

Relationship Between Authentic Leadership and Classroom Management in Public and Private Sector Universities

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Abstract

The study aims to investigate authentic leadership attributes (ALA) and its relationship with classroom management. The objectives of the study were to investigate ALA of the university leaders and teachers; and to measure the relationship between ALA and classroom engagement at university level. 6975 university leaders and teachers constituted the population of the study. The selected sample of the study was 967. The mixed method approach (convergent parallel design) was employed to collect information from the sample through modified form of Authentic Leadership Questionnaire (ALQ) developed by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008); and in-depth interviews. Analysis was done with Mean, STD, Pearson's rank correlation and thematic analysis. The r value between authentic leadership attributes and classroom management in public sector universities is ($r = .355$) which shows medium relationship while ($r = .519$) shows large correlation in private sector universities which are highly significant as shown by the significant level (.000). These values show that relationship between ALA and classroom management in private sector universities is higher than public sector. It was found that r value (.426) which was significant at .000 showed significant medium correlations between ALA and classroom engagement at university. Based on the results, it is recommended that it may be well to conduct a research study on the authentic leadership at primary, secondary and higher secondary level, both at private and public sectors as these areas are in great need of authentic leadership because these sectors suffered a lot due to the unethical attitude of the leaders.

Keywords: authentic leadership; classroom management; organizational development; teacher professional development

Note: This paper is based on the PhD dissertation of the scholar

Introduction

The people, time and even the international community are changing. The changing situation in academic circles needs fair and honest leaders who have the attributes of self-awareness, relational transparency, have balanced processing of information and ethical perspective along with positive psychological capital (Kedian, Giles, Morrison & Fletcher, 2016). Everything needs refinement and leadership also requires fine-tuning (Shokooch, Pourkiani, Moghadam, & Madadi, 2015). Authentic leaders are self-aware, transparent in relations, balanced in communication and morally strong (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). They are knowledgeable (Avolio & Gardner, 2005), true to self (Ridley, 2012), flawless (Spillane, 2005) and are more follower-centered in comparison to most of the recognized leadership models which are more leader-centered (Luthans, Youssef & Avolio, 2007). The organizations of present time require authentic leaders (Avolio, Luthans & Walumbwa, 2004) to build up authentic leadership (AL) in their followers (Ilies, Morgeson, & Nahrgang, 2005) for constructive and optimistic decision-making behaviors (Luthans & Youssef, 2007). Authentic leadership is a way of learning about self, and self-information; understanding and thoughtfulness to others' positioning and a methodological cleverness that proceeds to the interaction of management actions (Warszewska-Makuch, Bedyńska, & Żolnierczyk-Zreda (2015). Authentic leaders are always cognizant of their natural abilities, recognize their shortcomings and work hard to overcome loopholes (Hassan & Ahmed, 2011). They are dedicated to developing themselves because they are aware that a rich experience is necessary for the individual development of a person. They are believed by others as the epitome of integrity and morality; and harbingers of ethical purpose (Albert & Vadla, 2009). They establish a direct relationships with followers for bringing improvement in organizational structure and its values. Authentic leadership is a reciprocal phenomenon because it produces authenticity in prospective leaders and then they become authentic leaders to run the system (Begley, 2006). It was necessary to investigate both public and private sector universities to justify the findings of the study.

Organizational development means to maintain the survival of the organization, strengthen the knowledge, skills and competence of followers and manage human resources regarding organizational behavior (Lim, 2004). It enhances organizational effectiveness and improves job satisfaction and enhances organizational commitment to the achievement of organizational goals (Jung, 2011). It manages conflicts, establishes communication in groups and improves individual habits, abilities and education for the organizational development (Eum, 2011). Organizational performances are measured by organizational effectiveness, which is a satisfaction, fulfilment of needs, positive emotional gratification, achieved by personal outlooks, standards and philosophies. These enhance the classroom management skills of the teacher during teaching-learning process (Hong & Choi, 2011). Organizational affection, inclination and preference for the continuation of working in the classroom by showing strong devotion to obtain predetermined objectives is called organizational commitment (Lee & Jung, 2013). Such organizational commitment guarantees organizational performance-readiness, enthusiasm, struggle, and mutual harmony between teacher and students. This is called classroom management, which improves the qualities of subject grip, progressive attitude, social genius, true learning, and motivation and communication skills of the teacher cum leader (Han, 2010). The improvement of organizational performance needs authentic leadership as it is considered a sign of goodwill in followers, which makes strong self-development of them, and in return promotes job satisfaction in classroom environment (Lee & Choi, 2010). Eum (2011) argues that classroom management is a contact between teacher and learners at various levels for attaining predetermined goals. It is a means of fulfilling the requirements of individuals, and bringing sustainable development by smooth organizational techniques which is the soul of classroom management.

Research Questions

1. What are authentic leadership attributes of educational leaders at the university level?
2. What is the existing status of classroom management at the university level?
3. Is there a relationship between authentic leadership attributes and classroom management?
4. Is there a relationship between authentic leadership attributes and classroom management in public and private sector universities?

Literature Review

Authentic leadership is a gathering of self-information, understanding and reflection to the placing of other people and an organizational ingenuity that ensues to the interaction of leadership actions (Bento & Ribeiro, 2013). Authentic leaders are always aware of their strengths and weaknesses and try to overcome these shortcomings. They are dedicated to developing themselves. They are thought by coworkers, men of truth and ethical attractiveness. They form good relationships with followers for bringing improvement in organizational structure and its values. Authentic leadership is reciprocal (Begley, 2006). Such leaders upkeep the welfare of their followers, making the availability of guidance, shelter, positive response and information that they would otherwise have a deficiency (Hsieh & Dan-Shang Wang, 2015).

In Pakistan, there is a lack of authentic leaders and therefore, unethical practices are running in every nook of the society. Organizations suffer due to such malpractices of the leaders and the public is exploited under the banner of corruption. Even the universities fail to produce honest future leaders for the society (Hassan & Ahmed, 2011). In such circumstances, introduction of organizational ethics is essential for leaders. Honest attitude of the leaders improve the quality of standard of people (Ahmed, Shad, Mumtaz, & Tanveer, 2012).

Classroom management is the organization and arrangement of different activities for the achievement of predetermined learning objectives in the classroom.

Methodology

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

collected through interviews were analyzed following thematic analysis procedures as suggested by Clarke and Braun (2014).

Sample of the Study

Probability and non-probability sampling techniques were used to select the sample. Simple random sampling techniques were adapted for selection of sample to get quantitative data. Purposive sampling techniques were employed for collection of leaders and teachers for interviews to gain qualitative data. All the administrators and teachers in 13 Universities of Khyber Pakhtunkhwa constituted the sample of the study. The human resources sample comprised 12 (40%) Vice Chancellors / Deans, 195 (45%) HODs, 350 (45%) HEC appointed supervisors and 410 (8%) assistant professors and lecturers. The total sample of the study was 967 from 09 public and 04 private sector universities (45%) of Khyber Pakhtunkhwa (Gay & Mills, 2011).

Data Collection Tools

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

Data Analysis

1. What are authentic leadership attributes of educational leaders at university level?

Table 1

Self-Awareness among university leaders

S. No	Statements	M	Std
1	I can list my three greatest weak points.	4.54	.669
2	I can list my three greatest strong points.	4.67	.649
3	I seek feedback as a way of understanding who I really am as a person.	4.43	.666
4	I accept the feelings I have about myself.	4.69	.465
5	I consider myself answerable to all.	4.54	.810
6	I remain I am aware of my own loopholes and openly discuss with followers.	4.53	.667
	Overall	4.57	0.65

Table 1 shows that respondents are strongly agreed with the five statements of self-awareness construct having mean scores 4.54, 4.67, 4.69, 4.54 and 4.53 which come in the (Range from 4.51 to 5.00) among the leaders. They stated:

“I seek feedback as a way of understanding who I really am as a person.”

The mean scores 4.43 which comes in the range (3.51 – 4.50) indicates that respondents are agreed. The overall mean score 4.57 comes in the range (4.51 - 5.00) shows that all the respondents are strongly agreed with the construct of self-awareness of authentic leadership. The mean scores further show that the most of the leaders at university have the attribute of self-awareness, which is the prime component of authentic leadership.

However, all the standard deviation scores reflect that all the respondents have convergence in their opinions about the statements of self-awareness construct.

Table 2

Relational Transparency among University Leaders

S. No	Statements	M	Std
1	I openly share my feelings with others.	4.81	.419
2	I let others know who I truly am as a person.	4.73	.440
3	I rarely present a false front to others.	3.54	.720
4	I confess to others for my mistakes.	4.53	.681
5	I almost always consult with my team before decision-making.	4.83	.388
6	I keep positive relations with followers.	4.26	.440
	Overall	4.45	.514

Table 2 indicates that respondents are strongly agreed (Range from 4.53 to 4.83) with the four statements:

“I rarely present a false front of others.”

“I keep positive relations with followers.”

Which were having the mean scores 3.54 and 4.26 which demonstrate that the respondents are agreed with two statements. The overall mean score 4.45

follows the range (3.51 - 4.50) shows that all the respondents are agreed with all the statements. The mean scores further show that the leaders at university have transparency in their relationships with followers and have the attribute of relational transparency, which is the key component of authentic leadership. However, most of the standard deviation scores reveal that all the respondents are unanimous in their opinions about the statements.

Table 3

Balance Processing of Information among University Leaders and Followers

S. No	Statements	M	Std
1	I seek others' opinions before making up my own mind.	4.56	.685
2	I listen closely to the ideas of those who disagree with me.	4.74	.539
3	I do not emphasize my own point of view at the expense of others.	4.55	.677
4	I listen carefully to the ideas of others before making decisions.	3.51	.751
5	My followers feel I am genuinely interested in serving them.	3.71	.847
6	I share my information with followers.	4.15	.575
	Overall	4.20	.679

Table 3 points to that respondents are strongly agreed (Range from 4.55 to 4.74) as come in range of strongly agreed (4.51 to 5.00) with the three statements and agreed (Ranged from 3.51 to 4.15) as come in the range (3.50 to 4.50) with other three statements. The overall mean score 4.20 move toward the range (3.51 - 4.50) shows that all the respondents were agreed with all the statements. The mean scores further show that the leaders at university have the balanced processing of information within the outskirts of the university, which is an important component of authentic leadership.

However, the standard deviation scores make known that all the respondents are undivided in their opinions about the statements of balance processing.

Table 4

Ethical Perspective among University Leaders

S. No	Statements	M	Std
1	My actions reflect my core values.	4.66	.668
2	I do not allow group pressure to control me.	4.67	.660
3	Other people know where I stand on controversial issues.	4.70	.638
4	My moral standards guide me what I see to do as a leader.	4.70	.638
5	I deal ethically with my followers.	4.59	.662
6	I look forward to creating genuine relationships through my association at work.	4.59	.662
	Overall	4.65	0.65

Table 4 describes that respondents are strongly agreed (Range from 4.59 to 4.70) with the all six statements. The overall mean score 4.65 follows the range (4.51 - 5.00) displays that all the respondents are strongly agreed with all the statements. The mean scores further show that the leaders at university are ethically strong and have the attribute of ethical perspective, which is a major component of authentic leadership. However, most of the standard deviation scores disclose that all the respondents are exclusive in their opinions about the statements of ethical perspective.

Table 5
Positive Psychological Capital among University Leaders

S. No	Statements	M	Std
1	I am optimistic in my performance as role model for my followers.	4.59	.662
2	I share common vision with my associates.	4.49	.809
3	I encourage my co-workers when facing difficulties.	4.49	.809
4	I try to become a model of authentic leadership attributes.	4.48	.809
5	The actions I take are always linked with my values.	4.49	.809
6	I am resilient and won't be unhappy for long.	4.68	.646
	Overall	4.53	0.75

Table 5 refers to that respondents are agreed (Range from 4.48 to 4.49) with the four statements.

Having the mean scores 4.59 and 4.68 which express that the respondents are strongly agreed with these two statements. The overall mean score 4.53 emanates in the range (4.51 - 5.00) shows that all the respondents are strongly agreed with all the statements. The mean scores further show that the leaders at university are hopeful, self-efficacious, resilient and optimistic; and have the attribute of positive psychological capital, which is the most important component of authentic leadership.

However, the standard deviation scores reflect that all the respondents have the similar opinions about the statements of positive psychological capital.

Table 6

Classroom Management among University Teachers

S. No	Statements	M	Std
1	I am clear what is expected of me at classroom.	4.13	0.72
2	At classroom, I have been provided with equipment and materials required for me to do my work efficiently and maintain discipline.	4.16	0.73
3	My leader encourages my pedagogical development at classroom.	4.37	0.66
4	My performance is being assessed or discussed in classroom and I like it.	4.55	0.67
5	I prefer a leader who helps me in classroom management.	3.94	0.87
6	I prefer leaders who convert their values into consistent actions that others can have faith in.	4.24	0.62
	Overall	4.23	0.71

Table 6 mentions that respondents are agreed (Range from 3.94 to 4.37) with five statements as come in the range (3.51 to 4.50).

Having the mean scores 4.55 which takes place in the range (4.50- 5.00) expresses that the respondents were strongly agreed. The overall mean score 4.23 emanates in the range (3.51 - 4.50) illustrates that all the respondents were agreed with all the statements of classroom management. The mean scores further show that the leaders at university have the abilities to engage followers in the best of their activities for the development of the organization and well-being of the human resources and believe that classroom management is the best construct for the organizational development and a necessary element for the professional development of the teachers and other followers.

However, the standard deviation scores reveal that all the respondents have the alike opinions about the statements of classroom management.

Table 7

Correlations between Self-Awareness and Classroom Management

Correlations	SA	CRM
Self-awareness	Pearson Correlation	.388**
	Sig. (2-tailed)	.000
	N	967
Classroom management	Pearson Correlation	-.912**
	Sig. (2-tailed)	.000
	N	967

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

The above table illustrates that the self-awareness which is the first construct of authentic leadership has the medium correlation for classroom management (r value .388) which is significant at .000

Table 8

Correlations between Relational Transparency and Classroom Management

Correlations		RT	CRM
Relational Transparency	Pearson Correlation	-	.415**
	Sig. (2-tailed)		.000
	N		967
Classroom Management	Pearson Correlation		-.912**
	Sig. (2-tailed)		.000
	N		967

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

The above table illustrates that the relational transparency, which is the most important construct of authentic leadership has the medium correlation for classroom management (r value .415) which is significant at .000

Table 9

Correlations between Balance Processing and Classroom Management

Correlations		BP	CRM
Balance Processing	Pearson Correlation	-	.329**
	Sig. (2-tailed)		.000
	N		967
Classroom management	Pearson Correlation		-.912**
	Sig. (2-tailed)		.000
	N		967

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

The above table illustrates that the balance processing which is the third construct of authentic leadership has the medium correlation for classroom management (r value .329) which is significant at .000

Table 10

Correlations between Ethical Perspective and Classroom Management

Correlations		EP	CRM
Ethical Perspective	Pearson Correlation	-	.377**
	Sig. (2-tailed)		.000
	N		967
Classroom management	Pearson Correlation		.912**
	Sig. (2-tailed)		.000
	N		967

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

The above table illustrates that the ethical perspective which is the fourth construct of authentic leadership has the medium correlation for classroom management (r value .377) which is significant at .000

Table 11

Correlations between Positive Psychological Capital and Classroom Management

Correlations		PPC	CRM
Positive Psychological Capital	Pearson Correlation	-	.255**
	Sig. (2-tailed)		.000
	N		967
Classroom management	Pearson Correlation		.912**
	Sig. (2-tailed)		.000
	N		967

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

The above table illustrates that the positive psychological capital which is the construct of authentic leadership has the small correlation for classroom management (r value .255) which is significant at .000

Table 12

Correlations between Authentic Leadership Attributes and Classroom Management

Correlations		Authentic leadership attributes	Classroom management
Authentic leadership Attributes	Pearson Correlation	-	.426**
	Sig. (2-tailed)	.000	
	N	967	
Classroom management	Pearson Correlation		-
	Sig. (2-tailed)		
	N	967	967

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

The Medium positive correlation between the two variables, $r = .426$, $n = 967$, $P < .000$, not as much of .05 indicating the statistical significance of the results. Cohen (1988) suggests the following guidelines: small correlation ($r=.10$ to $.29$) medium correlation ($r=.30$ to $.49$) large correlation ($r=.50$ to 1.0) (pp.79-81). In the light of this suggestion, there is the medium correlation ($r=.426$) between authentic leadership attributes and classroom management.

Table 13

Correlations between Authentic Leadership Attributes and Classroom Management

		Correlations					
		Type of organization (binned)	N	Mean	Std D	r value	Sig. level
Authentic leadership attributes	Classroom management	Public	483	140.81	7.526	.355	.000
Authentic leadership attributes	Classroom management	Private	484	134.04	14.960	.519	.000

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

The above table illustrates the mean, standard deviation, Pearson correlations and significance of the authentic leadership attributes and classroom management from sector-wise perspective. The mean score of the authentic leadership attributes and classroom management in public and private sector universities was 140.8170 and 134.0424 with standard deviation 7.52612 and 14.96052. The r value between

authentic leadership attributes and classroom management in public sector universities is ($r = .355$) which shows the medium relationship which is highly significant as shown by the significant level (.000). The r value between authentic leadership attributes and classroom management in private sector universities is ($r = .519$) which is indicative of the large correlations as suggested by Cohen (1988) that small correlation ranges from (.10 to .29) medium correlation (.30 to .49) and large correlation (.50 to 1.0) which is highly significant as shown by the significant level (.000). These values show that the relationship between authentic leadership attributes and classroom management in private sector universities is higher than public sector universities.

Findings

1. The overall mean scores (4.57, 4.45, 4.20, 4.65 and 4.53) showed that the majority of university leaders strongly agreed that self-awareness, relational transparency, balance processing of information, ethical perspective and positive psychological capital are the constructs of authentic leadership. (tables 1, 2, 3, 4 & 5)
2. The overall mean score (4.23) illustrates that all respondents agreed with all statements pertaining to classroom management. The mean scores further show that the leaders at university have the abilities to engage followers in the best of their activities for the development of the organization and well-being of the human resources and believe that classroom management is the best construct for the organizational development. (table 6)
3. The r values (.388, .415, .329, .377 and .255) which were significant at .000 showed significant positive correlation with classroom management. (Table 7, 8, 9, 10 & 11)
4. The r value (.426) which was significant at .000 showed significant average correlations between authentic leadership and classroom management at the university. (Table 12)
5. The r value (.355) which was significant at .000 showed a significant average correlation in public sector universities between authentic leadership and classroom management at the university. (Table 13)
6. The r value (.519) which was significant at .000 showed a significant large correlation in private sector universities between authentic leadership and classroom management at the university. (table 13)

Discussion

The present study adds to the authentic leadership literature by documenting empirical support of the relationship between authentic leadership and organizational development and particularly teacher professional development through classroom management. All hypothesized relationships were supported by the data. As expected, authentic leadership attributes self-awareness (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008), relational transparency (Clapp-Smith, Vegelgesang, & Avey, 2009), ethical perspective (Branson, 2010) and balance processing information were significantly related to classroom management. The finding is consistent with Walumbwa, Avolio, Gardner, Wernsing, and Peterson, (2008) who found self-awareness, relational transparency, ethical perspective and balance processing of information as the constructs of authentic leadership. It was found that positive psychological capital attribute of authentic leadership is significantly correlated to classroom management. This finding is in line with previous research of (Rego, Vitória, Magalhães, Ribeiro, & Cunha, 2013).

Empirical studies suggest that when leaders are aware of their moral standards and act upon such principles, they are more likely to gain higher levels of performance and assist others (Ryan & Deci, 2001). Followers tend to express greater satisfaction with their teachers who are involved in authentic actions and this satisfaction is likely to link improve classroom management (Jensen & Luthans, 2006).

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

Conclusion and Recommendations

There has been a recent move in authentic leadership research toward the development of followers (Avolio & Walumbwa, 2014). Additionally, studies on follower development could shed light on how teachers might be trained in

authentic leadership in order to improve classroom management. It is recommended that trainings may be provided to build links between authentic leadership and classroom management.

It may be recommended that research studies should be carried out to explore the authentic leadership at primary, secondary and higher secondary level, both at private and public sectors. It is concluded from the interviews that theoretically leaders are very strong, but in practice they are lagging behind. It is recommended that all leaders and teachers must work in disciplined ranks to repel evil. They must choose between good and evil, with their consequences in the coming life. If they do well, they do well for themselves; if they do evil, they do it against themselves.

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