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## **The Role of Authentic Leadership and Teachers' Organizational Commitment on Organizational Citizenship Behavior in Higher Education**

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# **The Role of Authentic Leadership and Teachers' Organizational Commitment on Organizational Citizenship Behavior in Higher Education**

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## **Abstract**

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Several studies highlight the significant role of authentic leadership and followers' organizational commitment on organizational citizenship behavior in business organizations. However, the study of the constructs in the context of educational organization was given less attention in the current literature. This research was intended to assess the influence of authentic leadership and organizational commitment on organizational citizenship behavior in higher education institutions using a quantitative approach and a descriptive survey research design. The collected data from 150 college teacher respondents in the Philippines and hypotheses were assessed using SPSS and Structural Equation Modeling (SEM) AMOS software. The results of this research revealed that authentic leadership and teachers' organizational commitment significantly influence organizational citizenship behavior. The results also depicted that authentic leadership significantly affects organizational commitment. Results yielded that authentic leadership has an indirect influence on organizational citizenship behavior through organizational commitment. This study provides new insights to educational leaders, scholars, and practitioners on the significance of leaders' authentic leadership on teachers' organizational commitment and organizational citizenship behavior in educational organizations and the significance of leader-teacher relationships in the organization.

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**Keywords:** Authentic leadership, organizational commitment, organizational citizenship behavior, higher education, educational leadership

# El Papel del Liderazgo Auténtico y el Compromiso Organizacional de los Maestros en el Comportamiento de Ciudadanía Organizacional en la Educación Superior

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## Resumen

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Varios estudios destacan el papel significativo del liderazgo auténtico y el compromiso organizacional de los seguidores en el comportamiento de ciudadanía organizacional en las organizaciones empresariales. Sin embargo, el estudio de los constructos en el contexto de la organización educativa recibió menos atención en la literatura actual. Esta investigación tuvo como objetivo evaluar la influencia del liderazgo auténtico y el compromiso organizacional en el comportamiento de ciudadanía organizacional en instituciones de educación superior utilizando un enfoque cuantitativo y un diseño de investigación de encuesta descriptiva. Los datos recopilados de 150 profesores universitarios encuestados en las Filipinas y las hipótesis se evaluaron utilizando el software SPSS y Structural Equation Modeling (SEM) AMOS. Los resultados de esta investigación revelaron que el liderazgo auténtico y el compromiso organizacional de los maestros influyen significativamente en el comportamiento de ciudadanía organizacional. Los resultados también mostraron que el liderazgo auténtico afecta significativamente el compromiso organizacional. Los resultados arrojaron que el liderazgo auténtico tiene una influencia indirecta en el comportamiento de ciudadanía organizacional a través del compromiso organizacional. Este estudio proporciona nuevos conocimientos a los líderes educativos, académicos y profesionales sobre la importancia del liderazgo auténtico de los líderes en el compromiso organizacional de los maestros y el comportamiento de ciudadanía organizacional en las organizaciones educativas y la importancia de las relaciones líder-maestro en la organización.

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**Palabras clave:** Liderazgo auténtico, compromiso organizacional, comportamiento cívico organizacional, educación superior, liderazgo educativo

Leadership has been recognized to have a pivotal role in followers' work behaviors and attitudes. A previous study suggests that the workplace and organizational culture can be shaped by the kind of leadership a leader has (Joo & Jo, 2017). Authentic leadership has given a considerable emphasis in leadership literature amidst the prevalent hitches of economic failures, ethical meltdowns, corporate scandals, and corruption in the government (Roncesvalles & Sevilla, 2015; Wang & Hsieh, 2013; Wang, Sui, Luthans, Wang & Wu, 2014). According to Crawford, Dawkins, Martin and Lewis (2020), the development of authentic leadership is one of the remedy approaches to unethical leadership behaviors. Avolio (2007) defined authentic leadership as behavior that regulates transparency in ethical decision-making and relationships. It was also considered as the '*root element of effective leadership*' (Wong & Laschinger, 2013:947). Previous studies show various positive effects of authentic leadership in different organizations. For instance, Laschinger and Frida (2014) suggest that authentic leadership positively affects followers' work-related behaviors and attitudes in business organizations, while Zhang, Bowers and Mao (2020) revealed that authentic leadership influences teachers' voice behavior.

Amidst the increasing globalization and international competition, it is imperative for organizations to properly manage their human resources to increase their competitiveness (Nadiri & Tanova, 2010). In educational organizations, teachers as human resources play a crucial role in achieving the organization's mission, vision, and goals. Previous studies found that employees who have high organizational commitment make additional efforts in fulfilling their duties, establish positive relationships, have the desire to maintain their membership within the organization (Dagli & Gençdal, 2019; Kim & Beehr, 2019), and work in accordance with the organizational goals even if these goals are not in line with the employees' priorities (Nordin, 2012).

On the other hand, organizational citizenship behavior is postulated to promote workers' productivity and management, which, in turn, boosts the stability of organizational performance (Ali & Waqar, 2013). The said behavior is transpired when people voluntarily assist at work, keep a positive attitude, protect the organization and take additional tasks (Modassir &

Singh, 2008). Hence, it is vital to increase the teachers' level of commitment and organizational citizenship behavior for their organization's sustainability and productivity.

Meanwhile, higher education faces various issues due to drastic changes over the last decade as well as the different challenges in the globally competitive market (Jones et al., 2012). For instance, the increased competition between universities when it comes to students and school funding has led to the commoditization of education. Teachers have to deal with the complexity of balancing the need to teach a growing number of students despite the decreasing financial resources while also trying to maintain the quality of education (Van Ameijde et al., 2009).

In the Philippines, school leaders are facing the same educational challenges. Educational leaders and teachers are dealing with different regulatory requirements and the implementation of innovative national policies to maintain the quality of education. These challenges were exacerbated due to the scarcity of resources and the country's unstable political environment (Sutherland & Brooks, 2014). Despite the perceived challenges, the Philippines' higher education institutions have continued to strive and adapt to changes, expectations, and demands to compete globally (Schweisfurth, Davies, Pe Symaco, Valiente, 2018; Quimbo, & Sulabo, 2014).

Effective leadership has been found to be influential to teachers in adapting to changes, challenges, opportunities, globalization, and the information age (Ali and Waqar, 2013). This article worked toward investigating the effect of authentic leadership and teachers' organizational commitment on their organizational citizenship behavior in educational organizations. This paper could provide additional insights to educational leaders and practitioners on the importance of leaders' authentic leadership on teachers' organizational commitment and organizational citizenship behavior in educational organizations.

## **Literature Review**

### **Authentic Leadership**

Authenticity relates to the essence of accepting, knowing, and being true to one's self, which is rooted in the Greek word 'know thyself' (Avolio, Gardner, Walumbwa, Luthans & May, 2004:802). It has been described as owning one's experiences, such as emotions, desires, thoughts, needs, and beliefs (Gardner, Cogliser, Davis & Dickens, 2011:1121). Authentic leadership was identified as human behavior that promotes leader-employee relationships by showing one's relational transparency, self-awareness, balanced processing, and internalized moral perspective (Valsania, León, Alonso, & Cantisano, 2012). Relational transparency pertains to leader behaviors that promote an open relationship with followers by sharing information and expressions of the leaders' genuine thoughts and feelings (Walumbwa, Luthans, Avey, & Oke, 2011). Self-awareness relates to the leaders' understanding of their strengths, weaknesses, motives, and how other people look at their leadership (Walumbwa et al., 2011). Balanced processing involves analyzing relevant information after seeking others' views, challenging their present positions before making a decision (Tonkin, 2013; Walumbwa, Avolio, Gardner, Wemsing & Peterson, 2008). An internalized moral perspective has been linked to the behaviors that are in line with the internal moral standards of an individual (Roncesvalles & Sevilla, 2015; Tonkin, 2013; Walumbwa et al., 2008).

### **Organizational Commitment**

Organizational commitment is considered a person's level of power in terms of their association and participation in an organization's myriad goals (Çokluk & Yılmaz, 2010). A person who possessed organizational commitment has found to be more satisfied and productive with their job in the organization (Cerit, 2010). Organizational commitment involves three dimensions, namely: affective, continuance, and normative commitment (Malik, Nawab, Naeem & Danish, 2010). Affective commitment relates to employees' voluntary work that exhibits utmost dedication, which indicates

that when they agree with the organization's goals and happy, they will stay to work for the organization (Choong, Wong & Lau, 2012). Continuance commitment relates to employees' recognition and awareness of the benefits of staying in the organization, which transpires when the individual weighs between the cost of leaving and the benefits of staying in the organization (Choong et al., 2012). Normative commitment relates to employees' feeling the sense of obligation to remain in the organization. Individuals with higher normative commitment are more likely to stay in the organization despite being under much pressure (Choong et al., 2012).

### **Organizational Citizenship Behavior**

Organizational citizenship behavior is defined as discretionary and additional role behaviors exemplified by employees beyond their regular job description (Zeinabadi & Salehi, 2011; Tonkin, 2013), also described as extra-role behavior (Belogolovsky & Somech, 2010). It was argued that organizational citizenship behavior should be beyond the formal job duties, voluntary, multidimensional by nature, and directed toward the organization's benefit (Belogolovsky & Somech, 2010). It is composed of five dimensions, namely: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue (Stewart Wherry, 2012). Altruism is defined as a behavior that offers to help a specific individual in face-to-face scenarios, which transpires when someone has a problem and needs some assistance or help (DiPaola & Tschannen-Moran, 2014). Courtesy involves checking with others before taking action (Stewart Wherry, 2012), including providing advance notice and reminders. Sportsmanship refers to keeping a positive attitude and not complaining about insignificant issues (Valsania et al., 2012). Conscientiousness relates to impersonal behaviors and compliance with norms that describe a good worker, such as having a high attendance rate and using time efficiently (DiPaola & Tschannen-Moran, 2014). Civic virtue relates to participating and being active in the organization (Valsania et al., 2012), such as attending functions, even the employees are not obliged to go.

## **Authentic Leadership and Organizational Commitment**

Previous studies suggest that authentic leadership positively impacts followers' organizational commitment (Bento & Ribeiro, 2013; Leroy, Palanski, & Simons, 2012; Valsania et al., 2012). The perceived authenticity of a leader affects the followers to feel more committed when it comes to attaining objectives and organizational goals (Rego, Lopes, & Nascimento, 2016). Joo and Jo (2017) believe that authentic leaders display traits of openness in terms of accepting the views of others and sharing information with them. George (2003) suggested that the depth and openness of leader-employee relationships nurture employees' commitment.

## **Authentic Leadership and Organizational Citizenship Behavior**

Authentic leadership is considered a leadership paradigm that deals with compelling leadership studies regarding other positive behaviors such as organizational citizenship behavior (Bambale, Shamsudin, Chandrakantan, and Subramaniam, 2011). Previous studies revealed that authentic leadership positively affects employees' organizational citizenship behavior (Bento & Ribeiro, 2013; Leroy et al., 2012; Quraishi & Aziz, 2018; Valsania et al., 2012).

## **Organizational Commitment and Organizational Citizenship Behavior**

The study of Chun, Shin, Choi, and Kim (2013) found that the employees' organizational commitment in private companies in Korea positively impacts their organizational citizenship behavior. The positive effects of organizational commitment to employees include fewer turnovers, higher productivity, and less absenteeism (Moore, 2012). Organizational commitment has been described as a significant driver of organizational citizenship behavior (Shafazawana, Ying, Zuliawati & Sukumaran, 2016), particularly during an employee's first years of employment and even the time of entry (Ng & Feldman, 2011).

## **Theoretical Framework**

The conceptualization of authentic leadership as a ‘root construct’ within leadership theory has been developed into a central element of positive leadership studies in the 1970s (Clapp-Smith, Vogelgesang, Avey, 2009: 229). Previous studies stated that authentic leadership theory refers to leaders' behaviors that act in accordance with their beliefs, strengths, and values, and motivate others to do the same, which yielded employees who attained higher levels of well-being. The theory signifies that authentic leadership can hone different work-related behaviors and attitudes of followers (Hsiung, 2012). The central tenet of authentic leadership, 'to thine own self be true,' (Clapp-Smith et al., 2009:228) suggests that leaders who exhibit authenticity encourage followers also to become authentic (Cavazotte, Duarte, & Gobbo, 2013) and work for a common purpose (Clapp-Smith et al., 2009; Jensen & Luthans, 2006). On one hand, social exchange theory has been used to examine organizational citizenship behavior, postulating that followers' behaviors are results from an exchange relationship (Belogolovsky & Somech, 2010; Zeinabadi & Salehi, 2011). Social exchanges relate to the quality of human relationships, such as helping co-workers who need assistance in the workplace, which is beyond the job description and creates a sense of obligation on the part of the employees who possess organizational citizenship behavior. Moreover, organizational commitment is also an indicator of a social exchange that could affect organizational citizenship behavior (Zeinabadi & Salehi, 2011). The theories on authentic leadership, organizational commitment, and organizational citizenship behavior were used to assess the influence of the constructs on teachers in higher education institutions.

### **Research Questions**

- 1.) What is the influence of authentic leadership (AL) on teachers' organizational commitment (OC) in higher education?
- 2.) What is the influence of authentic leadership (AL) on teachers' organizational citizenship behavior (OCB) in higher education?
- 3.) What is the influence of teachers' organizational commitment (OC) on organizational citizenship behavior (OCB) in higher education?

## Hypotheses

The following hypotheses were tested:

H1: Authentic leadership (AL) significantly influences teachers' organizational commitment (OC) in higher education.

H2: Authentic leadership (AL) significantly influences teachers' organizational citizenship behavior (OCB) in higher education.

H3: Teachers' organizational commitment (OC) significantly influences organizational citizenship behavior (OCB) in higher education.

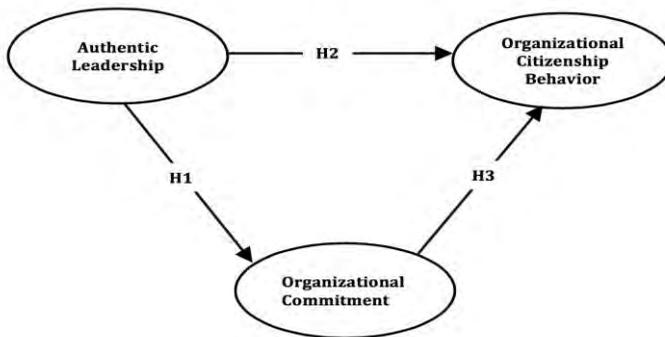


Figure 1: Hypothesized Model

## Methodology

### Research Design

This quantitative research utilized a descriptive survey design to assess the influence of authentic leadership and organizational commitment on organizational citizenship behavior in higher education. The research design is composed of a scientific application method used to critically analyze and examine source materials, analyze and interpret data, and arrives at prediction and generalization (Salaria, 2012). The study results were

analyzed using SPSS and Structural Equation Modeling (SEM) AMOS software.

## **Subjects and Study Site**

The study respondents were purposively chosen, composed of 150 college teachers from four universities in the Philippines. The universities were selected using a simple random technique through the fishbowl method. The 150 respondents were purposively chosen based on inclusion criteria to ensure an established professional relationship between the respondents and the deans, including (1) the permanent status of the participants and (2) working with the dean for at least one year. SEM was employed in the study to analyze the collected data. For sample requirements, SEM has no exact rule for the number of respondents needed, but generally, 10 respondents for every variable indicator was the agreed-on value (Schreiber, Nora, Stage, Barlow & King, 2006). However, previous studies suggested that SEM requires a sample of at least fivefold of the number of variable indicators used (Herman, Sulhaini & Farida, 2020). The present study comprises 12 variable indicators that need at least 60 respondents to meet the sample adequacy. Thus, the sample of 150 respondents used was considered an adequate number of respondents for structural equation modeling (SEM) in the present study.

## **Instruments**

The research instruments: *Authentic Leadership Questionnaire* (ALQ), *Organizational Commitment Questionnaire* (OCQ), and *Organizational Citizenship Behavior Questionnaire* (OCBQ), were adopted and chosen by the researchers in this study due to their proven reliability and validity in different contexts. Although they have been used widely for a long time, the questionnaires were continuously validated, thoroughly tested, and retested in various studies using different contexts. The results revealed their stability of being reliable and having valid measures.

**Authentic Leadership:** The 16-item Authentic Leadership Questionnaire (ALQ) was used in the study. Mind Garden, Inc. distributed the ALQ by Avolio, Gardner, and Walumbwa (2007). It is a five-point Likert scale questionnaire ranging from 'Not at all=0; Once in a while=1; Sometimes=2; Fairly often=3; and Frequently, if not always=4'. ALQ consists of four dimensions, namely: Relational Transparency (RT), Self-awareness (SA), Balanced Processing (BP), and Internalized Moral Perspective (IMP). The sample items of the questionnaire include: '*...encourages everyone to speak their mind*' (RT); '*... knows when it is time to reassess his or her disposition on important issues*' (SA); '*... listens carefully to different ideas before coming to a conclusion*' (BP); '*...demonstrates beliefs that are consistent with actions*' (IMP). ALQ indicators have the following internal consistency reliability: relational transparency,  $\alpha = .77$ ; self-awareness,  $\alpha = .73$ ; balanced processing,  $\alpha = .70$ ; and internalized moral perspective,  $\alpha = .73$  which signify a reliable measure (Stewart Wherry, 2012). The Authentic Leadership Questionnaire (ALQ) has been widely used to measure authentic leadership. ALQ was recently retested through consolidated reviews and showed encouraging psychometric properties, reliability, and validity across cultures and populations (Roof, 2014). Furthermore, Bakari and Hunjra's (2017) study postulated the Authentic Leadership Questionnaire's reliability and validity in different settings, including educational organizations.

**Organizational Commitment:** The revised 18-item Organizational Commitment Questionnaire (OCQ) by Meyer, Allen, and Smith (1993) was utilized in this study. The OCQ comprises three dimensions: Affective Commitment (AC), Normative Commitment (NC), and Continuance Commitment (CC). It is a 5-point Likert scale questionnaire ranging from strongly disagree=1 to strongly agree=5. The sample items of the questionnaire include '*This organization has a great deal of personal meaning for me*' (AC); '*This organization deserves my loyalty*' (NC), and '*I feel that I have too little options to consider leaving this organization*' (CC). OCQ indicators have the following internal consistency reliability: affective (0.812), normative (0.713), and continuance (0.830) (Choong et al., 2012). The original version of Meyer and Allen's (1993) Organizational Commitment Questionnaire has been validated in the context of all human

service organizations (Abbas, Khanam & Ahmad, 2019). However, recent studies were conducted for cultural validation and assessed the Revised Organizational Commitment Questionnaire's suitability in educational organizations. The studies' results indicated that the revised instrument exhibited sound psychometric properties, a culturally valid, reliable, and valid tool for educational organizations and different cultures (Abbas, Khanam & Ahmad, 2019; Abbas & Khanam, 2013; Kanning & Hill, 2013).

Organizational Citizenship Behavior: The 24-item Organizational Citizenship Behavior Questionnaire (OCBQ) by Podsakoff, MacKenzie, Moorman, & Fetter (1990) was applied in this study. The OCBQ consists of five dimensions, namely: Altruism (ALT), Courtesy (COUR), Sportsmanship (SPORT), Conscientiousness (CONS), and Civic virtue (CV). It is a 5-point Likert scale ranging from strongly disagree=1 to strongly agree=5. The sample items of the questionnaire include: *'Helps others who have heavy workloads'* (ALT); *'Tries to avoid creating problems for co-workers'* (COUR); *'Always finds fault with what the organization is doing (R)'* (SPORT); *'Does not take additional breaks'* (CONS); *'Attends meetings that are not mandatory but are considered important'* (CV). OCBQ indicators have the following internal consistency reliability: altruism,  $\alpha = .85$ ; courtesy,  $\alpha = .85$ ; sportsmanship,  $\alpha = .85$ ; conscientiousness,  $\alpha = .82$ ; civic virtue,  $\alpha = .70$  (Stewart Wherry, 2012). The Organizational Citizenship Behavior Questionnaire's (OCBQ) psychometric properties were assessed positively, mostly in Western countries (Kumar & Shah, 2015). In addition, a recent study conducted by Kumar and Shah (2015) revealed the instrument's validity and reliability in the Asian context, particularly in educational organizations and business organizations. Finally, the researchers also gathered the respondents' demographic profiles to know their personal and professional information essential to the study.

## **Data Gathering Procedure**

A request letter asking for permission to conduct a study was sent to the deans of the Philippines' randomly chosen universities. Upon the approval of

the deans, invitation letters were sent to 150 purposively selected participants. The letters sent to the prospective respondents contain the study's objective and contributions to the field of education. The respondents confirmed their voluntary participation by signing the consent form. In order for the participants to answer the questionnaire in earnest, they were assured of utmost confidentiality in their identities and school name.

### **Ethical Considerations**

The survey questionnaires were distributed upon the approval of the dean and the participants. The respondents' demographic data and information were collected including their age, gender, and length of service in the present department, among others. The researchers guaranteed the participants' anonymity, including the data collected and their institution's name, to be kept with utmost confidentiality to encourage them to be truthful to their answers. This research paper passed the ethics review and was granted ethical approval from the Ethics Research Committee.

### **Data Analysis**

The descriptive statistics were assessed using SPSS Software. The descriptive mean and standard deviation values of the variables were utilized to determine the level of the deans' authentic leadership and the teachers' levels of organizational commitment and organizational citizenship behavior. Reliability and validity tests were conducted to assess the collected data samples to be used in the study. Construct validity was assessed using SPSS through Confirmatory Factor Analysis (CFA). The factor loading scores were examined, which depict the research instruments' validity with the acceptance level of  $\geq 0.40$  (Hair, Black, Babin, & Anderson, 2010, as cited in [Herman et al., 2020](#)). Multicollinearity of the variables was also examined in the study to ensure that the study could provide reliable results with a suggested cutoff threshold of 10 in Variance Inflation Factor (VIF) (Hair et al., 1992, as cited in [Shafazawana et al., 2016](#)). Multicollinearity occurs when predictors correlate so closely to each other, and it is hard to determine which predictor is doing the actual predicting. Kaiser Meyer

Olkin (KMO) and Bartlett's Test was also conducted to examine the validity and homogeneity of the items in the questionnaires with an acceptance level of above 0.5 and significance  $<0.05$  level (Herman et al., 2020). Cronbach's Alpha was also used to assess the internal consistency of the research survey instrument (Cerit, 2010) and to determine the instrument's reliability with an acceptance level of  $\geq .70$  (Hair et al., 2010).

The hypothesized structural model was examined using Structural Equation Modeling (SEM) with Analysis of Moment Structure (AMOS) software. SEM allows the estimation of the total effects, direct and indirect effects of the variables simultaneously with multiple exogenous and endogenous constructs (Nunkoo, Ramkissoon, & Gursoy, 2013). Fit indices were also used to assess the model fit, which include:  $\chi^2$ , df,  $\chi^2/df$ , Significance level (P), Goodness of Fit Index (GFI), Root Mean Square Residual (RMR), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI) and Root Mean Square Error of Approximation (RMSEA).

## Results

### Descriptive Results

There were 150 respondents who participated in the study, and all of them have permanent job status in their respective institutions (100%). The majority of them have worked in their present college for over three years (85%). Most of them were female (59%) aged 36 to 49 (45%) with units in doctoral degree (39%) and have eight years and above teaching experience (79%).

The study results show (Table 1) that the deans embody authentic leadership behaviors with a mean value of 3.448 with a standard deviation of .627. On the other hand, the results also show that the teachers exhibited organizational commitment with a mean value of 4.530 and a standard deviation of .589 and organizational citizenship behavior with a mean value of 4.647 and a standard deviation of .566. The results depict high ratings of the variables, which signify the deans' authenticity and the teachers' high

levels of organizational commitment and organizational citizenship behavior.

Table 1. *Descriptive Statistics*

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
AL	150	3.448	0.627
OC	150	4.530	0.589
OCB	150	4.647	0.566

Note: AL=Authentic Leadership; OC= Organizational Commitment;  
OCB= Organizational Citizenship Behavior

### **Reliability and Validity Results**

The reliability and validity test results using SPSS software through Confirmatory Factor Analysis show that the factor loading (Table 2) consists of high scores that were above the acceptance level of  $\geq 0.40$ , which implies that the research questionnaires used in the present study were tested valid. Furthermore, the results of the multicollinearity test of the exogenous variables (Authentic Leadership=VIF=2.674 and Organizational Commitment= VIF=2.674) show that the Variance Inflation Factor (VIF) rates were less than the cutoff threshold of 10 (Shafazawana et al., 2016; Choong et al., 2012), which signify the absence of multicollinearity in the model. Thus, the statistical inferences made about the data were considered reliable.

In addition, the result of KMO MSA and Bartlett's test of Sphericity of .946 with a significance level of .000 shows that it was above the acceptance level of 0.5 with a significance level of  $<0.05$ , which signify the validity of the questionnaires used in the present study (Herman et al., 2020).

Meanwhile, Cronbach's Alpha results proved the survey instruments' internal consistency and reliability for the study's three variables: AL= .951, OC=. 842, OCB=. 948 (Cerit, 2010; Hair et al., 2010).

Table 2. *Reliability and Validity Analysis*

Variable	Indicators	Factor Loading	Cronbach's Alpha
Authentic Leadership (AL)	Relational Transparency (RT)	0.869	0.951
	Internalized Moral Perspective (IMP)	0.934	
	Balanced Processing (BP)	0.944	
	Self-awareness (SA)	0.907	
SOrganizational Commitment (OC)	Affective Commitment (AC)	0.875	0.842
	Continuance Commitment (CC)	0.696	
	Normative Commitment (NC)	0.902	
Organizational Citizenship Behavior (OCB)	Altruism (ALT)	0.929	0.948
	Conscientiousness (CONS)	0.935	
	Sportsmanship (SPORT)	0.821	
	Courtesy (COUR)	0.877	
	Civic Virtue (CV)	0.847	

### Model Fitness Analysis

The results of the structural model fitness (Table 3) using Structural Equation Modeling (SEM) AMOS software implied the overall fitness of the model with the results that exceed the cutoff value of the different model fitness used in the study, which shown in Table 3 that include:  $\chi^2 = 62.895$ ,  $df = 47$ ,  $\chi^2/df = 1.338$ ,  $P = .060$ ,  $GFI = .937$ ,  $RMR = .009$ ,  $CFI = .992$ ,  $TLI = .989$ ,  $RMSEA = .048$ .

Table 3. *Statistical Summary of Model Fit Indices*

Model Cutoff Value	$\chi^2$	df	$\chi^2/df$	P	GFI	RMR	CFI	TLI	RMSEA
			$\leq 5.0$	$> 0.05$	$\geq 0.90$	$\leq .08$	$\geq 0.90$	$\geq 0.90$	$\leq .08$
Results	62.895	47	1.338	0.060	0.937	0.009	0.992	0.989	0.048

Note: *GFI*- Goodness of Fit Index, *RMR*= Root Mean Square Residual, *CFI*= Comparative Fit Index

*TLI*= Tucker-Lewis Index, *RMSEA*= Root Mean Square Error of Approximation

Table 4. *Hypotheses Testing Results*

H	Structural Paths	Standardized Estimate	Unstandardized Estimate	S.E.	C.R.	P	Result
H1	Authentic Leadership → Organizational Commitment	0.857	0.852	0.073	11.752	0.000	Supported
H2	Authentic Leadership → Organizational Citizenship Behavior	0.235	0.250	0.091	2.743	0.006	Supported
H3	Organizational Commitment → Organizational Citizenship Behavior	0.761	0.814	0.103	7.895	0.000	Supported

**Structural Equation Modeling Results Analysis**

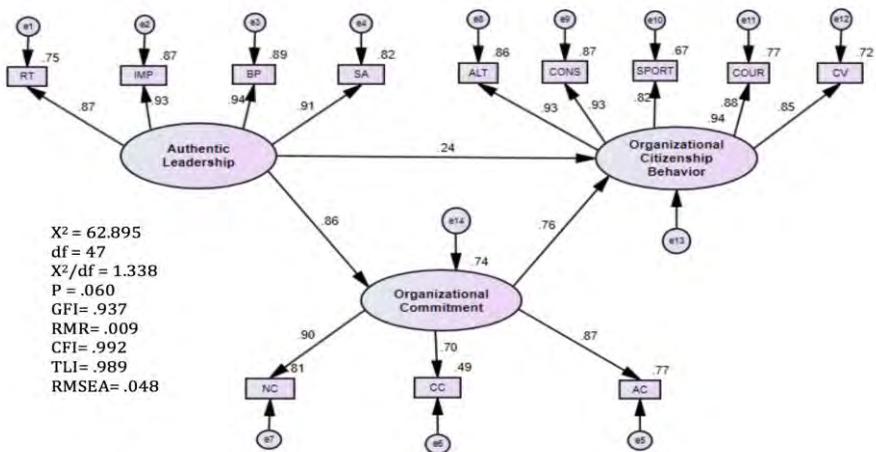
The results of the Structural Equation Modeling (SEM) (Table 4) indicated that authentic leadership has a significant influence on organizational commitment ( $\beta = .857$   $p < .05$ ) that supports Hypothesis 1 (H1) and organizational citizenship behavior ( $\beta = .235$   $p < .05$ ) that supports Hypothesis 2 (H2). Results also indicated that organizational commitment has a significant influence on organizational citizenship behavior ( $\beta = .761$   $p < .05$ ), which supports Hypothesis 3 (H3).

Table 5. *Path Analysis*

Structural Paths	Standardized Direct Effects	Standardized Indirect Effects	Standardized Total Effects
Authentic Leadership → Organizational Commitment	0.857	0.000	0.857
Authentic Leadership → Organizational Citizenship Behavior	0.235	0.653	0.888
Organizational Commitment → Organizational Citizenship Behavior	0.761	0.000	0.761

The SEM path analysis results (Table 5) implied that authentic leadership directly affects organizational commitment (.857). The study also yielded that authentic leadership directly affects organizational citizenship behavior (.235) and indirectly (.653) through organizational commitment. Organizational commitment also shows a direct effect on organizational citizenship behavior (.761).

As illustrated in Figure 2, the study results indicated the high ratings of the indicators of authentic leadership, organizational commitment, and organizational citizenship behavior. The illustration shows that balanced processing has the highest rating among authentic leadership indicators with a parameter estimate of .94, followed by internalized moral perspective of .93. Relational transparency has the least rating with a parameter estimate of .87. Results also show that the normative commitment indicator of organizational commitment has the highest rating with a parameter estimate of .90, followed by affective commitment of .87. The least rating relates to continuance commitment with a parameter estimate of .70. On the other hand, the conscientiousness indicator of organizational citizenship behavior has the highest rating with a parameter estimate of .93, followed by the altruism of .93. The least rating relates to sportsmanship with a parameter estimate of .82.



**Figure 2.** Structural Equation Modeling Results

## **Discussion**

This research investigated the influence of authentic leadership on organizational commitment and organizational citizenship behavior in higher education. The results show high mean ratings of authentic leadership, organizational commitment, and organizational citizenship behavior. These results signified that the teachers perceived their deans as authentic leaders, and they have a strong organizational commitment and organizational citizenship behavior to their respective institutions.

The present study is composed of three Hypotheses. Hypothesis 1 (H1) investigated the deans' authentic leadership's influence on teachers' organizational commitment in higher education. The study yielded that authentic leadership has a significant contribution on teachers' organizational commitment in higher education. Results show that the more the deans show their authentic leadership to their teachers, the more their teachers under their supervision become committed to their organization, which supports H1. The present study's result was affirmed by the previous studies that authentic leadership has a significant effect on followers' organizational commitment in the context of business organizations (Rego et al., 2016; Leroy et al., 2012; Hassan & Ahmed, 2011). The results also revealed that the deans' balance processing behavior shows the highest rating in the model, signifying that they were cautious in making a decision. They analyze situations first and seek views from others before making a decision. Results also show that the internalized moral perspective has the second-highest rating in the model, signifying that the deans' behaviors conform to their internal moral standards and values. Hence, this study postulated that balanced processing and internalized moral perspective have the most significant influence on promoting teachers' organizational commitment in higher education.

Meanwhile, Hypothesis 2 (H2) examined the deans' authentic leadership's influence on teachers' organizational citizenship behavior in higher education. The results revealed that authentic leadership significantly affects the teachers' organizational citizenship behavior in higher education, supporting H2. It also has a direct and indirect effect on organizational citizenship behavior through organizational commitment. The result is

supported by the previous study of Quraishi and Aziz (2018) that authentic leadership has a significant link with organizational citizenship behavior. The present study results indicated that conscientiousness has the highest ratings in the model, which signifies that the teachers use their time efficiently in the workplace, which describes by DiPaola and Tschannen-Moran (2014) as good workers. Altruism has the second-highest rating in the model that signifies teachers' willingness to help their co-workers who need assistance. These results indicated that conscientiousness and altruism were most affected by the deans' authentic leadership behaviors.

Lastly, Hypothesis 3 (H3) assessed the influence of teachers' organizational commitment on organizational citizenship behavior in higher education. The results postulated that the teachers' organizational commitment significantly influences organizational citizenship behavior in higher education, which supports H3. The results suggested that the more the teachers exhibit organizational commitment, the more they show organizational citizenship behavior towards their respective institutions. The result was affirmed by the study of Ng and Feldman (2011) and Shafazawana et al. (2016), that organizational commitment is a significant driver of organizational citizenship behavior. The study results show that normative commitment has the highest rating in the model, signifying that the teachers have a sense of obligation to stay in the organization despite being under much pressure in their jobs (Choong et al., 2012). Affective commitment has the second-highest rating in the model. It signifies that the teachers were happy in their jobs. They conform to the organization's goals, which encourage them to work voluntarily and show the utmost dedication to their jobs and their respective organizations (Choong et al., 2012). These results implied that normative and affective commitments significantly influence the teachers' organizational citizenship behaviors in higher education.

## **Recommendations and Limitations**

The study highlights the importance of authentic leadership on teachers' behaviors in higher education as it promotes organizational commitment and organizational citizenship behavior of the teachers. This study provides new insights to educational leaders and practitioners in handling educational organizations, notably higher education. It may help educational leaders create policies that show their authenticity to augment faculty members' commitment and organizational citizenship behaviors in higher education. The study results depict authentic leadership's significance on the teachers' organizational commitment and organizational citizenship behaviors, which greatly affect the teachers' behaviors toward work. However, research limitations were also present in the study, such as all samples came only from higher education institutions, and the variables tested only focused on the relationship between the deans and their respective teachers. Thus, this paper suggests that future research may explore the effects of the variables in different educational institutions with different samples to strengthen the present study results that the variables used in this study are significant in educational organizations. Furthermore, extensive studies recommended different minimum sample sizes in using Confirmatory Factor Analyses (CFA). For instance, some studies suggested that the sample size needed in a study increases as model size increases; some studies postulated that more indicators per factor are better (Koran, 2020). However, statistical research revealed that the minimum sample size is dependent on the number of indicators per factor ( $p/f$ ), the number of factors in the model ( $f$ ), and the magnitude of the average factor loadings ( $\alpha$ ) (Koran, 2016). The present study has a sample size of 150 with three (3) factors ( $f$ ), four (4) indicators ( $p/f$ ) ( $p$  represents the number of observed variables; the present study has 12 observed variables), and average factor loadings of greater than .80. Based on the study of Koran (2016), the recommended sample size of the present study (illustrated in the Heuristic Table) is  $n=98$ . The present study's sample size exceeded the minimum number of participants suggested, which provided evidence on the constructs' validity and reliability, including the current research's results. However, the number of respondents used in this study may not be applicable to other studies with different number of factors, indicators, and factor loadings. Thus, this study suggests that future

research on authentic leadership with other variables in different contexts, including educational organizations, among others, may use the required sample size for their chosen study for the validity and reliability of their results.

### **Conclusion**

The results of this research implied that authentic leadership positively affects the teachers' organizational commitment and organizational citizenship behavior in higher education. Moreover, the results also revealed that the teachers' organizational commitment positively influences organizational citizenship behavior in higher education.

The study's outcome implies that the deans' behaviors of being careful in making decisions by asking opinions and different views from their subordinates and being a person with high moral integrity have a strong effect on their teachers' commitment. The teachers wanted to stay in their organization despite being under much pressure and still willing to work voluntarily for they are happy and dedicated to their jobs. Also, the deans' behaviors helped the teachers become good workers for they use their time efficiently, showed concern to co-workers, and were willing to help others in the workplace who need assistance.

The study results show that the teachers who are committed to their organizations cannot be affected by any pressure in their jobs. Instead, they are happy and contented, which are apparent in their work behaviors and dedication in the organization. These behaviors were the main factors in the present study that promote the teachers' organizational citizenship behavior, which helped the teachers to become more productive by using their time efficiently and being helpful to their co-workers.

Authentic leadership has been found to have an indirect effect on organizational citizenship behavior through organizational commitment, which signifies that the more the deans practice their authentic leadership, the more the teachers exhibit organizational citizenship behavior through their organizational commitment. The deans' authentic leadership shows significant role on the work behaviors of their teachers amidst the challenges they have been experiencing in their organizations. The results indicated that the deans' authentic leadership helped the teachers to become committed to

their respective organizations and boost their organizational citizenship behavior.

The results show that school leaders, particularly the deans, have vital roles in their organizations' success. The authentic leadership of the deans was perceived to have a significant influence on the teachers' organizational commitment and organizational citizenship behavior. The present study results provide insights that authentic leadership could help subordinates function without giving rewards and incentives. The teachers can perform well in their jobs, become committed, and exhibit organizational citizenship behavior due to their leaders' leadership. The study of authentic leadership, organizational commitment, and organizational citizenship behavior can help educational leaders, scholars, and practitioners understand the significance of leader-teacher relationships and their effect on the organizations.

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