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Relationship of Authentic Leadership, Personality Traits and Personal Sense of Power amongst School Teachers: A Study from the Less-Privileged Areas of Karachi-Pakistan

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Abstract

The purpose of the study was to examine the relation among authentic leadership, sense of power and personality traits of school teachers of less-privileged areas of Karachi, Pakistan. 200 school teachers (100 men and 100 women) from private and public sector participated, with the age range of 21 to 40 years with mean age of ($M=29.30$). Data collected through a survey method by using questionnaires, Ten Items Personality Inventory (TIPI), Self-Report version of Authentic Leadership Questionnaire (16- items) and English version of Personal Sense of Power Scale (8-items). The results showed that authentic leadership was significantly related with extraversion ($r = 0.139$, $p = < 0.05$) conscientiousness ($r = 0.202$, $p = < 0.004$) and openness to experience ($r = 0.191$, $p = < 0.007$). Insignificant relation found with agreeableness ($r = 0.09$, $p = > 0.181$) and emotional stability ($r = 0.83$, $p = > 0.241$) personality traits. Further, authentic leadership is insignificantly related to a sense of power ($r = 0.118$, $p = > 0.095$). Interestingly, findings suggested that female teachers possess slightly high authentic leadership ($M=57.14$) and sense of power ($M=4.46$) than male teachers ($M = 56.82, 4.27$). The findings of the study have practical implications in academics that teachers should be recruited after assessing their personality traits and authentic leadership qualities for the students and schools' development.

Keywords: Authentic leadership, personality traits, sense of power, school teachers of less-privileged areas of Karachi.

Introduction

The education system has the responsibility of developing societies and countries. It is only possible when we educate our young generation in a developing manner. By educating children, we can change our identities, customs, and civilization but

these modifications can happen according to time, situation and need. However, forming new habits, behaviors and learning new things depends upon education. Moreover, teachers and teaching ways are important among other factors that are liable for learning including teacher's values, opinions, behaviors, ethics/moral, attitudes and these are the dynamics of teacher's personality and leadership style. These two important factors of teachers play a key role in building a student's personality and development (Saeed, 2019). Similarly, Parks-Leduc et al. (2015) highlighted that values, opinions, attitudes are associated with personality that designs the behaviors of individuals.

Arceno et al. (2019) stated, whenever we talk about the roles and duties of teachers in the classroom it comes to mind that they are responsible for designing lessons and completing them, monitoring, regulating student's progress and classroom environment. Now, this idea must be given up that they are only responsible for communicating a specific part of knowledge because we need those teachers who are able to induce critical thinking, problem solving ability and communication skills in students which help in preparing them for a wide range of careers. To deal with the complicated education system, a teacher's personality plays an important role in creating different scenarios in the classroom and their authentic leadership quality will enhance the awareness, morality, better decision making and clarity of relations with others. In addition, Johnson and LaBelle (2017a) discovered that students mostly pay attention to those teachers who are genuine and authentic in teaching.

Authentic leadership has become popularized and deliberately useful for teaching since late 1999 and early 2000's (Gardner et al., 2011) and in the era of renovation and modification through quick changes, it has become a need of educational institutes. Similarly, Shokoo et al. (2015) explained that authentic leadership becomes the basic need of the current leadership situation. Warszevska-Makuch et al. (2015) argued that a teacher's self is the center of great teaching, through the process of authentic leadership they can discover, understand themselves and their thoughtfulness towards others. By practicing authentic leadership, teachers can identify themselves and use it in teaching (Dirkx, 2006) and for successful teaching, authenticity of teachers and consciousness are proved as important elements (Cranton & Carusetta, 2004).

Moreover, Qureshi and Aziz (2018) enlighten that school leadership plays vital role in emerging intellectual ability with technical and academic skills in students because schools considered as first learning institution which develop the base of learners that makes them able to serve in society later on and such development or improvements of students are based on teacher's authentic leadership. In addition, it is believed that gender is playing an important role in determining the characteristics of leadership (Ayman & Korabik, 2010). Not surprisingly, it has been suggested that dynamics and results of authentic leadership are influenced by gender of leaders (Christo-Baker and Wilbur, 2017;

Kapasi et al., 2016; Liu et al., 2015) but discussion on leader's gender, not frequently covered in study on leadership in education (Banks, 2000; Blacksmore, 2013).

Next to it, leadership is a complicated and complex responsibility that is considered to be incomplete without power which is the basic element for governing this responsibility. Lumby (2018) claimed that the use of power in leadership at higher education levels has many forms and it makes leaders able to work efficiently. Moreover, leaders need to enhance their self-awareness that encourages them to make decisions which sound ethical about the use of power. Similarly, Hatcher (2005) discussed that for school teachers, leadership is a source of achieving democratic schools and found a relation between leadership and power to govern it with the self-management of teachers. Nevertheless, theory of Attachment, based on the assumptions that personal power of leaders work as a bridge between leadership and actions of followers while followers' moral and ethical identification lying a mediating role in between these two (Bowlby, 1969).

Mostly and usually or whereas, we associate power with certain positions like king, president, boss, parents, principal, teachers and many others but in social psychology it is challenging to define it. However, Keltner, Gruenfeld and Anderson (2003) defined power as an ability to influence or control any event. Interestingly, the idea of relation between authentic leadership and power originates by Chong et al. (2013) and Gardner et al. (2005). In addition to this phenomenon of power, the new concept of personal sense of power introduced and defined as an inner state of a person or individual's perception of how greatly he/she is able to impact others (Galinsky et al., 2003) which comes from individual's sureness on their skills to influence on others (Anderson et al., 2012; Tost et al., 2013). In extension of this new concept Keltner et al. (2003) and Anderson & Galinsky (2006) explained that the high perception of power conveys progressive change such as confidence and hopefulness. Furthermore, a personal sense of power can impact a person's emotions, thoughtfulness and activities. In order to lead, one must persuade others to temporarily set aside and should practice coordinated and goal oriented activity (Keltner & Gruenfeld, 2006).

Another aspect of teachers that plays a great role in making a pleasurable and learning classroom environment is their personality traits. Shah et al. (2021) stated that teacher's belief, commitments, boldness, self-awareness and ethical standards are important traits of their personality among other traits that have an impact on society. These qualities and traits exhibit when exposed to certain situations. Moreover, the idea of teacher's personalities has gained popularity after the establishment of the National Council for Accreditation of Teachers (NCATE). This council works to advance teacher's education, instructors training which requires all necessary abilities and believed to increase morality in society through such initiative (Liston et al., 2009).

Further, these traits are defined as a noticeable manner to understand the behavior of individuals (Nelson & Quick, 2015) and determinant of incentives and improvement with time (Moghtader & Zadeh, 2016). Additionally, Ibad (2018) discussed the importance of personality traits of teachers if we aimed to improve the quality of teaching in Pakistan. It is only possible when we assess the teachers. In addition, a student's evaluation of a teacher would help to improve the way of teaching. Moreover, the substitution of "effective and ineffective teaching with effective and ineffective teachers" were explained and these ideas and deeds come from the surrounding where the teacher works and the surrounding rest on the personality traits of teachers.

Enlightened to this every action, behavior performed or done by an individual is a part of personality, Liang (2017) stated that leaders personality help in acquiring some qualities such as integrity, transparency, confidence, empathy, purpose and innovation. In a support to the exhibition of authentic leadership and use of personal power directly associated with personality, Curtis et al. (2011) claimed a leader influenced by a leader's clear communication, being personable, management, motivation, relational attribution that comes under the human specific traits like extraversion and openness. Moreover, these traits showed influence on a person's personality that helps in achieving certain positions by use of power. However, it clarifies that it shows significant relation but despite of this information, insufficient literature found on school teachers which is envisioned to probe deeply.

Research Objectives

Teachers are the roots and pillars of the education system; they must possess knowledge, skills and life experiences that develop effective and authentic students and leaders for the future. For this purpose they must be an authentic leader itself. Johnson and LaBelle (2017) explained that a teacher's authenticity meant to be attentive/alert, accessible, competent, effective, and love to work hard which is positively related to student's development. However, Michael et al. (2012) discovered that one of the responsibilities of a teacher as leader is to set a goal for a particular purpose and power makes leaders aim-centered and makes ways for attaining the goal.

Findings of Baig, (2011) explored that Karachi Grammar School was the first private school of Karachi which was established in 1847 but in the 1990s, the numbers of private schools increased dramatically all over the country and insufficient services by government schools was found as a cause of it. In addition, there is no standard qualification level and professional training required for teachers. Moreover, with these facilities teachers willingly work for a minimum amount of salaries and community support is considered as a leading factor because of higher chances of achievement. According to Pakistan Education Statistics, (2014) about four ninety-seven million gross income was reported by

private schools in between the years of 2013-2014 which is about two percent of the rural and urban household income.

So far, Pakistan is a developing country and facing many problems such as poverty, corruption, uncertainty and many more. One of the major problems is education. Recently the Chairman of HEC raised an issue about university education that our education system is not capable of producing good students and good citizens as well. He communicated some areas needed to be revised that are accountability, quality of education, academic freedom and autonomy to teachers Banuri (2021).

In literature, Research by Saeed (2019) who worked on authentic leadership of college and university teachers of Pakistan, found that authentic leadership significantly related to the development of students and organization at university level and significant difference was found between male and female authentic leadership. He also suggested conducting research on authentic leadership at basic school level. Furthermore, critical analysis has been done on educational problems in Pakistan by Ahmed et al. (2014) he argued on some points that are lack of standardization, un-directional education, lack of skilled and eminence teachers, non-operational curricula, exploitation, guiding principle, low financial plan for education, unresourceful, internal and external impacts and system of analysis, poor administration and ineffective management. Therefore, to overcome these problems, an authentic teacher as a leader is essential who will make students authentic.

The other thing which catches the attention and is a reason for the topic is, the use of unethical practices has been increased in recent years and students despite their age, grade and level are highly involved in abusive language, beating and taking irrational or contradictory decisions in daily routines. Nevertheless it's showing lack of awareness, lacking of morality and ethics, and balanced processing. On account of this Khalid et al. (2016) did qualitative research on students across Pakistani culture and highlighted the students claimed that the use of abusive language is normal and part of communication and root cause of this disruption are family, friends, society and learning institutions from where students get education. Similarly Hogan and Ricci (2019) stated the use of abusive language by male teachers is common and it has a significant negative impact on students' learning. If teachers practice the qualities of authentic leadership at school level, individuals can learn morality, ethics and balanced processing. These characteristics can be changed in children if they get knowledge at an initial level from their teachers, this is how teachers can design and develop the future.

Authentic leadership and sense of power are relatively new concepts that have been proposed in the last two decades. In recent years since 2000's, a lot of research has been conducted on authentic leadership, personality traits and personal sense of power in institutes, organizations and many other areas of different countries. Scholars conducted much research with these variables in

different fields as compared to academic areas. According to current information, in Pakistan there are few researches that have been conducted in academic areas and mostly based on the principal's authentic leadership style and number of researches on teacher's personality, leadership style and personal sense of power. Therefore, it is important to study the relation between these variables.

The aim and objectives of this study is to exploring the core dimensions of authentic leadership (self-awareness, balance processing, relational transparency and moral/ethical perspective), personality traits (extroversion, agreeableness, conscientiousness, openness to experience and emotional stability) and analyzing the personal sense of power in school teachers. Therefore, the purpose of this study is to enlighten the relation between these three variables in school teachers as literature hasn't given much scope to this topic in school's teachers of Karachi.

Hypotheses

Hypothesis 1

Authentic leadership of school teachers would be related to different personality traits (extroversion, agreeableness, conscientiousness, emotional stability and openness to experience

Hypothesis 2

Authentic leadership of school teachers would be related to their sense of power.

Hypothesis 3

Male and female teachers of school would be different in practicing authentic leadership

Hypothesis 4

There would be a difference in sense of power between male and female school teachers.

Method

Participants

School teachers were selected from private and government sectors of less-privileged areas of Karachi, Pakistan. Targeted sample consisted of 100 male and 100 female teachers. The teachers were from primary and secondary level schools that lied in between the age range of 21 to 40 years.

This research only included school's teachers. The college, university, coaching and tuition teachers were excluded because of the nature and the demand of study. Demographic characteristics of research participants included names which were kept optional in order to maintain their confidentiality, the age range was from 21 to 40 years of age. The gender was included. However there was no specific criteria for inclusion for teachers qualification but was categorized as certificate and degree holders of matric, intermediate, graduate, masters and PhD. Moreover, their marital status was also included whether they are single, married or others. The religion was asked as Muslim and non-Muslims without specific classification of religion. Further socioeconomic status, family income per month and locality/ area were included to make that data collection from urban

areas. Similarly participant's mother language, number of family members, their working experience in months or years (fresh or young teachers and experienced teachers) and any physical and psychological disturbance if they had, was also included in demographics for further analysis whether they may have any effect or association with participants main variables with hypothesis.

Instruments

Consent form was the first instrument used for the introduction of the study to participants, which follows all ethical criteria of research. The consent form included title, purpose, age, time duration, confidentiality, voluntary participation and email of both participant's and researcher were mentioned. Demographic questions were used for taking personal information of participants. Moreover, Scales for measuring the variables were used with the permission of respected authority.

To measure the personality trait Ten Item Personality inventory was used, consisting of 5 subscales of extroversion, agreeableness, conscientiousness, emotional stability and openness to experience. These items are divided into 5 actual and 5 reverse items. This likert-type scale ranging from 1 to 7 where 1 means "*disagree strongly*", 2 means "*disagree moderately*", 3 means "*disagree a little*", 4 means "*neither agree nor disagree*", 5 means "*agree a little*", 6 means "*agree moderately*", and 7 means "*agree strongly*". Final scores taken after an average of two items for each subscale. The psychometric property of the scale reported in a convergent and discriminant correlation across big five dimension was .26, Cronbach's alpha reported .57 and test retest reliability .72 whereas the reliability of subscales was .77 for extroversion, .71 for agreeableness, .76 for conscientiousness, .70 for emotional stability and .62 for openness to experience (Gosling et al., 2003).

Personal sense of power Scale used for measuring the sense of power. The original scale was in German language containing 6 items while for this research an English translated version of scale was used that has 8 items. Items 1, 3, 5, and 8 were original and 2, 4, 6 and 7 were reverse items. The scale ranges from 1 to 7 where 1 means "*strongly disagree*", 2 means "*disagree*", 3 means "*disagree a little*", 4 means "*neither agree nor disagree*", 5 means "*agree a little*", 6 means "*agree*" and 7 means "*strongly agree*". The reliability and validity of this instrument were provided after conducting 5 studies with 4 samples across psychological and socio-demographic variables, internal consistency and criterion validity. These groups represented the relations with others and in specific context, personality traits and self-esteem. The reported coefficient alpha reliability was satisfactory in all 4 groups i.e. .84, .85, .82 and .82 which indicates the internal consistency of the scale (Anderson et al., 2012).

16 items scale for Authentic Leadership Self-Assessment Questionnaire developed by "Walumbwa et al. (2008)" were used. It is divided into 4 subscales of self-awareness, relational transparency, internalized moral /ethical perspective and

balance processing. This likert scale ranges from 1 to 5, where 1 means “strongly disagree”, 2 means disagree, 3 means neutral, 4 means agree and 5 means “strongly agree”. The scores of subscale measures by average of items. In psychometric properties of the instrument the reported Cronbach’s alpha for subscale was .92 of self-awareness, .87 relational transparency, .76, internalized moral /ethical perspective and .81 of balance processing whereas overall alpha value was .95. The reliable and acceptable internal consistency was .73, .77, .73 and .70 (Walumbwa, et al., 2008).

Design

This correlational and comparative study is based on a quantitative method. Data collection was made through survey form in a physical setting by visiting the random and convenient schools.

Data collected from the targeted school teachers of middle income and less-privileged areas included Mehmoodabad, Manzoor colony, Ashraf Colony, Azam Basti, Landhi, Malir, Korangi, Baloch Colony. The data was also collected from Gulshan and Qayyumabad. First of all, permission was taken from principals. The data was collected in a peaceful environment where the purpose of the study was communicated. In the second step, the forms were explained from start to end, including a consent form in which privacy and confidentiality of their personal information and responses were assured. In case of need, data would be shared with others for research purposes only. Demographic form, form A (personality trait), form B (personal sense of power) and form C (authentic leadership). Most of the teachers showed interest in this study and actively participated and took much time in understanding and making responses in a better way than expected time while some of the teachers refused to participate in research.

Some of the participants noted the researcher’s email in order to know the individual and overall result of the research. Some forms are completed in one face to face meeting and some handover to principals, coordinator and receive after 3 or 4 days and after week. In contrast to this positive response, difficulty was faced in the phase of data collection because most of the school principals directly refused to provide teachers and data sharing regarding the topic of research and most of the teachers did the same. Five forms have been discarded due to the missing information and inconsistent marking throughout the form. Therefore, data collected with the help of teachers as well as who assist the researcher within a period of 2 months. In the last step, the gathered data was analyzed. Relation among variables analyzed with Pearson correlation and gender difference of variables through independent t-test in SPSS version 22. Moreover, all code of conduct and ethics completely followed in this resea

Results

Table 1: *Socio Demographic Characteristics of Participants (N=200)*

Characteristic	N	%
Age		
21 to 25	59	29.5
26 to 30	76	38
31 to 35	25	12.5
36 to 40	40	20
Gender		
Male	100	50
Female	100	50
Education Level		
Matric	6	3
Intermediate	54	27
Graduate	88	44
Masters	48	24
PhD	4	2
Marital Status		
Single	108	54
Married	89	44.5
Others	3	1.5
Family Status		
Nuclear	96	48
Joint	104	52

Table 1.2: *Socio Demographic Characteristic of Participants (N=200)*

Characteristics	N	%
Family Member		
1 to 5	65	32.5
6 to 10	118	59
11 to 15	17	8.5
Religion		
Muslim	196	98
Non-Muslim	4	2
Locality/Area		
Ashraf Colony	7	3.5
Azam Basti	19	9.5
Baloch Colony	13	6.5
Gulshan	4	2
Junejo Town	8	4
Korangi	5	2.5
Landhi	20	10

Lyari	17	8
Malir	14	7
Manzoor Colony	44	22
Mehmoodabad	46	23
Qayyomabaabad	3	1.5
Table 1.3: Socio Demographic Characteristic of Participants (N=200)		
Characteristics	N	%
Family Income		
Lower	20	10
Middle	158	79
Upper	22	11
Occupation		
Teacher	200	100
Employment Status		
Private	196	98
Government	4	2
Working Experience (month or years)		
1 to 9 months	16	8
1 to 5 years	93	46.5
6 to 10 years	48	24
11 to 15 years	27	13.5
16 to 20 years	13	6.5
21 to 25 years	3	1.5
Physical or Psychological Disturbance		
Yes	57	28.5
No	143	71.5

Table 2: Description and Correlation of Variables										
Variables	n	M	SD	1	2	3	4	5	6	7
1. AL	200	56.98	7.482	-						
2. EN	200	3.82	1.582	.139*	-					
3. AG	200	4.65	1.363	.095	-	-				
					.184**					
4. CS	200	4.71	1.526	.202**	.038	.181*	-			
5. ES	200	3.83	1.551	.083	.036	-	-	-		
						.031	.106			
6. OE	200	4.55	1.513	.191**	-.140*	.115	.210**	-.004	-	
7. SOP	200	4.37	.978	.118	-.005	.096	.085	.205**	.028	-

Note: AL= Authentic Leadership, EN= Extraversion, AG= Agreeableness, CS= Conscientiousness, ES= Emotional Stability, OE= Openness to Experience and SOP= Sense of Power. ** $P < 0.01$, * $P < 0.05$ at (2-tailed)

Table 2 shows that at two different significant levels variables correlated with each other. Authentic Leadership significantly related with extraversion ($r = .139$, $p < 0.05$). Agreeableness trait of personality had no relation ($r = .095$, $p > 0.05$). The personality trait of conscientiousness highly and significantly correlated ($r = .202^{**}$, $p < 0.05$). Emotional stability trait had no relation ($r = .083$, $p > 0.05$) and openness to experience trait positively related ($r = .191^{**}$, $p < 0.01$). However, the second research hypothesis was not confirming that sense of power showed no relation with authentic leadership ($r = .118$, $p > 0.05$).

Table 3; *Gender Differences in Variables of Participant (N= 200)*

Variables	Male		Female		t(198)	P	Cohen's d
	M	SD	M	SD			
Authentic leadership	56.82	7.382	57.14	7.614	-.302	.763	-.0427
Sense of Power	4.27	1.062	4.46	.881	-1.377	.170	-.1942

Note: * $p < 0.05$ at (2-tailed).

Table 3 showed the minor differences in both variables. Although the research hypothesis was not confirmed but interestingly, notable results were obtained that female teachers possess a minor higher value of Authentic Leadership ($M = 57.14$, $SD = 7.614$) than male teachers ($M = 56.82$, $SD = 7.382$). Similarly, the slightly high value of Sense of Power reported by female teachers ($M = 4.46$, $SD = .881$) and male teachers have ($M = 4.27$, $SD = 1.062$).

Discussion

The aim of study was to discover the relation and gender difference between authentic leadership, personality traits and sense of power in school teachers of under-privileged areas of Karachi. Its relation and difference with different personality traits i.e. extraversion, agreeableness, conscientiousness, emotional stability and openness to experience and sense of power of school teachers was examined with four hypotheses.

The first hypothesis was formulated to discover the relation between authentic leadership and different personality traits. The finding of this study showed that three out of five traits of personality (extroversion, conscientiousness and openness to experience) related with a teacher's authentic leadership.

Teacher's authentic leadership showed positive and significant relation with their extravert personality. Extrovert have outgoing, talkative, cheerful and have good long term relation with others also processing abilities which is similar to the major qualities of leaders that they are able of engaging people with themselves and make team for particular goal achievement, can manage different

things in a best way with long term planning, that's how extravert teachers relates with authentic leadership. This allows teachers to enjoy and engage students with talkative sessions, social gathering, and making new relations with others (Patrick, 2011; Avolio & Gardner, 2005).

According to findings of study, those teachers who have a conscientious personality trait have significant and positive relationships with authentic leadership. This trait exhibits strong beliefs on norms, rules, values and strictly follows them. However, it shows the sameness with the leader's committed nature regarding purpose which they get completed with morality and ethics. Conscientious teachers are eager to make plans for class working and strictly follow them because of the responsibility of this honorable profession (Patrick, 2011; Avolio & Gardner, 2005).

Practicing authentic leadership by school teachers showed positive and significant relation with openness to experience traits of personality. Teachers who have a high rate of this trait have high imaginative power and they tend to be involved in exploring the world, experiencing new things. This is closely aligned with leaders' qualities through which they have command over their feelings due to awareness of their self, strength and weaknesses. They are always ready to take challenges or to fight with, to have new experiences (Patrick, 2011; Avolio & Gardner, 2005).

Teachers with an agreeable trait of personality had no relation with authentic leadership. However, the agreeableness trait shows sympathy and warmth to others, having cooperative and helpful nature and making trustworthy relations with others. Although leaders also possess these qualities, they are capable of saying no to those things which are not important or can cause harm through irrationality. Leaders have consistent nature through which they don't use fakeness or can communicate their thoughts and feelings no matter whatever they are with suitable decision making. Authentic teacher shows little sympathy towards students without pleasing others and makes decisions with having to look over pros and cons of matter (Patrick, 2011; Avolio & Gardner, 2005).

Emotional stability is another trait of personality which shows non-significant relation with authentic leadership of school teachers. This trait is characterized as having control over emotions, relationship and interaction. While it is slightly different from the qualities of authentic leaders because in practicing authenticity they show determinism and presenting their true self to others without repressing any of the feelings. Additionally they allow others to perform without controlling them as they want (Patrick, 2011; Avolio & Gardner, 2005).

The concept of authentic leadership in education is relatively new and considered as a positive form of leadership which develops psychological capacities. However, (Bronti, 2018) reported similar as well as dissimilar results to findings of this study. Extraversion and openness to experience were not related

which is opposite to this study, conscientiousness significantly or directly related which is same to this study and agreeableness or emotional stability were inversely related with authentic leadership. The finding of this study is also supported by the result of Shahzad et al. (2020) that authentic leadership is positively predicted by extraversion, conscientiousness, agreeableness and openness to experience while negatively predicted by emotional stability.

Another supporting research has been proposed by Damianou et al. (2022), discovered the relation of personality trait and authentic leadership in school principals with the purpose that school needs some authentic sort of leadership for gaging new challenges of the time. The result of their study presents a positive relation of authentic leadership with conscientiousness and agreeableness. Interestingly, another research has been done on madrasah's principals on account of finding relation between authentic leadership and personality traits and highlighted that openness to experience and conscientiousness were positively or significantly predictor of authentic leadership (Komariah, 2015).

The second hypothesis of the study was based on the discovery of relation between authentic leadership and sense of power in school teachers but the finding suggested that there is no significant relation present between these two variables among teachers. However, Chong et al. (2013) defined the association of leadership and sense of power. Hence, it was conceptualized that a teacher's personal sense of power allows teachers to practice authentic leadership in their classroom. Among possible reasons for not having relation between these variables, the first one, could be the policies and supervision of heads/principals of schools which doesn't allow teachers to practice power in class.

Second possible reason could be, data for this study gathered from the schools under-privilege areas therefore teachers don't feel empowered because of belongingness to middle socioeconomic status. Third reason may be, according to analysis, mostly teachers are with intermediate certificates and bachelor's degrees without specialized training degrees, so it possibly affects the teacher's level of confidence and practicing authenticity. Lastly, data collected from primary and secondary teachers who were between the age of 21 to 40, it may be the possible reason for not having a high sense of power and relation with authentic leadership.

In this context, Zhou & He (2020) explained that individual sense of power allows him/her to think analytically, emerging or critical thinking as well as it polishes the creativity level that satisfies their autonomy and competency. Similarly, a sense of power regulates the motivation, cooperation and personal control in individuals (Yang et al., 2018). In addition, the sense of power allows individuals to make decisions through rationality and analyzing the different aspects of situations is a prominent part of authentic leadership (Sekscinska and Wojciechowska, 2021). Moreover, in one study it was illustrated that primary level teachers feel more sense of power than secondary level teachers (Dagna, 2017).

In academic areas the leader's gender is not widely discussed but it matters a lot in authentic leadership (Baker and Wilbur, 2017). Therefore addressing this gap in literature, a third hypothesis was formulated to find out the gender difference of authentic leadership in school teachers. In this regard, findings suggested that there is no significant difference between male and female teacher's authentic leadership. But interestingly, female teachers showed slightly higher mean than male teachers. However, gender differences in core aspects of authenticity reported as female teachers have slightly high self-awareness and balanced processing than male teachers. Further, male and female teachers are equal in morality and male teachers have slightly high relational transparency than female teachers.

The possible reasons for this slight difference may be the female managing skills because they have multi-tasking abilities. Females mostly use moral, ethics and balancing for handling different matters and look for the best decision out of many choices that compose the leader's authenticity. Findings of this study is supported by Avolio et al. (2009) that female leaders more prominently use their management skill or execution than male.

Ding (2021) observed the less work on teacher's gender as compared to other fields. He selected university teachers in different groups categorized as teaching and research. His findings suggested that overall there is no gender difference in teaching but in the workload of research females have higher scores than male. Brunner and Grogan (2007) claims that female leaders devote more time to teaching and in class in comparison to male leaders. Also recognized that their leadership behavior encompasses their spirituality and decency specially for improving the lives of Children. Although the idea of caring intensely appears to be a natural leadership element which is not always perceived in such a way.

In opposition of this finding Kotze and Nel (2017) results are important which showed strong and significant gender differences as males are high in authentic leadership. (Izhak and Batel, 2020; fang, 2016) they both described the same results that male teachers are significantly able of applying authentic leadership than female teachers recently, one of the research described an amazing finding about teacher's preferences on gender of leaders that men are mostly accepted as leaders than women because of their flexible or directed nature, however they are not good in handling other relations (Stigliano, 2021).

The last hypothesis was, finding the difference of sense of power in male and female school teachers. The result highlighted that there is no significant difference found between male and female teacher's personal sense of power. But likewise the authentic leadership findings suggested that female teachers are more likely to feel a higher sense of power than male teachers at school level. In Pakistani culture, it's a mindset that the most fittest job for females is teaching and to be a doctor therefore, the majority of females are present in schools than male

that allow them to feel empowered. Furthermore, it's a safe place for females where they can keep their privacy and can feel secure.

In opposite that male have a low sense of power because it's a stigma for males to be a teacher as it's associated with feminism. Secondly males are mostly demotivated to the low salary packages at school because they are heads of families and have responsibility to run the family. Therefore, they may feel low power because of minorities at school level. In support of this finding, most importantly, Goodwin et al. (2020) suggested that women have less perceived power than men to participate in leadership activities, but interestingly they have a high sense of power to lead a male committee.

In summary, the authentic leadership and personality traits reported significant and insignificant relation with weak but positive nature. There are not many researches have been found on authentic leadership at school level in Pakistan as compared to types of leadership. It was conceptualized that teachers' own perception about power or sense of power can help in practicing authenticity in the classroom where they can present or apply it to the students.

The most important and noteworthy findings of this study were female teachers showing a slightly high rate of authentic leadership and sense of power. Some of the possible reasons for these results might be that the schools of these under-privileged areas support or entertain female teachers more than male teachers. In support of this reason Ranjha et al. (2021) finding is noteworthy, she explained that females haven't gained much attention for educational fields and for engaging in leadership in the context of Punjab areas of Pakistan. But now it has changed and she works with educational women leaders and their findings suggested that in the private sector female teachers showed a high rate of transformational leadership which is now present in positive form of authentic leadership.

Third, in the context of a sense of power, the high rate of perceived power in female teachers in schools might be supported by their nurturing nature as they have more command over child dealing than male. Furthermore it is universally accepted that the majority rules and has influence on others therefore the majority of female teachers showed a higher sense of power than male teachers in schools. This concept was supported by Wood (2012) that however there were no significant gender differences in quantitative analysis but through qualitative analysis it was concluded that females have more caring and nurturing nature than male teachers who possess strict nature at elementary school level.

Practical Implications of the Research

In the light of findings, this research has many grateful implications in many areas i.e. educational institutes, businesses, organizations, offices and madrasahs.

- First of all, its implication may apply to heads of schools, institutes and organizations to practice authentic leadership in order to increase their authenticity which will help in presenting themselves to others and

practicing morality. It is also helpful for making better decisions to manage crucial situations in the field of academic, administration, management, financial etc.

- It can help in making policies regarding the authentic leadership and in empowering the men and women at any level of job performance related to some particular personality traits such as extrovert, conscientiousness and openness to experience etc.
- The fruitful findings of this research was, female teachers practice a high rate of authenticity as compared to male teachers. This finding will help the heads of organizations to provide equal opportunity to women in participating leadership roles equally to the men. The Government, organizations and educational institutes can help women by empowering them. If they allow women to use power in getting equal opportunity chances in positions. They possess power to control the behavior of others equally to the men.
- Schools principals and heads of organizations can use personality tests at the time of hiring, selecting and recruiting teachers and employees. It will help them to induct teachers and employees according to the nature of job and subject with extravert, conscientiousness and openness to experience traits for the growth and development.
- The Ministry of Education can make use of it by declaring authentic leadership qualities (self-awareness, relational transparency, use of morals and sharing information while making decisions) necessary for teachers. It could be helpful for developing authenticity in students as well. Furthermore, making it a part of content at master's level of education and for a teacher's degree of Bachelors in Education will be helpful for development.
- The findings of the study highlights the important dimensions of authentic leadership through having knowledge of self, presenting real self to others, balanced processing in relations and use of moral values and ethics. So it will help Schools principals and others to design some training programs, seminars and workshops for enhancing or practicing authentic leadership among teachers and employees.
- Further, to arrange some awareness programs among teachers and employees to polish their extrovert, conscientiousness and openness to experience traits of personality that can fosters the growth of schools and organizations. Moreover, it spreads the information to avoid or decrease the narcissism and agreeableness trait that can cause harm or loss to their self and to school's progress and organizations development.

Limitation and Future Recommendation

This study first examined the relation between authentic leadership, personality traits and personal sense of power in school teachers of underprivileged areas of

Karachi. Although this has interesting findings, it has some limitations and some recommendations that can be used for the future on the same topic.

- The first major limitation, data was school teachers oriented and area bound. School teachers were only participants and excluded tuition, coaching, colleges and universities teachers of these less-privileged areas. Due to these reasons the findings can't be generalized over other teachers and other underprivileged areas or developed areas of Karachi, Pakistan.
- Second, age specific data means data collected from those teachers who's in between the age range of 21 to 40. If the research allows teachers of any age to participate the results might show varied and more interesting findings.
- Third, the researcher didn't differentiate the primary and secondary teachers of schools. Therefore, it is recommended to use the categories of primary and secondary teachers in order to check the difference of practicing authentic leadership and their sense of power related to personality traits. Moreover, the data gathered from both sectors i.e. government and private but most of the data collected from private schools. Hence, it is concluded from findings that these sectors should be studied separately for having amazing results.
- Fourth, the data is not categorized and analyzed according to experience, ethnicity, and areas for assessing the authentic leadership and sense of power in teachers in relation with personality traits. Therefore it limits the research generalizability. So it's recommended to use stratified or systematic sampling techniques for future use.
- Similarly, is the use of self-report questionnaires of authentic leadership through which teachers rate or report their perceived leadership qualities. Therefore, it is recommended to use a subordinate version of an authentic leadership question for the verification of the teacher's authenticity. In which heads of the school or students rate teachers according to their authenticity for getting genuine findings.
- It's recommended to organize training programs for teachers to enhance their authenticity and empower them. Relatedly should address the modification of traits of personality that have impact and influence over authenticity.
- Scholars and researchers should carry out more research in order to understand the difference in men and women leadership and their perception about power they have as the findings of this research suggests the higher authenticity and sense of power in females than male teachers.
- Further research needed to be conducted in these variables on school teachers as well as with students and their performance. Most importantly to find those possible factors or variables which influence the sense of power and authentic leadership.

Conclusion

This study has examined the relation of authentic leadership with personality traits and sense of power in school teachers. It might be a first study in schools of under-privileged areas of Karachi. The findings indicated that extraversion, conscientiousness and openness to experience correlated while agreeableness and emotional stability were not related with authentic leadership. Although other hypotheses do not confirm the relation between authentic leadership and sense of power, there were no significant gender differences in authentic leadership and sense of power as well. But despite this result, an interesting finding was, females have scored higher than men in authentic leadership and sense of power. Thus, believing in oneself and practicing authenticity can help in providing opportunities for personal and professional growth. These findings can be useful for supporting researchers in future for conducting studies in academic areas.

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