Relationship between Authentic Leadership and Organizational Citizenship Behavior

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Contribution

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The concept of "authenticity" derived direct from the word "authentic" has various meanings such as "original, genuine, real, true, first hand, not copied, accurate, frank or representing the first author or source" (Ulukan and Ersen, 2014:17). Having been used in the fields of sociology and education in the 1990s, this concept has been questioned by Chan, Hannah and Gardner (2005) in terms of individual virtues and ethical behavior in relation to the field of philosophy. Besides, in the field of the psychology, based upon the individuals’ particular inner thoughts, beliefs and feelings, authenticity is clarified depending on their individual characteristics and identities as well as their way of reflecting thinking and behavior patterns (Tabak, Polat, Çoşar and Türköz, 2012; Novicevic, Harvey, Ronald, and Radford, 2006). Authentic leadership is defined as a transparent model of ethical leadership which emerges with the combination of ethics and positive organizational behavioral science and which supports information sharing and preciseness (Avolio and Gardner, 2005). This leadership has emerged as a central component of positive leadership within the context of positive psychology in the early eighties; in addition, it represents the effective interaction process of the leader and the follower (Clapp-Smith, Vogelgesang and Avey, 2009). Goff and Jones (2006) state that “authenticity is a quality that others must attribute to the individuals; in addition, it is a relational phenomenon rather than an individual trait. An individual can be perceived as behaving authentically or not instead of being authentic or not (Endrissat, Müller and Kaudel to Baum, 2007).

Authentic leadership which was theoretically voiced for the first time by Gallup Leadership Institution in the University of Nebraska Leadership Summit in 2003 has attracted the attention of other researchers thanks to the studies conducted by
Luthans and Avolio (2003) regarding authentic leadership. The reasons why selectivity has become an issue related to facing authenticity perception are presented above: the extensive interest has resounded in the periods when social crisis and prolonged instability occurred, an increase in the sense of uncertainty, an increase in the need for more humanitarian and constructive leaders (Luthans and Avaolio, 2003), scandals emerged on a large scale, corporate financial crises, leaders’ manipulation of accounts, the events leading to large social impacts which occur in private organizations and government agencies (Walumbwa, Avolio, Gardner, Wernsing and Peterson, 2008).

Organizational Citizenship Behavior

Katz and Kahn (1966), Bateman and Organ (1983) and Brief and Motowidlo (1986) doing a research on positive employee behaviors define organizational citizenship behavior as the positive social behaviors which go beyond the specific job requirements and which is redefined as “extra-role behaviors”. Beyond the formal job descriptions occurring with the effect of gratitude they feel towards their employers, organizational citizenship behavior refers to the extra-role behaviors contributing greatly to the desired and required in terms of organization and exceeding role tasks as well as employer expectations (Katz and Kahn, 1966; Organ, 1997; Schnake, and Dumler, 2003; Feather and Rauter, 2004).

AIM

The aim of the current study is to reveal the relationship between the level of school administrators’ authentic leadership behaviors and their organizational citizenship behaviors in terms of teachers’ perceptions working in kindergartens.

Thus, research questions are as follows:

1. What is the level and direction of the relationship between school administrators’ authentic leadership and organizational citizenship behaviors exhibited by employees depending upon the views of the employees?

2. Is school administrators’ authentic leadership skills a significant predictor of organizational citizenship behaviors exhibited by employees depending upon the views of employees?

Method

This research is a relational study. In the current study, as independent variable, authentic leadership; as a dependent variable, organizational citizenship behavior has been determined and mutual relations have been questioned.

Population and sample
The population of the study is consisted of 515 teachers working in forty-five kindergartens in the central district of Adana in the academic year of 2015 - 2016.
The sample of the study is composed of 252 teachers working in 25 schools and chosen by means of cluster sampling method. 92% of employees (n = 232) participating in the study was female while 8% (n = 20) was male.

Data Collection Tools
Authentic Leadership Scale

Developed by Walumbw et al (2008) and adopted to Turkish by Tabak, Siğrı, Arlı and Coşar (2010), "Authentic Leadership Questionnaire", a 16-item and four components, was used to measure the authentic leadership perception of the individuals. Tabak et al (2010) calculated the reliability of the scale as 0.91 and confirmed that it is a four-factor structure. The scale was prepared in accordance with a 5-point likert scale. Authentic Leadership Questionnaire includes four components as “Relational Transparency”, “Internalized Moral Perception”, “Balanced Processing of Information” and “Self-awareness”. In the study, Cronbach’s alpha reliability of all items of Authentic Leadership Questionnaire was figured as 0.89.

Organizational Citizenship Scale

"Organizational Citizenship Scale" which was developed by Balci, Baltaci, Fidan, Cereci and Acar (2012) was used as another data collection tool. Composed of a 20-item, Organizational Citizenship Scale is a 5-point likert scale. The Cronbach's alpha reliability coefficient of the original scale is specified as 0.61. It consists of five subscales including “Altruism ”, “Kindness”, “Fairness”, “Conscientiousness”, “Civic Virtue”. In the current study, as a result of reliability analysis done for Organizational Citizenship Scale the Cronbach's alpha value of the scale was found to be 0.87.

Data Analysis

In the present study, in line with the responses of the teachers for the scale, the level and direction of the relationship between administrators’ authentic leadership skills and teachers’ organizational citizenship behavior were examined by means of Pearson Correlation analysis. Simple linear regression analysis was done with a view to revealing how school
administrators’ authentic leadership skills predict organizational citizenship behaviors exhibited by employees.

**Expected Outcomes**

As a result of correlation analysis, it was found that there is a positive and linear relationship between authentic leadership and organizational citizenship behavior. The relationship between the two variables was calculated as 0.51 (p < 0.01), respectively, which indicates that there is a moderate correlation between these two variables. Besides, in regression analysis, it was determined to be R=0.51 and R²=0.26. 26% of the organizational citizenship behavior is clarified by the authentic leadership (F=86.72; t=18.4; B=2.91; p<0.01). The remaining variance is explained by the other variables. Based upon these results, the following equation is to be written. Organizational Citizenship Behavior= 2.91+ (0.35 * Authentic Leadership)

**References**


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