can be altered. If leaders become conscious of these typical prejudices in the way they see and discourse data, they may actively pursue more methods to stable their viewpoints, for example." As a result of enhanced self-awareness, authentic leaders are more likely to participate in a more balanced

processing” (Chen & Burrows, 1996) which is also finding of current study that university teachers had above level of balanced processing.

Avolio (2004) says that self-awareness can be practiced by getting feedback from others, engaging in self-reflection so that one can be aware of his/her weakness and strengths and lastly spending time on self-observations which helps one to get immediately aware of one’s thoughts. To be an authentic leader, one must take activities that are in line with strong moral values in terms of relationships, moral obligations, and performance criteria. In order to practice AL, a leader must engage in self-discovery and awareness opportunities on a continuous basis, as well as understand each leader's greatest level of consciousness and self-awareness at this point in their career. Further he explained that growth of authentic leadership requires a number of disciplines, such as self-awareness, balanced decision-making and moral acts. A leader's ability to be honest and serve as a role model in their leadership interactions is enhanced when these strategies are combined (Avolio, 2004).

Maria & Fabian (2019) conducted a study in which they “examine the congruence between the idea of authentic leadership, as condensed by certain experts in the field, and the discourses the current Brazilian leader..” and thus the findings of this study was that there was a possibility among differentiating between authentic leaders and leaders who were not authentic so it also explains that it was possible to find a concrete signs similarity and dissimilarities within the theories of authentic leadership.

McKee (2013) investigated the difference and similarities between authentic leadership and transformational leadership. So the results revealed that “for gender differences may highlight an additional component to these leadership paradigms not previously considered”. Peter (2016) conducted a research in which he explored impact

of two variable named as employee engagement and ethical culture with authentic leadership. So this study concluded that there is a positive association between these variables with authentic leadership. All hypothesis was failed to reject and supported there is a relationship between these variables.

Another study conducted by Bibi et al (2018) surveyed that “whether organizational climate has a moderating role in relationship between perceived authentic leadership practices and team innovativeness in employees of multinational companies”. Their findings showed that there is a role of organizational climate with practices of authentic leadership and innovativeness among workers. Bakari et al (2017) aimed to check impact of authentic leadership in organizational change among employees of health sector in Pakistan. Their findings revealed that there was significant impact of AL related to change or commitment among health sector organizations. They further conducted a study in which they investigated validation of authentic leadership tool in Pakistani context. The conclusion of the study was that authentic leadership scale is valid and reliable variable in Pakistani culture.

A study examined by Covelli & Mason (2017) explored definitions and theories of authentic leadership and its practice. Mahoney (2009) explored the “in-depth, life history examination of the leadership qualities of the President of a for-profit sport organization and explore this individual's leadership development within the framework of the Authentic Leadership Development Model (ALDM)”. The findings of the study were that as it was case study the President showed qualities which were similar identified in the ALDM model.

In order to be a teacher leader teacher must be capable of influencing their colleagues. The concept of “Authenticity” is basically considering values and also

consulting these values towards one's position. Teacher leaders can bring their own unique experiences and then implement these during teaching. Having authentic behavior, a teacher can communicate effectively with students.

Vogelgesang (2007) concluded that relational or interactional Being open to hearing and offering criticism, being honest about reasons and decisions, and displaying alignment between words spoken and actions taken are all essential components of authentic leadership.

A study conducted by Jesca (2017) on "a critical review of authentic leadership and the challenges in its development". The conclusion of the study was that literature on authentic leadership examines the link between leaders and followers, as well as how authenticity may be cultivated in leaders. It also stresses two key components of authentic leadership development: self-awareness and self-regulation. To be authentic, a person must possess these two qualities some critics have questioned whether or not authentic leadership development is actually useful in the long run.

Another researcher Datta (2015) examined the effectiveness of authentic leadership through literature. Further researcher concluded that AL improves a variety of aspects of management effectiveness, including organizational performance, follower satisfaction, and work-life quality. There is a decrease in absenteeism, discontent and animosity among followers of AL. it improves group attitudes and behavior. Finally, managers who practice AL are seen by their followers as successful. There are several ways that AL improves leadership effectiveness include a greater level of respect for leaders, a greater commitment to the leader's demands and a greater capacity for problem resolution.

Karadag et al (2018) examined the effect of authentic leadership on perception of teachers regarding school culture. Their findings were that authentic leadership had positive effect on teacher perception towards school culture. Quraishi & aziz (2018) investigated correlation between AL (Authentic Leadership) and OCB (Organizational Citizenship Behavior). The results were that mixed relationship was found among these variables which concludes that these paradigms are very significant for instruction as well as learning.

A study conducted by Tharpe (2017) on elements of authentic leadership (heart, values, purpose, relationships and self-discipline) contributes towards job satisfaction of among elementary school principals and special education teacher. The findings revealed that element of heart and purpose contributed most towards job satisfaction of elementary school principals and teachers. Thus conclusion of the study was that these five elements were not important for school principals and teachers regarding their job satisfaction.

Fraser & Sherry (2014) investigated leadership of higher education using theories of authentic leadership. The findings of this study revealed that leadership qualities such as communication. Self-awareness, trust and openness were significant qualities and were valued by all staff members and administration.

5.4 Conclusion

Conclusions were extracted from the findings of the study which are as following:

Objective no. 1 “To explore the level of “Authentic Leadership” among teachers serving in public sector universities of Islamabad”

1. From the findings number 4 it was concluded that teachers had the qualities of being authentic leader which are being self-aware, being transparent, having standard ethical/moral values and balanced processing.
2. It had been concluded from the finding number 5 that majority of the teacher were having average level of self-awareness. University teachers were maximum aware about the qualities of being authentic leader.

Objective no. 2: To draw a university-wise comparison of teachers on basis of “authentic leadership”

From the finding number 9 it was concluded that there was no difference found in teachers’ authentic leadership skills with reference to their universities.

3. According to finding number 10 researcher also concluded that there was no difference found among teachers’ self-awareness on the basis of their universities.
4. Researcher concluded that there was no difference found in teachers’ transparency with reference to their universities according to finding number 11.
5. According to finding number 12 there was no difference found in teachers’ ethical/moral values with reference to their universities.
6. Researcher further concluded that there was no difference found in teachers’ balanced processing with reference to their universities according to finding number 13.

Objective no. 3: “To compare teachers’ “authentic leadership” on the basis of their respective faculties (FSS/FMS)”

7. The scholar concluded from the finding number 14 that teachers from faculty of social sciences have more qualities of being authentic leader than teachers from faculty of management sciences.
8. From the finding number 15 researcher concluded from the dimension self-awareness that social sciences and management sciences respondents had approximately same quality of being self-aware.
9. From the finding number 16 the researcher concluded from the dimension transparency that teachers from faculty of social sciences exhibit more transparency than teachers from faculty of management sciences.
10. The researcher concluded from the finding number 17 from the dimension ethical/moral that teachers from faculty of social sciences consider more ethical/moral values than teachers from faculty of management sciences.
11. From the finding number 18 the researcher concluded from the dimension balanced processing that teachers from faculty of social sciences exhibit more balanced processing than teachers from faculty of management sciences.

5.5 Recommendations

The following recommendations are suggested by the researcher on the basis of findings and conclusion of this research.

5.5.1 Recommendations for Management and Teachers.

1. Teacher leadership development programmes may be developed for teachers, taking into consideration the key aspects of transparency, internalised moral viewpoint, balanced processing, and self-awareness.

2. Management might develop a way to measure teachers' accountability, which could help them enhance their leadership qualities. This framework will improve teachers' knowledge of authentic leadership.
3. Teachers may engage themselves in team-building activities to get to know one another and share their perspectives on characteristics of authentic leadership.

It was concluded from conclusion no.2 that university teachers have average level of self-awareness. Following recommendations were given by the researcher in order to increase level of self-awareness among university teachers.

1. Teachers can enhance self-awareness by spending time on self-observations in order to understand their thoughts and feelings better.
2. Teachers can increase level of self-awareness by getting regular feedbacks from their colleagues to understand their own responses in certain circumstances.
3. Critical thinking and self-reflection methods might be useful for teachers to increase their level of self-awareness.

1.5.2 Recommendations for Future Researchers

For the future researcher's recommendations were also given by the researcher which are as following:

1. The sample of this study was taken from only six universities of Islamabad so, it is recommended for future researchers that they might be able to sort more meaningful conclusions by testing huge sample
2. The present research was limited to the public sector universities of Islamabad, so it is recommended that study might be carried out within private universities of Islamabad by the future researchers.

3. It is also recommended that the current study focused on only two faculties' future researchers may include other faculties also.
4. Therefore, it's also suggested that upcoming researchers might increase some variables along with authentic leadership for example job satisfaction, organizational climate, organizational commitment, organizational change and organizational citizenship behaviour.
5. As researcher had used four components of authentic leadership given by Walumbwa et al future researchers might adopt other qualities or characteristics of AL given by other authors,
6. It is also recommended that future researchers they might conduct qualitative study in order to have in-depth study on teacher's authentic leadership style.

5.6 Limitations

Researcher had identified several limitations during the research study due to certain circumstances which are as following:

Due to the pandemic of Covid-19, mostly universities were having online semesters so teachers were not coming to universities while data collection researcher was not able to collect whole data that's why return rate was minimum. Researcher targeted 10 university teachers from public sector as a population but due to Covid scholar was unable to collect data from all these universities so researcher collected data from six public sector universities.

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APPENDIX-A



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30-07-2020

To: Fatima Bint e Talat
1625-M.Phil/Edu/F18

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

a. Supervisor's Name & Designation

Dr. Saira Nudrat (Supervisor)
Assistant Professor (Internal Subject Expert),
Department of Education, NUML, Islamabad.

b. Topic of Thesis

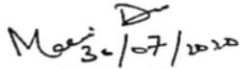
"An Exploratory Study of University Teachers' Authentic Leadership Style"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by the any other individual.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk


Dr. Mariam Din
A/Head,
Department of Education

Distribution: Ms. Fatima Bint e Talat (M.Phil Scholar)
Dr. Saira Nudrat (Thesis Supervisor)

APPENDIX-B



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2021-Edu_____

Dated: 09-02-2021

WHOM SO EVER IT MAY CONCERN

Ms. Fatima Bint e Tallat D/O Tallat Mehmood Abbasi, Registration # 1625/M.Phil/Edu/F-18, students of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for their Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



Mariam D
09/02/2021
Dr Mariam Din
A/Head,
Department of Education.

APPENDIX-C

COVER LETTER OF QUESTIONNAIRE



AN EXPLORATORY STUDY OF UNIVERSTY TEACHERS' AUTHENTIC LEADERSHIP STYLE

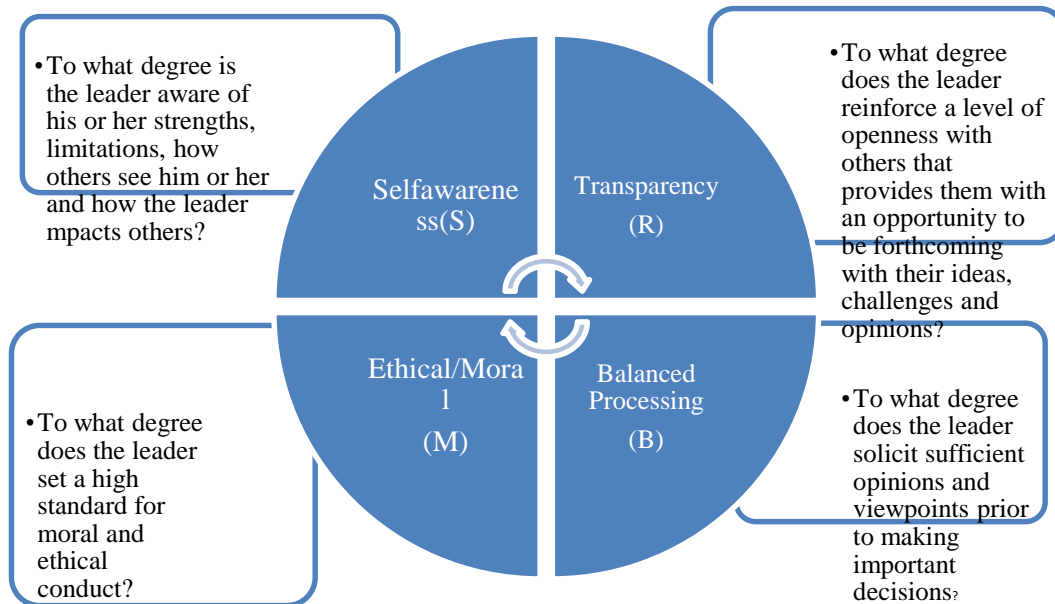
Respected Sir/ Madam

I am Fatima Bint e Tallat scholar of M.Phil Education at National University of Modern Languages, Islamabad and conducting a research on “An exploratory study of university teachers’ authentic leadership style”.

Objectives of the study

1. To explore the self-awareness of teachers required for being authentic leader.
2. To investigate teacher’s transparency required for being authentic leader.
3. To determine teachers’ ethical/moral values prerequisite for authentic leadership.
4. To identify teachers balanced processing required for being an authentic leader.
5. To assess teacher’s authentic leadership serving in public sector universities of Islamabad

Theoretical framework



Bruce J. Avolio, William L. Gardner, & Fred O. Walumbwa (2008)

Questionnaire has been developed in the light of model given by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) which consists of four dimensions of AL: Self-Awareness, Transparency, Ethical/Moral and Balanced Processing. Questionnaire consists of 38 items in which all are close ended questions. The questionnaire has been developed in light of review of related literature by the researcher, having two parts, one is consisted of demographic data and other includes statements related to four dimensions of Authentic Leadership.

Kindly evaluate my questionnaire in terms of its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the documents.

Fatima Bint e Tallat
1625-MPhil/Edu/F18
M.Phil Scholar
Department of Education
National University of Modern
Languages,
Islamabad

APPENDIX-D

AN EXPLORATORY STUDY OF UNIVERSTY TEACHERS'

AUTHENTIC LEADERSHIP STYLE

Authentic leadership Scale

Dear respondent, this questionnaire is devised with the aim of looking into your Authentic leadership. To that end, your careful completion of the questionnaire will definitely contribute to obtaining real data which is crucial for more accurate findings. The information will be kept confidential and will be used just for research purposes. Thank you very much in advance for your time and cooperation. Please tick (✓) in the appropriate box. Please check and rate yourself based on what you actually do given the statements using the following scale. 5. Always 4. Often 3. Sometimes 2. Rarely 1. Never

Part-A

Demographic information

University:

1. National University of Modern Languages Islamabad
2. International Islamic University Islamabad
3. Quaid-i- Azam University Islamabad
4. COMSATS University Islamabad
5. Allama Iqbal Open University Islamabad
6. Air University Islamabad
7. Bahria University
8. Federal Urdu University of Arts, Sciences &Technology
9. National University of Sciences & Technology
10. National Defence University

Faculty:

1. Social Sciences
2. Management Sciences

Part-B

Sr No.	Statements	Always	Often	Sometimes	Rarely	Never
1	Self-awareness: It refers that leaders have to understand inner and outer qualities and knowing one's strength and weakness. Leader has to develop continues development related to his/her self-exposure and also seeking feedback from surrounding.					
S1	I seek feedback from others for improving my professional dealings with others.	5	4	3	2	1
S2	I can accept people's opinion regarding my abilities	5	4	3	2	1
S3	I pretend that I understand my strength and weakness	5	4	3	2	1
S4	I am clearly aware of the impact I have on others	5	4	3	2	1
S5	I pursue feedback to improve interaction with my colleagues	5	4	3	2	1
S6	I know when it is time to reevaluate my opinion on important issues	5	4	3	2	1
S7	I understand my specific actions have impact on others	5	4	3	2	1
S8	I use self-reflection as a way to understand my behaviour	5	4	3	2	1
S9	I engage myself in self-observations to know awareness of my feelings	5	4	3	2	1
S10	When I receive feedback I intend to change my behaviour	5	4	3	2	1
2	Transparency: Transparency refers to being genuine and honest while interacting or communicating towards others. Leader has to create a surrounding in which his/her subordinates are comfortable and in terms of relation everyone knows where he/ she stands.					
T1	I clearly states what I mean	5	4	3	2	1
T2	I admit my mistakes when they occur	5	4	3	2	1
T3	I openly share official information with colleagues	5	4	3	2	1

T4	I express my ideas and thoughts clearly to others	5	4	3	2	1
T5	I encourage everyone to express their ideas according to their mind	5	4	3	2	1
T6	I perform my tasks in time	5	4	3	2	1
T7	I express emotions exactly according to the situation	5	4	3	2	1
T8	I communicate and act genuinely	5	4	3	2	1
T9	I understand where I stand in terms of professional relation with colleagues	5	4	3	2	1
3	Ethical/Moral: It means that a leader must have knowledge about what is right and what is wrong and able to act upon his/her ethical and moral values. Having a standardized values and while making decisions considering those values and never compromise on his/her morality					
E1	I show consistency between my beliefs and actions	5	4	3	2	1
E2	I use core/firm beliefs to make decisions	5	4	3	2	1
E3	I resist pressures to do things contrary to my beliefs	5	4	3	2	1
E4	I follow ethical standards in my all tasks	5	4	3	2	1
E5	I take various steps that support my core values	5	4	3	2	1
E6	I am able to convey my beliefs and values to others	5	4	3	2	1
E7	I know what is right and what is wrong for me	5	4	3	2	1
E8	I develop honest relationships with my colleagues	5	4	3	2	1
E9	I modulate my behaviour according to my moral values	5	4	3	2	1
E10	Moral and ethical values are important for me	5	4	3	2	1
4	Balanced processing: It refers to being 'fair minded'. A leader must be able to listen orders, motivate others to bring new ideas and appreciating them is also vital. While making decisions leader should be unbiased.					

BP1	I carefully listen to alternative opinions before reaching a conclusion	5	4	3	2	1
BP2	I objectively analyse relevant data before making a decision	5	4	3	2	1
BP3	I listen carefully different point of views of others	5	4	3	2	1
BP4	I encourage others to accept different point of view	5	4	3	2	1
BP5	I give the value to different viewpoints of others in a fair manner	5	4	3	2	1
BP6	I prefer to consult with fellows before making important decisions	5	4	3	2	1
BP7	I accept extra responsibilities for improving my performance quality	5	4	3	2	1
BP8	I keep my professional and personal life side by side	5	4	3	2	1

Thank you for your cooperation

APPENDIX-E



Certificate of Validity

AN EXPLORATORY STUDY OF UNIVERSTY TEACHERS'

AUTHENTIC LEADERSHIP STYLE

By Ms Fatima Bint e Tallat

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages,
H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire developed by the scholar and interview questions adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Authentic Leadership of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and four dimensions of authentic leadership. Responses thus collected will aid treatment of the subject in a scientific matter.s

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institute _____

Signature _____

APPENDIX-F

Certificate of Validity



AN EXPLORATORY STUDY OF UNIVERSTY TEACHERS' AUTHENTIC LEADERSHIP STYLE

By Ms Fatima Bint e Tallat

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Authentic Leadership of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and four dimensions of authentic leadership. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Farukhanda Tabassum
Designation Assistant Prof
Institute NUML Islamabad.
Signature Farukhanda
22-10-2020

APPENDIX-G

Certificate of Validity




AN EXPLORATORY STUDY OF UNIVERSTY TEACHERS' AUTHENTIC LEADERSHIP STYLE

By Ms Fatima Bint e Tallat

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Authentic Leadership of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and four dimensions of authentic leadership. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Quratul-Ain
Designation Assistant Professor
Institute NUML
Signature 

APPENDIX-H

Certificate of Validity



AN EXPLORATORY STUDY OF UNIVERSITY TEACHERS' AUTHENTIC LEADERSHIP STYLE

By Ms Fatima Bint e Tallat

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Authentic Leadership of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and four dimensions of authentic leadership. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Nisbat Akter
Designation Asst Prof.
Institute _____
Signature [Handwritten Signature]

APPENDIX-I

Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	26	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361

110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

N is Population size S is Sample size

Source: krejcie and Morgan (1970)

APPENDIX-J

HEC Recognized Universities and Degree Awarding Institutions

Name	Sector	Chartered By	Discipline	Province	City
Air University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Allama Iqbal Open University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Bahria University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
COMSATS Institute of Information Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Federal Urdu University of Arts, Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Institute of Space Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
International Islamic University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National Defense University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Modern Languages	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad

APPENDIX-K

List of social sciences and management sciences discipline



HIGHER EDUCATION COMMISSION

H-9, Islamabad (Pakistan)

Phone: (051) 90402116, Fax: (051) 90402102,

E-mail: tshah@hec.gov.pk

No. DD/SS&H/CDSSHP/List/2015

Dated: 3rd February 2015

NOTIFICATION

It is hereby to notify all concerned that the list of subjects for disciplines of Social Sciences, Arts & Humanities and Business Education has been revised and stated below:

Social Sciences

- | | |
|---|--|
| ➤ Archeology | ➤ Ethnography |
| ➤ Anthropology | ➤ Conservation Studies |
| ➤ Archival Studies | ➤ Religious Studies / Comparative Religion |
| ➤ Economics | ➤ Islamic Studies / Arabic Studies |
| ➤ Econometrics | ➤ Education |
| ➤ Disaster Economics | ➤ Special Education |
| ➤ Political Science | ➤ Law and Legislature |
| ➤ Public Administration | ➤ Home Economics |
| ➤ Defence & Strategic Studies | ➤ Pakistan Studies |
| ➤ International Relations | ➤ Peace & Conflict Studies |
| ➤ Psychology including Clinical, Industrial, Developmental Psychology | ➤ Behavioral Sciences |
| ➤ Philosophy | ➤ Women and Gender Studies |
| ➤ Sociology | ➤ American Studies |
| ➤ Iqbal Studies / Iqbaliyat | ➤ Area Studies |
| ➤ Rural Development Studies | ➤ Development Studies |
| ➤ Social Work | ➤ Journalism |
| ➤ Criminology | ➤ Mass communication |
| ➤ Library and Information Sciences | ➤ Media Studies |
| ➤ History | ➤ Rural / Urban Studies |
| ➤ Demography and Population Studies | ➤ Women Studies |

Arts & Humanities

- | | |
|---------------------------------|------------------------------|
| ➤ Fine Arts | ➤ Translation Studies |
| ➤ Liberal Arts | ➤ Museology (Museum Science) |
| ➤ Photography | ➤ Curatorial Studies |
| ➤ Performing Arts | ➤ Design |
| ➤ Musicology | ➤ History of Art & Design |
| ➤ Film / Film Production | ➤ Architecture |
| ➤ Physical Education and Sports | ➤ Urban & Town Planning |
| ➤ Languages and Literature | ➤ Pedagogy of Arts & Design |
| | ➤ Visual Arts |

AGE 1 OF 2