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HODS' Authentic Leadership and Behavioural Integrity as Drivers of Faculty Members' Motivation, Commitment, and Performance: Public University Context of Pakistan

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Abstract



This research focuses to explore the authentic leadership (AL) and behavioral integrity (BI) of the head of departments (HODs) as drivers of faculty's commitment, motivation, and performance at the university level. To conduct the research mixed-method approach has been used. The researcher used concurrent design (QUAN+ QUAL) of the mixed-method approach. The researcher conducted quantitative and qualitative studies side by side and analyzed their results to find answers to research questions. A pragmatic paradigm has been used by the researcher. The faculty members of Lahore-based divisions/campuses of a public sector university participated in the data collection process. One hundred and six faculty members responded to questionnaires, and seven faculty members, one from each campus/division, have been interviewed. A structured questionnaire was utilized to gather information from members of the faculty to distinguish the degree to which HODs are practicing AL and BI at the university level. A semi-structured interview schedule was employed to interview the faculty members to find out the impact of AL and BI of HODs on faculty performance, motivation, and commitment. Descriptive statistics were utilized to examine quantitative information and thematic analysis was used to analyze the qualitative data. It was found that the heads of departments are practicing AL and BI at a moderate level in the university. Members of the faculty recommended that heads should practice straightforwardness in their interpersonal relationships and foster a reasonable and conducive climate. Responses of interviewees show that the performance, motivation, and commitment of members of the faculty are greatly impacted by the AL and BI of their heads. It was suggested based on the results/findings that professional training of heads is required to improve their practice related to AL and BI to enhance the performance, motivation, and commitment of faculty members.

Keywords: Authentic Leadership (AL), Behavioral Integrity (Bi), Head of Department, Motivation, Commitment, Performance.

Introduction

As the world has been wilfully changing to a worldwide life form, organizational structures have been changing from a restricted to the overall design, implying that they are more synergetic constructions than forceful ones (Novelli & Taylor, 1993). The new design of organizations is all the more badly organized and needs more helpful and cautious authority styles. It is seen that customary frameworks were controlled by generally ordered models of administration yet now circumstance is unique and most noticeably awful with these customarily planned manners of authority representations. We have to transform administration manners to get together the changing necessities and to forestall possible pressing factors. In the changing world, the situation of a pioneer is more required however it is expected to progress to a more genuine manifestation. This person in charge will have an indispensable impact to regulate his associations powerfully to cause them to prevail in each field of life. Authentic leadership gives a response to individuals who say that leadership does not exist and if it exists it is not real. AL is the acceptable and sound type of leadership in this inconceivable world. This way to deal with leadership gives us an approach to sustain ourselves as a pioneer and to turn into a decent individual also. Realness can be created and educated by following the rules given by

AL. It has a clear moral measurement that pronounces that leaders need to do what is "correct" and "acceptable" for their supporters and society.

Previous research has confirmed that AL and BI are interrelated concepts and have a strong impact on followers. Chan (2005) depicted that authentic leadership is not easy to characterize. There are various perspectives to characterize true leadership. Various researchers clarify it contrastingly and each idea is clear and close to a genuine definition yet none of them is viewed as a real definition.

The leadership style that the heads of an establishment decide to practice is supported by the culture and setting of that establishment, which may influence the instructors/staff's work fulfillment (AlOmari, 2008). A fulfilled instructor/employee is bound to convey improved execution and could be a prime component in improving the quality and execution of an instructive organization (Chen & Silverthorne, 2005). Moreover, "faculty members' fulfillment from the work is profoundly significant for the nexus among faculty members and understudies, for fulfilled faculty members will be more excited about putting time and energy in showing their understudies" (Bogler, 2001). A suitable leadership style is bound to upgrade work fulfillment among the heads/staff (Fowler, 1991), to possibly expand their execution (Madlock, 2008), and subsequently to make institutional progress (Nguni et al., 2006).

As per Eilam (2005) AL is involved leader's "self-realization", "self-guideline", and "self-idea". He believed that a valid leader is a single who is mindful as well as thinks regarding his shortcomings, qualities, needs as well as aftereffects. He realizes how to direct his exercises and how to manage and respond in certain conditions. He is very much attentive to his ideas regarding the possessions around him, how to get choices, how to fulfill self/inward, and what his temperaments and activities mean for individuals around him. This way to deal with AL is called the intrapersonal point of view. Shamir and Eilam (2005) recommend that authentic leaders practice unique or authentic leadership and they create themselves in such a manner to set a model from their ways of life and encounters of life.

Being authentic means not to be unreal or fake. It is a quality to represent what you have and show true feelings and care for others. When a person is real and true to his fellows and doesn't try to get someone's trust by fake means, he is exercising authentic leadership.

The integration of the leader's standards with the empowerment of followers to achieve authenticity through the formation of authentic leader-follower connections is what authentic leadership entails. Indeed, the key concept of authentic leadership theory is that authentic leaders support the growth of authenticity in followers through improved self-awareness, self-regulation, and positive modeling. The achievement of authenticity, in turn, leads to the well-being of followers as well as the achievement of long-term and reliable performance (Swain, 2018).

Essentially, we can say that AL has various diverse properties that are not natural anyway are created by the movement of instance. It isn't incredible that is stationary or potentially unalterable. It is made when an individual puts into practice and familiarities certain conditions. Familiarities grant an individual to comprehend his value and significance, to get better his capacities along with flaws throughout the significant time-frame, to demonstrate a sensible and direct lead with others, to contain a harmony in his possess necessities and in contemplating others ultimately to build up a decent high-quality. AL fills healthy in its sensible philosophy and is seen as incredible that can be distorted and changed by the state of affairs. Moral thought for a pioneer is fundamental for talk about anyway this ethical viewpoint requires a huge load of instance to be found fittingly. There is amazing little information on this segment of AL.

BI communicates how healthy articulations of a head match his exercises. It suggests being sensible in exchanges and actions by others. As shown by Simons (1997), Behavioral honesty is definitely not an objective methodology yet it is in a general sense an individual understanding, and thusly it might be powerless against the enthusiastic tendency. Social uprightness is well thought-out as the view of supporters regarding their heads/chairmen, as well as how they communicate of themselves and how they live their lives. It is moreover portrayed as an inside constraint of an individual to see the characteristics and morality lectured by his chief and regular day-to-day existence practices done by him.

In addition, an individual who does the possessions he talks about is sound to his supporters and acts dependably is having burly conduct honesty. There are three points of view social uprightness, dependability, validity, and genuineness. Robinson (1996) has described trust as "one's

suppositions or feelings about the likelihood that another's future exercises will be helpful to one's tendencies". Mayer (1995, p. 712) has portrayed trust as "the status of an individual or gathering to be vulnerable against the exercises of another gathering reliant upon the presumption that the other will play out a particular action vital for the trustor, free of the ability to screen or control the other party". Concept, not only does the specifics of the internalized moral point that a modern leader should possess, but he also creates the ethical conditions that a true leader should agree with Tate (2008). Morals can be defined as a way of thought that covers questions of character, hierarchy, and shared concerns (Terry, 1993). Given the above importance of HoDs' AL and BI, and their relationship with faculty's motivation, commitment, and performance; it is needed to investigate these concepts and the nexus between these concepts. However, there is a research gap in this specific area of leadership. The current research addresses this gap.

Research Questions:

1. What is the extent to which HODs are exercising AL and BI?
2. How do AL and BI of HODs influence faculty motivation, commitment, and performance?

Methodology

The mixed-method approach has been adopted to conduct the study; therefore, it falls in the pragmatic paradigm philosophically. The concurrent design of the mixed-method approach was used to carry out the research. Qualitative and quantitative parts of the study were conducted side by side. A structured questionnaire has been utilized to collect data regarding AL and BI from members of the faculty to address the first research question. Quantitative data collection was complete by utilizing Google form because of the COVID pandemic. A semi-structured interview schedule has been utilized to generate qualitative data from faculty members and to trace their views regarding the effect of AL and BI of HODs on faculty performance, motivation, and commitment. 106 faculty members responded to the structured questionnaire and 7 faculty members were interviewed. The convenience sampling techniques were used to collect the quantitative and qualitative data from the one public sector University of Lahore. The researcher applied descriptive statistics to analyze the numerical data. Thematic analysis was employed to analyze the qualitative data.

Data Presentation and Findings

This section presents the data and the related research findings derived from it. Quantitative data findings are presented here briefly related to all the seven aspects of AL and BI.

Quantitative Data Findings “Authentic Leadership”

Self-Awareness

- 65% respondents claimed that their head of department is exercising self-awareness. It was concluded that most of the heads are well-aware of their self. on the other hand 20% results showed that the heads are not good at their self regulation and management.

Internalized Moral Perspective

- The results of this perspective showed that half of the heads are having difficulty to exercise good moral perspectives. 50% respondents claimed that their head present good ethical behavior and attitude towards his faculty and 50% of them denied it by recommending good professional development for their heads.

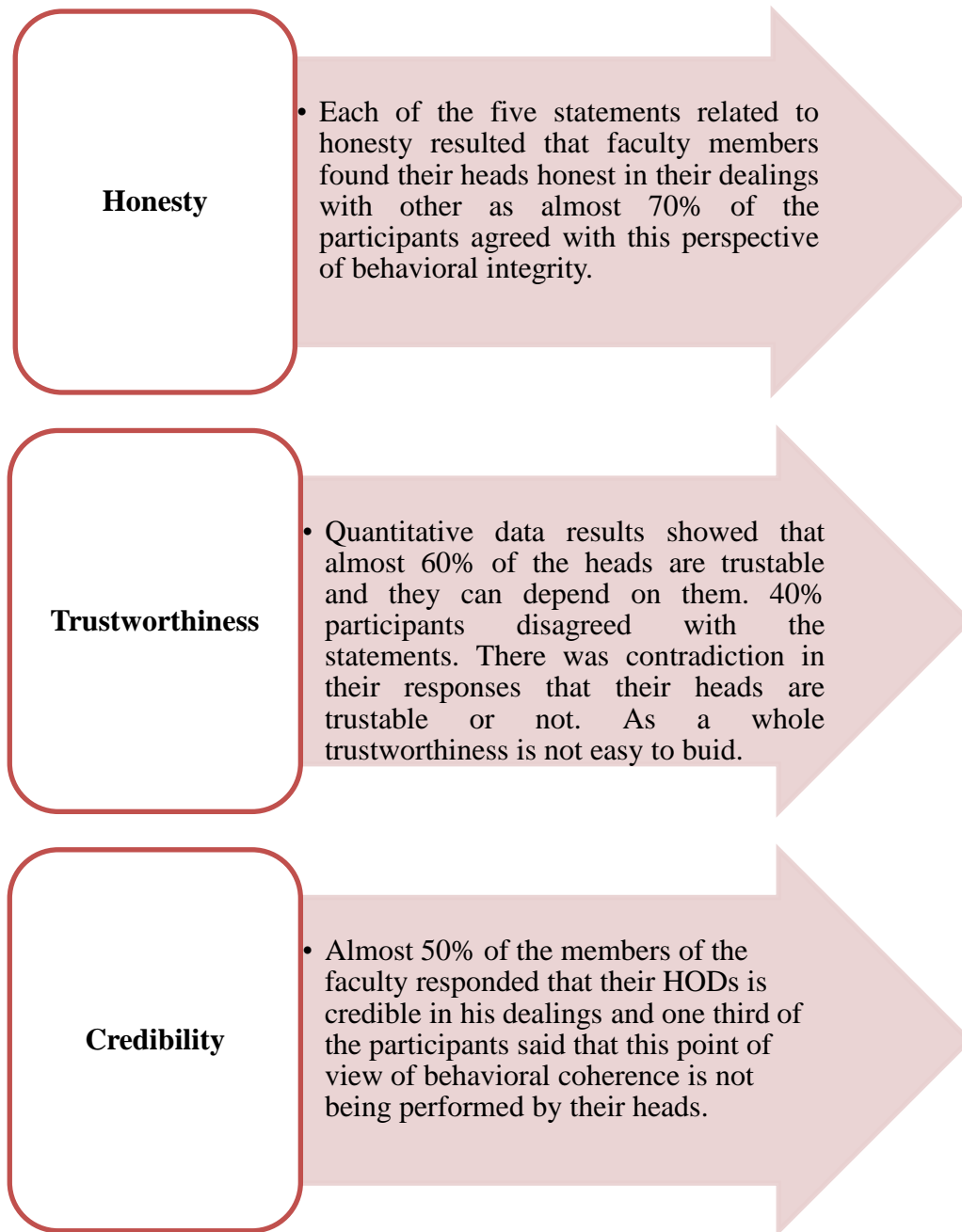
Balanced Processing

- Balanced processing was considered critical by almost 60% of the participants. As numerical results showed that 20% participants don't want even to speak about this perspective. 40% faculty members said that their heads are not exercising balanced processing and 40% agreed with this perspective.

Relational Transparency

- Majority of the participants 60% agreed with this perspective of AL that their heads are transparent in thier relationship with others. But 40% of the respondents said that their head have favourites at work which was not good to develop relationships.

Quantitative Data Findings “Behavioral Integrity”



Findings of Qualitative Data

The qualitative data generated through semi-structured interview protocol was first codes were. Once codes were generated, categories were made by similar codes. In the end, themes were developed by the crux of categories. After making themes researcher reviewed, redefined, and wrote the report. Following 5 themes were created based on the responses of the participants.

Head's Attributes

It was highlighted by almost all the interviewees that the head's self-awareness, knowing his strengths and weaknesses, mood swings, self-control, self-consciousness, self-regulation, and self-evaluation were important for the faculty members' performance, motivation and commitment. One of the responses is given below:

"I think my HOD be familiar with his shortcomings as well as qualities however individuals' slant is more towards telling their qualities then, at that point telling their shortcomings."

Participant: G

"This is an individual instinct that everybody incorporating me is in the propensity for concealing his shortcomings yet need to demonstrate his qualities transparently. In my point of view if a person is self-aware and knows his limits and attributes is good to influence his faculty members positively"

Participant: C

Departmental Factors

It was highlighted by the interviewees that some departmental factors (internal and external pressure, resources, facilities, political agendas, institutional conditions, policies, and promotions) influence their heads' leadership and on the same way head's leadership and behavior influence the faculty members' performance, motivation and commitment. One of the responses is given below:

"More often than not his activities are predictable to his convictions, however in some cases because of certain institutional conditions, political or their issues, or because of the absence of data, we can say that they can't show the convictions that are reliable with their activities. So, this flaw in his beliefs affects our commitment, motivation, and performance"

Participant: B

Leader-Follower Relationship Transparency

It was highlighted by almost all the interviewees that transparency of relationship, being real, giving/receiving respect, doing good by heart, and staying cooperative was important for the faculty members' commitment, motivation, and performance. Participants said that their heads are as much transparent to them as they want to be. Sometimes they do favoritism. One of the responses is given below:

"Intelligibility is a far above the ground trait of association. Your inquiry is what amount of straightforward my leader of division is using me? I can speak he is as much straightforward to me as he needs to be. It tends to be presumed that nobody is straightforward to other people. When a head is transparent in his relationship with others, he can produce a committed and sincere team"

Participant: D

Moral Values

The data evidenced that all seven of the respondents considered the moral values (honesty, trustworthiness, credibility, accountability, balanced decision making, and fairness, presenting good behavior) as significant in contributing to their performance, motivation and commitment.

"In my professional training under my HOD, I have adapted by no means belief anybody awaiting you don't confide in manually. Not a solitary head of division will believe about your advancement until your difficult effort for manually."

Participant: F

"Going to your inquiry I don't know that my head of division can be trusted or not but it is fact that when your head knows work ethics and behave properly, it directly affects commitment, motivation, and performance of his faculty members."

Participant: E

Decision-Making Processes

The majority of the participants indicated that the decision-making process of their head is a significant element of authentic leadership that affects their commitment, motivation, and performance – the below response is presented as an example:

"In my point of view being ahead, a person must analyze relevant data before reaching a decision. My head of division assumes liability for his activities and choices. He realizes that if he won't show mindful conduct in his work matters, his group will by no means get dependable. There is a harmony between his considerations and activities and it is a good factor to motivate his faculty members."

Participant: A

Discussion

Quantitative data was collected in response to the first research question. That was "What is the degree to which HODs are practicing AL and BI?" 104 participants were sent questionnaires to collect their responses. The responses to the questionnaires were analyzed by descriptive statistics test. It was determined through outcomes that the vast majority of the heads of division practice a large portion of the points of view of authentic leadership and behavioral integrity. Respondents thought that their

heads are mindful, acceptable in association; attempt to remain adjusted in their everyday existence and occupation execution. Respondents featured a feature that ought to be civilizing through their heads that was good and social straightforwardness. They believed that their heads perform bias and don't remain the same in disturbing circumstances. They get frenzy and squeezed us so we situate that pressing factor additional on understudies.

Contrasting this investigation and the investigation of Avolio & Gardner (2005), Walumbwa, et al. (2008), Tate (2008), and Leroy, et al. (2012), it was discovered that AL and behavioral integrity should be acquainted with the heads. They came about that numerous viewpoint of conduct respectability should be enhanced and they featured that AL and BI are exceptionally corresponded.

Qualitative data were collected in response to the research's second inquiry. That was "How AL and BI of HODs impact obligation, inspiration as well as presentation of faculty members? The interview procedure is utilized to gather comebacks of members of the faculty regarding the impact of AL and BI on obligation, inspiration as well as presentation. It was portrayed that AL and BI both are vital for a workplace. Participants believed that as their head of the division is very much aware, straightforward in his associations, perform what he says, and says what he rehearses, attempt to remain legit, talks plus lectures certainty and is solid in his day-by-day effort matters, he has a lot of constructive effect on their performance, motivation and commitment. Contrasting this examination and the investigation of Leroy, et al. (2012), it was reasoned that AL and BI are profoundly corresponded to associations' prosperity and for the advancement of the subordinates of that association.

Simon (2012) stated that follower job role performance is linked to leader integrity and this effect is fully mediated by follower affective organizational commitment. In a tumultuous workplace, a leader's integrity provides stability by providing followers with clear ideals to identify with. This personal identification of the follower with the organization motivates them to not only promote the company's positive image but also to adapt to changes and take action to improve the organization's overall performance. Because authentic leaders stay true to them, their words and actions (BI) are more aligned, making it simpler for followers to believe the leader and identify with the leader as the organization's spokesperson.

Conclusion

Authentic leaders are particularly mindful of their characteristics and feelings. They require the ability to patch up to individuals as well as relationships, achieve significant improvements, and stimulate others. They are confident, valid, solid, focused on building others' characteristics enhancing their thinking, and setting up various levels of the environment that is constructive and captivating (Avolio and Gardner, 2005; Gardner et al., 2005).

This authenticity is much important for and required by the university heads. Heads are needed to remain valid, self-acknowledged, trustworthy, and straightforward to faculty members. The majority of the participants expressed that the head's realness and dependability are directly linked to their responsibility, inspiration, and execution. They added that their heads are attempting to address the issues related to AL and BI and are also mindful of the current necessities of a work environment. It was pointed out that most heads are very much aware of themselves, have great dynamic abilities, and attempt to remain positive yet when they face any disturbing circumstances, they get alarmed but don't address them properly. Respondents highlighted that if their head's feeling for faculty is open and accepting, they will work better. However, if their head is exhausted and distressed, they will likewise get worried and can't remain motivated and committed. This will affect the performance negatively.

Studying the concept of behavioral integrity can help universities better understand the consequences of authentic leadership on affective organizational commitment. For two reasons, behavioral integrity has been proposed as a key motivator of the employee for effective organizational commitment (Simons 2008). First, high behavioral integrity leaders demonstrate to their followers that their faith in them is critical to fulfilling promises. Second, by continuously communicating the same values through words and acts, the leader communicates what he or she values in work-related behavior, laying the groundwork for the follower's individual and interpersonal identification with the leader (Simons, 2012). This is equally true in the case of the present study context.

In conclusion, it is the responsibility of our higher management to develop genuine heads who could develop transparent relationships with faculty. A strong association between the head and his

colleagues is required to develop a convincing relationship in addition to a conducive environment. This will help to improve the performance of the faculty. Heads are required to be trained in different aspects of AL and BI to enhance the performance, motivation, and commitment of faculty members. This may lead to the better performance of the departments and universities because the faculty is motivated and committed to the university, they will invest extra efforts beyond their responsibility to achieve the better performance of the department/university. Finally, the concepts linked with AL and BI have institutional appeal as well. If heads practice these concepts, they are contributing positively to developing a conducive environment and good relationships with faculty members. This fuels the faculty to perform effectively.

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