Relationship between Authentic Leadership and Motivation among Faculty Staff Assistants

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Abstract

Background: Faculty staff assistants consider the future leader and are on the front-line of contact with the student in faculty. Authentic leadership introduced productive healthier work environments that keep the follower motivated. **Aim**: The study aimed to assess the relationship between authentic leadership and motivation among faculty staff assistants. **Research design** Descriptive correlational research design one group will utilize in this study. **Setting:** The study was conducted at the Faculty of Nursing Fayoum University. **Subjects:** All faculty staff assistants worked in the above mentioned setting (n = 70) Tools: two tools were used in this study; Authentic Leadership Self-Assessment scale and Motivation Scale. **Results:** The highest mean score of authentic leadership dimensions was Relational Transparency &Internalized Moral Perspective while the lowest mean score was Balanced Processing. The majority of faculty staff assistant had low authentic leadership behavior level. Also, the highest mean score of motivation was faculty policy& Job security while the lowest mean score was Achievements. **Conclusions:** Authentic leadership had a negative effect on faculty staff assistants. **Recommendation**: provide training program about authentic leadership. Create positive, supportive and healthy work environment.

Keywords: Authentic Leadership, Faculty staff assistants& Motivation

Introduction

Leadership is a process that allows leader to build positive relationships, inspire and encourage employees in the right ways. An atmosphere of openness is used. It requires a leader to be self-aware and have the ability to recognize strengths and weaknesses. Authentic leadership emphasizes that a leader could build trust through developing honest relationship with followers called for positive forms of leadership that unequivocally demonstrate congruency between espoused and values and behavior, Transparency, high ethical values, and to provide long-term value shareholders **(Virden, 2022).**

Authentic leadership is a new construct in leadership that multidimensional and is comprised of a combination of leadership, ethic and positive organizational behavior that draws from previous work positive psychology and compliments ethical and transformational leadership. The construct of authentic leadership, based on the roots of positive psychology, and designed to restore confidence, hope, trust optimism, and resiliency and to

bridge meaning, self-awareness, and purpose to follower **(Ghufran et al., 2022).**

Component of authentic leadership involve four substantive characteristics: self-awareness, internalized moral perspective, relational transparency, and balanced processing: Self-awareness refers to authentic nurse leaders who have knowledge of their own strengths and weaknesses as well as understanding the effects of their behaviors on others. The internalized moral perspective refers to the quality of being guided by a sound ethical orientation along with the nurse leaders' ability to reconcile nurses' established values with those of others, even under pressure **(McPherson et al., 2022).**

Authentic leadership is considered as a main component of positive leadership approaches, which enhances trust and positive work environment. Recently, authentic leadership has been regarded as an important factor for retaining nurses. Authentic leadership contributes to the retention of nurses by reducing their emotional exhaustion, increasing their levels of job satisfaction, increasing their levels of work engagement, enriching the levels

of affective commitment and decreasing actual turnover and their intention for turnover **(Kulari, et al., 2022)**.

Motivation is a complex, multidimensional and therefore defined as "the force within individual that influence or direct behavior "Motivation is a concept used to describe an external state inspiring a special behavior and internal responses revealing that behavior. In the organizational context, motivation is explained as the stimulus of work behavior which channels the worker's effort to accomplish the organization's goals. Worker motivation is the result of the interactions between individuals (internal psychological process), their work environment (a transactional process) and the fit between these interactions and the societal context. **(Allam, 2021)**.

Intrinsic motivation is an inner force that leads workers to meet personal and organizational aims. It guides individuals to do activity that they find it exciting. People who were intrinsically motivated have internal drive that forms behaviors and inspiration to perform responsibilities without any external effects. Therefore, IM arises from the person's pleasure in the job itself or self-interest and without pressure of others as well as it is recognized by its own and does not rely on results Extrinsic motivation is an exterior force that leads workers to meet personal and organizational aims Moreover, it guides persons to carry out responsibilities by using coercion or instruction to get rewards in return. Extrinsic rewards consist of awards, bonuses, pay and benefits **(Bode, Macdonald & Merath, 2022).**

Incentive motivation or reward is a type of motivation that is utilized when you or others know that they will be a reward once a certain goal is achieved. Power-Based Motivation. It is a type of motivation that energizes others to seek more control, typically through the use of positions in employment or organizations. Although it may seem to be a bad thing, power-based motivation is great for those who wish to change the world around them based on their personal vision **(Ki, 2022).**

Significance of the Study

Most higher education institutions include the development of employ abilities through focused on career development and maintain high moral be keeping the staff motivated by providing support and direction according they need

Faculty staff assistants considers the back bone of faculty; they are the future leader and important members in faculty. provide and maintain height level of knowledge about advanced leadership styles specially authentic leadership that reflect in the faculty staff assistants' motivation, help staff in career development, self-growth and having special skills and qualities. Also reflect in organization by achieving organization objective, facilitate change and development. Consequently, there is a requirement to assess the impact of authentic leadership on faculty staff assistants' to manage the level of authentic leadership and determine its effect on motivation.

Aim Of The Study

This study aimed to assess the relationship between authentic leadership and motivation among faculty staff assistants'.

Research Questions:

What is the relationship between authentic leadership and motivation among faculty staff assistants?

Subjects And Methods

This study was conducted under the following four main designs as the following:

I- Technical Design

II-Operational Design

III-Administrative Design

IV-Statistical Design

I- Technical Design:

Technical Design for this study included a description of the research design, setting, subjects, and tools of data collection.

Research Design:

Descriptive correlational research design was utilized in this study.

Research setting:

The study was conducted at the Faculty of Nursing affiliated to El Fayoaum city. The Faculty of Nursing established at 2009. It consisted of (8) department and the total number Faulty staff members are (150), the first batch start study at (2009-2010), and 750 student graduate at 2022-2023

Subjects:

All faculty staff assistants were eligible to be included in the study. Their total number was (70) divided into (38) demonstrators and (32) and assistant lecturer.

Tools for data collection:

Two tools were used for data collection namely: Authentic Leadership Self-Assessment scale & motivating work factors questionnaire.

First Tool: Authentic Leadership Self-Assessment scale:

This scale was developed by **Northouse (1999)** and modified by the researcher. It aimed to assess faculty staff assistants' authentic leadership behavior. It consisted of two parts

Part I: This part was concerned with personal characteristics of the study sample including gender, age, years of experience, social status, attend training program.

Part II: this part to assess faculty staff assistants' authentic leadership behavior. Consist of 16 items grouped into four dimensions: Self- awareness (4) items. Internalize moral perspective (4) items. Balanced processing (3) items. Relational transparency (5) items.

Scoring system:

Responses of the study participant will according 5point Likert scale, and were scored from 1 to 5 for never, rare, sometimes, often, always, respectively for each area, The scores of the items were summed –up and the total divided by number of the items. These scores converted into percent score; considered behavior low if the score was less than 60% while it considered moderate when the total score was 60-75% the subject consider highly if

the total score was more than 75% **(Nagib et al., 2020)**.

Second Tool: motivating work factors questionnaire.

The tool was adopted from **Galal (2014)**. It aimed to assess the level of motivation among faculty staff assistants'. The scale consisted of 41 closed ended questions divided into 7 dimensions: job security (7) items – faculty policy (14) items – work condition (4) items - peer interaction(5) items –supervision(4) items - work responsibility (4) items – achievement(3) items .

Scoring system:

Responses of the study participant will according 5point Likert scale, and were scored 1,2,3,4,5 for Not encouraging at all, rare encouraging, sometimes encouraging, often encouraging, always encouraging, respectively. For each area, the scores of the items were summed –up and the total divided by number of the items. These scores converted into percent score; motivation level considered low if the score was less than 60% while it considered moderate when the total score was 60-75% the subject consider highly if the total score was more than 75% **(Galal, 2014).**

II- Operational Design:

The Operational design included the preparatory phase, validity, reliability, ethical consideration, pilot study, and fieldwork.

Preparatory phase

A literature review was done regarding current and past available literature, covering the various aspects of the problem, using textbooks, articles, magazines, and internet sites through research gate.

Content validity:

To achieve the criteria of trust worthiness of the tool of data collection in this study. It was tested and evaluated for face and content validity by six expertise professors of nursing administration department in Faculty of nursing, affiliated to Ain Shams University. The experts reviewed the tools for clarity, relevance,

comprehensiveness, simplicity, and applicability; no modifications were made, and the final forms were developed.

Reliability of tool:

The developed tool was tested for reliability on all of each part. The reliability process was assessed by measuring their internal consistency by using the Cronbach alpha coefficients. it was including the following:

Items	Cronbach's alpha coefficients
Authentic Leadership Self-Assessment scale	0.915
Motivation scale	0.938

Pilot study:

A pilot study was conducted at the beginning of the study for 10 participants which represents 10% of the total sample, to test the feasibility, applicability of tools, content, clarity of included questions, and simplicity. It took about one month from beginning of April 2023, the time needed to fill out the tool was 15-20 minutes, and the no modification was done so the subjects who included in the pilot study were included from the actual study sample.

Field Work:

The actual process of data collection was carried out in two months consequently the period from the beginning of May 2023 until the end of June 2023, two days per week. The researcher met the study subject and explained the aim of the study and way for filling the questionnaire. The time needed to fill out the tool was 20-25 minutes for every participant.

III- Administration Design:

A formal letter from the Dean of the Faculty of Nursing, Ain Shams University, undersecretary of the dean of faculty of nursing Fayoum University.

Ethical Considerations:

The ethics code of this study was obtained by the Ethical Committee of the Faculty of Nursing, Ain Shams University, after submitting a proposal for the research and the ethics code was **(2312173)**. Then the purpose and nature of the study were explained to the participants and formal consent were taken and informed each study subject that it is free to withdraw at any time through the study without giving any reasons.

IV- Statistical Design:

Data collected from the studied sample was analyzed and tabulated using the Statistical Package for Social Science (SPSS) version 20. Qualitative data was presented as numbers and percentages. The statistical tests used the chi-square test, means, slandered deviation, and Correlation test which showed good internal consistency construct validity.

Ethical code: 23.12.173

Results

Table (1) shows that, slightly more than half (57.1%) of faculty staff assistant had age more than 30 years old with mean32.45±4.76; majority of faculty staff assistant (90 %) were female. Moreover, three quarter of faculty staff assistant (75.7 %) were married. Also, slightly more than half (57.7%) of faculty staff assistant had years of experience ranged from 5-10 years with mean 7.61±4.25. Furthermore, the majority of faculty staff assistant (92.9%) not attending training courses about authentic leadership.

Table (2): shows that relational Transparency (10.84±3.36) had the highest mean scores mean while the lowest mean scores was balanced Processing (5.84±2.62)

Figure (1): shows that less than one third (16.9%) of the study participants had high level of authentic leadership behavior .While, less than half (34.3) had moderate level and mean while more than half (52.9%) of them had low level of authentic leadership behavior.

Table (3): displays that more than half (52.9 %) of faculty staff assistants had low authentic leadership behavior when more than one third (34.3%) of faculty staff assistants had a moderate authentic leadership behavior. While less than one quarter (21.9%) had height authentic leadership behavior.

Table (4): shows that achievement had low mean score (3.8±1.58) mean while the

faculty policy had highest mean score (22.91±4.89).

Figure (2): shows that one third (15.7%) of the study participants had high motivation level .While, more than two third (32.9) had moderate level of motivation mean while more than half (51.4%) of them had low level of motivation.

Table (5): shows that, there was a negative highly statistically significance correlation between authentic leadership behavior and total motivation score among faculty staff assistants.

Table (6): clarifies that, there was a highly statistically significant correlation between faculty staff assistants & total authentic leadership behavior and their personal characteristics.

Part (I): personal characteristics of study subjects
Table (1): personal characteristics of study subjects (n= 70)

Demographic characteristics	N	%
Age		
<30	30	42.9
≥ 30	40	57.1
Mean±SD	32.45±4.76	
Gender		
Male	7	10
Female	63	90
Marital status		
Married	53	75.7
Un Married	17	24.3
Departments		
Medical surgical	14	20
Pediatrics	14	20
Maternal-New born health	8	11.4
community Health	6	8.6
Nursing administration	14	20
Mental and psychological health	7	10
Geriatric	7	10
Years of experience		
<5	21	30.0
5- 10	40	57.1
>10	9	12.9
Mean±SD	7.61±4.25	
Attendance training courses about authentic leadership		
Yes	5	7.1
No	65	92.9

Table (2): Total faculty staff assistants' mean scores regarding authentic leadership dimensions.

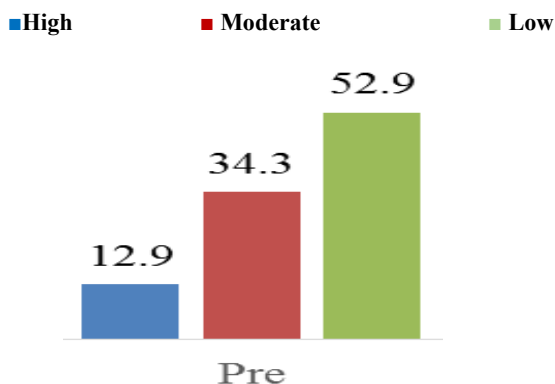| Authentic leadership dimensions	Mean±SD
Self-Awareness	7.69±2.73
Internalized Moral Perspective	7.73±3.29
Balanced Processing	5.84±2.62
Relational Transparency	10.84±3.36

Figure (1): Total faculty staff assistants level regarding authentic leadership behavior .

Table (3): Total scores of faculty staff assistants regarding authentic leadership level

Authentic Leadership Self-Assessment	High <75%		Moderate 60-75%		Low >60%	
	N	%	N	%	N	%
	9	21.9	24	34.3	9	52.9

Table (4): Total mean scores of faculty staff assistants regarding motivation dimensions.

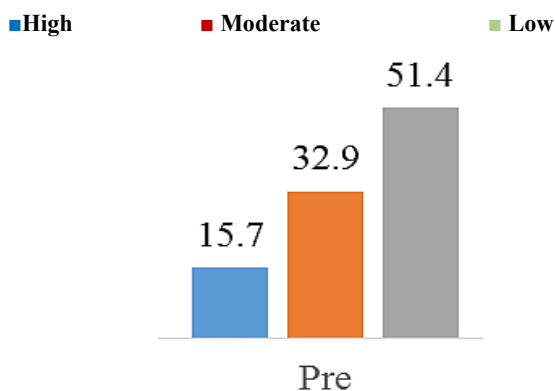| Motivation Dimensions	Mean±SD
Job security	10.71±2.44
Faculty policy	22.91±4.89
Work condition	6.7±2.34
Peer interaction	8.74±3.55
Supervision	6.86±2.59
Work responsibility	6.1±2.61
Achievements	3.8±1.58

Figure (1): Total faculty staff assistants level regarding motivation.

Table (5): Correlations between total authentic leadership score and total motivation score among faculty staff assistants. (n=70).

Parameter	Total authentic leadership behavior	
	r	P–value
Total authentic leadership behavior to motivation	0.637	< 0.000

Table (6): Correlation between personal characteristics of faculty staff assistants and total authentic leadership behavior.

	Total authentic leadership behavior		
	Pre	Tests	
	Mean±SD	f/t	P-value
Age			
<30	24.40±5.04	3.219	0.002
30 or more	28.58±5.61		
Gender			
Male	22.71±3.99	2.028	0.046
Female	27.24±5.73		
Marital status			
Married	25.64±5.63	0.981	0.330
Un Married	24.12±5.31		
Departments			
Medical surgical	27.57±5.85		
Pediatrics	24.36±5.56		
Maternal-New born health	24.63±4.44		
community Health	25.17±7.08	1.524	0.185
Nursing administration	29.64±4.83		
Mental and psychological health	26.29±5.31		
Geriatric	28.71±6.65		
Years of experience			
<5	23.20±4.52		
5- <10	30.62±3.02	42.438	<0.001
10 or more	33.78±1.48		
Attendance training courses about leadership			
Yes	29.44±5.44	3.063	0.003
No	25.31±5.38		

Discussion

Leadership plays a critical role during challenging and uncertain times as employees look up to leaders for guidance and direction. A trustful relationship between a manager (leader) and employees is vital as it increases employee commitment and productivity **(Rath et al., 2021).**

Authentic leadership behaviors play an important role in creating a positive work environment, enhancing job satisfaction, innovation, empowerment, commitment and motivation. As well, authentic leadership behavior can be seen as a motivational and cognitive process of the individual or a group ,expressed in certain activities in the hospital or the community **(Abd El Muksoud et al., 2022).**

Regarding total authentic leadership, the current study reported that more than half of the studied faculty staff assistants had a low level of authentic leadership behavior. This result might be due to the fact that faculty staff assistants had insufficient knowledge about authentic leadership, as this style of leadership is relatively new.

Faculty staff assistants also might difficult to share their core feelings and desires with their followers; they are able to present their negative and sides of themselves in front of their followers. This result support by **Nagieb (2020)** who conducted a study entitled " Effect of educational program about head nurses authentic leadership style on staff nurses' empowerment and motivation" and found that more than three quarters of head nurses has a low level of authentic leadership before

implement the program. Meanwhile, **Wong et al. (2020)** who conducted a study entitled "Authentic leadership and job satisfaction among long-term care nurses," found that the majority of participants reported moderate authentic leadership.

In the same line, the results reported by **Elmawla et al. (2020)** revealed that more than half of the studied head nurses had a low level of perception regarding authentic leadership of the contrary. Addition, they have adequate opportunities to advance within the organization or to learn and grow through challenging work experiences or learning opportunities the comprehensive nature of the training program, the reinforcement mechanisms incorporated into the program. Moreover,

The current study results demonstrated that the motivation dimension (achievements) had lowest mean score among the faculty staff assistants. Thus, less than one half of them had a high level in this dimension. This could be attributed to the low salaries and incentives that may be considered by them as not commensurate with the efforts they deploy at work as well as the job risks and stress. Added to these is the lack of support services as the meals, means of transportation, medical care, and nursery in the workplace for their children, as well as the social activities. In agreement with this, a study in Bangladesh demonstrated that achievement & job security was a significant determinant of work motivation among healthcare workers **(Mahmud et al., 2023).**

At the other extreme, the motivation dimension with the highest mean score among faculty staff assistants was that of faculty policy. This reflects the clearance of policy, rules and regulation. Understand of role and knows what do you do & importance of good interpersonal relationships with supervisors, colleagues, and subordinates, with mutual respect and collaboration, and its positive impact on work motivation. In congruence with this, a study in Iran examining the factors affecting nurses' love of the nursing profession found that the clarity of policy & interpersonal relations among colleagues was a significant factor with positive influence **(Bolandian-Bafghi et al., 2022).**

Overall, according to the current study results, almost more than half of the faculty staff assistants in the study settings had low work motivation level. The researcher point of view this deficiency duo to lack of praise and appreciation provided to them for their good performance. It could also be attributed to the lack of opportunities for training in the form of scholarships and educational programs. This is a worrying finding given the known importance of motivation and its potential positive impact on work performance. In agreement with this, **Sharififard et al. (2020)** highlighted that work motivation is essential for the improvement of performance at work as it fosters worker's seeking to better achievement through driving his/her behavior. Meanwhile, and in congruence with the results of the current study, a study in Ethiopia found that 56-66% of respondent healthcare providers had high work motivation **(Abate et al., 2022)**. On the same line, **Alhadidi et al. (2023)** in a study reported that the level of nurses' motivation was relatively high.

Concerning the faculty staff assistants personal characteristics influencing their authentic leadership and motivation, the present study bivariate analysis revealed that un significant faculty staff assistants in the age group more than 30 years old had low motivation in the dimension of nature of work. This is quite expected since those faculty staff assistants in their mid-career are expected to be more satisfied with the work they perform, with difficult feelings of self-actualization when compared with younger-age ones. On the other hand, the faculty staff assistants in the older age category might be less motivated with the nature of work after their longer years of practice. The finding is in agreement with the results of the study carried out by **Rashad and Bayoumy (2020)** in Egypt, where a un significant relationship was reported between motivation staff nurses' age.

Another characteristic of the faculty staff assistants that proved to be significantly related to their authentic and motivation was that of their nursing qualification. Thus, the bivariate analysis demonstrated that un significantly faculty staff assistants with a bachelor's degree had low motivation in the achievement

dimension. This could be explained by the fact that the faulty staff assistants nurses carrying a master degree or higher might expect to have better achievements given their higher level training but could not attain a high achievement given the work conditions and resources. This might also be due to their overconfidence and over self- estimation due to their higher educational attainment, this result support by **Bushuven et al. (2023)** in a study in Germany.

Additionally, the present study's bivariate analysis demonstrated that married faculty staff assistants had significantly low motivation in the achievement dimension as compared with those unmarried, including divorced and widows. This could be attributed to the effect of family life among the married ones, which would hinder them to be better achievers. In congruence with this, a study in China reported that divorced nurses had significantly high levels of motivation in comparison with married ones **(Zhang et al., 2023).**

Conclusion

According to the study findings, it can be concluded that, the faculty staff assistants had low authentic leadership behavior and had low motivation level. Finally, there no relationship between authentic leadership behaviors in improving faculty staff assistants' motivation level.

Recommendations

Based on the findings of the current study, the following recommendations can be suggested:

1.Providing authentic leadership training programs for faculty staff assistants to improve authentic leadership behavior

2.Enhance mutual communication skills among all faculty staff assistants

3.Embedded authentic leadership behavior in the daily work routines

4.Stimulate authentic leadership behavior by using role model, seminar &workshop.

5.build an supportive and healthy organizational environment that creates the conditions for the work

6.Providing authentic leadership training program for top and middle management.

7.Leads, supervisors and sharing ideas, providing professional guidance and even technical advice based on experience.

8.Encourages learning. A supportive culture emphasizes creativity, teamwork, and collaboration and authentic leadership activities

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