Assessing the Relationship between Authentic Leadership Attributes and Classroom Management in the Public primary schools

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Abstract:

The purpose of this study is to investigate the relationship between authentic leadershipattributes and class room management in the primary schools of GirarJarsoWoreda. The study was focusing on Authentic Leadership of primary school leaders and teachers; and to measure the relationship between authentic leadership attributes and class room management at school level. 132 school leaders and teachers were taken as the study sample. The mixed method approach (convergent parallel design) was employed to collect data from the sample through modified form of Authentic Leadership Questionnaire (ALQ) developed by Walumbwa, Avolio, Gardener, Wernsing and Peterson (2008); and in-depth interviews. Analysis was done with mean and Pearson'srank correlation. The study revealed that there is a very strong relationship between Authentic Leadership and class room management in primary schools. It also indicated that relationship between authentic leadership attributes and class room management is significant and has positive correlation. Based on the result of the study, it is recommended that the concerned body should give authentic leadership training to school teachers so as to upgrade authentic leadership skills of teachers and creating the link between authentic leadership and class room management.

Keywords: Authentic Leadership; Classroom Management; Primary schools and teachers.

Introduction

At present, economic, technological and environmental forces are the major challenges influencing educational organizations (Bennis 2013). School leaders in the twenty-first century are concerned "about an economy where knowledge is a core commodity and the rapid production of knowledge and innovation is critical to organizational survival" (Benn and Martin 2010,). Now a day, there is a change in academic work through the world. Thischanging situation in academic circles needs fair and honest leaders who have the attributes of self-awareness, relational transparency, have balanced processing of information and ethical perspective along with positive psychological capital (Kedian, Giles, Morrison & Fletcher, 2016). Everything needs refinement and leadership also requires fine-tuning (Shokooh, Pourkiani, Moghadam, &Madadi, 2015). Authentic leaders are self-aware, transparent in relations, balanced in communication and morally strong (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). They are knowledgeable (Avolio& Gardner, 2005), true to self (Ridley, 2012), flawless (Spillane, 2005) and are more follower-

centered in comparison to most of the recognized leadership models which are more leader-centered (Luthans, Youssef &Avolio, 2007).

The organizations of present time require authentic leadersto build up authentic leadership (AL) in their followersfor constructive and optimistic decision-making behaviors (Luthans& Youssef, 2007).Authentic leadership is a way of learning about self, and self-information; understanding and thoughtfulness to others' positioning and a methodological cleverness that proceeds to the interaction of management actions (WarszewskaMakuch, Bedyńska, &Żołnierczyk-Zreda (2015). Authentic leaders are always cognizant of their natural abilities; recognize their shortcomings and work hard to overcome loopholes (Hassan & Ahmed, 2011). They are dedicated to developing themselves because they are aware that a rich experience is necessary for the individual development of a person. They are believed by others as the epitome of integrity and morality; and harbingers of ethical purpose (Albert &Vadla, 2009). They establish a direct relationship with followers for bringing improvement in organizational structure and its values. Authentic leadership is a reciprocal phenomenon because it produces authenticity in prospective leaders and then they become authentic leaders to run the system (Begley, 2006). It was necessary to investigate both public and private sector universities to justify the findings of the study.

Organizational performances are measured by organizational effectiveness, which is a satisfaction, fulfillment of needs, positive emotional gratification, achieved by personal outlooks, standards and philosophies. These enhance the classroom management skills of the teacher during teaching-learning process (Hong & Choi, 2011). Organizational affection, inclination and preference for the continuation of working in the classroom by showing strong devotion to obtain predetermined objectives are called organizational commitment (Lee & Jung, 2013). Such organizational commitment guarantees organizational performance-readiness, enthusiasm, struggle, and mutual harmony between teacher and students. This is called classroom management, which improves the qualities of subject grip, progressive attitude, social genius, true learning, and motivation and communication skills of the teacher cum leader (Han, 2010).

The improvement of organizational performance needs authentic leadership as it is considered a sign of goodwill in followers, which makes strong self-development of them, and in return promotes job satisfaction in classroom environment (Lee & Choi, 2010). Eum (2011) argues that classroom management is a contact between teacher and learners at various levels for attaining predetermined goals. It is a means of fulfilling the requirements of individuals, and bringing sustainable development by smooth organizational techniques which is the soul of classroom management.

Therefore the main objective of this study was to analyze the relationship between authentic leadership attributes and class room management in the primary schools

Review of the related Literature
Authentic leadership is a gathering of self-information, understanding and reflection to the placing of other people and an organizational ingenuity that ensues to the interaction of leadership actions (Bento &Ribeiro, 2013). Authentic leaders are always aware of their strengths and weaknesses and try to overcome these

shortcomings. They are dedicated to developing themselves. They are thought by coworkers, men of truth and ethical attractiveness. They form good relationships with followers for bringing improvement in organizational structure and its values. Authentic leadership is reciprocal (Begley, 2006). Such leaders are upkeep the welfare of their followers, making the availability of guidance, shelter, positive response and information that they would otherwise have a deficiency (Hsieh & Dan-Shang Wang, 2015).

Self-awareness is primarily having knowledge about one's own values, talents. Kernis (2003), explained the concept of self-awareness as the strength of the leader and his way of communication and dealing with the other person that justifies how he deals with others. This includes the way of the treatment of the other people with the leader. Self-awareness is basically the recognition of one's own personality towards the outer world that how he lies, behaves and deals with the other people in the day to day affairs of life.

Relational transparency has been further explained (Kernis, 2003) as an inner truth of a person towards others, including all types of communication with others. In this context a leader should be a person who explains and describes his true inner self towards other people. Walumbwa et al., (2008) and Luthans, Avey, and Oke (2011) described the balanced behavior of the leader as an ability to take into account all facets of a problem and process all available information before reaching a conclusion. Walumbwa et al., (2008) explained the fourth point that was co-opted/internalized moral prospective. It is that behavior of a leader which he possesses because of his internal moral principles and outer relationship and behavior of his society, peers and other people dealing with them. Authentic leadership operates on the basis of taking actions according to their own self beliefs (Leroy, et. 2012). These leaders are loyal to themselves and behave consistent to their true values. Hence, their actions would not be contradictory to their opinions/statements, which will enhance the respect of an authentic leader among followers. According to another perspective proposed by Kiersch& Byrne (2015), "fairness" is the foremost component of authentic leadership. Avolio et al., (2018) advocated that fairness is a balanced approach of authentic leadership, which strengthens the bond of the leader with their follower's attitudes, prosperity, and their "behavioral intentions". Because of having self-awareness, authentic leaders know their competencies which will lead them to achieve their goals and objectives successfully.

Balanced processing
Balanced processing is about investigating the information and selecting the essential information without any form of biasness before a choice is made (Penger&Cerne, 2014). As indicated by Kernis (2003), balanced processing is viewed as the stage of individual honesty. Balanced processing suggests that leaders dispassionately investigate certainties and information both inside (doing thoughtfulness of oneself) and remotely (considering helpful analysis from companions or even their leaders) (LeeAnn, 2015). The leader does not overlook any information and considers the perspectives of individuals lead before finishing up an official choice (Avolio& Gardner, 2005). In this manner, balanced processing ensures limited biasness (LeeAnn, 2015). Balanced processing incorporates exact and balanced recognition autonomous from inner self based barrier components, and assessment of oneself (Penger&Cerne, 2014; Gardner, Avolio, Luthans,

May &Walumbwa, 2009; Gardner, Fischer & Hunt, 2009). refers to the degree to which the leader objectively analyzes all relevant information before making a decision and solicits views that challenge deeply-held positions (Gardenr et al., 2005; Walumbwa et al,. 2008).

Classroom management is the organization and arrangement of different activities for the achievement of predetermined learning objectives in the classroom.In most general terms classroom management refers to the actions and strategies teachers utilize to maintain order (Doyle, 1986).This relationship between classroom management and student learning makes the issue of classroom management of critical importance.

Evertson, Emmer, Sanford and Clements (1983) state that classroom management is broader than the notion of student discipline. It includes all the things teachers must do to enhance student involvement and cooperation in classroom tasks and to establish a productive learning environment. Once again, Brophy and Good (2003) states that classroom management is different from a discipline plan; it includes the teachers' beliefs and values, as they relate to discipline, but also how they inter-wine with various other underlying aspects of the class' structure.

"Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behavior" (Martin, Yin, & Baldwin, 1998, p.1). They defined classroom management as a comprehensive concept that consists of three independent dimensions: instructional management, people management, and behavior management.

Managing student behavior has always been a primary concern of teachers for student misbehaviors have interfered with a positive learning environment (Shin &Koh, 2007). From the beginning of teaching experience, teachers commonly express their concern about controlling the students and creating a disciplined environment in order to create a proper atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. Doyle (1980) also states that maintaining order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. There is accumulating evidence from meta-analyses of variables that influence school learning and that classroom management has been identified as one of the variables that has greatest influence on school learning (Freiberg, 1999). Today, classroom management is becoming an increasing problem for teachers and administrators in primary schools because of changes in educational environments.

Methodology

The study followed a mixed method. Mixed methods research is the blend of numerical and non-numerical methodologies in one study (Creswell, 2015). Concurrent triangulation design (Convergent Parallel design) was used to investigate the problem. A synergistic approach of Creswell (2015) was adopted for which concurrent timing was taken. For the point of interface, merging-mixing during interpretation technique was used. Later on, parallel-databases variant was implemented. The investigator employed simultaneously both methods, which gave equal preference to each analyse data independently and combined conclusions in general interpretation by using convergent parallel design. This is the most popular design among investigators (Creswell & Clark, 2013).

Sample of the study

Probability and non-probability sampling techniques were used to select the sample. Simple random sampling techniques were adapted for selection of sample to get quantitative data. Purposive sampling techniques were employed for collection of leaders and teachers for interviews to gain qualitative data. All the administrators and teachers in six (6) primary schools of GirarJarso district constituted the sample of the study. The human resources sample comprised 6 school leaders, 6 unit leaders and 120 teachers. The total sample of the study was 132 from six primary schools.

Data collection tools

Questionnaires and in-depth interview were used as research instruments to collect data from the concerned participants and informants. Authentic Leadership Questionnaire (ALQ) developed by Walumbwa, Avolio, Gardener, Wernsing, and Peterson (2008) was modified according to the study area context with consent of the authors. Interview protocol was developed with the help of experts.

Data analysis

The qualitative datacollected through interviews were analyzed following thematic analysis procedures as suggested by Clarke and Braun (2014). The study also employed spss software and person correlation analysis to analyze the data.

Table 1: Opinions of Respondents on Authentic Leadership attributes and followers

Items 2.2	Mean	Strongly disagree	Dis Agree	Neutral	Agree	Strongly agree
Balance Processing of Information among school Leaders and Followers 26.4	**4.06**					
I seek others' opinions before making up my own mind.	4.11	2(1.52%)	4(3%)	11(8.33%)	75(56.82%)	40(30.30%)
I listen closely to the ideas of those who disagree with me.	4.01	3(2.27%)	9(6.82%)	9(6.82%)	74(56.06%)	37(28.03%)
I do not emphasize my own point of view at the expense of others.	4.02	4(3%)	6(4.54%)	10(7.58%)	76(57.57%)	36(27.27
I listen carefully to the ideas	4.1	2(1.51%)	5(6.82%)	6(6.82%)	84(60.61%)	35(24.24%)

of others before making decisions.					
My followers feel I am genuinely interested in serving them.	**4.04**	5(3.78%)	5(3.78%)	7(5.30%)	78(59.1%)	37(28.03%)
I share my information with followers.	**4.1**	3(2.27%)	4(3%)	7(5.3%)	81(61.4%)	37(28.03%)
Relational Transparency among school Leaders	**4.09**				
I openly share my feelings with others.	3.98	3(2.27%)	6(4.54%)	10(7.57%)	85(64.4%)	28(21.21%)
I let others know who I truly am as a person.	3.98	4(3.03%)	7(5.30%)	9(6.82%)	79(59.85%)	33(25%)
I rarely present a false front to others.	4.15	2(1.51%)	3(2.27%)	7(5.3%)	81(61.36%)	39(29.54%)
I confess to others for my mistakes.	4.12	5(3.8%)	3(2.27%)	4(3.03%)	81(61.36%)	39(29.54%)
I almost always consult with my team before decision-making.	4.2	3(2.27%)	3(2.27%)	3(2.27%)	84(63.63%)	39(29.54%)
I keep positive relations with followers.	4.11	2(1.52%)	4(3.03%)	9(6.82%)	80(60.60%)	37(28.03%)
Self-Awareness among school leaders	**4.02**				
I can list my three greatest weak points.	4.23	1(0.76%)	3(2.27%)	4(3.03%)	81(61.36%)	43(32.57%)
I can list my three greatest strong points.	4.01	4(3.03%)	5(3.78%)	7(5.3%)	86(65.15%)	30(22.72%)
I seek feedback as a way of understanding who I really am as a person.	4.05	3(2.27%)	6(4.54%)	8(6.06%)	79(59.85%)	36(27.27%)
I accept the feelings I have about myself.	4.08	2(1.52)	4(3.03%)	5(3.78%)	91(68.94%)	30(22.27%)
I consider myself answerable to all.	3.78	5(3.78%)	5(3.78%)	8(6.06%)	85(64.39%)	24(18.18%)
I remain I am aware of my own loopholes and openly discuss with followers.	4.02	4(3.03%)	7(5.3%)	5(3.78%)	82(62.12%)	34(25.76%)

Source: field studyon N=132

The above table constitutes three attributes of authentic leadership and each and every attributes analyzed one by one in the following way:

As indicated in table 1 respondent are agreed(range from 3.51 to 4.50) as come in range of agree (4.00 to 4.50)with all statements. The overall mean score 4.06 moves toward the range (3.51 to 4.50) shows that all the respondents were agreed with all the statements. The mean scores further show that the leaders at primary schools have the balanced processing of information within the outskirts of the school, which is an important component of authentic leadership.

The above Table indicates that respondents are agreedwith mean range (from 3.51 to 4.50) with all statements. The overall mean score 4.09 moves toward the range (3.51 to 4.50) shows that all the respondents were agreed with all the statements. The mean scores further show that the leaders at primary schools have transparency in their relationships with followers and have the attribute of relational transparency, which is the key component of authentic leadership.

The above Table shows that respondents are agreed with the all statements of self-awareness construct having mean scores 4.23, 4.01, 4.05, 4.08, 3.78 and 4.02 which come in the range (from 3.51 to 4.50). The overall mean score 4.03 comes in the range (3.51 - 4.50) shows that all the respondents are agreed with the construct of self-awareness of authentic leadership. The mean scores further show that the most of the leaders at primary schools have the attribute of self-awareness, which is the prime component of authentic leadership.

Table 2: Classroom Management among School Teachers

Statement	Mean	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
I am clear what is expected of me at classroom	3.73	11(8.33%)	6(4.55%)	13(9.85%)	80(60.61%)	22(16.67%)
At classroom, I have been provided with equipment and materials required for me to do my work efficiently and maintain discipline.	3.99	6(4.55%)	4(3.03%)	9(6.82%)	79(59.85%)	34(25.76%)
My leader encourages my pedagogical development at classroom.	4.00	4(3.03%)	5(3.9%)	5(3.9%)	87(65.91%)	31(23.48%)
My performance is being assessed or discussed in classroom and I like it.	4.03	2(1.51%)	5(3.9%)	12(9.1%)	81(61.36%)	32(24.24%)
I prefer a leader who helps me in classroom management.	4.09	4(3.03%)	4(3.03%)	5(3.9%)	82(62.12%)	37(28.03%)
I prefer leaders who convert their values into consistent actions that others can have faith in.	4.06	3(2.27%)	5(5.9%)	8(6.06%)	81(61.36%)	35(26.52%)
Over all mean	3.98	5	4.83	8.83	81.67	31.83

Source **:** field study on N=132

Table 2 mentions that respondents are agreed (Range from 3.73 to 4.09) with all statements as come in the range (3.51 to 4.50).Having the mean scores 3.73, 3.99, 4.00, 4.03, 4.09 and 4.06   which takes place in the range (3.51- 4.50) expresses that the respondents were agreed. The overall mean score 3.98 emanates in the range (3.51 - 4.50) illustrates that all the respondents were agreed with all the statements of classroom management. The mean scores further show that the leaders at primary schools have the abilities to engage followers in the best of their activities for the development of the organization and well-being of the human resources and believe that classroom management is the best construct for the organizational development and a necessary element for the professional development of the teachers and other followers.

Table 3: Interpreting a correlation coefficient

No	Correlation coefficient	Correlation strength	Correlation types
1	-.7 to -.1	Very strong	Negative
2	-.5 to -.7	Strong	Negative
3	-.3 to -.5	Moderate	Negative
4	0 to -.3	weak	Negative
5	0	none	Zero
6	0 to .3	weak	Positive
7	.3 to .5	Moderate	Positive
8	.5 to .7	Strong	Positive
9	.7 to 1	Very strong	Positive

Source: online open sources

The value of the correlation coefficient always ranges between 1 and -1, and you treat it as a general indicator of the strength of the relationship between variables.There are many different guidelines for interpreting the correlation coefficient because findings can vary a lot between study fields. The above table has been used as a general guideline to interpret the following correlation analysis. .

Table 4: Correlation between Balanced processing and class room management

Correlations		Balanced processing	class room management
Balanced processing	Pearson Correlation	1	.995[**]
	Sig. (2-tailed)		.000
	N	132	132
class room management	Pearson Correlation	.995[**]	1
	Sig. (2-tailed)	.000	
	N	132	132

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

The above table illustrates that the balance processing which is the first construct of authentic leadership has the strong correlation for classroom management (r value .995) which is significant at .000

Table 5: Correlation between relational transparency and class room management

Correlations		Relational transparency	class room management
Relational transparency	Pearson Correlation	1	.989**
	Sig. (2-tailed)		.001
	N	132	132
class room management	Pearson Correlation	.989**	1
	Sig. (2-tailed)	.001	
	N	132	132

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

The above table illustrates that the relational transparency, which is the most important construct of authentic leadership has also very strong correlation for classroom management (r value .989) which is significant at .001.

Table 6: Correlation between Self-awareness and class room management

Correlations		Self-awareness	Class room management
Self-awareness	Pearson Correlation	1	.999**
	Sig. (2-tailed)		.000
	N	132	132
class room management	Pearson Correlation	.999**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

The above table illustrates that the self-awareness which is the first construct of authentic leadership has the medium correlation for classroom management (r value .999) which is significant at .000.

Overall Findings of the study

The overall mean scores in table 1 (4.064.09 and 4.02) showed that the majority of primary school leaders strongly agree that balance processing, relational transparency and self-awareness are the constructs of authentic leadership.

The overall mean score in table 2 (3.98) illustrated that all respondents agreed with all statements pertaining to class room management. The mean scores further show that the leaders at primary schools have the abilities to engage followers in the best of their activities for the development of the organization and well-being of the human resources and believe that class room management is the best construct for the organizational development.

The r value in table 5, 6, 7 (.995 .989 and .999) which was significant at .000 and .001 showed a significant andstrong correlation in primary school between authentic leadership attributes and classroom management.

Discussion

The present study adds to the authentic leadership literature by documenting empirical support of the relationship between authentic leadership attributes and class room management. All hypothesized

relationships were supported by the data. As expected, authentic leadership attributes balance processing information, relational transparency (Clapp-Smith, Vegelgesang, &Avey, 2009) and self-awareness (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008) were significantly related to classroom management.

The finding is consistent with Walumbwa, Avolio, Gardner, Wernsing, and Peterson, (2008) who found balance processing of information, relational transparency and self-awareness as the constructs of authentic leadership. Empirical studies suggest that when leaders are aware of their moral standards and act upon such principles, they are more likely to gain higher levels of performance and assist others (Ryan &Deci, 2001). Followers tend to express greater satisfaction with their teachers who are involved in authentic actions and this satisfaction is likely to link improve classroom management (Jensen &Luthans, 2006).

Most of the qualitative data support the quantitative data as all the major themes of the qualitative data, such as balance processing of information, relational transparency and self-awareness about authentic leadership supported quantitative authentic leadership constructs taken from the literature. Similarly, major themes emerged from qualitative data on classroom management, which supported the quantitative constructs taken from research studies.

Conclusion and Recommendation

As a result above finding, the study concluded that there is a strong correlation between Authentic Leadership attributes and class room management of teachers. There has been a recent move in authentic leadership research toward the development of followers (Avolio&Walumbwa, 2014). Additionally, studies on follower development could shed light on how teachers might be trained inauthentic leadership in order to improve classroom management. It is recommended that trainings may be provided to build links between authentic leadership and classroom management.

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