The Effect of Authentic Leadership and Organizational Support on Academic Staff's Performance: An Applied Study on Upper Egypt's Universities

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ملخص البحث:

تهدف هذه الدراســة إلى قياس أثر القيادة الأصــيلة والدعم التنظيمي على أداء أعضـــاء هيئة التدريس بجامعات صـعيد مصر. وتم استخدام المنهج الوصفي التحليلي، وتم جمع البيانات باستخدام الأستبيان من عينة مكونة من 400 عضـو هيئة تدريس. وكانت الأداة المستخدمة عبارة عن استبيان تم توزيعه عبر Google Form بناءً على مقياس ليكرت. وفي الوقت نفســــه، تم الحصـــــول على اختبار الفرضـــيات بناءً على نتائج اختبار الانحدار وتحليل الارتباط الخطي. أشـــارت النتائج إلى أن كلا من القيادة الأصـيلة والدعم التنظيمي لهما تأثير إيجابي كبير على أداء أعضـاء هيئة التدريس. تسلط هذه النتائج الضـــوء على أهمية القيادة الأصـــيلة والدعم التنظيمي في تعزيز أداء أعضـــاء هيئة التدريس وتوضح النتائج المترتبة للقادة الأكاديميين وصانعي السياسات لتعزيز ممارسات القيادة الأصيلة والدعم التنظيمي في الجامعات المصرية.

الكلمات المفتاحية: . القيادة الأصيلة، الدعم التنظيمي، أداء اعضاء هيئة التدريس.

Abstract

This study aims to measure the effect of authentic leadership and organizational support on academic staff's performance in upper Egypt universities. A descriptive analytical approach was employed, and data were collected using a survey questionnaire from a sample of 400 academic staff members. The instrument used was a questionnaire distributed via Google Form based on the Likert scale. At the same time, hypothesis testing is obtained based on the results of the regression test and Linear correlation analysis. The findings indicated that both authentic leadership and organizational support had a significant positive effect on academic staff's performance. These findings highlight the importance of authentic leadership and organizational support in enhancing academic staff's performance and provide implications for academic leaders and policymakers to promote authentic leadership and organizational support practices in Egyptian Universities.

Keywords: Authentic Leadership, Organizational Support, academic Staff's Performance.

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1. Introduction:

For organizations to be differentiated by their human resources, they must have leaders who are capable of creating a positive and flexible work environment for their employees. Organizations can support their employees through various means Such as, motivation, reward systems, care for their well-being, and continuous support from both the organization and their leaders and recognizing and appreciating their efforts.

Effective leadership can have a positive impact on individuals, organizations, and society as a whole, while poor leadership can lead to problems and negative impacts. The beginning of the 21st century was aligned with a series of ethical failures in corporate leadership. These incidents motivated both practitioners and scholars to explore an authentic leadership approach which is deeply grounded on ethics and values (Hoch et al., 2018). Authentic leadership is a relatively recent subject in the field of leadership studies, and there is a growing interest in developing this concept (Sweat Sr, 2023).

In this context, it is important to note that authentic leadership refers to positive leadership behavior used to create a favourable work environment and improve trust to increase employees' commitment and performance (Mira & Odeh, 2019; Azanza et al., 2015).

Organizational support within the context of higher education institutions is a critical aspect for ensuring their success and effectiveness depending on their academic staff. This concept involves a wide range of structures, policies, and resources that are put in place to facilitate the mission and goals of these institutions, in order to ultimately benefit both students and the broader community (Mohammed, 2021).

Organizational support can lead to academic excellence through adequate financial resources, academic staff support, and infrastructure contribution to the delivery of high-quality education and research. Faculty members can engage in research and innovative teaching methods when they have the necessary support (Shatina & Nor Liana, 2022).

Due to rapid technological advancements and the evolving nature of business processes, the organizational environment, in general, and human resources, in particular, have become more disrupted than ever. Consequently, organizations must exhibit increased creativity to survive, thrive, and lead (Ahmad et al., 2015). As we have witnessed from the beginning of 2020 to the present day, COVID-19 continues to impact the entire world across various sectors, including both governmental and private organizations.

Nowadays, it is widely acknowledged that organizations are shifting their focus from a traditional resource-based view to a more knowledge-based perspective. Such a perspective necessitates an appropriate leadership style (Ahmad et al., 2015). For higher educational institutions which seek to become more learning-oriented organizations, leaders and managers must create a

positive work environment. Authentic leaders concentrate on fostering positive employee behaviors and on cultivating a supportive work atmosphere (Peterson et al., 2012).

Consequently, these leadership behaviors can enhance employees' positive attitudes toward work and can also improve their academic performance. In this regard, it is noteworthy to point out that the success of any organization depends on the skills and capabilities of its workforce. Accordingly, academics are the most important strength in any higher education institution (Shatina & Nor Liana, 2022).

According to (Fogaça et al., 2021), organizational support indicates the organization interest in its workers and their efforts, the consequences of their fatigue, and the level of concern for their well-being.

The goal of this study is to investigate the effect of authentic leadership and organizational support on faculty members' performance in higher educational institutions. Authentic leadership, defined by characteristics such as self-awareness, relational transparency, ethical behavior (internalized moral perspective), and a focus on building strong relationships with followers (balanced processing). Organizational support, on the other hand, involves the resources and assistance provided by an organization to enable employees to perform their jobs effectively.

2. Research Problem:

Through reviewing previous research which focused on examining the effect of authentic leadership and organizational support on the performance of academic staff, the researcher has identified a shortage of studies in this area. While most previous studies have explored the effect of authentic leadership on employees' performance (Duarte et al., 2021; Llorens et al., 2021; Özer et al., 2019; Wong & Laschinger, 2013; Astuti et al., 2020), others have investigated authentic leadership relationship to creativity (Journal & Management, 2019; Alzghoul et al., 2018; Ahmad et al., 2015). Notably, studies by (Supriyadi et al., 2020; Soares & Lopes, 2020) have examined the impact of authentic leadership on innovative work behaviors and academic performance, respectively.

Similarly, there are other research which pay attention to the effect of organizational support on employees' performance (Zehra, 2022; Sabir et al., 2022; Sihag & Dhoopar, 2021; Aropah & Sumertajaya, 2020; Abou-Moghli, 2015; Chinomona, 2012). Some other studies have focused on the relationship between organizational support and job performance (Hamed,2016; Al-Asasifa, 2019). Additionally, research by (Al Rashidi, 2019; Al-Shanti, 2015; Abu-Roman et al., 2010) has explored the relationship between organizational support (OS), organizational justice (OJ), and organizational commitment (OC).

The researchers noticed noticeable scarcity of prior research in foreign contexts and the lack of such studies in the Arab environment, to the best of

the researcher's knowledge, that addressed the combined impact of authentic leadership and organizational support on different research populations. This study aims to investigate academic staff performance. According to the Tertiary Education Trust Fund (TETFund) Board of Trustees, training, Leading, supporting, and developing academic staff, as well as meeting any other needs, are critical and essential for enhancing quality and maintaining standards in higher educational institutions (Olufunmilola & Christianah, 2023).

Hence, this study highlights the importance of authentic leadership and organizational support in enhancing academic staff performance, particularly in the context of universities in Upper Egypt.

2.1. Research Questions:

    a. To what extent does authentic leadership affect academic staff's performance in Upper Egypt's universities?

    b. To what extent does organizational support affect academic staff's performance in upper Egypt's universities?

2.2. Research Objectives:

The current study seeks to attain the following objectives:

    a. Identify the effect of authentic leadership on academic staff's performance in upper Egypt's universities.

    b. Identify the effect of organizational support on academic staff's performance in upper Egypt's universities.

2.3. Research Significance:

This study could help identify the methods and strategies that Egyptian universities can employ to promote and encourage organizational support and authentic leadership to enhance the performance of academic staff.

3. Theoretical Background:

Establishing precise scientific terms is essential in scientific research. Therefore, the researcher has provided definitions for the terms used in this study to eliminate any ambiguity in understanding their meaning. This ensures that the study is based on well-defined concepts from the outset. The terms used in the study are clarified as follows:

3.1. Authentic Leadership:

Currently**,** one form of leadership that is gaining prominence and attracting the attention of researchers is authentic leadership. Authentic leadership is characterized by leaders who possess integrity, honesty, confidence, and a genuine concern for their employees (Christina & Irianto, 2023).

(Walumbwa et al., 2008) define authentic leadership (AL) as a pattern of leader behavior that relies on and boosts both psychological capacities and the positive ethical climate, promoting greater self-awareness, an internalized moral perspective, unbiased balanced processing of information, and relational transparency.

Özer et al., (2019) describe authentic leadership as a kind of leadership that is positive, clear, real, and ethical. Additionally, it is perceived and viewed as a positive process for organizational leadership that can mitigate today's challenge. Meanwhile, (Villarreal, 2019a) define authentic leadership as a pattern of leadership behavior that both depends on and enhances positive psychological skills, moral climate, self-awareness, internal perspective and balanced information processing, and also develops the relationships between the leader and the leader's employees, promoting positive self-development.

According to the previous discussion, the researcher posits that authentic leadership represents a form of commendable leadership behavior exhibited by leaders in organizations. This behavior has several advantages, including enhancement of the ethical climate, improvement of psychological well-being and employee awareness, and the development of relationships between managers and employees within the organization. Furthermore, authentic leadership is associated with improved task performance among employees, underscoring its status as an essential subject of research.

3.1.1. Description of the dimensions of authentic leadership:

3.1.1.1. Self-awareness:

Self-awareness, one of the dimensions of authentic leadership, reflects an individual's understanding of the world and how that perception influences their life over time (Walumbwa et al., 2008).

3.1.1.2. Relational transparency:

Relational transparency refers to the act of presenting one's authentic self, rather than a false or fake self, to others. This behavior involves sharing information and expressing one's thoughts and feelings openly, thereby creating trust and minimizing inappropriate emotions (Kernis, 2003; Walumbwa et al., 2008; Villarreal, 2019).

Hence, Researchers posits that relational transparency implies that individuals act in accordance with their authentic selves when interacting with others. They are honest with themselves and in their social interactions (i.e., displaying their authentic selves in social interactions).

3.1.1.3. Balanced processing:

Balanced processing refers to the practice of leaders objectively analyzing all relevant information before making decisions, taking into account the perspectives of employees who challenge their deeply held positions (Gardner, Avolio, Luthans, et al., 2005 ; Villarreal, 2019). Accordingly, Researchers believe that balanced processing refers to making balanced decisions and treating individuals through analyzing the unbiased data.

3.1.1.4. Internalized moral perspective:

Internalized moral perspective could be defined as a person's ability to self-manage or regulate oneself based on the ability to internalize a moral perspective. As a result, decisions are made based on internalized moral ideals (Novitasari et al., 2020).

Researchers believe that the internalized moral perspective is one that essentially relies on good moral values and standards to make clear and fair decisions and behaviors, which in turn are consistent with those internalized values, to respond to collective, societal, and organizational pressures to meet.

3.2. Organizational Support

At the core of organizational support is the favourable treatment and the level of engagement employees have in a positive reciprocal relationship with the organization. Employees form general perceptions about the extent to which organizations value their contributions and care about their well-being to meet socio-emotional needs and evaluate the rewards for increased work effort. Employee perceptions of organizational support lead to improved performance and a reduction in absenteeism and workplace conflicts.

According to (Fogaça et al., 2021), organizational support indicates the organization interest in its workers and their efforts, the consequences of their fatigue, and the level of concern for their well-being.

According to organizational support theory, organizational support (OS) is defined as the extent to which employees believe their organization values their contributions and cares about their well-being (Abou-Moghli, 2015; Park et al., 2020).

Organizational support is important because it can help employees feel valued and supported in their roles, which can lead to increased job satisfaction and motivation. When employees feel supported, they are more likely to be engaged in their work, which can lead to higher productivity, better performance, and improved overall performance for the organization.

Researchers believe that organizational support refers to an organization concern for the well-being of employees, their appreciation for their work and contributions to achieving the organization goals, as well as their recognition of the challenges and fatigue they face. Organizational support is reflected in the organization's ability to provide an appropriate work environment and to meet employees' needs. This, in turn, is reflected in employees' organizational commitment, loyalty, and their improved performance.

3.2.1. Description of the Dimensions of Organizational Support:

3.2.1.1. Appreciation of Efforts:

This policy emphasizes a focus on the additional efforts made by workers, their pursuit of excellence within the organization, and providing support to these workers. It involves recognizing and appreciating their contributions and working conditions. This policy is centered on enhancing the

job satisfaction of workers and boosting their morale, which is in turn reflected in the improvement of their performance at work (Al Rashidi, 2019).

Researchers believe that the appreciation of efforts arises from the organization interest and consideration for what workers provide, their perseverance in fulfilling their tasks, and their adaptability in the face of changes in the competitive work environment.

3.2.1.2. Job Enrichment:

Job enrichment allows employees to organize their schedules during work and to be in control of their tasks due to the autonomy granted to them, leading to a high level of motivation (Baral & Bhargava, 2010). This autonomy enables employees to manage their working hours and responsibilities effectively.

Accordingly, it could be pointed out that job enrichment is determined by the diversity of tasks in the organization, the level of individual autonomy, and the freedom to perform these tasks. This, in turn, fosters the desire to enhance performance and to achieve organizational goals.

3.2.1.3. Participation in Decision Making:

Employees who actively participate in decision-making contribute with managers to dealing with information, to making decisions, and to finding solutions (Abou-Moghli, 2015b).

Management consults with employees and considers all opinions and suggestions before making any work-related decisions (Amen, 2022)

Researchers believe that participation in decision making entails managers discussing unfamiliar situations with their workers to benefit from their perspectives and suggestions when making decisions and resolving problems arising from these situations.

3.2.1.4. Leaders' Behavior for Supporting the Subordinates

Many believe that effective leadership is the most crucial factor in an organization's success.

"Leaders' Behavior for Supporting the Subordinates" refers to the extent of support, respect, and collaboration that an employee perceives from their boss in the organization. This leadership support involves guiding employees, treating them justly, and recognizing their efforts (Al-Asasifah, 2019).

Furthermore, managers provide assistance to employees when they encounter challenges and understand their situations when they face difficulties in completing tasks on time (Amen, 2022).

Accordingly, it could be stated that "Leaders' Behavior for Supporting the Subordinates" encompasses the style that managers adopt to respect and support employees within the organization. This style involves how managers handle conflicts among subordinates and how they foster an atmosphere of friendship and positive relations among all employees.

3.3. Academic staff's performance:

Academic staff performance refers to the quality of faculty members' performance in teaching students at universities. Therefore, it has always been critical and significant to achieve higher standards of teaching, to meet the demands of contemporary developments in academic fields, and to prepare qualified graduates who are competitive in the future job market. These factors collectively contribute to the development and growth of higher education institutions (HEIs) (Taktakishvili, 2019).

In higher education institutions, the academic staff is the most valuable resource. Academic staff perform more effectively and are more motivated in their work when the university fosters a healthy and positive environment through the provision of support and effective leadership (Szromek & Wolniak, 2020).

According to the researcher, academic staff's performance refers to their achievements in terms of knowledge, scientific research, and their methods of teaching students in higher education institutions. This performance can vary based on the academic degree of the faculty members.

4. Literature Review:

Previous studies contribute significantly to enriching scientific research by providing valuable information about the research topic. They not only showcase and discuss the key results of those studies but also serve as a source for identifying the research gap that the current study aims to address, and for formulating hypotheses. The researcher categorized these studies into two main sections: The first section focuses on various studies investigating authentic leadership and its impact on academic staff performance, while the second section focus on multiple studies examining the influence of organizational support on academic staff performance.

4.1. Authentic Leadership and Academic Staff's Performance:

Organizations currently focus on transitioning from a traditional resource-based vision to a more knowledge-based vision. Therefore, the creativity of the employees must be enhanced (Zhou & Ren, 2012) to be able to achieve a competitive advantage. For higher education institutions in particular, the importance of creativity could be emphasized to make these institutions more learning ones (European University Association, 2006). To attain this purpose more effectively, leaders and managers must create a positive work environment. Authentic leaders, who focus on their employees' positive actions, are more transparent in their interactions, and they also enhance a supportive work environment (Peterson et al., 2012). As a result of this leadership behavior, employees have a more positive attitude towards work, as well as better self-efficacy and performance.

The following previous studies demonstrate the effect of authentic leadership on performance in various applied fields, including telecommunications companies, organizations, the educational sector, and universities, respectively:

Another study was conducted by (Alzghoul et al., 2018). The concerned study investigated influence of authentic leadership (AL) on workplace climate, creativity, and job performance in two Jordanian telecommunication companies for a sample consisting of 345 workers. There are several results, but the most important one is that there is a positive, significant influence of (AL) on workplace climate, creativity, and job performance. Since (AL) plays a significant role in motivating employees to think and act creatively, and to enhance the manager- employee relationship, this naturally and logically leads to improved job performance. Furthermore, the purpose of (Journal & Management, 2019) aimed to reveal the influence of authentic leadership on employees' creativity, organizational citizenship behavior (OCB), and employees' performance for a sample of 177 leader–employee groups from 26 private SMEs in Portugal. The findings indicated that there was a positive relationship between authentic leadership and the employees' creativity (OCB) and employee performance. In addition, this study also pointed out that in order for leaders to be considered authentic, leaders must possess the following four characteristics: (internalized moral perspective, relational transparency, balanced information process, and self-awareness).

The study of (Duarte et al., 2021) aimed to assess the relationship between authentic leadership and employee performance and the mediating role of employees' affective commitment and individual creativity for a sample of 214 employees working in different organizational divisions. The results showed a statistically significant positive relationship between authentic leadership and employees' performance. Additionally, the mediating role of affective commitment helps to explain how authentic leadership promotes higher employee performance. However, the mediating role of individual creativity in the relationship between authentic leadership and individual performance doesn't have statistically significant mediating effect.

Another study was conducted by (Obuba, 2023). This study aimed to assess the relationship between moral aspects of authentic leadership and employees' productivity and the mediating role of the manager-employees relationship and the work environment. Findings of this study indicated that authentic leadership has a positive impact on employees' productivity, on the leader-follower relationship. Findings also indicated that the work environment mediates the relationship. According to this study, the manager-employee relationship function will follow the principles of authentic leadership in their relationship to each other at work. Accordingly, this will result in achieving the best results in employees' productivity. In addition, a positive environment reinforces the positive impact of authentic leadership on employees'

productivity. This makes employees more motivated and more committed to their work.

The study of (Asim et al., 2023) investigated the impact of authentic leadership on teachers' performance for a sample of 333 heads of a secondary school in Pakistan. The findings indicated that authentic leadership has a positive impact on teachers' performance. This study found out that if the leadership style is authentic in any organization, it will lead to improved performance. Likewise, the study of (Kang, 2019) was conducted to find out the effect of transformational leadership on job satisfaction among academic staff at Cihan University in Erbil, Iraq, with a sample of 137 academic. The results indicated that transformational leadership had a positive and significant impact on academic staff satisfaction. This study also suggested that if academic staff see their leaders as more transformational, they will be more satisfied with their jobs. In turn, this will lead to improved academic performance.

A study (Liorens et al., 2021) was conducted to find out how authentic leadership impacts on employee' performance in financial work units at the Universitas Pendidikan Indonesia for a sample of 114 workers. Results showed that authentic leadership (AL) had a positive impact on employees' performance and that AL is also seen as a beneficial approach to business leadership that can help address today's challenges.

The study conducted by Asbari et al. (2019) aimed to analyze the impact of various leadership styles, including transformational, transactional, authentic, and authoritarian leadership, on the performance of lecturers at private universities in Indonesia. The sample for this study included 120 lecturers from 14 private universities. The study findings revealed that there was no significant effect of leadership styles such as transactional leadership and authentic leadership on the lecturer's performance. However, it did find a significant effect of authoritarian leadership and transformational leadership on the lecturer's performance. These results contradict the findings of many other studies, such as those conducted by Mirayani et al. (2019) and Hyun et al. (2020), which investigated the relationship between leadership styles and performance. These studies found out that transformational, transactional, authentic, and authoritarian leadership did have a positive and significant impact on workers' performance.

Accordingly, based on the results of previous studies on the relationship between authentic leadership (AL) and academic staff performance, several conclusions were drawn, which could be summarized as follows:
- There is a difference between this group of studies concerning effect of authentic leadership and its relationship to the academic staff's performance. Some of them investigated authentic leadership and its relation to employees' performance (Duarte et al., 2021; Liorens et al., 2021; Asim et al., 2023). Other studies scrutinized authentic leadership and creativity (Journal & Management, 2019; Alzghoul et al., 2018).

- There is a difference between this group of studies concerning the effect of leadership styles and its relationship to staff performance and lecturers' performance (Mirayani et al., 2019; Hyun et al., 2020; Asbari et al., 2019).

- There is a difference in the research societies that have dealt with this set of studies between university staff (Ahmad et al., 2015; Asbari et al., 2019; Llorens et al., 2021), or private companies (Alzghoul et al., 2018; Journal & Management, 2019; Hyun et al., 2020; Duarte et al., 2021), or schools (Mirayani et al., 2019).

- None of the previous studies examined the effect of authentic leadership on academic staff performance in the Egyptian environment. Accordingly, the current study is mainly concerned with examining effect of authentic leadership on academic staff's performance at four Egyptian public universities in Upper Egypt.

4.2. Organizational Support and academic staff's performance:

The following previous studies demonstrate the effect of organizational support on performance in various applied fields, including transport companies, banks, service and manufacturing companies, the educational sector, and universities, respectively:

A study by (Abou-Moghli, 2015) aimed to investigate role of organizational support in improving employees' performance, using a sample of 175 employees from Jordanian sea transport companies. The results indicated a statistically significant role of organizational support in enhancing employee performance. This finding aligns with the study by (Chinomona, 2012), which suggests a positive association between organizational support, employees' performance, and organizational citizenship behavior. A study conducted by Al-Asasifah (2019) aimed to reveal effect of perceived organizational support on improving job performance in Jordanian banks, using a sample of 246 employees. The results indicated a statistically significant positive impact of organizational support on job performance.

The study of (Zehra, 2022) revealed the relationship between organizational commitment and an organizational support program for evaluating employees' performance, involving a sample of 6 officials and 28 staff at the Ramada Heathrow Hotel in the UK hospitality sector. The results indicated a strong positive relationship between employees' organizational commitment and the organizational support program. According to the aforementioned study, organizational commitment for employees is essential and critical, as organizational support programs lead to increased employees' satisfaction, improved employees' performance, and business success.

A study conducted by (Sabir et al., 2021) aimed to determine effect of organizational support on employees' performance in information technology (IT) companies in Pakistan and Saudi Arabia, involving a sample of 400 employees from both countries. The results indicated that organizational support has a significant positive impact on employees' performance. A number of studies, including those of (Wickramasinghe & Wickramasinghe,

2012; Alvi & Abbasi, 2012; Mishra et al., 2013; Hassan et al., 2014) have found that organizational support improves employees' engagement, job satisfaction, and commitment, resulting in enhanced performance in the manufacturing sector. This is also applicable to private and public banking sectors. This indicates that there is a strong relationship between these variables and organizational support.

The study of (Yuniarti, 2022) was to determine impact of education and training programs, infrastructure completeness, and organizational support on employees' performance and the role of satisfaction as a mediating factor. The study involved a sample of 100 trainees. The results revealed a significant positive relationship between education and training programs, infrastructure completeness, organizational support, and employees' satisfaction on employees' performance. Satisfaction mediates these relationships, meaning that better education and training programs, extensive facilities and infrastructure, and stronger organizational support lead to increased job satisfaction among employees, resulting in improved employee performance.

Concerning the aforementioned study that applied to educational sectors, employees' performance cannot be separated from several key factors, including education and training programs (which are crucial for human resources), employees' satisfaction (which reflects the psychological and emotional aspect of their job), completeness of facilities and infrastructure (which provides necessary tools and support for work activities), and organizational support (which appreciates employees' contributions and caring for employees' welfare).

The study of (Saad & Sulaiman, 2022) scrutinized the relationship between training methods and the job performance of academic staff, involving 300 academics in two public higher education institutions in Malaysia. The results indicated a strong direct relationship between training methods and the performance of academic staff. This study suggests that organizational support, such as training programs and methods, can enhance the performance of academic staff. Another study, conducted by (Khairunnisa, 2023) aimed to investigate influence of organizational support and the work environment on employees' performance. The findings revealed that both organizational support and the work environment significantly and positively impact employees' performance. In a study conducted by (Xu & Sun, 2022), the relationship between perceived organizational support, psychological contract, and job satisfaction was explored in private universities. The study involved a sample of 162 private university teachers in Shanghai, China. The results indicated that perceived organizational support and the psychological contract significantly and positively influence job satisfaction among private university teachers. This study also suggested that increased job satisfaction motivates teachers to enhance their performance.

On the other side, the following studies indicate contradictions with the current study:

The study conducted by (Aropah & Sumertajaya, 2020) aimed to identify the factors influencing employees' performance while working from home in the Indonesian Nuclear Power Plant Authority (NPPA), involving 128 employees. This study found out that transformational leadership and the work environment have a positive and significant impact on employees' performance. However, the variable of organizational support negatively affects employees' performance when working from home at NPPA. This contrasts with previous studies on the impact of organizational support on employees' performance, as these results suggest a negative relationship between them. The reason for this negative relationship is the lack of IT infrastructure at NPPA, which damages employees' performance. It highlights the need for information technology and related training programs to be available.

Another study conducted by (Mohammed, 2021) aimed to determine the role of commitment in organizational support, co-worker support, and supervisor support on lecturers' academic performance. The study involved 204 faculty members from various private and public universities in the Kurdistan Region of Iraq. The results indicated that co-worker support negatively impacted commitment because when they came together, they might speak negatively about the organization. Supervisor support did not have a significant impact on commitment, but organizational support had a direct and significant impact on commitment. According to this study, it was demonstrated that organizational support has a direct effect on performance due to its impact on commitment.

Accordingly, based on the results of previous studies regarding the relationship between organizational support and academic staff performance, several conclusions can be summarized as follows:

- There is variation among these studies concerning the impact of organizational support and its connection to academic staff performance. Some studies focused on organizational support and its influence on employees' performance such as (Zehra, 2022; Aropah & Sumertajaya, 2020; Abou-Moghli, 2015; Chinomona, 2012; Yuniarti, 2022). Others aimed to scrutinize the relationship between organizational support, job performance, and work engagement (Al-Asasifah, 2019).

- The study of (Chinomona, 2012) emphasized effect of organizational support on employee performance and organizational citizenship behavior. And the current study will discuss the effect of organizational support on academic staff performance.

- The study of (Sabir et al., 2021) highlighted the organizational support has a significant positive impact on employees' performance.

- The study of (Mohammed, 2021) revealed the role of commitment in the influence of organizational support on lecturers' academic performance.

- There is a difference in the research population that dealt with this set of studies between employees' public and private academic institutions (Mohammed, 2021; Shrand & Ronnie, 2021).

- These studies have also covered different sectors, encompassing both public and private sectors (Zehra, 2022; Sihag & Dhoopar, 2021; Aropah & Sumertajaya, 2020; Abou-Moghli, 2015; Chinomona, 2012).

- The research population relied on a variety of environments, such as public and private banks according to Al-Asasifah (2019), the service sector according to (George-amiekumo, 2022), and public hospitals according to (Al Rashidi, 2019).

Based on the previously mentioned studies and their main scope, the following general conclusions can be drawn:

- Most of the studies conducted so far have focused on the impact of authentic leadership on employees' performance and organizational performance in general. To the best of the researcher's knowledge, there has been a limited focus on the effect of authentic leadership on academic staff performance in both foreign and Arab contexts. The present study aims to contribute to this underexplored area.

- The research communities exploring this set of studies demonstrate a distinction, particularly in their focus on public and private academic institutions. Moreover, these studies have included various sectors, including public and private sectors, with research conducted in diverse settings such as public and private banks, the service sector, and public hospitals.

- Another differentiation exists in the research societies that have explored this set of studies, with some focusing on university staff and others on hospitals.

- There is a noticeable absence of prior research in both foreign and Arab settings, as far as the researcher is aware, that has dealt with the effect of authentic leadership and organizational support on the performance of academic staff. Consequently, this study represents a modest contribution to enrich the Arabic literature in this field.

5. The Study Framework

Based on the findings of previous studies, Figure 1 illustrates the assumed relationships in the current study:

Independent Variables   **Dependent Variable**
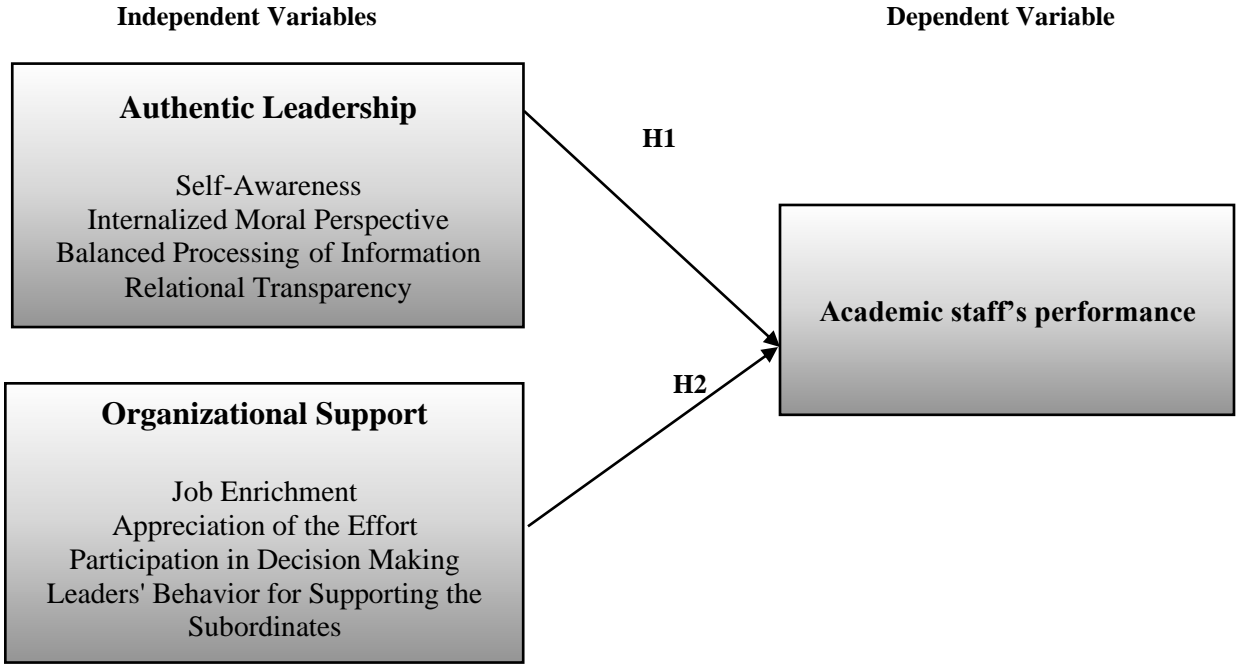
Figure 1: The study model

Source: This figure is prepared by researchers based on previous studies.

5.1. Hypotheses: The current study is based on two main hypotheses, identified after reviewing the study model and considering the results of previous studies, taking into account the objectives of the current study:

5.1.1. Hypothesis one

This hypothesis focus on studying the effect of authentic leadership using its dimensions (self-awareness, relational transparency, balanced processing, and internalized moral perspective) as an independent variable on academic staff performance. Such as (Kurian & Nafukho, 2022; Arokiasamy et al., 2022 ;Nawaz & Tian, 2022; Duarte et al., 2021; Llorens et al., 2021; Astuti et al., 2020; Soares & Lopes, 2020 ; Supriyadi et al., 2020; Aropah & Sumertajaya, 2020; Asbari et al., 2019; Alzghoul et al., 2018; Ahmad et al., 2015) previous studies indicated that authentic leadership affect on academic staff performance. Accordingly, the first main hypothesis states:

H1: "There is a statistically significant effect of authentic leadership on academic staff's performance in Upper Egypt Universities "

This hypothesis has four relevant sub-hypotheses:

H1a: There is a statistically significant effect of relational transparency on academic staff's performance in Upper Egypt Universities.

H1b: There is a statistically significant effect of internalized moral perspective on academic staff's performance in Upper Egypt's Universities.

H1c: There is a statistically significant effect of balanced processing on academic staff's performance in Upper Egypt's Universities.

H1d: There is a statistically significant effect of self-awareness on academic staff's performance in Upper Egypt Universities.

5.1.2. Hypothesis Two

The aim of this hypothesis is to identify effect of organizational support through its dimensions (job enrichment, appreciation of the efforts, Participation in Decision Making, and Leaders' Behavior for Supporting) as a dependent variable on academic staff performance. Such as (Yuniarti, 2022; Baccarella et al., 2021; Zehra, 2022; Sabir et al., 2021; Sihag & Dhoopar, 2021;Mohammed, 2021 ; Aropah & Sumertajaya, 2020; Al Rashidi, 2019; Al-Asasifa, 2019; Abou-Moghli, 2015) which indicated that the organizational support affect on academic staff's performance. Accordingly, the second main hypothesis is:

H2: "There is a statistically significant effect of organizational support on academic staff's performance in Upper Egypt's universities"

This hypothesis has four relevant sub-hypotheses:

H2a: There is a statistically significant appreciation of the efforts on academic staff's performance in Upper Egypt's universities.

H2b: There is a statistically significant job enrichment on academic staff's performance in Upper Egypt's universities.

H2c: There is a statistically significant of participation in decision making on academic staff's performance in Upper Egypt's universities.

H2d: There is a statistically significant of leaders' behavior for supporting the subordinates on academic staff's performance in Upper Egypt's universities.

6.   The Research Methodology:

The study primarily adopts descriptive statistics, utilizing the survey method for data collection through questionnaires. Statistical analysis is employed to assess the validity of the study hypotheses. Additionally, the theoretical framework for the study is developed based on a review of previous research.

6.1. The population and sample of the study:

6.1.1.   The Study Population:

The study population consists of academic staff members from four Egyptian public universities located in Upper Egypt: i.e. Sohag University, South Valley University, Luxor University, and Aswan University. These universities were selected due to their similar characteristics, as they are all

part of the same university system (Asyut university). The study population consists of 5,266 individuals, as indicated from the Management Information Systems Project (MIS) of Upper Egypt Universities in 2021.

6.1.2. The Sample:

For data collection, the researcher employs a sampling method based on stratified random sampling, with the strata determined by the scientific degrees of the academic staff at the Upper Egypt Universities.

The sample size was initially set at 358 individuals following the guidelines of (Krejcie & Morgan, 1970) and the researcher increased the sample size to 400 to further ensure that the appropriate results were obtained.

The exact size of the study sample from the population according to the ratio and proportion prepared by researchers.

Table (1)

Population size and study sample

University	Faculty Members				Assistants of Faculty Member				Total			
	Population		Sample		Population		Sample		Population	Percentage	Sample	Percentage
	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage	Numbers	Percentage				
Sohag University	1061	38%	73	37%	861	35%	59	35%	1922	37%	132	59
South Valley University	972	34%	66	35%	835	34%	56	33%	1807	34%	122	56
Aswan University	628	22%	43	22%	630	25%	43	27%	1258	24%	86	43
Luxor University	143	6%	10	6%	136	6%	9	5%	279	5%	19	9
Total	2804	100%	192	100%	2462	100%	167	100%	5266	100%	192	163

Source: Management Information Systems Project (MIS), Upper Egypt Universities (2021) and Central Agency for Public Mobilization and Statistics 2021.

7. Measurements:

Based on previous studies related to the variables of the current study, the researcher designed a set of questionnaires to collect data for testing the study hypotheses. Then, the study variables were measured using a questionnaire distributed to academic staff members at Sohag University, South Valley University, Luxor University, and Aswan University. The questionnaire consists of three main sections, as indicated below:

7.1. Authentic leadership Scale

In this study, the authentic leadership scale developed by (Walumbwa et al., 2008) and adapted by (Barbosa, 2018 ; Panczyk et al., 2019) was employed. The scale consists of a total of 15 items and four sub-dimensions: relational transparency, internalized moral perspective, balanced processing, and self-awareness. Measurements were made using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), and the scale exhibited high reliability with a Cronbach's alpha coefficient of 0.969.

7.2. Organizational Support Scale

The organizational support scale is based on previous studies (Eisenberger et al., 1986; Eisenberger et al., 1990; Eisenberger et al., 2001). The researcher also drew from prominent measures of organizational support found in studies (Shore & Wayne, 1993; Abou-Moghli, 2015; Sun, 2019; Nooh, 2013; Hamad, 2016; Al Rashidi, 2019; Al-Asasifah, 2019; Amen, 2022; Sabir et al., 2022) that provided a 13-item scale.

Through reviewing these scales, the researcher created the organizational support scale, determined its dimensions, and selected appropriate items to measure organizational support. It is noteworthy that the scale by (Eisenberger et al., 1986) consists of 36 items and demonstrates high reliability with a Cronbach's alpha coefficient of 0.97. The researcher identified 13 items to measure organizational support across four dimensions as follows:

1. Job Enrichment
2. Appreciation of the Effort
3. Participation in Decision Making
4. Leaders' Behavior for Supporting the Subordinates.

The measurements were developed using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and the reliability coefficient Cronbach's alpha for this scale of 0.951.

7.3. Academic staff's performance Scale

This section draws on the scale used by (Masron et al., 2012) and (FPRDS,2014) in their study about academic staff performance, which measures the general performance of academic staff. The scale consists of 16 items submitted to academic staff to evaluate their academic performance. The reliability of the questionnaire was assessed using Cronbach's alpha method for internal consistency, resulting in a coefficient of .86, indicating strong internal consistency for the measurement, according to (Akah et al., 2022).

(Masron et al., 2012) and (FPRDS,2014) divided the measurement into two areas, namely, contribution to the university (education and research) and contribution to society and the environment. The 16 items were developed to encompass all aspects of academic performance, including education, research, social, and environmental activities.

The measurements were developed using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and the reliability coefficient Cronbach's alpha for this scale of 0.920.

7.4. Test of the survey questionnaire:

The survey questions were created using validated scales from different languages, including Arabic. We made sure the questions were easy to understand, precise, and suitable for the participants' culture. Our supervisors and a group of experts reviewed the questionnaire to ensure its quality. Subsequently, it was tested on a sample of 62 participants who were academic staff members from the surveyed universities in Upper Egypt, including Sohag University, South Valley University, Luxor University, and Aswan University. To ensure that the concepts used in the questionnaire were well-understood, validity and reliability tests were conducted. Reliability was measured using Cronbach's alpha test, which is a commonly used method in the social sciences for assessing the reliability of measures and studying various trends and behaviors in research and organizational management.

7.5. Validity and Reliability Test Results

The results of the reliability statistics for the dataset indicate a high level of internal consistency. Cronbach's Alpha, which measures the reliability of a scale or test, is calculated to be .955. This value ranges between 0 and 1, with higher values indicating greater reliability. In this case, Cronbach's Alpha of .955 suggests that there is a strong correlation among the items in the dataset, indicating a high level of internal consistency.

However, based on the statistical results, it was necessary to remove certain items from both the authentic leadership and organizational support scales. As a result, the authentic leadership scale now consists of 15 items instead of 16 items, whereas all items are related to the dimensions and the total degree at the significance level reached (0.01) after deleting item No. (1) from the first dimension.

Similarly, the organizational support scale consists of 13 items now instead of 16 items. The reliability coefficients for the organizational support scale as a whole, as well as for each dimension separately, have an appropriate degree of reliability, whereas all items are related to the dimension and the total degree at the level of significance (0.01), following the removal of item No. (4) from the first dimension, item No. (11) from the third dimension, and item No. (14) from the fourth dimension.

The academic staff performance scale exhibited appropriate reliability coefficients and it still consists of 16 items.

The following table shows the results of Cronbach's Alpha test of Authentic Leadership scale.
Table (2). Reliability coefficients of Cronbach's Alpha Authentic Leadership scale where (n=62)

Dimensions	No, of items	Cronbach's Alpha
Relational Transparency	4	0.848
Internalized Moral Perspective	4	0.941
Balanced Processing	3	0.879
Self-awareness	4	0.938
Total degree of the scale	15	0.969

Source: Researchers based on previous authentic leadership scale.

The following table shows the results of Cronbach's Alpha test of Organizational Support scale.
Table (3). Reliability coefficients of Cronbach's Alpha Organizational Support scale where (n=62)

Dimensions	No, of items	Cronbach's Alpha
Appreciation of the effort	3	0.888
Job Enrichment	4	0.916
Participation in Decision Making	3	0.822
Leaders' Behavior for Supporting the Subordinates	3	0.840
Total degree of the scale	13	0.951

Source: Researchers based on previous organizational support scale.

The following table shows the results of Cronbach's Alpha test of Academic Staff Performance scale.

Table (4) Reliability coefficients of Cronbach's Alpha Academic Staff Performance scale where (n=62)

The scale	No, of items	Cronbach's Alpha
Total degree of the scale	16	0.920

Source: Researchers based on previous organizational support scale.

Furthermore, it is important to note that the dataset consists of 44 items. This information is significant because it provides insight into the sample size used to calculate Cronbach's Alpha. Generally, a larger number of items contributes to increased reliability as it allows for a more comprehensive assessment of the construction under consideration.

In summary, the results of the reliability statistics, with a Cronbach's Alpha of .955 and a dataset comprising 44 items, suggest a high level of internal consistency. This implies that the items in the dataset are highly correlated, and they reliably measure the construct of interest.

8. Results and Discussion:
8.1. Linear Correlation Analysis:

Linear correlation analysis between the dimensions of the first independent variable, authentic leadership, and the dependent variable, academic staff performance:

The following table shows the results of Linear correlation analysis for Authentic Leadership and Academic staff Performance.

Table 5. Correlation Coefficient Test

Dimension on Authentic Leadership	Academic staff Performance
Relational Transparency	**0,538
Internalized Moral Perspective	**0,590
Balanced Processing	**0,534
Self-awareness	**0,532
Authentic Leadership Scale	**0,597

* Correlation at 0.05   ** Correlation at 0.01

Sources: Researchers based on Statistical Results.

The table above indicates statistical significance at the 0.01 level between each dimension of the authentic leadership variable (X1), relational transparency, internalized moral perspective, balanced processing, and self-awareness and the scale as a whole, and the academic staff performance scale (Y), with a correlation coefficient of 0.597. Therefore, we can conclude a strong positive relationship between authentic leadership and academic staff performance.

Linear correlation analysis between the dimensions of the second independent variable, organizational support, and the dependent variable, academic staff performance:

The following table shows the results of Linear correlation analysis for Organizational Support and Academic staff Performance.

Table 6. Correlation Coefficient Test

Dimension on Organizational Support	Academic Staff Performance
Appreciation of the effort	**0.467
Job Enrichment	**0,486
Participation in Decision Making	**0,509
Leaders' Behavior for Supporting the Subordinates	**0,512
Organizational Support Scale	**0,534

* Correlation at 0.05   ** Correlation at 0.01

Sources: Researchers based on Statistical Results.

The table above shows statistical significance at the 0.01 level between each dimension of the organizational support variable (X1), appreciation of the effort, job enrichment, participation in decision making, and leaders' behavior for supporting the subordinates and the scale as a whole, and the academic staff performance scale (Y), with a correlation coefficient of 0.534. Therefore, we can conclude a positive relationship between organizational support and academic staff performance.

8.2. Hypothesises Test:
8.2.1. The First Hypothesis Test:
The first main hypothesis states:
H1: "There is a statistically significant effect of authentic leadership on academic staff's performance in Upper Egypt's Universities "

The following table shows the results of regression test analysis for Authentic Leadership and Academic staff Performance.

Table 7. Regression Test of Authentic Leadership on Academic Staff's Performance

Variable	Beta	B	t	Sig.t	Sig,
Authentic Leadership	0.597	0.461	14.834	0.000	Significance
Constant	34.902				
R	0.597				
R^2	0.356				
Adj. R^2	0.354				
F	220.054				
Sig.f	0.0000				
P-Value < 0.01					

Source: Researchers based on Statistical Results.

From the previous Table 7, it becomes evident that:

- There is a positive and highly statistically significant effect of authentic leadership on academic staff performance. The significance level is 0.001, which is less than 0.01. The positive regression coefficient of 0.461 indicates a direct relationship. In other words, a one-unit increase in the authentic leadership variable corresponds to a 0.461 increase in academic staff performance.
- The R-value suggests a linear correlation between authentic leadership and academic staff performance. Furthermore, the R-squared value indicates that 35.6% of the variance in academic staff performance can be attributed to changes in authentic leadership. or it indicates the proportion of the variation in academic staff performance that can be attributed to authentic leadership.

As a result, the first main hypothesis is confirmed. This means that there is a statistically significant and direct effect of authentic leadership on academic staff performance.

8.2.2. The Second Hypothesis Test:
The second main hypothesis states:
H2: "There is a statistically significant effect of organizational support on academic staff's performance in Upper Egypt's Universities "

The following table shows Regression test analysis for Organizational Support and Academic staff Performance.

Table 8. Regression Test of Organizational Support on Academic Staff's Performance

Variable	Beta	B	t	Sig.t	Sig,
Organizational Support	0.534	0.505	12.615	0.000	Significance
Constant	36.881				
R	0.534				
R^2	0.286				
Adj. R^2	0.284				
F	159.133				
Sig.f	0.0000				
P-Value < 0.01					

Sources: Researchers based on Statistical Results.

From the previous Table 8, it becomes evident that:
- There is a positive and highly statistically significant effect of organizational support on academic staff performance. The significance level is 0.001, which is less than 0.01. The positive regression coefficient of 0.505 indicates a direct relationship. In other words, a one-unit increase in the organizational support variable corresponds to a 0.505 increase in academic staff performance.
- The R-value suggests a linear correlation between organizational support and academic staff performance. Furthermore, the R-squared value indicates that 28.6% of the variance in academic staff performance can be attributed to changes in organizational support. or it indicates to the proportion of the variation in academic staff performance that can be attributed to authentic leadership.
- As a result, the second main hypothesis has been confirmed. This means that there is a statistically significant and direct effect of organizational support on academic staff performance.

9. Discussion of the study results:

Discussing and interpreting the results of the first hypothesis and its sub-hypotheses:

The results of the simple regression analysis showed a positive and statistically significant effect of authentic leadership and its dimensions (Relational Transparency, Internalized Moral Perspective, Balanced Processing, and Self-awareness) on the performance of academic staff. This is attributed to the academic staff's perception of the leader's role in guiding,

organizing, and coordinating their abilities, fostering cooperation, establishing team spirit, and providing motivation. These factors collectively contribute to the enhancement of their performance.

The study findings are consistent with those of previous studies, such as ((Duarte et al., 2021; Hyun et al., 2020; Liorens et al., 2021), which indicated a positive and statistically significant relationship between authentic leadership and its dimensions (Relational Transparency, Internalized Moral Perspective, Balanced Processing, and Self-awareness) and employee performance and job performance. This provides evidence of the leaders' influence on employees through their own experiences and abilities and underscores the significance of their role in enhancing employee performance.

The study results align with those of previous studies, including (Astuti et al., 2020; Asim et al., 2023) all of which demonstrated a positive and statistically significant influence of authentic leadership and its dimensions (Relational Transparency, Internalized Moral Perspective, Balanced Processing, and Self-awareness) on teacher performance and academic performance, respectively.

The study findings are consistent with those of previous studies, such as (Ahmad et al., 2015), which indicated a direct and statistically significant impact of authentic leadership and its dimensions (Relational Transparency, Internalized Moral Perspective, Balanced Processing, and Self-awareness) on academic creativity, which eventually affects academic staff performance.

The study findings are consistent with those of previous studies, such as Mirayani et al., (2019), which showed statistical significance of authentic leadership and its dimensions on school staff motivation, ultimately affecting their performance. While this study specifically focuses on school staff, it aligns with the broader findings on the positive impact of authentic leadership on performance.

The study findings are not consistent with the previous study by Asbari et al., (2019), which indicated that authentic leadership had no effect on teacher performance.

From researchers' perspective, this result can be explained by the fact that the workers in the academic sector in universities under study are keenly aware of the presence of authentic leaders and their significant organizational influence. They perceive their leaders as honest and admirable role models who prioritize moral values in their behavior, thinking, work, and objective analysis when making decisions. Furthermore, these leaders are known for their willingness to share information and engage with those around them, effectively influencing and motivating their subordinates to enhance their academic performance.

Discussing and interpreting the results of the second hypothesis and its sub-hypotheses:

The results of the simple regression analysis revealed a positive and statistically significant impact of organizational support and its dimensions (Appreciation of Effort, Job Enrichment, Participation in Decision Making, and Leaders' Supportive Behavior) on academic staff performance. This can be attributed to the way academic staff perceives the role of organizational support in appreciating their efforts, providing job enrichment opportunities, involving them in decision-making processes, and the supportive behaviors demonstrated by their leaders through the provision of essential facilities. Collectively, these factors contribute to enhancing the performance of academic staff.

The study findings are consistent with those of previous studies, such as (Khairunnisa, 2023; Yuniarti, 2022; Abou-Moghli, 2015) all of which demonstrated a positive and statistically significant influence of organizational support and its dimensions on employee performance. This finding underscores the significance of organizational support within organizations across various sectors in enhancing employee performance to achieve the organization's goals.

The results of studies conducted by (Zehra, 2022; Al Rashidi, 2019) indicated a positive and statistically significant relationship between organizational support and its various dimensions, organizational commitment, and organizational justice. These findings emphasize the importance of diverse organizational support programs and their availability, as they contribute to performance improvement. it aligns with the findings on the positive influence of organizational support on performance.

The study findings align with those of the previous study by (Saad & Sulaiman, 2022), which indicated a strong direct relationship between training methods and academic staff performance. These results underscore that training methods are considered a form of organizational support, as indicated in the study by (Aropah & Sumertajaya, 2020).

The study findings are inconsistent with the previous study by (Aropah & Sumertajaya, 2020), which suggested that organizational support has a negative impact on employees' performance. The reason for this negative relationship is the absence of IT infrastructure at NPPA, which restricts employee performance. This underscores the importance of having information technology and related training programs readily available.

The study findings align with those of previous studies, such as (Hamad, 2016; Al-Asasifa, 2019; Xu & Sun, 2022), all of which demonstrated a statistically significant impact of organizational support and its dimensions on job performance and job satisfaction, respectively.

The study findings are consistent with those of previous studies, such as (Shrand & Ronnie, 2021; Mohammed, 2021) , all of which demonstrated a significant impact of organizational support and its dimensions on academic commitment and lecturer's academic performance, respectively.

From researchers' perspective, this result can be explained by the fact that the academic staff in the universities under study are acutely aware of the significance of organizational support and its substantial impact. They regard the support from their organization as essential for enhancing their motivation, promoting professional growth, and ensuring their overall well-being. Furthermore, these universities are recognized for their willingness to provide all the necessary facilities for the academic staff, which, in turn, leads to the improvement of their academic performance.

9.1. Conclusion:

In conclusion, the study aimed to investigate the Effect of authentic leadership and organizational support on academic staff's performance in upper Egypt universities. The findings of the study revealed that both authentic leadership and organizational support had a significant and positive effect on academic staff's performance. These results underscore the crucial role of authentic leadership and organizational support in improving the performance of academic staff.

The statistical analysis of the data showed that there is a linear correlation between authentic leadership and academic staff performance, as indicated by the R-value. Moreover, the R-squared value suggests that approximately 35.6% of the variation in academic staff performance can be attributed to changes in authentic leadership. This signifies that authentic leadership explains a substantial portion of the variability in academic staff performance, emphasizing its significance in this context.

Similarly, the study found a linear correlation between organizational support and academic staff performance, as indicated by the R-value. The R-squared value revealed that about 28.6% of the variation in academic staff performance can be attributed to changes in organizational support. This suggests that organizational support plays a critical role in shaping academic staff performance, although it explains a slightly smaller proportion of the variability compared to authentic leadership.

In summary, the research demonstrates that both authentic leadership and organizational support significantly contribute to enhancing academic staff performance in upper Egypt universities. These findings provide valuable insights for educational institutions and leaders in their efforts to improve academic staff performance and ultimately enhance the quality of education in the region.

9.2. Implications of the study:

The study's findings reveal that both authentic leadership and organizational support play crucial roles in enhancing the performance of academic staff. Specifically, the positive and statistically significant effects of authentic leadership, including its dimensions such as Relational Transparency, Internalized Moral Perspective, Balanced Processing, and Self-awareness, are evident. As the perception of authentic leadership among academic staff grows, a corresponding improvement in their performance occurs. Similarly, organizational support, encompassing elements like Appreciation of Effort, Job Enrichment, Participation in Decision Making, and Leaders' Supportive Behavior, demonstrates a positive and statistically significant impact on academic staff performance. Increasing the provision of organizational support from university presidents to academic staff results in improving their overall performance.

9.2.1. Implications related to authentic leadership:

The study's findings confirm the positive impact of authentic leadership on academic staff performance, validating the importance of qualities such as transparency, ethical behavior, balanced decision-making, and self-awareness. This aligns with previous research, which consistently highlights authentic leadership as a valuable trait that enhances performance across various organizational settings, including academic institutions. Moreover, authentic leadership promotes a positive work environment where academic staff feel empowered to excel, innovate, and actively contribute to their roles, thereby advancing the university's mission and enhancing the educational experience for students. In summary, the confirmation of the first hypothesis emphasizes the critical role of authentic leadership in improving academic staff performance within Upper Egypt's universities. These findings have practical implications for academic institutions and leadership development programs, emphasizing the significance of nurturing authentic leadership qualities for the benefit of both staff and the broader educational community.

9.2.2. Implications related to Organizational Support:

The confirmation of the second hypothesis emphasizes the pivotal role of organizational support in enhancing academic staff performance within Upper Egypt's universities. This confirms the importance of universities providing a supportive work environment and structures, as it positively influences the performance of academic staff members. Organizational support, involving resources, directing, professional development opportunities, and a conducive work environment, contributes to increased job satisfaction and engagement among academic staff. When employees feel valued and supported, they are more motivated to perform at their best, leading to improved academic productivity, including teaching and research outcomes. This result suggests that investing in resources and creating supportive structures can yield

significant returns in terms of academic staff performance. University presidents and policymakers can benefit from this insight to inform strategies for promoting academic excellence. Overall, fostering a supportive work environment appears as a key factor in improving academic staff effectiveness and enhancing the quality of education and research in the region.

9.3. Recommendations for future research:

In light of the researchers conducting the current study, and in light of the results it reached, the researchers suggest several future research points:

The results of the current study referred to there is positive and statistically significant effect of authentic leadership and organizational support on the performance of academic staff. From these results, we can discover the mediating roles of some variables. Future studies should investigate potential variables that may influence the relationship between authentic leadership, organizational support, and academic staff performance. Factors such as job satisfaction, organizational culture, and innovative work behavior can play significant roles in understanding these relationships.

Researchers may apply this study to know the effect of authentic leadership and organizational support on performance in different fields.

9.4. Limitations of The Study:

The study was applied to academic staff members from four Egyptian public universities located in Upper Egypt: i.e. Sohag University, South Valley University, Luxor University, and Aswan University. These universities were selected due to their similar characteristics, as they are all part of the same university system (Asyut University). Although there are a large number of employees in universities, the focus of the research was on faculty members and their assistants. Future research could focus on other staff.

Data for the current study was collected between August and October 2023. Although all data related to the study variables were collected through questionnaires (Google Form), some issues arose. These problems were addressed by calculating the validity and reliability of the study variables.

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