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## IMPACT OF AUTHENTIC LEADERSHIP ON TEACHERS' PERFORMANCE

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### ABSTRACT

Authentic Leadership (AL) is considered a practical approach with a practical framework for effective school leadership. The study assessed the relationship between AL and Teachers' Performance (TP) in the contextual educational settings of secondary schools in Pakistan. Quantitative data for the study was collected using a survey through a structured adapted questionnaire. The targeted population was the secondary school teachers and principals in Lahore, Punjab, a province of Pakistan. The data was analyzed using SPSS and SMART PLS software. The findings of the study were indicative of the moderate positive significant relationship between the AL of the school heads and teachers' performance. Moreover, the authenticity of a school head is considered a key factor in sustainable teachers' performance. This quality of a school head enables the school teachers to focus on the attainment of educational goals rather than seeking their agendas. The study recommends that there should be more targeted training for heads of secondary schools in Pakistan thereby striving to attain more AL skills to get explicit performance from teachers in schools.

**Keywords:** Authentic Leaders; Pakistan; Secondary Schools; Teachers' Performance

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## BACKGROUND OF STUDY

The growth, innovation, and human capital development of any nation reside mainly on its quality of education. The role of the teacher is unquestionably paramount in improving the quality of education, students, and school performance (Ahmad & Turi, 2018; Tohee et al., 2019; Al-Hussaini et al., 2019; Yeigh et al., 2019; Maheshwari, 2021). To exhibit their full potential and demonstrate high competencies, teachers required a right and conducive working environment and job satisfaction (Rizwan et al., 2022; Casely-Hayford et al., 2022; Fütterer et al., 2023). School leadership is one of the main catalysts in the environment which can improve or decline the teacher's performance (Maheshwari, 2021).

A school leader must develop effective practices to create an environment that could give opportunities for teachers to enhance their performance (Morgan, 2019; Srivastava & Dhar, 2016). Therefore, researchers have been exploring and investigating different leadership styles and their effects on TP in different domains, and different contexts because it is evident that, in fostering educational attainment, leadership has essential roles to play (Bashir et al., 2021; Toheed et al., 2019; Farah et al., 2018).

Bringing improvement in school education has always been the concern of the government, individuals, and society in Pakistan. However, the education system of Pakistan has always been heavily criticized for delivering low quality in terms of redundant curriculums, poor pedagogy skills, and increasing barriers between futuristic skill knowledge gaps (Sharif et al., 2021; Duignan, 2014; Amir et al., 2020; Chishti et al., 2011).

The National Skill Development Corporation noticed principals/heads, as instructional leaders, who must focus on helping teachers improve their classroom performance and make academic instruction their top priority (Khilji & Keilson, 2014; Shafi et al., 2021). Therefore, this study is important because it is investigating the role of heads or principals as educational leaders in improving teachers' performance.

Research has identified different leadership styles in secondary school management, which include autocratic, authoritative, democratic, laissez-faire, ethical, and transformational leadership styles (Stoten, 2014; Asghar et al., 2022). However, limited evidence is available at the secondary school level in investigating the impact of authentic leadership's critical role in augmenting teachers' performance (Tsemach & Shapira-Lishchinsky, 2021). Contemporary literature further stresses investigating the role of authentic leadership in improving teacher performance for contextual generalizability (Bashir et al., 2021; Farah et al., 2018; Bashir et al., 2020).

## LITERATURE REVIEW

### *Leadership*

Audenaert, Decramer, and George (2021) regards leadership as an elevated position, a person believes in holding within an organization or else society, an individual characteristic, and the existence of an association of leaders with followers. Leadership is akin to management, but they have a heterogeneous role to perform (Qiu et al., 2019). Being head of the schools is a very challenging job, but they also face increasing pressure and responsibilities in rapidly changing scenarios in educational benchmarks of the era (Corriveau, 2020). School heads have heavy responsibilities to perform as they are responsible for establishing the school culture; they are the change managers; they have to inspire and motivate employees to engage in multiple responsibilities related to school (Bashir et al., 2019; Daruna et al., 2022; Kang et al., 2021; Pu, et al., 2022).

School leaders are under constant pressure, and they confront challenges for their authentication conflicted by internal and external values and structures, including expectations (Cale et al., 2015; Kang et al., 2021). To create better and more effective schools and enable the generations to meet the 21st century's standards, effective



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leadership development is a pivotal point. It gives new directions, new philosophies, and new hopes to the teaching/learning processes, and performance (Ayça, 2019; Shang et al., 2019; Al-Hussaini et al., 2019; Audenaert et al., 2021).

## ***Authentic Leadership (AL)***

AL refers to a style of leadership, where leaders understand their nature, personal strengths, and weaknesses (self-awareness); reflect sincerity and genuineness about their staff (relational transparency); work objectively and carefully listen to contrasting beliefs before making a decision (balanced processing), and follow the internal moral standards withstanding consistent belief as well as action (internalized moral perspective) measurable on AL Inventory (Niswaty et al., 2021). It is argued that school leaders must promote collaborative practices reflecting capacity school leadership (Grégoire et al., 2021). This quest sets out to probe where we are currently and where we want to go. Authentic leaders are built on those who welcome opinions and remain open to new initiatives. They are known for their self-awareness articulated through learning (Alshammari et al., 2020).

Alshammari, Pasay-an, Gonzales, and Torres (2020) opines that leaders are self-taught. A leader can be authentic when he/she does not observe his life as a passive observer but becomes a person who learns from past experiences and develops self-awareness (Sergeeva & Kortantamer, 2021; Gardner et al., 2021). Authentic leaders lead organizations by guiding themselves with precise and diligent moral values that they consider of primordial importance for the interests of the groups led by them and for the organizations that they coordinate (Elrehail et al., 2018; Phuong & Takahashi, 2021).

## ***Dimensions of AL***

AL has four dimensions:

1. Self-awareness
2. Relational transparency
3. Balanced processing
4. Internalized moral perspective

### **1. Self-Awareness**

Self-awareness is an understanding of one's personality and individuality, and it is a conscious effort to realize one's emotions that influence others. Authentic leaders are self-aware (Braun et al., 2018; Wirawan & Saman, 2020). They are aware of themselves very well and conscious of their indigenous beliefs. Self-awareness brings up how leaders can get familiar with their internal strengths, energies, and failings, and knowing the inner self and nature, and raise their understanding while interacting with others. This indicates how people assess their leadership and how they could affect others (Alshammari et al., 2020; Alvesson & Einola, 2019).

### **2. Relational Transparency**

Relational transparency means creating a trustworthy environment with subordinates and followers (Reichenberger & Raymond, 2021). Relational transparency is called interactive transparency, which is like unveiling one's real self towards others, comprising open sharing of information as we express one's sincere beliefs, including feelings. Indistinct, leaders who offer an untrue or partisan self, authentic leaders move through authorized transparency and cultivating trust (Neves et al., 2021; Braun et al., 2018; Audenaert et al., 2021).

### **3. Balanced Processing**

Balanced processing is all about being fair-minded. Authentic leaders do not have secret agendas and personal gains (Fiskerstrand, 2022). They do not prefer impulsive actions. It mentions the peculiar and objective leader's behavior bearing in mind the essential data before choosing a decision that relates to concerning behavior less likely to falsification, denial, as well as exaggeration (Quintelier et al., 2019). This behavior has been more exposed to views



that touch their inner convictions. Authentic leaders do not ignore the importance of objectivity while analyzing facts for the decision-making process (Alzahrani et al., 2021; Audenaert et al., 2021). This is why their decisions are made by avoiding biased self-perceptions. Balanced processing includes challenging one's values and encouraging others to their creative ideas and questioning (Farah et al., 2018).

#### 4. Internalized Moral Perspective

Internal/ moral perspective indicates a leader's particular behavior that is driven by internal moral-based principles as well as values in contrast to the behaviors driven by external pressure exerted by society, peers, as well as additional organizational demands, resulting in articulated decision-making along with behavior in line of the internal values (Imam & Zaheer, 2021). Their integrity and steadfastness help them to win respect and honor. Hence, it is the credibility that the leader transmits to the followers through uttering their voice and striving to line up the actions to execute the shared values in the light of statements made and restores to shape the order for its followers to follow his footsteps (Bashir et al., 2020; Eberl & Drews, 2021). Authentic leaders promote an environment based on fairness and justice, which inculcates behaviors beneficial for the organization despite not being a part of the job description (Hinck, 2021; Duignan, 2014).

#### ***Leadership Skills***

A leader must be skillful, and leadership relies mostly on three fundamental skills: Interpersonal, technical, and conceptual skills (Bashir et al., 2020). Further research unveiled additional leadership skills. Among these were leadership skills: social skills, knowledge skills, and problem-solving skills (Brewer & Devnew, 2022). Leaders are liable to be judged based on their inherent leadership skills. Hence, people who lack the required leadership skills are not recognized as leaders by different segments in given conditions (Ayça, 2019). Bashir, Khwaja, Rashid, Turi, and Waheed (2020) identified that skills encompassing business, interpersonal, and cognitive areas are imperative to possess the principals to run school leadership effectively. Numerous studies showed the association of leadership skills with school effectiveness. Such studies were able to explicitly direct relations between leadership and school effectiveness, while in some cases, an indirect relation was found (Cale et al., 2015).

#### ***Leadership Styles***

Leaders of educational management and leadership use five main styles of leadership. These include authoritarian/authoritative, transactional, democratic/shared, ethical, and transformational leadership styles (Braun et al., 2018). Autocratic leaders have imposed leaders on organizations that follow strict guidelines and rules. They do not give opportunities to the subordinates to participate and have maximum control over them. An authoritarian leader involves complete control over teams and groups (Gardner et al., 2021). Such leaders are bossy and rigid, yet this leadership style can be beneficial when decisions have to be made quickly without consulting subordinates (Gardner et al., 2021). Autocratic leaders with cold personalities are decisive and tend to dictate and assign tasks to the team members without seeking input from team members, often known as dictators (Corriveau, 2020; Elrehail et al., 2018).

Transactional educational leadership is a commonly used style aiming at organizing a school or educational institution to attain the current educational objectives by linking job performance to rewards and punishment by assessing their performance (Kang et al., 2021). A transactional leader believes that employees should be extrinsically motivated. Democratic leaders give opportunities to their employees to participate in the process of decision-making. This leadership style is called shared leadership and participative leadership style (Cale et al., 2015). Ethical leadership style has gained popularity in educational institutes and organizations, from private to public. The word ethics originated from the Greek word 'ethos,' which means the spirit of era or culture, character, or custom. Ethical leadership can be seen as a combination of positive human personality skills of energizing and healing for having good interpersonal skills with subordinates (Braun et al., 2018). Ethical leadership is people-oriented leadership where employees' trust, admiration for their ideas, and consideration for their emotions are crucial



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issues. Ethical leadership is an employee-oriented leadership style and contributes to transformational leadership (Cale et al., 2015). Transactional leadership involves managing-helping institutions to efficiently achieve their current objectives, such as linking their job performance to valued rewards and ensuring that employees have all the necessary resources needed to get the job.

According to the study by Gardner et al. (2021), the transformational leadership style was found to be the most common style among school principals. Transformational leaders mostly behave as a reactive, cultural accomplice after applying the contingency-based management approach mentioned based on self-centered decisions. The transformational leadership style improves team working, teachers' performance, student satisfaction, and staff satisfaction as established (Jambawo, 2018) while ethical leadership targets improving teacher behavior, mutual relationships, and overall organizational performance (Shields, 2010).

### ***Preferred Leadership Styles of School Heads***

Literature reveals that in the secondary schools of Pakistan, especially male heads have an authoritative leadership style, whereas female heads follow a democratic leadership style (Nadeem, 2011). Heads of the schools in urban areas are democratic compared to rural ones (Cale et al., 2015). Most of the heads are overburdened with office work, attending meetings with the higher authorities about school administrative issues and tasks, so they do not get enough time to focus on their actual leadership responsibilities. The heads are policy implementers as they receive the policy decisions from the district-level authorities because of Pakistan's centralized educational administrative system (Daruna et al., 2022; Brewer & Devnew, 2022).

Furthermore, it has been studied that 75 % of senior teachers are promoted as heads, and they are not trained or qualified to serve as school leaders in Pakistan. Only 25% of heads are recruited directly through the provincial Public Service Commission examination. This is a severe issue regarding school leadership, as most schools don't have influential leaders lacking professional education and leadership capacities (Gardner et al., 2021). Moreover, because of Pakistan's bureaucratic system, heads of public schools remain busy maintaining the status quo and lose the dynamic spirit and motivation required for school leadership (Grégoire et al., 2021).

### ***A Blend of Leadership Styles***

Literature opines that AL can incorporate positive leadership styles such as charismatic, democratic, and transformational leadership. AL is called a subcategory of transformational and ethical leadership styles. In leadership theory studies, ethical behavior and authenticity are critically important (Gardner et al., 2021). Moreover, their performance evaluation can be developed and enhanced. Literature indicates that the environment created by heads of educational institutions closely results in the positive and negative performance of the teachers (Daruna et al., 2022). The head plays a vital role in establishing the institutional environment and culture through their leadership styles. The positive environment is highly appreciated by the teachers and other staff members, resulting in good performance. The studies show that teachers do not like the reserved and fake behaviors of heads. As a result, they are reluctant to try to fulfill their responsibilities religiously (Daruna et al., 2022; Duignan, 2014). Their performance is on the surface level. They perform their duties and try to teach well, yet they do not use audio-visual aids; their communication with students is not very effective; they do not systematically assess students' understanding and do not respect students' opposing viewpoints (Brewer & Devnew, 2022).

### ***Teachers' Performance (TP)***

A teacher is responsible for determining the teaching/learning process in the class. TP refers to the act of lesson planning, creating a learning environment, delivering lessons effectively, communicating with students, and evaluating their performance (Duignan, 2014). TP could be elaborated in various ways, such as the act of accomplishing or executing a given task. In this study, the teacher's performance is considered scheming the whole



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teaching and learning process, lesson planning, teaching effectively, assessing and evaluating students, and effective communication (Duignan, 2014). It is vital to evaluate their performance using different methods to improve teachers' performance. In Educational Policy 2009 of Pakistan, this point was highly emphasized (Grégoire et al., 2021; Gardner et al., 2021).

TP has been under long debate as a critical subject towards improving their attitude as well as performances. A study identified education as a significant phenomenon involving educational organizations such as schools, colleges, and universities for their unflinching commitment reflected through the performance of their key stakeholders such as teachers as well as students to attain their set educational goals (Gardner et al., 2021). This study embarks on interpreting educational goals more comprehensively, taking them across the limit of academic achievements only. A teacher's performance has a vital role in developing a student, and a secondary school teacher's role is crucial to preparing the students for college and professional studies (Farah et al., 2018; Eberl & Drews, 2021; Grégoire et al., 2021).

The National Professional Standards for Teachers in Pakistan (2009) are used in Pakistan to develop a self-assessment tool for evaluating TP evaluation. Federal and Provincial Governments of Pakistan have not tested national Professional Standards for Teachers in Pakistan since 2008. There are ten (10) standards for the professional development of teachers in Punjab, given in Table 1.

1. Subject matter knowledge
2. Human growth and development
3. Knowledge of Islamic /ethical values/social life skills
4. Instructional planning and strategies
5. Assessment
6. learning environment
7. Effective communication and proficient use of information communication technologies
8. Collaboration and partnership
9. Continuous professional development and code of conduct
10. The teaching of English as a second language
11. There are five fundamental indicators necessary for a teacher's effective performance. Out of ten standards, the following five standards are directly related to TP in class and can be measured using different tools:

Table 1  
Government of Punjab: TP evaluation indicators (2009)

- 
1. Subject Matter Knowledge
  2. Instructional Planning and Strategies
  3. Assessment and Evaluation of Students
  4. Learning Environment
  5. Effective Communication
- 

### ***Subject Matter Knowledge***

Subject matter means the knowledge of a subject that teachers deliver in the classroom. Teachers have difficulties explaining certain areas of a topic because they lack information and in-depth knowledge and understanding of the subject (Tohee et al., 2019). Teachers' subject matter knowledge is an area that is still not much studied, and it has been studied qualitatively (Shafi et al., 2021). In the teaching process, the subject matter is essential. A teacher must have essential knowledge and understanding of what to be taught: otherwise, he would fail to make the students understand the different subjects. They must know the subject's history, concepts, domains, theories, and the



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subject's relationship to the other subjects (Duignan, 2014; Farah et al., 2018).

## ***Instructional Planning and Strategies***

Teaching strategies mean different teaching methods and techniques. Some students learn more from some teachers than other teachers because those teachers have both in-depth knowledge of the subject and the teaching pedagogies (Daruna et al., 2022). Research evidence indicates that the difference between a teacher's teaching style and a student's learning style can hinder the effective teaching process. Teaching style should not be pomp and show of teachers' high language skills and subject expertise, but he/she has to come up to the level of the students and cater to the needs of brilliant, average, and slow learners. That is why teachers should use diverse teaching methods according to the students' levels and needs (Brewer & Devnew, 2022; Elrehail et al., 2018).

## ***Assessment and Evaluation***

The teachers' instructional activities portray monitoring efforts for knowing about students' understanding of the subject being educated (Cale et al., 2015). This assessment aims to acquire feedback on students' progress and keep watching the instructions pursued by the students in achieving target learning goals. Monitoring skills exhibited by teachers speak about their indigenous quality of education Fiskerstrand (2022) opines that, apart from wrapping the course syllabus, by applying instructional strategies, there is a need to know whether students can get desired learning outcomes. The teacher's personality and monitoring skills to assess students' performance are critical characteristics of a teacher during imparting education, but the concept has been least understood. Both the areas (teacher's personality and monitoring) need an improved understanding as a related issue as most teachers feel it challenging to create a positive learning atmosphere (Cale et al., 2015; Braun et al., 2018).

## ***Learning Environment***

In the last 30 years, research on the classroom's learning environment has gained international attention in the field of education in Asian and Western countries (Fiskerstrand, 2022). In a highly supportive learning environment of the class, the teachers provide creative opportunities to learn; the students are encouraged to participate actively in the learning process (Cale et al., 2015). Different teaching pedagogies are used, and students are assessed in a transparent way that is never punitive (Sammons, 1995). Many factors affect students' learning. The classroom environment is one of those factors that impact students and lead them to success or failure. A hostile classroom environment can result in discipline problems, low grades of students, and students' emotional disorders. A positive learning environment allows the students to own the class; feel comfortable; take part in class activities confidently, and are high achievers (Daruna et al., 2022; Bashir et al., 2021).

## ***Effective Communication***

Teacher/student communication is not a simple process, as several factors are involved. Teachers or students may feel it difficult to express their idea clearly; maybe the classroom is noisy; the teacher focuses on the teaching only and is not interested in giving students chances to ask queries, or the teachers use difficult vocabulary to explain the topic (Braun et al., 2018). Effective teachers try to control and minimize communication problems in the classroom by maintaining discipline, speaking, avoiding shouting, making the class environment attractive through interesting lessons and communication, and getting feedback from the students (Eberl & Drews, 2021).

For effective teacher-student communication, it is vital to consider teachers' use of technology to search for desired information and reinforce communication abilities (Corriveau, 2020). The quality of teaching and learning processes at secondary school are not yet acknowledged as satisfactory in Pakistan. It is perceived that secondary-level education makes students ready for tertiary education (Khan & Bhatti, 2017). Low quality of education is one of the key problems in Pakistan, like other developing countries of South Asia, that impact the political and economic



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system (Qiu et al., 2019; Farah et al., 2018; Hinck, 2021).



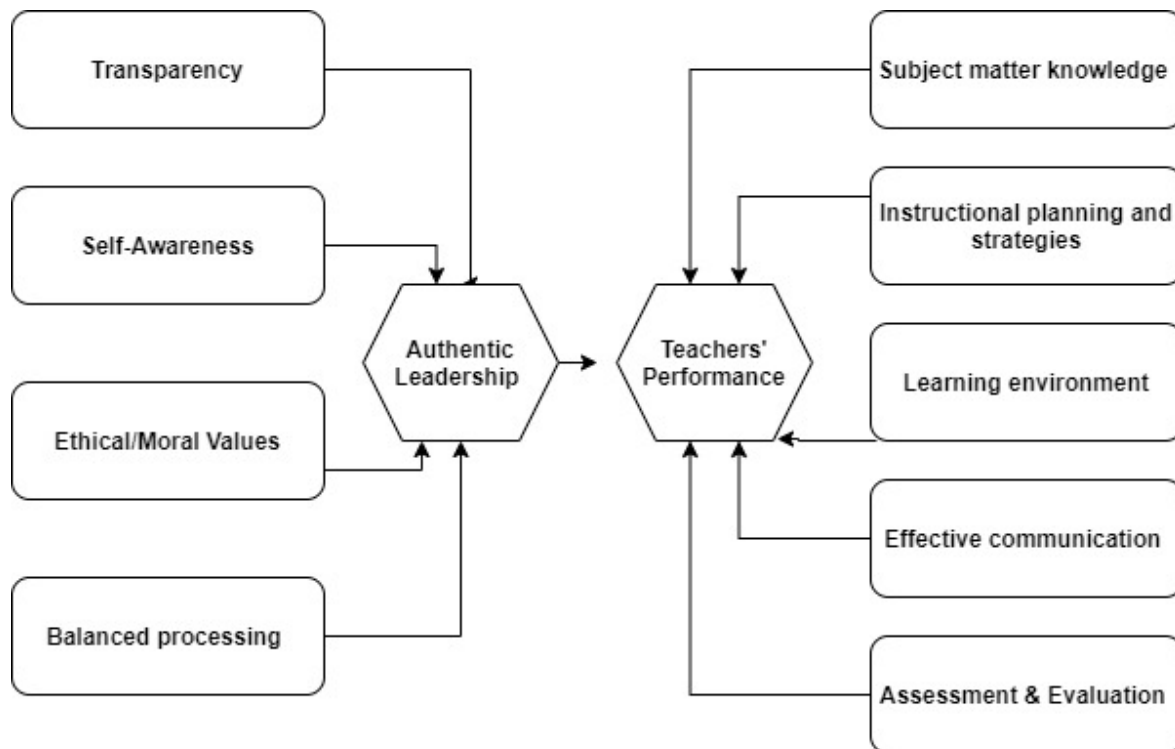


**Role of Leadership in Teachers' and Students' Performance**

Heads of the school play imperative roles in teachers' performance. Several reasons affect the teachers' performance, including the leadership of the head of the school. The principals' leadership style affects the TP and the quality of education in the school (Daruna et al., 2022). So, we can say that leadership in the educational organization is a fundamental phenomenon. A positive leadership style positively impacts the TP and the overall development of the school; otherwise, a negative head can bring disaster to the school. Their leadership style determines their professional relations with the teachers (Phuong & Takahashi, 2021). Research admits that the principal and teacher are the basic aspects of significant education quality. If the leader is inauthentic and pseudo, the whole team of teachers would lose authenticity and be a pseudo or inauthentic team (Alvesson & Einola, 2019).

**Research Model and Hypotheses**

Based on the findings, the study is framed by the conceptual model and hypothesis mentioned in Figure 1.



**Figure 1:** The conceptual framework of AL and TP

H1: There exists a positive and significant relationship between AL and teachers' performance.

**RESEARCH METHODOLOGY**

**Participants**

The participants for the study were heads, and teachers (male and female), of secondary schools in Lahore. This study investigated the relationship between the two variables using statistical data collected through descriptive



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surveys. The sample selected for the study was heads, teachers, and students of secondary schools as the units of analysis. One hundred sixty-six heads/principals from 166 secondary schools for boys and girls were randomly selected as a sample and contacted to get their responses on a self-reported questionnaire on AL. A systematic random sampling technique was used to select the participants from the lists of heads included in the sampling frame. There were 333 total school heads (male 153, female 180). The list of secondary school heads was downloaded from EMIS (2017-2019).

## ***Procedure***

The data was collected through self-administered self-rated and rater-scale survey questionnaires developed as target respondents were heads to evaluate the level of their AL and teachers of secondary schools to evaluate their performance under AL. The researcher managed to approach the participants directly by phone for appointments. There are 472 high schools in province. According to G-power minimum school participation should be 213, however, to remain on safe side, 285 school heads were selected through a systematic sampling from the schools for data collection. School heads were given self-analysis rating scale questionnaires, and to validate their responses, a later version of the same questionnaires was given to teachers. After the identification of authentic leaders, the teachers were given questionnaires to evaluate their performance under AL. An AL questionnaire (ALQ) with 16 items was designed originally by Walumbwa, Avolio, and Gardner in 2007 to measure self-awareness, internalized moral perspective, balanced processing, and relational transparency (Avolio, Gardner, & Walumbwa, 2007). The questionnaire comprised two versions. One questionnaire sought self reports from the heads while the other questionnaire sought ratings by the teachers. A five-point Likert scale was used to seek responses from the participants. Another questionnaire was adopted by Akram and Zepeda (2015) to evaluate the TP in secondary schools where heads were authentic leaders. The questionnaire offered a self-assessment tool based on five National Professional Standards for Teachers (2009) developed by the Ministry of Education, Pakistan.

## ***Statistical Analysis***

SMART PLS 3.2.9 were used to analyze the collected data for this study. SMART PLS was chosen because it includes a variety of facilities and subroutines for reflective and formative measurements and structural models, such as the heterotrait-monotrait (HTMT) criterion, bootstrap-based significance testing, PLS prediction, and goodness of fit. It allows for additional statistical analyses, such as confirmatory tetrad analysis. Higher-order models, importance-performance map analysis, and latent class segmentation are some of the techniques. The data were analyzed using a technique. The first step was to create a measurement model. Construct validity, reliability, convergent validity, and discriminant validity are all tested. The second structural model is developed to test the hypothesis (Hair et al., 2017b).

## **RESULTS**

### ***Measurement Model Assessment***

The evaluation of a measurement model is usually done to ensure its accuracy and validity (Hair et al., 2014) The measure of composite reliability is used to assess the reliability of the construct, and it has to be greater than 0.7 (Chin, 2010). Similarly, to verify the item's reliability, the measure of outer loadings must be determined and a score greater than 0.70 must be obtained. The AVE has to be more than 0.5. The AVE The mentioned results are presented in Table 1 and Figure 2.



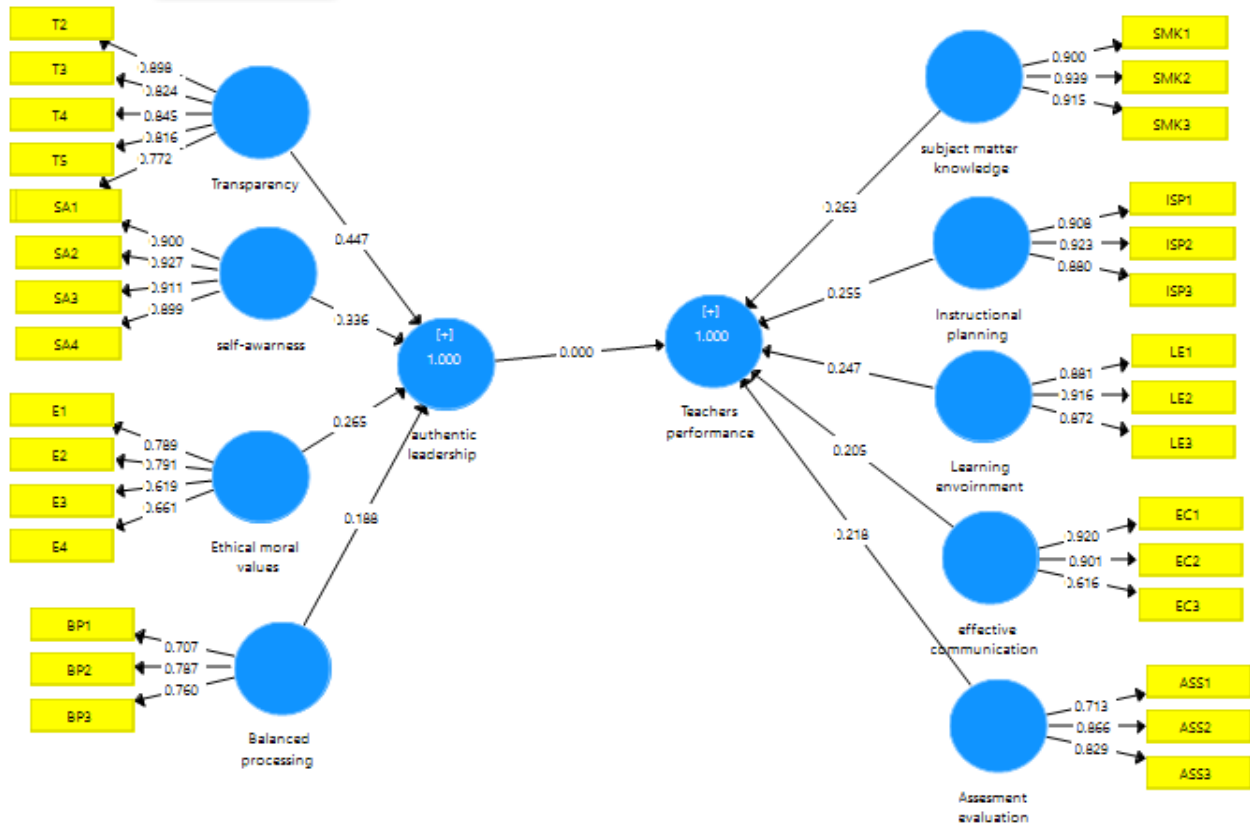
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**Table 1:** Reliability and Validity of the Constructs

construct/Items	FL	CR	AVE	CA
T1	0.772	0.918	0.692	0.888
T2	0.896			
T3	0.845			
T4	0.824			
T5	0.816			
SA1	0.9	0.95	0.827	0.93
SA2	0.927			
SA3	0.911			
SA4	0.899			
E1	0.789	0.861	0.68	0.747
E2	0.791			
E3	0.619			
E4	0.661			
BP1	0.707	0.796	0.565	0.623
BP2	0.787			
BP3	0.76			
SMK1	0.9	0.941	0.842	0.906
SMK2	0.939			
SMK3	0.915			
ISP1	0.908	0.93	0.816	0.888
ISP2	0.923			
ISP3	0.88			
LE1	0.881	0.92	0.792	0.869
LE2	0.916			
LE3	0.872	0.861	0.68	0.747
EC1	0.92			
EC2	0.901			
EC3	0.616			
ASS1	0.713	0.846	0.649	0.724
ASS2	0.866			
ASS3	0.829			



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**Figure 2:** Measurement Model of the Constructs

Furthermore, the discriminant validity was checked for the construct using HTMT and Fornier and Lacker criterion. HTMT criteria are considered reliable for discriminant validity, it calculates the mean of all correlations of the indicators measuring different constructs, relative to the geometric mean of the average correlations of the indicators measuring the same construct (Hamid & Sidek, 2017). HTMT values have been shown in Table 2. The values of this measure should be below 0.90 which means the variables are different from each other.

**Table 2:** HTMT values of the Construct

Constructs	ASS	BP	EMV	IP	LE	TP	TR	AL	EC	SA	SMK
ASS											
BP	0.446										
EMV	0.606	1.014									
IP	0.811	0.366	0.395								
LE	1.031	0.419	0.574	0.517							
TP	1.097	0.458	0.568	0.91	0.923						
TR	0.606	0.621	0.884	0.328	0.573	0.539					
AL	0.572	1.057	1.079	0.375	0.538	0.54	0.912				
EC	1.001	0.453	0.617	0.578	1.003	0.981	0.574	0.547			
SA	0.295	0.775	0.546	0.235	0.271	0.298	0.391	0.809	0.25		



For assessing in-depth discriminant validity, in the 2<sup>nd</sup> stage, Fornier and Locker criterion was also assessed. In this method, the values in the diagonals should be higher than their associated values, lying under them. The diagonals represent the square root of the AVEs, which should be higher than the correlation of their variables. In Table 3, the values of the diagonal are more than their corresponding values, which means that the Fornier and Locker criterion gets satisfied and therefore, discriminant validity gets holds.

**Table 3:** Fornier and Locker Criterion

Construct	ASS	BP	EV	IP	LE	TP	TR	AL	EC	SA	SMK
<b>ASS</b>	<b>0.805</b>										
<b>BP</b>	0.301	<b>0.752</b>									
<b>EMV</b>	0.443	0.633	<b>0.719</b>								
<b>IP</b>	0.648	0.269	0.318	<b>0.904</b>							
<b>LE</b>	0.82	0.308	0.455	0.456	<b>0.89</b>						
<b>TP</b>	0.902	0.348	0.467	0.836	0.831	<b>0.731</b>					
<b>TR</b>	0.488	0.469	0.737	0.294	0.503	0.49	<b>0.832</b>				
<b>AL</b>	0.474	0.779	0.861	0.338	0.486	0.502	0.85	<b>0.652</b>			
<b>EC</b>	0.744	0.304	0.457	0.457	0.822	0.809	0.466	0.455	<b>0.824</b>		
<b>SA</b>	0.241	0.635	0.437	0.213	0.243	0.278	0.355	0.73	0.202	<b>0.909</b>	
<b>SMK</b>	0.624	0.286	0.315	0.886	0.458	0.833	0.34	0.379	0.464	0.264	<b>0.918</b>

**Note(s):** The off-diagonal values are the correlations between latent variables, and the diagonal is the square root of AVE

**Assessment of the Structural Model**

In the second phase of the study, the structural model was assessed to make the results more concrete and trustworthy. Therefore, in the structural model, multi-collinearity was assessed via the Variance Inflation Factor (VIF). According to research recommendations, the value of the VIF should be equal to or less than 5 (VIF<=5), otherwise, multi-collinearity may exist, which will affect the final results. In the model, for all constructs, the VIF was less than 5, therefore, there was no multi-collinearity among the constructs.

In the same way, the model was tested for the level of variance explained through (R<sup>2</sup>), the level of effect size (F<sup>2</sup>), and then for the predictive relevance (Q<sup>2</sup>). According to the research, the cutting values for R<sup>2</sup> and F<sup>2</sup> are (0.26: Substantial impacts, 0.13: Moderate Impacts, and 0.02: indicate weak impacts). In the analysis, the values for both scales were found satisfactory, and both were having substantial impacts on the DV, which indicates that AL has a significant impact on teachers and overall school performance. Likewise, the values for the predictive relevance Q<sup>2</sup> will be considered effective and impactful if it is more than zero (0). In the model analysis, the compiled value for the Q<sup>2</sup> was 0.13, which indicates a significant predictive impact of AL on the school and teacher performance. The values of VIF, Q<sup>2</sup>, F<sup>2</sup>, and R<sup>2</sup> were presented in Table 4.



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**Table 4:** Assessment of the Structural Model

R <sup>2</sup>	Endogenous Variable	R Square	R Square Adjusted	0.26: Substantial, 0.13: Moderate, 0.02: Weak (Hair et al., 2017)
Effect Size (F-Square)	TP	0.118	0.115	
	Endogenous Variable			0.26: Substantial, 0.13: Moderate, 0.02: Weak
	AL	0.278	0.231	0.02: Weak (Hair et al., 2017)
Collinearity (Inner VIF)	TP	0.213	0.208	
	Constructs	TP	AL	
	ASS	4.427		VIF<= 5 (Hair et al., 2017)
	IP	5.107		
	LA	4.633		
	AL	1.381		
	EC	3.272		
	SMK	4.866		
	BP		2.271	
	EMV		2.85	
	TR		2.198	
Predictive relevance (Q-square)	Construct	Q <sup>2</sup>	R square	Value larger than 0 indicates Predictive Relevance (Hair et al., 2017)
	TP	0.526	0.267	
	AL	0.418	0.211	

### **Goodness of Fit**

The next step in the structural model analysis, as per the recommendations of the researchers, is to conduct a goodness of fit test for the hypothesized model. It helps in the identification and removal of redundancies and anomalies and indicates the model's fitness. In SMART-PLS, Standardized Mean Square Residual (SRMR) and RMS-theta are used to assess the goodness of fit. According to research, the cut-off values for SRMR are good if it carries a value equal to zero (0), which measures its absolute state. In the same way, if its values come to less than or equal to 0.80, it will be considered a well-fit. Moreover, the value for RMS-theta should be near 0.12 for good fitness. In the present study, the values for SRMR and RMS-theta fall in the acceptance range, which indicates that the model was well fit for the study and the possible prediction of the constructs and their relationship. The values for the Goodness of fits have been presented in Table 5.



**Table 5: Goodness of Fit Model**

Criterion	Value
SRMR	0.56
RMS-theta	0.104

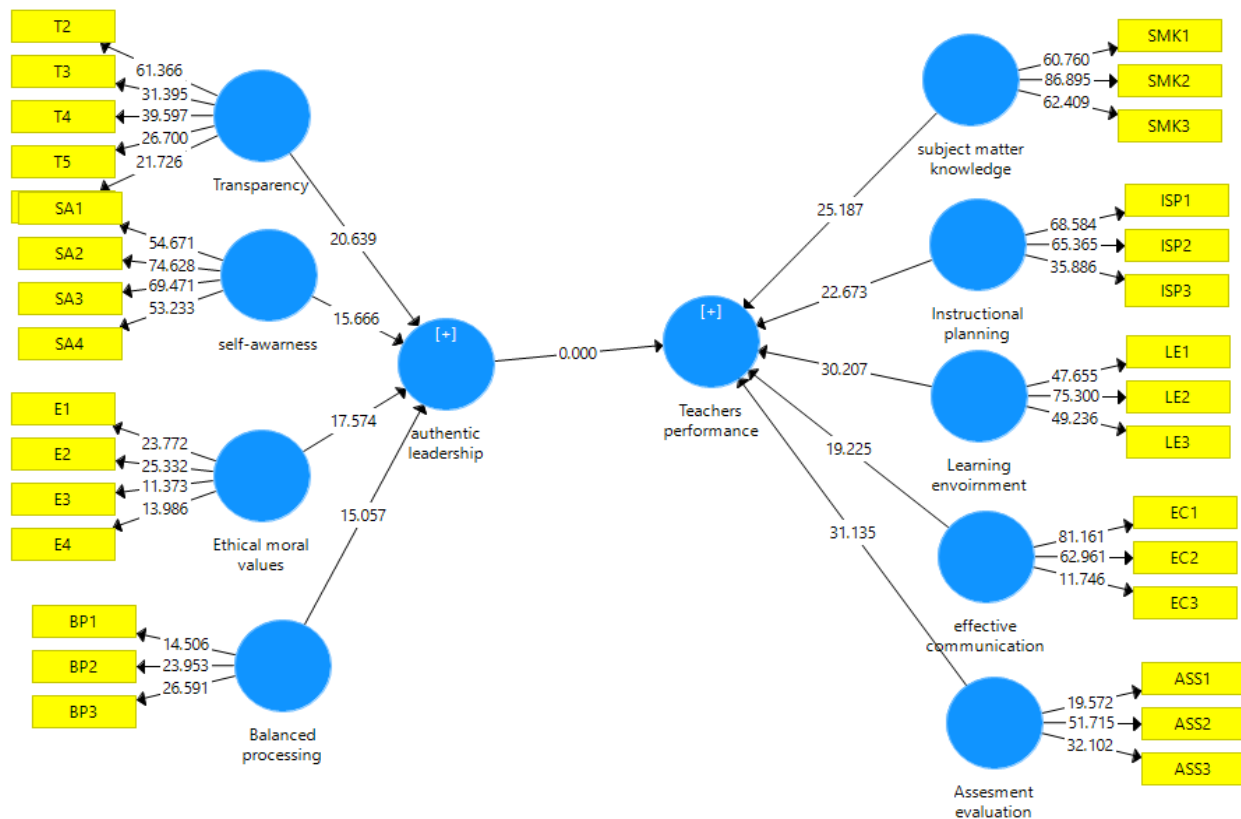
**Hypothesis Analysis**

The results for the hypothesis have been given in Table 6 and Figure 3. According to the results, the hypothesis has been accepted, as the  $\beta$  is having value more than the cut-off values (0.10), which means that all the constructs have significant contributions and impact on the teaching-learning process and the teacher and overall school performance. In the same way, the t-statistics for the constructs have greater value than the recommended one i.e. (1.96), which indicates the logical dependence of the dependent variable on the independent variables. In summary, the result proclaims that the assertiveness of the hypotheses was supported by the results.

**Table 6: Hypothesis Testing**

Hypothesis	$\beta$	LL	(STDEV)	T value	P Values	Decision
AL -> TP	0.374	0.374	0.019	4.738	0.000	Supported

AL= AL, TP= TP



**Figure 3. Structural Model of the Study**



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## DISCUSSION

In Pakistan, where standards of education are waning right from secondary to higher education level and it is highly expected from school heads as well as academic staff to give their best performance (Brewer & Devnew, 2022; Elrehail et al., 2018). The motive of this research was to investigate the relationship between AL and TP in the local cultural context of Lahore, Pakistan.

AL has a positive impact on teachers' performance. It is likely said that if the leadership is authentic and they play their role effectively it can positively enhance teachers' performance. AL views a leader as self-effective, spirited, optimistic, and confident, in line with research findings of Luthans and Avolio (2003). Moreover, culture affects leadership and educational as well as organizational practices (Marinakou & Nikolic, 2016). Therefore, an authentic leader is expected to bear a sound moral character, goodness, and philanthropy (unselfishness). As per our findings, our school principals can implement the four qualities such as self-awareness, an internalized moral perspective, balanced processing, and relational transparency as leadership practices of AL.

This study demonstrates that AL seems to influence TP and inculcate positive attitudes, affecting students' learning and self-image. Therefore, heads play an important role in practicing AL to sustain TP regardless of the context. However, this study shows that authentic school leadership needs to be understood and interpreted within particular cultural contexts. However, the findings of this study also remind the outside stakeholder. This research shows a positive relationship between the AL of the school heads and teachers' performance.

Moreover, the leadership style depends also on the context and domain of the subjective and problem being solved, however, as authentic leadership contains both the transformational and transactional leadership style therefore, it can deliver best results in the school management processes.

## FINDINGS

The findings of this study indicate that school leadership needs to examine ethical dilemmas to take appropriate decisions. The study results provide numerical evidence and authenticity that AL is based on self-awareness, an internalized moral perspective, balanced processing, and interactive transparency. AL aims to promote an ethical climate for work and develop the mental capacities of teachers. Based on the self-report data, transparency, ethical/moral values, balanced processing, and self-awareness were found positively and significantly associated with heads' authenticity. However, balanced processing and self-awareness reflect low and negative scoring on the relationship board.

The main premise of this research lies in the interface of self-reported data cross-checked by a rater scale about AL and teachers' reported data cross-checked by the students, and both provided a key foundation for this study.

Study findings indicate that school principals can implement the four qualities such as self-awareness, an internalized moral perspective, balanced processing, and relational transparency as leadership practices of AL. Moreover, this study demonstrates that AL seems to influence TP and inculcate positive attitudes, affecting students' learning and self-image. Therefore, heads play an important role in practicing AL to sustain TP regardless of the context. However, this study shows that authentic school leadership needs to be understood and interpreted within particular cultural contexts.

## LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Based on the findings of data analysis and the conclusion of the research, the study took the five most considered teacher performance indicators, however, in the future, researchers can explore any other indicators of TP





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standards. There must be more intensive training for heads of secondary schools to create better results. It is essential to carry out more research studies to explore AL's relationship and effects in public and private primary, middle, and high schools, and colleges. More research is required to explore AL's importance and relation with other aspects of the school. A training program could be formulated specially to develop AL for school heads and teachers.

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