Employees' Perception on Authentic Leadership Qualities and Organizational Citizenship Behaviour: Lessons for Private Tertiary Institutions

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Abstract
Having the right leadership quality is a necessity in the tertiary educational landscape. This study reports employees' perception on authentic leadership and Organizational Citizenship Behaviour (OCB) in private tertiary institutions in Ghana. Descriptive design and a quantitative approach were used in this study. 353 respondents were selected using multi-stage sampling method. It was found that employees' perceptions do not always reflect the reality of leadership trait. The study, however, registered a low level of performance in sportsmanship as regards level of OCB. As higher education is interested in leadership and its ability to ensure OCB, it is recommended that management of the respective private tertiary institutions take cognizance of the leadership traits they exhibit as this has a potential to open up opportunities for interactions that break the traditional leadership paradigm, encouraging faculty and staff to aspire to leadership roles. Since authentic leadership positively influences OCB, private tertiary institutions should promote leaders who are capable of using effective leadership styles to influence their followers to achieve desirable outcomes.
Keywords: Management, Leadership Quality, Authentic Leadership, Higher Education, Private Institutions

Introduction

Notwithstanding the notion that a considerable number of managers pay attention to authentic leadership, a few educational institutions implement authentic leadership consciously. It is also not surprising that, for most professionals, authentic leadership, its properties and sustainable benefits have to appear more comprehensible and definite to be integrated into day-to-day management of educational institutions. Avolio *et al* (2009) set the groundwork for the creation of authentic leadership construct, which sparked scholarly attention. Authentic leadership (AL) is a form of leadership consisting of inspiration and promotion of positive psychological potentials by highlighting moral and ethical component of behavior (Lopez et al., 2015).

Scholars (Gardner et al., 2011; Williams et al., 2012; Avolio et al., 2010; Hsieh & Wang, 2015) have become increasingly interested in authentic leadership during the last decade. It is important to note that leaders make decisions with utmost transparency and openness; they engage the followers in decision-making by acknowledging their perspectives.

Kuranchie *et al* (2021) posit that due to the state's monopoly on university education in Ghana, the private sector has been permitted to increase, ostensibly, access for many qualified applicants. The question at hand is how significantly is the private sector assisting the state in providing university education in the country, as private universities currently outnumber public ones. Similarly, personal observation made seems to suggest that private tertiary institutions in Ghana are confronted with critical issues, like economic uncertainties and fiscal failures and perceived high retention of academic and administrative staff. It is important to note that employees' perception and organisational citizenship behaviour, are influenced by authentic leadership. Consequently, there are various studies in literature that examined the relationship between leadership styles and organisational citizenship behaviour. For instance, Bakari et al (2017) looked at the role of employees' perceptions with primary focus on the integration of theory of planned behaviour and Lewin's three step model. Similarly, studies (Song & Seomun, 2014; Valsania *et a*l., 2012; Walumbwa *et al*., 2013) examined the relationship between job satisfaction and authentic leadership. Similarly, Yesilkaya and Aydin (2016) examined the relationship between employees' perceptions of authentic leadership and organizational citizenship behavior among employees in public institutions in Turkey. What seems missing in the literature is the relationship between AL and OCB in private tertiary institutions. It is on this note that this study sought to address the lacuna by examining employees' perception on authentic leadership qualities and organizational citizenship behaviour in private tertiary institutions.

Objectives of the Study

1. To examine the perception of employees on authentic leadership qualities in private tertiary institutions
2. To determine the level of OCB among private tertiary institutions.

Contribution of the Study

This study contributes to current research by identifying specific leadership traits that promote positive institutional climate. Similarly, awareness of leadership styles and dispositions would allow superintendents to foster the success of a leader by placing the leader in an institution aligned to his/her skills. This research is crucial because it explores two primary constructs: AL and OCB. This study would inform educational policy and practice in private tertiary institutions through greater employee satisfaction. It is hoped that the

findings of this study would provide an answer as to whether the application of AL leads to OCB, which is crucial for management and staff of private tertiary institutions.

Methodology
Research Design
Descriptive design and a quantitative approach were used in this study. This enabled data to be gathered from a wide range of respondents to enhance and create a more in-depth picture of the research problem, and to interrogate a considerable way of understanding the research problem. Creswell (2014) asserts that quantitative research is associated with measuring of numerical data and generalization of data to explain cause-and-effect relationships. Similarly, the design provided the possibility to observe the phenomenon in a completely natural and unchanged natural environment. Also, Ary *et al* (2018) posits that descriptive design makes the collection of data quick and easy to conduct, especially when doing surveys. Taking inspiration from this, the study was best answered by the descriptive design as it provides a broader perspective and involves a greater number of subjects to generalise of the results. It also enhanced objectivity and accuracy of the results that emanated from the study.

Population and Sample Size
The target population consisted of all private tertiary institutions in Ghana. In this study, management comprises Vice Chancellors/Rectors/Registrars, Finance Officers, Deans of Faculties, while employees include all teaching and non-teaching staff. The study adopted the multi-stage sampling method. First, simple random technique was used to select 24 institutions from the 81 private tertiary institutions. Second, 120 management members were selected using convenience sampling technique. With respect to employees, the focus was full-time employees who had worked in their present departments for at least two years. They were selected for the study because they had spent a good number of years in the school; hence, their responses would enrich the findings of the study. Using these parameters, 233 staff members were selected using the Taro Yamane's Formula for sample size determination. The participants were 120 management staff and 233 employees.

Research Instruments
Two sets of questionnaires were administered to management and the administrative staff. Authentic Leadership Questionnaire (ALQ) was used to measure the contribution of social and cognitive intelligence to authentic leadership styles.

Bass and Avolio (1997) observed that ALQ has been utilized in several research studies and has well-established reliability and validity in both industrial and educational settings. ALQ includes questions measuring (a) skills to behave appropriately; (b) accurate interpretation of social situations and (c) knowledge of social situations, which are the characteristics of social intelligence.
(a) *Self-Awareness* – e.g., my leaders seek feedback to improve interactions with others.
(b) *Balance processing* – e.g., my leader listens carefully to different points of view before coming to conclusions.
(c) *Internalized moral perspective* – e.g., my leader makes decisions based on his or her core values
(d) *Relational transparency* –e.g., my leader says exactly what he or she means.

ALQ aims to measure the respondent's perceptions of their leaders' authentic leadership style. The main rationale for using this questionnaire was to determine the employees' perceptions of their immediate supervisors' leadership behaviours.

The questionnaire for the staff consisted of five (5) elements of organizational citizenship behavior postulated by (Organ, 1988). Twenty items were used to determine the level of citizenship behaviors among subordinates based on five main dimensions. The five (5) dimensions of organizational citizenship behavior can be described as follows:

(a) *Altruism* (5 items) – e.g., Helps others who have heavy workloads.

(b) *Conscientiousness* (5 items) – e.g., Believes in giving an honest day's work for an honest day's pay.

(c) *Sportsmanship* (5 items) – e.g., Consumes a lot of time complaining about trivial matters.

(d) *Courtesy* (5 items) – e.g., Considers the impact of his / her actions on co-workers.

(e) *Civic virtue* (4 items) – e.g., Keeps abreast of changes in the organization.

The Likert scale was used to measure the OCB elements, which used the scale of 1 (Strongly Disagree) to 5 (Strongly Agree). The main aim of using OCB questionnaire was solely to determine if the character of leaders within the organization encourages employees to display the dimensions of OCB. These dimensions are Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue.

Data Analyses

Objective one examined the perception of employees on authentic leadership qualities using frequencies, percentages and grand mean. The second objective sought to determine the level of OCB among private tertiary institutions. This objective was analysed using One-sample T-test to determine whether the sample mean is statistically different from the population mean. These analytical tools provided a great way of breaking the data into meaningful way, so that they can be well-understood.

Study Results
Demographic Data of Respondents

This section presents the demographic distribution of the respondents by gender, age educational level and working experience.

Table1
Demographic Data of Respondents

	Categories	Employees		Management	
		Number	Percentage	Number	Percentage
Gender	Male	131	56.2	82	68.3
	Female	92	43.8	38	31.7
	Total	223	100	120	100
Educational Level	Diploma/HND	42	18.8	-	-
	First degree	78	35.0	21	17.5
	Masters	94	42.2	82	68.3
	Doctorate/ PhD	9	4.0	17	14.2
	Total	223	100	120	100
Working Experience	1 – 5 years	41	18.4	-	-
	6 – 10 years	67	30.0	33	27.5
	11 – 15 years	59	26.4	31	25.8
	16 – 20 years	39	17.5	42	17.5
	Above 20 years	27	12.1	14	11.7
	Total	233	100	120	100

For the employees, out of the 223 respondents, 131 (56.2%) were males and 92 (43.8%) were females. Though the males constituted the majority, the results are representative of the employees. This situation is not surprising as males dominate in tertiary education landscape in Ghana as opposed to females. On educational qualification, 42 (18.8%) had Diploma/HND certificates, 78 (35%) had their first degree, 94 (42.2%) had their masters and 9 (4.0%) had their Doctorate/ PhD. Although second degree is no mean qualification, efforts need to be made to have more terminal degree holders. Moreover, 41 respondents constituting 18.4% indicated that they had worked with the institution between 1 – 5 years, 67 respondents constituting 30% had worked for 6 – 10 years and 59 respondents constituting 26.4% had also worked for 11 – 15 years. For the remaining, 39 respondents constituting 17.5% have worked for about 16 – 20 years and 27 respondents constituting 12.1% had worked for more than 20 years.

With the management, out of the 120 respondents, 82 (68.3%) were males and 38 (31.7%) were females. In terms of the educational qualification of the management, 21 (17.5%) had their first degrees, 82 (68.3%) had their masters and 17 (14.2%) had their Doctorate / PhD. For their working experience, 33 (27.5%) indicated that they had worked for 6 – 10 years, 31 (25.8%) indicated 11 – 15 years, 42 (35%) have worked for 16 – 20 years and 14 (11.7%) have worked for more than 20 years. This showed that the respondents had worked with their respective institutions for a good number of years; for this reason, their responses would, arguably, enrich the findings of the study.

Perception of Employees on the Authentic Leadership Qualities
The questions were categorised under four variables to represent each leadership quality: Relational Transparency (RT), Internalized Moral Perspective (IMP), Balanced Processing (BP) and Self-Awareness (SA). The decision was that variables with mean values of 4 or greater were highly perceived to be qualities of leadership by management. Mean values between 3 and 4 are averagely perceived by employees and mean values of 3 or lower were less perceived by the employees to be the leadership qualities of management.

Perception on Relational Transparency of Management

Table 2.1

Perception of Employees on Relational Transparency of Management

Factor	SD	D	N	A	SA	Mean
Accurately describes how another view his or her capabilities Says exactly what he or she means	10 (4.3%%)	35 (15.0%)	100 (42.9%)	73 (31.3%)	15 (6.4%)	3.22
Let others know who he/she truly is as a person	0 (0%)	50 (21.5%)	55 (23.6%)	108 (46.4%)	20 (8.5%)	3.42
Seeks feedback to improve interaction with others	0 (0%)	30 (12.9%)	65 (27.9%)	98 (42.0%)	40 (17.2%)	3.62
Let others know his/her position on issues	0 (0%)	85 (36.5%)	100 (42.9%)	48 (20.6%)	0 (0.0%)	2.84
Grand Mean						**3.28**

A mean of 3.62 was achieved for the assertion that management seeks feedback to improve interaction with others. The results showed that 40 (17.2%) strongly agreed, 98 (42%) agreed, 65 (27.9%) indicated neutral and 30 (12.9%) disagreed. The question on whether management let others know their position on issues recorded a mean of 3.48, with 25 (10.7%) indicating strongly agree, 78 (33.5%) agreed, 115 (49.4%) indicated neutral and 15 (6.4%) disagreed.

The highest rated item from the table was 'Seeks feedback to improve interaction with others.' This resulted in a mean value of 3.62. This implied that management sought feedback to improve interaction with others. The next rated from the list was 'Let others know who he/she truly is as a person'. This had a mean of 3.42. This meant that the workers let others know who they are. The next item was 'Accurately describes how another view his or her capabilities'. This had a mean of 3.22. This result meant that, averagely, management acknowledges the capabilities of staff. The least rated item was 'Let others know his/her position on issues'. This had a mean of 2.84. This implied that management does not acknowledge the positions of the workers on issues that border on transparency. The grand mean was 3.28. In all, it can be inferred that the employees' perception of relational transparency of management was moderately low.

Perception of Employees on Internalized Moral Perspective

Table 2.2

Perception of Employees on Internalized Moral Perspective of Management

Factor	SD	D	N	A	SA	Mean
Morally guide what I do as a leader	0 (0%)	15 (6.4%)	115 (49.4%)	78 (33.5%)	25 (10.7%)	3.48
Openly share his/her feelings with others	0 (0.0%)	25 (10.7%)	145 (62.2%)	43 (18.6%)	20 (8.5%)	3.25
Does not yield to group pressure	0 (0.0%)	30 (12.9%)	25 (10.7%)	98 (42.1%)	80 (34.3%)	3.98
Rarely present a "false" front to others	5 (2.2%)	65 (27.9%)	60 (25.8%)	88 (37.8%)	15 (6.4%)	3.18
Grand mean						**3.47**

With the ability of management not yield to group pressure, a mean of 3.98 was achieved with 80 (34.3%) indicating strongly agree, 98 (42.1%) agreed, 25 (10.7%) indicated neutral and 30 (12.9%) disagreed. The ability of management to rarely present a "false" front to others was also averagely perceived. A mean of 3.18 was achieved with 115 (6.4%) indicating strongly agree, 88 (37.8%) agreed, 60 (25.8%) indicated neutral, 65 (27.9%) disagreed and 5 (2.2%) strongly disagreed. Similarly, for management guiding what they do as a leader, a mean of 3.48 was achieved with 25 (10.7%) indicating strongly agree, 78 (33.5%) agreed, 115 (49.4%) indicating neutral and 15 (6.4%) disagreed.

The highest rated item from the table was 'Does not yield to group pressure.' This had a mean of 3.98. This implies that management does not yield to group pressure from the workers. The next rated from the list was 'Morally guide what I do as a leader'. This had a mean of 3.48. This means that the workers morally are guided by what they do. The next item was 'Openly share his/her feelings with others'. This had a mean of 3.25. This result means that, averagely, workers share their feelings with others. The least rated item was 'Rarely present a "false" front to others'. This had a mean of 3.18. This meant that management did not rarely present a "false" front to others. The grand mean was 3.47. This implied that the perception of employees on internalized moral perspective was moderately good.

Perception of Employees on Balanced Processing of their Management
Table 2.3
Perception of Employees on Balanced Processing of their Management

Factor	SD	D	N	A	SA	Mean
Listens carefully to different points of views before coming to conclusions	0 (0.0%)	25 (10.7%)	85 (36.5%)	88 (37.8%)	35 (15.0%)	3.57
Does not emphasize my own point of view at the expense of others	15 (6.4%)	65 (27.9%)	95 (40.8%)	48 (20.6%)	10 (4.3%)	2.88
Listen very carefully to the ideas of others before making decisions	35 (15.0%)	40 (17.2%)	100 (42.9%)	58 (24.9%)	0 (0.0%)	2.78
Seek others' opinions before taking a final decision.	10 (4.3%)	50 (21.5%)	80 (34.3%)	68 (29.2%)	25 (10.7%)	3.21
Grand mean						3.11

On management listening carefully to different points of views before coming to conclusions, 35 (15%) strongly agreed, 88 (37.8%) agreed, 85 (36.5%) indicated neutral, while 25 (10.7%) disagreed. 'Listens carefully to different points of views before coming to conclusions' (mean=3.57). Seek others' opinions before taking a final decision (mean=3.21). 'Management possessing the skills does not emphasize my own point of view at the expense of others' (mean = 2.88). 'Ability of management to listen very carefully to the ideas of others before making decisions' (mean = 2.78). The grand mean was 3.11. This implied that the perception of employees on balanced processing of their management was moderately low.

Perception of Employees on Self-Awareness of their Management
Table 2.4
Perception of Employees on Self-Awareness of their Management

Factor	SD	D	N	A	SA	Mean
Does things to reflect their core values.	80 (34.3%)	50 (21.5%)	0 (0.0%)	78 (33.5%)	25 (10.7%)	2.65
Understands their weaknesses and strengths	70 (30.0%)	25 (10.7%)	0 (0.0%)	128 (54.9%)	10 (4.3%)	2.93
Accept the feelings they have about themselves	15 (6.4%)	55 (23.6%)	60 (25.8%)	43 (18.5%)	60 (25.8%)	3.33
Admit their mistakes to others	25 (10.7%)	50 (21.5%)	80 (34.3%)	78 (33.5%)	0 (0.0%)	2.90
Grand mean						**2.95**

The variables such as management doing things to reflect their core values (mean = 2.65), 'management understanding their weakness and strengths' (mean = 2.93); 'management

admitting their mistakes to others' (mean = 2.9). 'Accept the feelings they have about themselves' (mean=3.33). The grand mean was 2.95. This means that the perception of employees on self-awareness of their management was average. The overall implication here is that management moderately influences employees' self-awareness of management practices. This moves us to a position where we understand that leadership was not focused on a single entity; rather, it involved a wide range of activities. Vision for the institution is important; the ability to see the way forward, and to give direction to the institution is crucial. The reference to team building is important, as it implies that there are other people involved in the process of leadership.

Level of OCB
The level of OCB was evaluated in five perspectives: Altruism, Courtesy, Civic Virtue, Conscientiousness and Sportsmanship. One-sample T-test was used to determine whether the sample mean is statistically different from the population mean. The variables were evaluated based on a five-point Likert scale. In this study, the test value is set at 3.5 since the minimum value for a response to agree on a construct was 3. The decision was that the study needs to achieve a significant value less than the significance level of 0.05. Once significant, the study had to register a positive mean difference value to have had a high level of OCB and a negative value meant difference value for low level.
 The results are presented in Table 3.

Table 3
Level of OCB

	t	df	Sig. (2-tailed)	95% Confidence Interval Mean Difference	Lower	Upper
					Test value = 4	
Altruism	12.115	222	0.000	0.12446	0.1699	0.3908
Courtesy	8.733	222	0.000	0.03434	-0.2364	0.3386
Civic virtue	5.732	222	0.000	0.03750	0.0612	0.0691
Sportsmanship	7.126	222	0.000	-0.12424	-0.0386	-0.3112
Conscientiousness	8.897	222	0.000	0.08155	0.0221	0.1041

As indicated in Table 3, Altruism (mean diff = 0.12446, sig = 0.000 < 0.05), Courtesy (mean diff = 0.03434, sig = 0.000 < 0.05), Civic Virtue (mean diff = 0.03750, sig = 0.000 < 0.05), and Conscientiousness (mean diff = 0.08155, sig = 0.000 < 0.05) were significant and registered positive mean difference values. The positive values indicate high level of performance in these areas. The study, however, registered a negative mean difference for sportsmanship (mean diff = -0.12424, sig = 0.000 < 0.05). This implies low level of performance in sportsmanship. This is clearly at the other end of the spectrum where we were looking at collective responsibility for the good of the institution, not of the individual or even an individual within their area of responsibility.

Discussion of Findings
Perception of Employees on Authentic Leadership Qualities
Leadership qualities were examined in four dimensions: Relational Transparency (RT), Internalized Moral Perspective (IMP), Balanced Processing (BP) and Self-Awareness (SA). It

was found that private tertiary institutions did not consider the views of employees in decision making. These findings contributed a better understanding of management qualities that are associated with employees' views of authentic leadership. This suggests that authentic leadership could be influenced by authentic personality and other characteristics that draw on productive resource management; however, it does not take into account how employees' perceptions did not always reflect the reality of leadership trait. This study found that authentic leadership perceptions may be (positively or negatively) related with specific political skills. It can further be argued that these findings partly contrast the study by Yesilkaya and Aydin (2016) who found that there were positive and significant relationship between employees' perceptions on authentic leadership and organizational citizenship behavior in Turkey. This could be as a result of environmental differences since Yesilkaya and Aydin (2016) conducted their research among employees in the public sector; that is not entirely the case in private tertiary institutions. Following from this, it is argued that an increase in one's authentic leadership perception would affect the organizational citizenship behavior in private tertiary institutions.

Level of OCB
The level of OCB was evaluated in five (5) perspectives: Altruism, Courtesy, Civic Virtue, Conscientiousness and Sportsmanship. The study registered a low level of performance in sportsmanship. This corroborates previous findings made in earlier studies (Rockstuhl, 2012; Semedo *et al*., 2016), that authentic leaders arbitrate the connection between open-mindedness or flexibility in the workplace and OCB. Relationships in the private tertiary institutions have some implications on how administrators, faculty and staff see themselves as part of the organization. Leaders should set the tone for what these relationships look like and how they evolve. In this regard, the advancement of the institution's mission and its success is directly connected to its leadership. The development and progress of future leaders in higher education begin with the relationship and experience people have with the leaders they report to. Authentic leadership sees leadership as an *interactional field* where relationships between leader and follower are crucial.

Conclusion and Recommendations
The results of this study support the imperative role of authentic leadership and organisational citizenship behaviour. The findings showed that to get employees to go an 'extra mile', leaders need to display genuineness which results in a greater employee identification with the organization and a greater degree of trust in their co-workers.
The findings suggest that authentic leadership had a substantial impact on organisational citizenship behaviour. Based on this, it is recommended that private tertiary institutions and organisations need to regard authentic leadership in influencing employee behaviour. When dealing with employee behaviour, the institutions should take cognizance of organisational politics. It is recommended that management of private tertiary institutions focus on the role of leadership in all sectors. Leadership development programmes and coaching should focus on creating an ideal climate for employees to develop commitment. Additionally, management of private tertiary institutions should embark on initiatives that enhance staff commitment for retention purposes. Finally, it is imperative to note that the psychological support and empowerment provided by authentic leaders make team members satisfied with present conditions. For this reason, it is recommended that leadership of private tertiary

institutions provide positive effects on well-being of employees by enhancing employees' self-determination.

Suggestion for Future Research

Future research regarding the relationship between AL and OCB should consider, moderating variables that could influence the relationship between AL and OCB. The relationship between other leadership styles and OCB should also receive attention to determine which leadership style has the greatest impact on OCB.

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