Authentic Leadership And Teacher Morale: Effects On Organizational Commitment In Higher Education

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Abstract: Higher education institutions constantly deal with issues such as teacher attrition and high turnover rate, which could lead into other serious challenges in the field of education. These challenges call for a leadership style that could help school leaders keep competent and committed teachers who are willing to actively work in order to achieve the goals of the organization. Authentic leadership has been identified as a type of leadership that can build an enduring organization. Unfortunately, only few studies have focused on the positive effect of authentic leadership in an academic environment. The study intended to examine the effects of authentic leadership on teacher morale and organizational commitment in higher education. Moreover, it was aimed at developing a behavioral performance model that could guide educational leaders to attract and retain competent faculty members. The sample of this quantitative study consisted of 150 college teachers from different universities in the Philippines. The study utilized a descriptive-survey research method using multiple regression analysis to investigate the effect of the authentic leadership of the deans on teacher morale and teachers’ organizational commitment. The results revealed that authentic leadership positively influences teacher morale and organizational commitment of the teachers in higher education. It can be drawn that teacher morale positively affects the organizational commitment of the teachers in higher education.

Keywords: Authentic leadership, teacher morale, organizational commitment, and higher education

1. Introduction

The prevailing turbulent global climate is characterized by organizations, including higher education institutions that are beset with the constantly increasing pressures as well as challenges to meet the demands from stakeholders (Ngambi, 2011). Leadership takes on a crucial role during these times of crisis (Rodwell, 2011). Authentic leadership is considered to be a genuine, ethical, and transparent form of leadership that provides a positive approach when dealing with the current challenges related to organizational leadership (Wang et al., 2014). Rodwell (2011) regards authentic leadership as a lifelong development phenomenon in which leaders are committed to achieving greater self-awareness and aims to build on the strengths of their followers to move the latter, along with the organization and community. Leadership literature and practitioners have emphasized the significance of authentic leadership in the workplace when leaders are true to themselves, particularly when they display behaviors such as being honest, sincere, and deliberative of their personal values (Leroy et al., 2015). Authentic leaders, who are characterized by being true to their core values, having the highest integrity and a deep sense of purpose, are needed in order to build an enduring organization (Klenke, 2007). To fully capture the significance of the present study, rigorous efforts were made to know the effect of authentic leadership in the organizations. Literature on authentic leadership manifest that the positive effect of authentic leadership on the followers and organizations are mostly seen in the business context and only few in educational organizations. For example, the study of Dinanath (2018) revealed that leaders who exude authenticity, create a positive work environment for others, which in turn helps in building morale and commitment not only towards the former but also to the organization. Fairchild et al. (2015) also found a link between the hospital staff’s self-perceived morale and their perceived authentic leadership behaviors among nurse administrators in rural hospitals in the United States. Furthermore, Marques (2008) found that authentic leaders of businesses located in Southern California guide their employees in order to achieve results and boost their morale in the workplace. Another example is a study by Muceldili et al. (2013) in which authentic leadership stimulated positive outcomes, including organizational commitment, among employees in organizations from various sectors located in Turkey Marmara Region. Few studies were conducted in educational organizations with regards to the existence of authentic leadership in the organization. For instance, Bird and Wang (2011) suggest that authentic leadership can promote trust among teachers. In addition, the study of Bento and Ribeiro (2013) revealed that authentic leadership exists in educational leaders from both public and private schools. The results of their study also show that the level of authenticity of the leaders which was based on the authentic leadership indicators namely: self-awareness, balanced processing, relational transparency and internalized moral perspective, garnered high levels and no notable distinction between the results of public and private schools emerged. The study of Opatokun et al. (2013) also suggests that the indicators of authentic leadership are predictors of authentic leadership. The study of Karadag and Öztekin-Bayir (2018) also suggest that authentic leadership behaviors had a positive effect on the elementary school teachers’ perceptions of school culture. Meanwhile, human resources are some of the most significant factors that can contribute to the success of an organization. Hence, they must be treated as an important
asset in the organization (Oley et al., 2019). Jamaluddin et al. (2019) believe that leaders should focus on work morale because high employee morale can affect work efficiency and effectiveness. On the other hand, low morale among individuals in the work environment is attributed to their immediate supervisors (Ngambi, 2011). For instance, the organizational commitment of teachers fluctuates based on their interaction with their principals, and whether the latter acknowledged their efforts and boosted their morale (Lambersky, 2016). On the other hand, when employees experience low morale, it negatively affects their organizational commitment (Ngambi, 2011). Low morale results in moral distress and high turnover among employees (Fairchild et al., 2015). According to Jackson et al. (2012), morale involves employees' laden attitudes in the workplace. It signifies an employee's strong sense of belongingness towards an organization, which in turn results to a high level of commitment in the organization (Ramay et al., 2017). Employees with high morale feel committed and loyal to their jobs, employers, and the organization (Werang, 2011). Moreover, the enhanced morale of employees due to the feedback of their supervisors also boosts their organizational commitment (Bodla et al., 2012). Higher education institutions face various challenges, including downsizing, mergers, increasing competition, budget cuts, changes in the funding formula, and shortages in terms of staffing (Ngambi, 2011). Numerous teachers leave their vocation due to the unexpected demands of their job (Evers, 2011). Hence, educational institutions suffer from high teacher turnover rate and teacher attrition as more teachers leave the profession to pursue other fields (Robinson, 2010). Ngambi (2011) emphasizes the significant decrease in teacher morale in which teachers’ trust on school leaders has become a critical issue. Werang and Lena (2014) state that principal leadership could encourage and promote high teacher morale. In the context of education, morale refers to the degree to which the teachers’ needs are satisfied and involves their fighting spirit to produce qualified work of teaching (Werang & Lena, 2014). It is a significant factor in ensuring that teachers perform their best so students could get the best possible education (Werang, 2014). Furthermore, Darling-Hammond (2003) believes that one of the most significant agenda for a school leader is attracting and keeping committed teachers, since the latter is considered to be the most crucial determinant of students’ success among all school resources. Unfortunately, there is also a lack of understanding with regard to the definition and significance of teacher morale, resulting in minimal consideration in research (Moore, 2012). In addition, previous research on school leadership and teachers’ organizational commitment are only limited to the concept of ‘superhero’ leadership wherein leading a school is only under the responsibility of a single person (Hulpia & Devos, 2010; Malik et al., 2010). This paper intended to assess the significant effects of authentic leadership of the school leaders on teacher morale and organizational commitment in higher education. It sought to address the existing gap in research literature when it comes to the impact of authentic leadership on teacher morale and organizational commitment. The study was aimed at guiding school leaders by understanding the significance of authentic leadership on teacher morale and organizational commitment. Additionally, it sought to develop a behavioral performance model that would attract and retain competent faculty members. Lastly, the study could contribute to the existing literature regarding the effects of authentic leadership in educational organizations.

2. Review of the Literature

2.1. Authentic Leadership

Authenticity is rooted from Greek philosophy, particularly the adage “know thyself”, and can be defined as owning one’s beliefs, desires, emotions, needs, and thoughts (Gardner et al., 2011). Authentic leadership is typified by the leader’s behaviors that exhibit self-awareness, relational transparency, balanced processing, and internalized moral perspective. These behaviors denote that authentic leaders recognize and impart their motives, personal values, and sentiments, consider all details and share them with others to make informed decisions, and welcome the input of their followers (Wang et al., 2014). These dimensions allow followers to accurately examine their authentic leader’s morality and competence based on the latter’s actions (Wang et al., 2014). Authentic leaders embody unswerving core values, a deeper sense of purpose, and a higher degree of integrity. Authentic leadership is known for creating stable organizations that meet everyone’s needs which produce positive outcomes including organizational commitment and intention to stay in the organization (Hassan & Ahmed, 2011). Furthermore, followers’ personal and social identification with their leaders’ authenticity influences their organizational commitment (Leroy et al., 2012). The four components of authentic leadership include: self-awareness (SA), relational transparency (RT), balanced processing (BP), and internalized moral perspective (IMP) (Leroy et al., 2012). Self-awareness pertains to leadership traits that show awareness of one’s preferences, motivations, wants, and needs. Relational transparency signifies demonstrating one’s authentic self, including their thoughts and feelings to their followers. Balanced processing refers to the way leaders weigh in relevant data before forming a conclusion and decision. Internalized moral perspective relates to self-regulation imposed by the leaders in line with their values and internal moral standards. Studies in authentic leadership suggest that this leadership style has a positive impact on the attitude, behavior, job commitment, and work outcomes of employees (Wang & Hsieh, 2013). For example, employees who feel deeply supported are more likely to increase their engagement at work (Wang & Hsieh, 2013).

2.2. Teacher Morale

Morale is known as a mental and emotional state of an individual or a group, which shows a common purpose in relation to their work. Moreover, it is identified as a level of an individual’s psychological wellbeing (Blackburn, 2015). According to Willis and Varner (2010), the definitions of teacher morale revolve around the themes of teachers having personal needs and how the perceived realization of their needs affect their performance and sentiments toward the organization. High teacher morale has been linked to feeling appreciated by the school, being confident in one’s competence, feeling supported when disciplining students, being able to participate in developing school policies, having adequate supplies and facilities, feeling that the teaching load is appropriate, and having job security (Lee, 2016). Teacher morale is often high when teachers feel appreciated, supported, and heard (Blackburn, 2015). There are several dimensions to teacher morale, namely: rapport
with principal, curriculum issues, satisfaction with teaching, teacher load, rapport among teachers, teacher salary, teacher status in the community, community support for education, community expectations, and school facilities and services (Webb, 2014). Previous studies emphasized that despite the various factors that contribute to teacher morale, not one factor showed greater importance than the leadership of the school leader, particularly the relationship between the teachers and the latter (Cerit, 2010; Evers, 2011). In line with these, the factor that has the most significant impact on the teacher morale is the rapport with the principal of the school, which in turn influences the teachers’ level of job satisfaction (Hearn, 2013; Moore, 2012; Robinson, 2010).

2.3. Organizational Commitment
Malik et al. (2010) characterize organizational commitment as an individual’s involvement in, identification with, and emotional attachment to the organization. It is one of the fundamental purposes of organizations that aim to uphold their existence (Cerit, 2010). Organizational commitment is also regarded as a significant predictor of the effectiveness of educators, and that committed teachers are more likely to exert effort and be more involved in their work (Hulpia & Devos, 2010). Previous researchers found that organizational commitment is influenced by organizational settings, including school leadership, among others (Çokluk & Yılmaz, 2010; Hulpia & Devos, 2010). According to Stewart Wherry (2012), poor leadership, particularly the leadership of the immediate supervisor, is the main reason why employees leave their organization. Organizational commitment is comprised of three dimensions, namely affective, continuance, and normative (Çokluk & Yılmaz, 2010; Malik et al., 2010). Affective commitment signifies the individual’s identification with their organization characterized by sympathy. Individuals with strong affective commitment wanted to remain in the organization because they want to (Choong, Wong & Lau, 2012). Continuance commitment involves the commitment situation based on the needs of the individual, wherein higher continuance commitment signifies that the employee opts to stay in the organization after considering the disadvantages of leaving (Choong et al., 2012; Çokluk & Yılmaz, 2010). Normative commitment signifies an employee’s sense of obligation to stay in the organization (Malik et al., 2010). Staying in the organization is based on the individual’s personal morality (Choong et al., 2012).

2.4. Authentic Leadership and Morale
Authentic leadership is essential in shaping a healthy work environment and in recognizing the role of optimism and hope when it comes to attaining desired leadership outcomes (Jackson & Daly, 2010). In turn, when authentic leaders strengthen the workplace, they enhance employee morale and satisfaction (Sageer, Rafat & Agarwal, 2012). Helping employees in areas and times that they are necessary can help attain organizational goals that in turn enhance staff morale (Marques, 2008). In addition, an organization that can meet its obligations to their employees can boost their employees’ morale and in return the latter reciprocate with behaviors favorable to the organization (Jackson, Rossi, Rickamer Hoover & Johnson, 2012). In the context of a nursing workplace, authentic leaders play a crucial role in alleviating workplace difficulties that have a significant impact on staff morale (Jackson & Daly, 2010). Employee morale is a means in order for the rewards of leaders impact follower outcomes (Jackson et al., 2012).

2.5. Authentic Leadership and Organizational Commitment
Studies on authentic leadership suggest that this leadership style positively influences attitude, behavior, job commitment, and work outcomes of employees (Wang & Hsieh, 2013). In the context of service industry in Belgium, authentic leadership was found to be positively related to organizational commitment, particularly, affective organizational commitment (Leroy et al., 2012).

2.6. Morale and Organizational Commitment
Morale is a mental state to which individuals feel positive about their work and work environment, which in turn affects constructs such as organizational commitment (Behm, 2009). According to Jackson et al. (2012), employee morale encompasses affective organizational commitment, which pertains to an individual’s involvement, identification, and emotional attachment to the organization and the workplace.

2.7. Theoretical Framework
Authentic leadership theories assert for high standards when it comes to leaders’ behaviors as well as consistency between their claims and actions (Opatokun et al., 2013). The focus of this study involved the foundational theories of affective processes, including affective events theory and multi-level theory of emotions in order to examine how followers perceived authenticity of their leaders can evoke positive or negative emotional response (Gardner et al., 2011). Affective events theory involves an understanding of the emotional linkages between leadership behaviors and team outcomes, while the multi-level theory of emotions includes five levels that include within-person, between persons, interpersonal interactions, groups, and organization-wide levels (Ashkanasy, 2003; Hmieleski et al., 2012). In authentic leadership theory, authentic leadership is rooted on the concept of embodying one’s ‘true self’. The theory also encourages leaders not only to focus on their self-perceived authenticity, but also to impart it to their followers in order to encourage the latter (Hsiung, 2012). In terms of teacher morale, the two-factor theory, which is a motivational theory, that includes a two-step approach in order to understand motivation and job satisfaction (Robinson, 2010) was examined. First, hygiene involves factors such as leadership, working conditions, security, wages, and relationships with fellow faculty members and school staff. Second, motivators involve professional recognition, challenges in the workplace, status in the school and community, and advancement opportunities for leadership, which boost employees’ commitment to their organization. In line with these theories on authentic leadership and teacher morale, their impact on the organizational commitment of teachers in higher education institutions for the purpose of creating a behavioral performance model was assessed.

2.8 Statement of the Problem
Several studies had already explored the effect of authentic leadership on followers’ morale and organizational commitment but their focus were mostly seen in the business context and not in educational organizations. This study
intends to assess the effect of authentic leadership on teacher morale and organizational commitment of the teachers in higher education institutions. The results of the study could provide empirical evidence on the significance of authentic leadership on followers’ morale and organizational commitment in educational organizations.

3 Objectives of the Study

The objectives of the study include:
1. To determine the effect of authentic leadership on teacher morale in higher education
2. To determine the effect of authentic leadership on teachers’ organizational commitment in higher education
3. To determine the effect of teacher morale on organizational commitment in higher education
4. To construct a behavioral performance model that could guide educational leaders to attract and retain competent teachers

Research Questions
The research questions derived from the review of related literature include the following:

Research Question 1. What is the effect of authentic leadership on teacher morale in higher education?

Research Question 2. What is the effect of authentic leadership on teachers’ organizational commitment in higher education?

Research Question 3. What is the effect of teacher morale on organizational commitment in higher education?

Hypotheses
This research study sought to prove that the following:

Hypothesis 1. Authentic leadership positively contributes to teacher morale in higher education.

Hypothesis 2. Authentic leadership positively contributes to teachers’ organizational commitment in higher education.

Hypothesis 3: Teacher morale positively contributes to organizational commitment in higher education.

Research Paradigm

Research Design
This study utilized a quantitative approach and descriptive survey research method to determine the influence of authentic leadership and teacher morale on organizational commitment of the teachers in higher education institutions using Multiple Regression analysis (MRA). The descriptive survey research method was done using standardized survey questionnaires, which distributed among teachers of the randomly chosen schools. MRA is a type of general linear modeling and a multivariate statistical technique that is used to detect the relationship between a set of independent variables and a single dependent variable (Roux, 2010). This inferential statistical tool can be utilized to describe a series of variables’ relative degree of contribution in the multiple prediction of a variable (Emuwa, 2013). Furthermore, it is utilized to determine which independent variables are most significant in terms of predicting the dependent variables (Rader, 2015). Hence, MRA can be utilized to predict the degree to which one of the independent variables or regression variable can predict the dependent variable, as well as explain the statistical significance of the regression coefficients in order to develop a theoretical reason for the impact of independent variables (Roux, 2010). For instance, Evers (2011) also employed multiple regressions to measure the relationship between leadership of the principal and the teachers’ morale. Cerit (2010) applied MRA to assess the effects of servant leadership on teachers’ organizational commitment. Since the results of multiple regression analysis can help in predicting the impact of independent variables on the dependent variable (Roux, 2010), MRA has been seen as the right tool to be used to investigate the effect of authentic leadership and teacher morale on organizational commitment of the teachers in higher education.

Subjects and Study Site
A total of 150 participants from two private universities and two public universities in Manila, Philippines completed the survey. Out of 32 college departments of the four universities, 26 were randomly chosen, 75 college teachers from public universities and 75 college teachers from private universities. This quantitative study used a simple random sampling technique through fishbowl method in choosing universities as the sample. Akinbobola (2011) also used multiple regression analysis to analyze the data collected from 150 participants in order to examine the impact of job satisfaction on job involvement in a workplace. To get a well-founded assessment of the teachers to their deans’ authentic leadership and to lessen the threats to the study’s validity, certain inclusion criteria were employed which include the following: the respondents should have been employed with a permanent status and worked with their deans for at least one year to ensure an established professional relationship between the deans and the teachers. These guidelines conform with the purposive sampling method that is based on informational considerations to ensure that the data collected from the participants are relevant to the study (Hassan & Ahmed, 2011).

3.2 Instrumentation
This paper employed standardized questionnaires in administering the survey. First, the study utilized the 16-item Authentic Leadership Questionnaire (ALQ) by Avolio, Gardner, and Walumbwa (2007), to measure the perceived
authenticity of school deans’ leadership style by college teachers. The ALQ is distributed by Mind Garden, Inc. This questionnaire is used on numerous studies on authentic leadership, including in the field of school organizations (Gardner et al., 2011; Roncesvalles & Sevilla, 2015; Valsania et al., 2012; Wong & Laschinger, 2012). It involves authentic leadership’s four dimensions, which include self-awareness, balanced processing, relational transparency, and internalized moral perspective, which will be measured using a 5-point Likert Scale (0=not at all, 1=once in a while, 2=sometimes, 3=fairly often and 4=frequently, if not always). A sample item includes, “...encourages everyone to speak their mind.” ALQ has shown a reliable measure with internal consistency reliability for each dimension namely: relational transparency, α = .77; self-awareness, α = .73; balanced processing, α = .70 and internalized moral perspective, α = .73 (Stewart Wherry, 2012). Second, Teacher morale was measured using the 40-item Purdue Teacher Opinionnaire (PTO) by Bentley and Rempel’s 1980. The validity and reliability of the questionnaire has already been tested and proven in numerous school settings (Hearn, 2013). Questions involving dimensions that focus on school-wide morale have been selected to ensure that the questions are relevant to the teachers who will rate their perceived level of morale, which include rapport with principal and satisfaction with teaching (Evers, 2011; Hearn, 2013). The questionnaire measures the dimensions using a 4-point Likert scale (1=disagree, 2=probably disagree, 3=probably agree, 4=agree). A sample item includes, “I feel that I am an important part of this school.” Purdue Teacher Opinionnaire (PTO) has been empirically tested and retested in school setting hundred times since it was developed in 1967 (Hearn, 2013). The results of the reliability coefficients (Cronbach’s alpha) were between .62 and .88 with the total reliability coefficient of .87 (Hearn, 2013). The consistency of the questionnaire with the present educational language was also analyzed to ensure that age would not affect the results of the survey (Moore, 2012). Third, Organizational commitment was measured using Allen and Meyer’s (1990) 24-item questionnaire. Choong et al., (2012) employed this scale in order to measure the organizational commitment of teachers in Malaysian private universities. The questionnaire measures the dimensions of affective commitment, continuance commitment, and normative commitment using a 7-point Likert scale (1=strongly disagree to 7=strongly agree). A sample item includes, “I do not feel ‘emotionally attached’ to this organization.” The three dimensions of the 24-item Organizational Commitment Questionnaire by Allen and Meyer (1990), namely, affective (0.812), continuance (0.830), and normative (0.713) commitments have displayed good validity and reliability results (Choong, 2012). Finally, a Robofoto was used to provide background information regarding the participants. In research, it is a personal data sheet of the participants, which contains personal and professional information (de Guzman & Tan, 2007). In Dutch, a Robofoto is a cartographic sketch used in a criminal investigation (Kelchtermans & Ballet, 2002).

3.3 Data Gathering Procedure

Letters of request were sent to the deans of the selected four universities in the Philippines for permission to conduct the survey. Upon their approval, invitation letters, which include the objective of the study and contributions to the field of education, were given to 150 teacher participants. The respondents’ voluntary participation can be verified by signing the consent form. The questionnaires were distributed to the willing participants, who are college teachers and currently working in their respective universities in a permanent job status and worked with their Deans for at least one year during the duration of the study. In order to encourage teachers to be more open and honest with their answers, the confidentiality of the results including their identities and name of their schools were also guaranteed.

3.4 Ethical Considerations

This study observed a proper procedure while conducting the survey in the selected four universities in the Philippines. Letters of request were sent to the Deans of the chosen universities with the assurance that the school’s privacy and the data collected were handled with utmost confidentiality. Upon approval, invitation letters containing information and the purpose the study were sent to the participants, who were guaranteed with confidentiality and anonymity. The latter was secured by utilizing identifiers including, but not limited to, age, gender, and the job title (Braun et al., 2013). Signed consent forms guaranteed the willingness of respondents to participate in the study. A copy of the results as well as the conclusion of the study was sent to the school upon request.

3.5. Data Analysis

Multiple regression analysis (MRA) was utilized in analyzing the data. It is used to predict the effect of independent variables on the dependent variables. Rader (2015) employed MRA in examining the effect of authentic leadership on follower satisfaction, work engagement and self-efficacy. In this study, MRA was utilized in order to examine the effects of authentic leadership and teacher morale on organizational commitment in higher education.

4.1 RESULTS

A multiple regression analysis was conducted in order to examine the effects of authentic leadership and teacher morale on organizational commitment in higher education. The study also evaluated the effect of authentic leadership on teacher morale in higher education.

Participants

Table 1: Demographic Profile of the Respondents (N=150)

<table>
<thead>
<tr>
<th>Profile</th>
<th>No. of Respondents (N=150)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>23-37</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>38-52</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>51 and above</td>
<td>28</td>
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<tr>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Civil Status</td>
<td>Single</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>90</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>42</td>
</tr>
<tr>
<td>Job Status</td>
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<td>80</td>
</tr>
<tr>
<td></td>
<td>Part Time</td>
<td>70</td>
</tr>
<tr>
<td>1 year or less</td>
<td>52</td>
<td></td>
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<tr>
<td>3 years</td>
<td>71</td>
<td></td>
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<tr>
<td>5 years</td>
<td>77</td>
<td></td>
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<tr>
<td>7 years</td>
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<td>9 years</td>
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<tr>
<td>10 years</td>
<td>84</td>
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<tr>
<td>11-15 years</td>
<td>87</td>
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<tr>
<td>16 years</td>
<td>88</td>
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<td>27 years</td>
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<td></td>
</tr>
<tr>
<td>28 years</td>
<td>100</td>
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</table>

The demographic profile of the respondents (N=150) in Table 1 shows that majority of the respondents are married...
(64%) and female (59%). Most of the respondents have worked in their present departments for over 5 years (77%) with 38 to 52 years of age (49%). Most of the respondents have 10 years and below teaching experience (52%) and with units in doctorate degree (39%). All of the respondents have regular job status (100%) in their respective institutions.

4.2 Testing of Hypothesis
Authentic leadership and teacher morale (IVs) were hypothesized to have an effect on organizational commitment (DV) and also authentic leadership on teacher morale using regression analysis.

Table 2: Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Leadership</td>
<td>3.44</td>
<td>0.63</td>
<td>150</td>
</tr>
<tr>
<td>Teacher Morale</td>
<td>3.55</td>
<td>0.43</td>
<td>150</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>5.99</td>
<td>0.71</td>
<td>150</td>
</tr>
</tbody>
</table>

Table 2 presents the descriptive statistics of all the variables. It contains the mean values and standard deviation statistics of the responses of the respondents. The mean value of authentic leadership is 3.44 with standard deviation of .63. In addition, the mean value of teacher morale is 3.55 with standard deviation of .43 and the mean value of organizational commitment is 5.99 with standard deviation of .71. The results of the study have shown that the variables have high levels of responses, which indicate the deans are authentic leaders and the teachers have high morale and highly committed in their organizations.

Table 3: Regression Analysis of Authentic Leadership and Teacher Morale on Organizational Commitment

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.99</td>
<td>.264</td>
<td>5.251</td>
<td>.000</td>
</tr>
<tr>
<td>Authentic Leadership</td>
<td>.59</td>
<td>.074</td>
<td>.915</td>
<td>18.804</td>
</tr>
<tr>
<td>Teacher Morale</td>
<td>.41</td>
<td>.01</td>
<td>.413</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 3 shows the results of the multiple regression analysis. The results revealed that all the independent variables namely: authentic leadership (β = .93, p < .01), teacher morale (β = .53, p < .01) significantly affect the dependent variable (organizational commitment). The results suggest that the authentic leadership of the deans and teacher morale positively affect the teachers’ organizational commitment in higher education. The summarized results of multiple regression analysis (Table 3) show that the R value is .91, which signifies that the independent variables (IVs) and dependent variable (DV) have a strong positive relationship. Furthermore, the results show strong dependency (R Square value = .83) of the teachers’ organizational commitment on the authentic leadership of the deans and the morale of the teachers.

Table 4: Regression Analysis of Authentic Leadership on Teacher Morale

Table 4 presents that authentic leadership has a significant effect on teacher morale (β = .93, p < .01). The R value of .93 shows a strong positive effect of the dean’s authentic leadership on teacher morale, while the R square value of .86 exhibits a strong dependency of the teacher morale on the dean’s authentic leadership in higher education.

Table 4: Regression Analysis of Authentic Leadership on Teacher Morale

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Authentic Leadership</td>
<td>1.99</td>
<td>.264</td>
<td>5.251</td>
<td>.000</td>
</tr>
<tr>
<td>Teacher Morale</td>
<td>.41</td>
<td>.01</td>
<td>.413</td>
<td>.000</td>
</tr>
</tbody>
</table>

Multiple Regression Analysis Results
The effects of authentic leadership and teacher morale (independent variables) on organizational commitment (dependent variable) as well as the effect of authentic leadership on teacher morale were examined in the study using multiple regression analysis. The results of the study suggest that the authentic leadership of the deans positively affect teacher morale (β = .93, p < .01), which supports Hypothesis 1. The results also show that authentic leadership positively affect teachers’ organizational commitment, which supports Hypothesis 2 (β = .40, p < .01) and teacher morale has a positive effect on organizational commitment (β = .53, p < .01) that supports Hypothesis 3. Thus, the results of the regression analysis signify that the authentic leadership of the deans positively influences teacher morale and the organizational commitment of the teachers in higher education.
education. Also, the morale of the teachers positively affects their organizational commitment in higher education.

5.1 Discussion
The study examined the effects of authentic leadership on teacher morale and organizational commitment in the educational organization context. The results depict the high ratings of the variables namely: authentic leadership, teacher morale and organizational commitment.

The influence of authentic leadership on teacher morale in higher education
The present study examined the influence of authentic leadership on teacher morale in higher education and tested Hypothesis 1 whether authentic leadership positively influences teacher morale in higher education. The results depict that the more deans show authenticity, the more their teachers show high morale in their jobs, which seem to postulate that the authentic leadership of the deans has a significant effect on teacher morale in higher education, that supports Hypothesis 1. This result is affirmed by the study of Dinanath (2018), that authentic leadership has an influence on the continuous improvement of teacher morale.

The effect of authentic leadership on teachers’ organizational commitment in higher education
The study also examined the effect of authentic leadership on teachers’ organizational commitment in higher education and tested the Hypothesis 2 whether authentic leadership positively promotes teachers’ organizational commitment in higher education. The results of the study depict that the teachers who perceived their deans as authentic leaders have also showed that they are highly committed in their respective organizations. The more the deans exhibit authenticity to their teachers the more their teachers become committed to their organizations, which seem to signify that the dean’s authentic leadership has a positive effect on teachers’ organizational commitment in higher education, which supports Hypothesis 2. This result is affirmed by the previous studies in which authentic leadership has a meaningful impact on organizational commitment because the more the followers perceive authenticity in the characteristics of their leaders, the more satisfied and committed they are to their organization (Darvish et al., 2011).

The effect of teacher morale on organizational commitment in higher education
The study also investigated the effect of teacher morale on organizational commitment and tested the Hypothesis 3 whether teacher morale positively affects organizational commitment in higher education. The results show that the more the teachers exhibit high morale the more they are committed to their organizations, which seem to postulate that the teacher morale has a positive effect on teachers’ organizational commitment in higher education that supports Hypothesis 3. This result is affirmed by the previous studies in which morale is a determinant of commitment in the workplace, and educators prefer to stay longer and were shown to have higher commitment when the morale is high (Ngambi, 2011).

6.1 Conclusion
The study sought to investigate the effects of authentic leadership of the deans on teacher morale and organizational commitment in higher education to construct a behavioral performance model that could help educational leaders attract and retain competent faculty members. The results of the study revealed that authentic leadership has a significant effect on teacher morale and organizational commitment. Furthermore, teachers in higher education institutions who perceive their leaders as authentic and self-perceived higher levels of morale have also shown higher levels of commitment towards the university where they work.

6.2 Significance of the Study
The study has implications in organizational leadership as the results indicate that the effects of authentic leadership are beneficial for leaders, managers, and administrators because when they demonstrate internalized moral perspective, balanced processing, relational transparency, and self-awareness, they can enhance morale and organizational commitment. The results of the present study suggest that authentic leadership has a significant positive effect on teacher morale and organizational commitment of teachers in higher education. Thus, authenticity among leaders may be included as a desirable trait when selecting a candidate for an administrative position. Furthermore, school leaders can adopt policies and practices that promote authentic leadership behaviors.

6.3 Recommendations/Direction for Future Research
Future studies can examine the generalizability of the findings by obtaining samples from individuals in other school organizations and environments that include primary and secondary education. Further research can also focus on the effect of authentic leadership on other organizational outcomes, such as student learning and performance. In addition, future study can also focus on highlighting the difference of authentic leadership from other leadership theories and compare the effects in the context of educational leadership and higher education. Other factors that can mediate authentic leadership and organizational performance can also be explored.

7 References


[42] Robinson, J. D. (2010). The leadership effect: Teacher morale within selected schools in one southeast Tennessee system. ProQuest LLC.


