THE IMPACT OF AUTHENTIC LEADERSHIP ON TEACHERS' JOB SATISFACTION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN PRIMARY AND SECONDARY EDUCATION TEACHERS

Η ΕΠΙΔΡΑΣΗ ΤΗΣ ΑΥΘΕΝΤΙΚΗΣ ΗΓΕΣΙΑΣ ΣΤΗΝ ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΙΚΑΝΟΠΟΙΗΣΗ ΚΑΙ ΤΗ ΦΙΛΟΤΙΜΗ ΟΡΓΑΝΩΤΙΚΗ ΣΥΜΠΕΡΙΦΟΡΑ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΡΩΤΟΒΑΘΜΙΑΣ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ

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Abstract

Theoretical and empirical studies of the last decades outline the relationship between authentic leadership and employees' attitudes and performance, with research data supporting its positive impact on their job satisfaction and organizational citizenship behavior. The aim of the present study is to reveal the perceptions of primary and secondary education teachers regarding authentic leadership behaviors in school principals' practices, to explore the relationship between teachers' job satisfaction and their organizational citizenship behavior and to estimate the potential impact of authentic leadership on these variables. Primary data were collected from 138 teachers through questionnaires, while methods of descriptive and inductive statistics were used for data processing and analysis. The results indicate a significant level of incorporation of authentic leadership characteristics into school principals' practices and medium to high levels of job satisfaction and organizational citizenship behavior among teachers. Principals' authentic leadership was found to be positively related with teachers' organizational citizenship behavior.

On the contrary, no statistically significant relationship was found between authentic leadership and teachers' job satisfaction, which, however, was found to be positively related with their organizational citizenship behavior.

Key words

Authentic leadership, teachers, principals, school, job satisfaction, organizational citizen-ship behavior.

Περίληψη

Θεωρητικές και εμπειρικές μελέτες των τελευταίων δεκαετιών συσχετίζουν την αυθεντική ηγεσία με τις στάσεις και τις επιδόσεις των εργαζομένων, με ερευνητικά δεδομένα να υποστηρίζουν τη θετική επίδρασή της στην επαγγελματική ικανοποίηση και στη φιλότιμη οργανωσιακή συμπεριφορά τους. Σκοπός της παρούσας εργασίας είναι η ανάδειξη των αντιλήψεων εκπαιδευτικών της α/θμιας και β/θμιας εκπαίδευσης όσον αφορά στην ενσωμάτωση των χαρακτηριστικών της αυθεντικής ηγεσίας στις πρακτικές των σχολικών διευθυντών, η διερεύνηση της σχέσης ανάμεσα στην επαγγελματική ικανοποίηση και στη φιλότιμη οργανωσιακή συμπεριφορά των εκπαιδευτικών και η εκτίμηση της δυνητικής επίδρασης της αυθεντικής ηγεσίας στις εξεταζόμενες μεταβλητές. Πρωτογενή δεδομένα συλλέχθηκαν από δείγμα 138 εκπαιδευτικών μέσω ερωτηματολογίου, ενώ για την επεξεργασία και ανάλυσή τους αξιοποιήθηκαν μέθοδοι περιγραφικής και επαγωγικής στατιστικής. Τα αποτελέσματα της έρευνας καταδεικνύουν σημαντικό βαθμό ενσωμάτωσης των χαρακτηριστικών της αυθεντικής ηγεσίας στις πρακτικές των σχολικών διευθυντών και μεσαία έως υψηλά επίπεδα επαγγελματικής ικανοποίησης και φιλότιμης οργανωσιακής συμπεριφοράς των εκπαιδευτικών. Η αυθεντική ηγεσία των σχολικών διευθυντών εμφανίζεται ως προβλεπτικός παράγοντας της φιλότιμης οργανωσιακής συμπεριφοράς των εκπαιδευτικών. Αντιθέτως, δεν παρατηρείται στατιστικά σημαντική σχέση ανάμεσα στην αυθεντική ηγεσία και στην επαγγελματική ικανοποίηση των εκπαιδευτικών, η οποία, ωστόσο, διαπιστώνεται ότι αποτελεί προβλεπτικό παράγοντα της φιλότιμης οργανωσιακής συμπεριφοράς τους.

Λέξεις κλειδιά

Αυθεντική ηγεσία, εκπαιδευτικοί, διευθυντές, σχολείο, επαγγελματική ικανοποίηση, φιλότιμη οργανωσιακή συμπεριφορά.

0. Introduction

In the 21st century, development of science and technology is rapid, and crucial environmental, social, economic and political challenges are pervasive. Amidst this context, ensuring inclusive and equitable quality education is agreed as one of the seventeen goals of the United Nations' 2030 Agenda for sustainable development (United Nations General Assembly, 2015). Given teachers' vital contribution to attaining the multidimensional objectives of the educational process and the crucial role of school principals in providing leadership to support teachers' work, studying the effectiveness of contemporary leadership models in the context of school is considered to be particularly timely and important.

Over the last decades, a growing number of theoretical and empirical studies outline the relationship between authentic leadership (AL) and employees' well-being, attitudes and performance, with a significant body of research data supporting the positive impact of AL on employees' job satisfaction (JS) and organizational citizenship behavior (OCB). The aim of the present study is to explore the impact of AL behaviors in school principals' practices on teachers' JS and OCB.

1. Authentic leadership

Authentic leadership has been the subject of a considerable amount of scientific studies, while published research reflects the gradual development and clarification of the concept and its relationship with individual and organizational variables. AL emerged from the work on transformational leadership, when Bass & Steidlmeier (1999), attempting to distinguish between true and pseudo-transformational leaders, introduced some of the most essential aspects of AL by arguing that true transformational leadership is based on the ethics of those who exercise it, their altruistic intentions and their corresponding behaviors.

Luthans & Avolio (2003: 243) defined AL as:

> "*a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development*".

Ilies et al. (2005) recognized in AL four fundamental dimensions: (i) *self-awareness*, (ii) *objective, unbiased processing of information*, (iii) *authentic behavior/acting*, which is defined as actions guided by the leader's true self, his/her inner values, beliefs, thoughts and feelings, as opposed to acting in accord with the perceived expectations from the social environment or selfish, ulterior motives and (iv) *authentic relational orientation*, which is defined as the leaders' profound intention to achieve openness and truthfulness in relationships with their associates.

Authentic relational orientation, as a key feature of Al, is also emphasized by Starratt (2004: 80), who argues that *"while the manner of being authentic is self-referential, the content of authenticity is realized in relationships"*. Moreover, Langlois (2011: 89) refers to authentic relational orientation as a critical prerequisite for ethical decision making processes by mentioning that: "*to become engaged in an ethical decision-making process requires being true to ourselves in terms of the values we claim to uphold and to be authentic in the relations we have with others*".

In line with the current findings of Cognitive Psychology regarding the inherent inability of individuals to be completely unbiased information processors, especially when it comes to information related to them, Avolio & Gardner (2005) introduced the term *balanced information processing*. Additionally, they proposed the term *relational transparency* in order to better describe the concept of *authentic relational orientation*. Following the same perspective, Walumbwa et al. (2008: 94) defined AL as:

> *"a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development"*.

An increasing amount of recent research data support the positive impact of AL on employees' emotions, attitudes and behaviors. Over time and through the establishment of quality relationships, people in the environment of authentic leaders gradually adopt more authentic behaviors, while their self-esteem and their intrinsic motivation for improving their performance and their creativity are enhanced (Ilies et al., 2005).

Research conducted in educational organizations supports that school principals' authenticity is positively associated with teachers' psychological empowerment (Feng-I, 2016, Shapira-Lishchinsky & Tsemach, 2014), trust and engagement levels (Bird et al., 2009, 2012, Wang & Bird, 2011), strengthens their sense of self-efficacy and self-esteem, fosters their academic optimism and resilience, increases their enthusiasm and commitment to improvement (Kulophas et al., 2015).

The present study aims to understand teachers' perceptions regarding the four aspects of AL (*self-awareness, balanced processing of information, relational transparency* and *internalized moral perspective*) identified in the behaviors of school principals and their potential impact on teachers' JS and OCB.

2. Job satisfaction

One of the first definitions of job satisfaction was proposed by Hoppock as early as in 1935, who refers to the concept as "*any combination of psychological, physiological and, environmental circumstances that cause a person truthfully to say: I am satisfied with my job*" (as cited in Halder & Roy, 2018: 47). Locke (1969: 316) defines JS or dissatisfaction as "*a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing*", an approach that is widely accepted and mentioned in most of the relevant publications.

In the field of education, and considering the widely recognized impact of teachers to students' learning outcomes and their dominant role in the broader psychological and pedagogical aspects of the educational process, issues related to their JS have always been a key area of international scientific research. Relevant research data show that teachers' JS has a positive effect on their self-esteem and effectiveness (Halder & Roy, 2018, Ho & Au, 2006), encourages their OCB (Nguni et al., 2006, Zeinabadi, 2010), strengthens their institutional commitment (Karsli & Hale, 2009, Reyes & Shin, 1995) and their intention to stay (Perrachione et al., 2008, Singh & Billingsley, 1996), thus contributing substantially to the improvement of their own performance and, consequently, to the upgrading of the overall effectiveness of their school unit (Demirtas, 2010, Ostroff, 1992). In contrast, teachers' low levels of JS have been research-related to adverse situations and behaviors, such as occupational stress (De Nobile & McCormick, 2007, Ho & Au, 2006, Jepkoech Koros et al., 2018), emotional exhaustion (Grayson & Alvarez, 2008, Koustelios & Tsigilis, 2005, Skaalvik & Skaalvik, 2011), greater frequency of absences and motivation to leave the teaching profession (Borg & Riding, 1991, Skaalvik & Skaalvik, 2011).

According to Perie et al. (1997: 1), "*understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system*", while Shabbir & Wei (2015: 574) argue that "*unless teacher's job satisfaction is fully ensured, success of the entire education system cannot be achieved*". In this regard, an increasing number of theoretical and empirical studies investigate the factors and conditions that influence teachers' performance and attempt to document its relationship with the sense of satisfaction they derive from their occupation.

Given the crucial role of principals in developing school's internal policy and in shaping school climate and organizational culture, a significant number of scientific publications discuss the impact of school leadership on teachers' JS, with the majority of them focusing on transformational, transactional and servant leadership (Bogler, 2001, Cerit, 2009, Georgolopoulos et al., 2018, Koutouzis & Malliara, 2017). In terms of AL, its contribution to JS as perceived by elementary special education teachers has been studied

by Tharpe (2017), while Saeed & Ali (2018) investigated the relationship between AL attributes and JS of teachers at the university level. However, to our knowledge, there are no research data concerning the influence of AL on JS of primary and secondary general education teachers.

Self-awareness, balanced processing of information, relational transparency and internalized moral perspective, as characteristics of school principals who incorporate in their behaviors the key components of AL, are expected to strengthen teachers' JS. On this basis, the positive effect of AL on teachers' JS constituted the first research hypothesis of the present study.

Hypothesis 1: School principal authentic leadership behavior is positively related to teachers' job satisfaction.

3. Organizational Citizenship Behavior

Organ (1988) defined OCB as:

> *"individual behavior that is discretionary, not directly or explicitly recognized by formal reward systems, and that in the aggregate promotes the effective functioning of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable"* (as cited in Organ, 1997: 86).

In a later publication, recognizing the subjective and often indistinguishable difference between in-role and extra-role job behaviors, Organ (1997: 95) revised the aforementioned definition by describing OCB as "*performance that supports the social and psychological environment in which task performance takes place*". In this regard, OCB may also refer to in-role behaviors of employees and may furthermore be recognized by the formal reward systems of organizations.

Over the past three decades, the growing interest in OCB has led to several approaches regarding its dimensionality. Exploring the conceptual similarities and differences between the various forms of citizenship behavior presented in the relevant literature, Podsakoff et al. (2000) identified seven major dimensions of OCB:

1) *Helping behavior*: involves voluntarily helping others with work-related problems and/or preventing the occurrence of problematic situations in the workplace.

2) *Sportsmanship:* characterizes employees who maintain a positive attitude towards their work and are willing to tolerate the unavoidable inconveniences without complaining. They are not offended when their suggestions are not adopted by others,

they do not take the rejection of their positions as a personal disgrace and they are willing to sacrifice individual benefit for collective good.

3) *Organizational loyalty*: refers to behaviors that indicate high levels of organizational commitment, even under unfavorable conditions. Organizational loyalty is expressed by employees' initiatives aiming at promoting organizational objectives, defending them against external threats, creating a positive mentality and a sense of goodwill in the workplace.

4) *Organizational compliance:* corresponds to behaviors that are motivated by employee's conscious acceptance and consistent adherence to organizational rules, regulations and procedures, regardless of the presence or absence of any observer or supervisory mechanism.

5) *Individual initiative:* indicates behaviors that exceed the minimum work-role requirements or the generally expected level of performance.

6) *Civic virtue:* a form of OCB that refers to employees' responsibilities as 'citizens' of an organization. Civic virtue reflects high levels of commitment, a macro-level interest in the organization as a whole, willingness to take an active part in its governance, to monitor its environment for potential threats or opportunities, and to devote time and efforts towards its best interests, even at significant personal cost.

7) *Self development:* refers to initiatives taken by employees towards the enrichment of their knowledge, skills and capabilities, upgrading this way their own performance and the effectiveness of the organization as a whole.

   Over the last decades, teachers' OCB and its influence on the effectiveness of the teaching learning process have emerged as important aspects of educational research. Scientific data support the positive relationship between teachers' OCB and a number of significant benefits that emerge for themselves, like sense of self-efficacy and higher levels of JB, as well as for their students and the school community as a whole, like higher students' achievements, improved school discipline and better school image (DiPaola & Hoy, 2005a, Jimmieson et al., 2010, Oplatka, 2009).

   Regarding the predictive factors of teachers' OCB, relevant studies highlight as significant determinants their sense of self-efficacy, autonomy and status (Bogler & Somech, 2004, Oplatka & Stundi, 2011, Somech & Drach-Zahavy, 2000), the level of their organizational identification and commitment (Christ et al., 2003, Cohen, 2007, Feather & Rauter, 2004, Holsblat, 2014, Sesen & Basim, 2012, Somech & Bogler, 2002), their involvement in school's decision making processes (Bogler & Somech, 2004, 2005) and their perceptions of organizational justice (Burns & DiPaola, 2013, Yilmaz & Ta dan, 2009), the quality of the relationships they develop with their colleagues and the wider school climate (DiPaola & Hoy, 2005b, DiPaola & Tschannen-Moran, 2001, Oplatka &

Stundi, 2011), the characteristics of their personality (Oplatka & Stundi, 2011) and their cultural background (Cohen, 2007).

Moreover, a number of scientific publications support the relationship between teachers' JS and their OCB (Holsblat, 2014, Sesen & Basim, 2012, Somech & Drach-Zahavy, 2000, Zeinabadi, 2010). In the context of the present study, the aforementioned relationship is examined through the second research hypothesis.

Hypothesis 2: Teacher job satisfaction is positively related to teacher organizational citizenship behavior.

Finally, research data suggest that specific aspects of school leadership, such as principals' supportive behavior and their contribution towards the development of a common educational vision that the teachers can identify with, may also be considered as reliable determinants of teachers' OCB (Bogler & Somech, 2004, DiPaola & Hoy, 2005b, Holsblat, 2014, Oplatka, 2006, Somech & Ron, 2007). Scientific studies discussing the impact of school leadership on teachers' OCB have focused primarily on the effects of transformational and transactional leadership (Avci, 2016, Nasra & Heilbrunn, 2016, Nguni et al., 2006). In terms of AL, the available publications in the literature, although limited in number, support its positive relationship with teachers' OCB (Quraishi & Aziz, 2018, Shapira-Lishchinsky & Tsemach, 2014). In this framework, the third research hypothesis of the present study is formulated as follows:

Hypothesis 3: School principal authentic leadership behavior is positively related to teacher organizational citizenship behavior.

4. Method

4.1. Procedure and Sample

A cross-sectional quantitative study was conducted. The data were collected using a paper-pencil questionnaire during a two month period (November 2018 - December 2018). All participants received a four page questionnaire. The first page included an introductory note with guidelines for the participants and information regarding the anonymity, voluntary nature of the participation and data protection procedures. Turning the page was considered acceptance to participate in the study. Each participant could return the filled questionnaire using a sealed envelope administered by the research team.

Participants were primary and secondary education teachers working in a prefecture in North Western Greece (preschool teachers were not included in the sample). At the time of data collection the population was estimated to 353 teachers in primary education and 337 in secondary education. Access to the participants was achieved after permission was granted by the school principals, who were informed about the scope of the study in detail.

We conducted power analysis to estimate the sample size needed for detecting statistical significant relationships among the variables studied using G-Power (Faul et al., 2009). The results showed that for a multiple regression analysis with a medium effect size (0.15) and five predictors, we needed a sample size of N = 138 to achieve a power of .95 in a test based on α = .05.

Convenience sampling was utilized. The final sample consisted of 138 teachers from 24 schools. All demographic information is presented in Table 1.

Table 1: Demographics

Gender	Men	41 (29.7%)	
	Women	96 (69.6%)	
	Missing	1 (0.7%)	
Age	<30	9 (6.5%)	
	31-40	31 (22.5%)	
	41-50	43 (31.2%)	
	51-60	53 (38.4%)	
	>60	0	
	Missing	2 (1.4%)	
Education	Bachelor	87 (63.0%)	
	2nd Bachelor	13 (9.4%)	
	Master	37 (26.8%)	
	PhD	0	
	Missing	1 (0.7%)	
Tenure	<5 years	16 (11.6%)	
	6-10 years	17 (12.3%)	
	11-15 years	23 (16.7%)	
	16-20 years	21 (15.2%	
	21-25 years	29 (21%)	
	26-30 years	21 (15.2%)	
	>30 years	11 (8%)	
Type of contract	Permanent	107 (77.5%)	
	Substitute	29 (21.0%)	
	Missing	2 (1.4%)	
Stage of education	Primary	88 (63.8%)	

		Secondary	50 (36.2%)	
Type of school	Primary School	88 (63.8%)	
		Single-Grade Primary Schools	70 (79.5%)
		Small Multigrade Primary Schools	12 (13.6%)
		Missing	6 (6.8%)
	Lower Secondary School	37 (26.8%)	
	Upper Secondary School	2 (1.4%)	
	Other	11 (8%)	
Type of area	Urban	101 (73.2%)	
	Rural	35 (25.4%)	
	Missing	2 (1.4%)	
School Principal's gender	Men	41 (29.7%)	
	Women	96 (69.6%)	

4.2. Questionnaires

AL was measured using the Authentic Leadership Questionnaire (ALQ) (Avolio et al., 2007). The questionnaire is available through Mind Garden Inc., who granted this research team permission to use the Greek version (September 19, 2018). The questionnaire consists of 16 items (α = .95) using a five-point Likert scale for responses (0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, 4 = Frequently, if not always). Four dimensions of AL are measured; transparency (5 items, α = .82), moral/ethical (4 items, α = .82), balanced processing (3 items, α = .78) and self-awareness (4 items, α = .88). An example item is "*My Leader says exactly what he or she means*".

JS was measured using the questionnaire developed by Brayfield & Rothe (1951). The questionnaire consists of 18 items (α = .89) using a 5-point Likert scale for responses (1 = completely disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = completely agree). An example question is "*I feel that I am happier in my work than most other people*".

OCB was measured using the questionnaire of Posdakoff & MacKenzie (1994). The questionnaire consists of 14 items (α = .85) that measure three dimensions using a 7-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither

disagree nor agree, 5 = slightly agree, 6 = agree, 7 = strongly agree); helping (7 items, α = .87), civic virtue (3 items, α = .73) and sportsmanship (4 items, α = .80). An example item is *"Willingly gives of his or her time to help other agents who have work-related problems"*. We used double translation to translate the original questionnaire from English to Greek (the research team, two independent translators and three people from the target population were involved in the process). We administered the Greek version to four people from the target population in order to screen the test for its ecological validity (Schmuckler, 2001) by asking them to evaluate each item in terms of its relevance, appropriateness and clarity. We conducted a principal axis factor analysis (14 items, Oblique Rotation-Direct Oblimin, KMO = .84, combination variance explained = 63%) which resulted in three factors, but the original structure was partially confirmed. For this study we used the structure suggested by Posdakoff & MacKenzie (1994).

Participants were also asked to report their gender, age, education, tenure, type of contract, stage of education, type and size of school, type of area and principal's gender.

4.3. Analysis strategy

Means, standards deviations, Cronbach's alphas and Pearson's correlations coefficients among all variables were calculated. To test hypotheses 1, 2 and 3 we conducted a series of simple and multiple regression analyses controlling for demographics when it was necessary. Confidence intervals and standard errors were also calculated based on 1000 bootstrap samples. The software IBM SPSS Statistics 21 was used.

5. Results and hypotheses testing

In Table 2 the means, standards deviations, Cronbach's alphas and Pearson's correlations coefficients among all variables are shown. According to Akoglu (2018), Pearson's correlations coefficients between ±0.10 and ±0.30 can be considered small and correlations between ±0.40 and ±0.60 can be considered medium.

Table 2: Means, standards deviations, Cronbach's alphas and
Pearson's correlation coefficients

Variables	Mean	S.D.	1	2	3	4	5	6	7	8	9	10
1. Authentic Leadership	3.29	.62	(.95)									
2. Transparency	3.36	.65	.91**	(.82)								
3. Ethical/Moral	3.34	.66	.92**	.79**	(.82)							
4. Balanced Processing	3.25	.69	.90**	.74**	.80**	(.78)						
5. Self-Awareness	3.19	.73	.92**	.76**	.79**	.83**	(.88)					
6.Organizational Citizenship Behavior	5.72	.70	.26**	.25**	.25**	.24**	.20*	(.85)				
7. Helping	5.81	.78	.18*	.18*	.17*	.19*	.13	.86**	(.87)			
8. Civic Virtue	5.72	.96	.13	.15	.13	.11	.08	.74**	.61**	(.73)		
9. Sportsmanship	5.57	1.11	.26**	.24**	.26**	.22**	.22**	.66**	.25**	.22**	(.80)	
10. Job Satisfaction	4.05	.49	.06	.04	.12	.12	-.02	.47**	.41**	.31**	.33**	(.89)

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

*. Correlation is significant at the 0.05 level (2-tailed)

Hypothesis 1 is rejected. The regression equation produced a very small effect size (R^2 = 0.004) and a post hoc power analysis showed that for an effect size of this magnitude the present study did not have enough power (power = 0.18). JS is a significant predictor of OCB confirming Hypothesis 2. Finally, AL is a significant predictor of OCB confirming Hypothesis 3. A series of linear models are presented in the tables below depicting the relationship between AL dimensions and JS with OCB and its dimensions. A summary of the results is presented in figure 1.

As depicted in Table 3, all AL dimensions and JS are predictors of OCB.

Table 3: Linear models of predictors of OCB, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

Model	Predictor	R^2	β	SE	p	CI Lower	CI Upper	F(df)
1	Authentic Leadership	.07	**.26**	.093	.006	.117	.527	9.662(1,136), p = .002
2	Transparency	.06	**.25**	.089	.004	.111	.478	9.240(1,136), p = .003
3	Moral Ethical	.06	**.25**	.088	.001	.112	.464	9.309(1,136), p = .003
4	Balanced Processing	.06	**.24**	.084	.005	.102	.401	8.356(1, 136), p = .004
5	Self-Awareness	.04	.20	.081	.023	.052	.377	5.532(1,136), p = .020
6	Job Satisfaction	.22	**.47**	.107	.001	.438	.880	38.731(1,136), p = .000

As depicted in Table 4, helping behavior is predicted by AL, transparency, moral ethical, balanced processing and JS.

Table 4: Linear models of predictors of Helping Behavior, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

Model	Predictor	R^2	β	SE	p	CI Lower	CI Upper	F(df)
1	Authentic Leadership	.03	**.18**	.106	.038	.036	.480	4.60(1,136), p = .034
2	Transparency	.03	**.18**	.101	.033	.039	.422	4.462(1,136), p = .036
3	Moral Ethical	.03	.17	.100	.056	.006	.433	4.015(1,136), p = .047
4	Balanced Processing	.04	**.19**	.095	.025	.035	.0425	5.1081,136), p = .025
5	Self-Awareness	.02	.13	.091	.122	-.030	.358	2.347(1,136), p = .128
6	Job Satisfaction	.17	**.41**	.124	.001	.353	.942	27.541(1,136), p = .000

As depicted in Table 5 civic virtue can be predicted by JS only.

Table 5: Linear models of predictors of Civic Virtue, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

Model	Predictor	R^2	β	SE	p	CI Lower	CI Upper	F(df)
1	Authentic Leadership	.02	.13	.13	.088	-.005	.451	2.311(1,136), p = .131
2	Transparency	.02	.15	.126	.072	-.013	.526	3.158(1,136), p = .078
3	Moral Ethical	.02	.13	.124	.054	.011	.398	2.365(1,136), p = .126
4	Balanced Processing	.01	.11	.119	.148	-.053	.391	1.653(1,136), p = .201
5	Self-Awareness	.00	.08	.113	.341	-.096	.322	0.811(1,136), p = .370
6	Job Satisfaction	.10	**.31**	.159	.005	.224	1.032	14.194(1,136), p = .000

As depicted in Table 6, sportsmanship can be predicted by AL and all its dimensions. Also OCB can be predicted by JS.

Table 6: Linear models of predictors of Sportsmanship, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

Model	Predictor	R^2	β	SE	p	CI Lower	CI Upper	F(df)
1	Authentic Leadership	.07	**.26**	.148	.005	.186	.812	9.776(1,136), p = .002
2	Transparency	.06	**.24**	.143	.003	.166	.721	8.068(1,136), p = .005
3	Moral Ethical	.07	**.26**	.140	.001	.185	.746	10.064(1,136), p = .002
4	Balanced Processing	.05	**.22**	.135	.008	.109	.592	7.123(1,136), p = .009
5	Self-Awareness	.05	**.22**	.128	.010	.117	.599	7.177(1,136), p = .008
6	Job Satisfaction	.11	**.33**	.182	.003	.318	1.166	16.551(1,136), p = .000

Figure 1: Standardized beta coefficients for regressions analyses (*p < . 05, **p < . 01, ***p < .001)
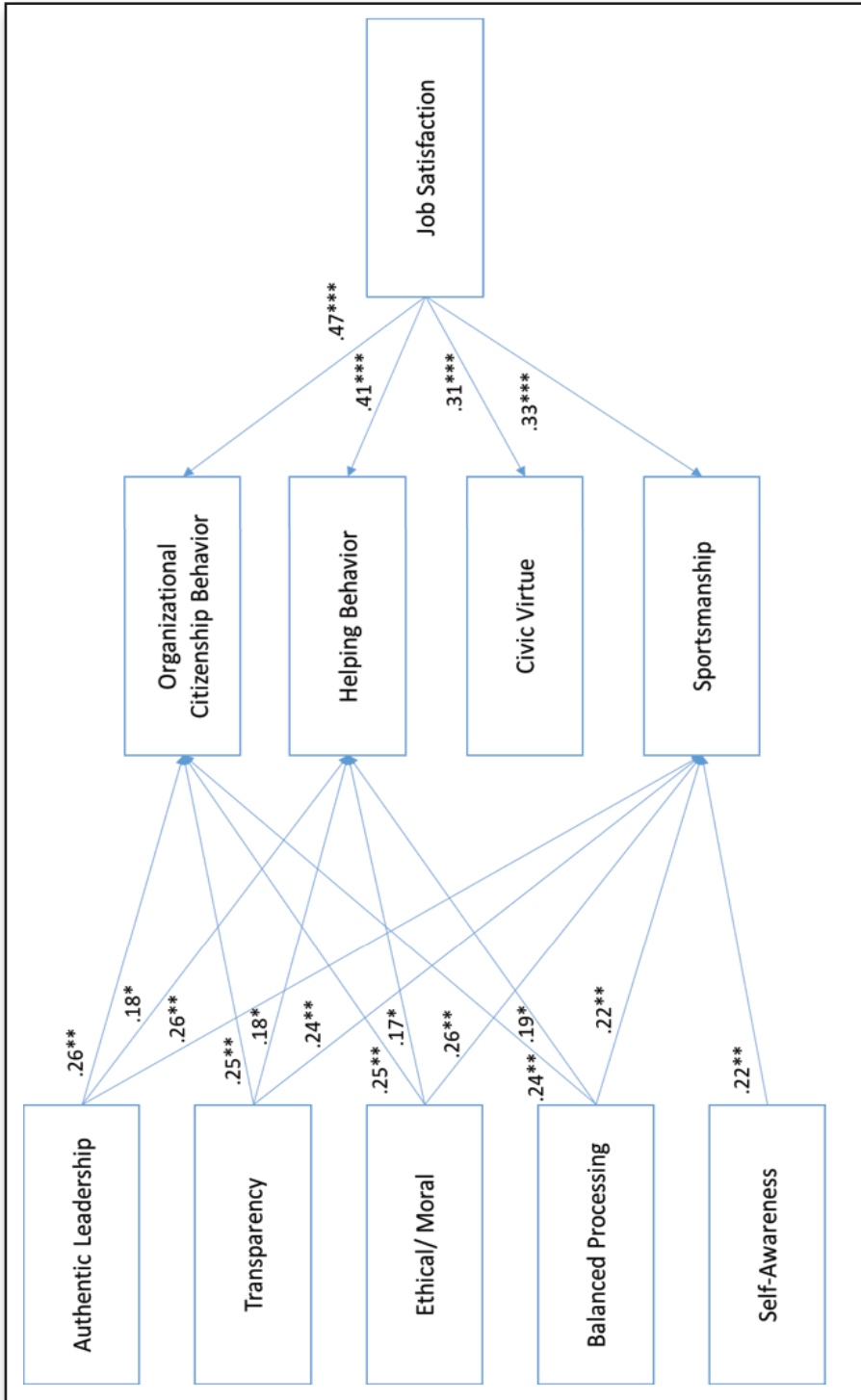
6. Discussion

In this study we used the AL model to explore the impact of school principal's behavior on OCB and JS of primary and secondary education teachers in Greece. We measured four dimensions of AL, transparency, moral/ethical, balanced processing and self-awareness, and three dimensions of OCB, helping behavior, civic virtue and sportsmanship.

The results show that we cannot accept Hypothesis 1 as AL behaviors of school principals and its four dimensions were not related to teachers' JS. Teachers' JS was positively related to teachers' OCB as a whole, as well as to helping behavior, civic virtue and sportsmanship. Thus, we can accept Hypothesis 2. Our results further support those of previous studies conducted outside of Greece (Holsblat, 2014, Sesen & Basim, 2012, Somech & Drach-Zahavy, 2000, Zeinabadi, 2010).

We can partially accept Hypothesis 3. Specifically, AL behaviors of school principals are positively related to teachers' OCB as a whole, helping behavior and sportsmanship. Regarding the four dimensions of AL, only transparency, moral/ethical and balanced processing are positively related to teachers' OCB as a whole, helping behavior and sportsmanship. Self-awareness is only positively related to sportsmanship. Civic virtue was not statistically significantly related with AL or any of its dimensions. These results agree with previous international studies (Quraishi & Aziz, 2018, Shapira-Lishchinsky & Tsemach, 2014) showing that AL behaviors from school principals can promote positive actions of teachers in the form of helping and flexibility.

The detection of only a very small effect size and the absence of a statistically significant relationship between AL and teachers' JS is puzzling, and further research needs to be conducted as the present study did not find convincing evidence against the hypothesis that authentic leadership behavior is not related to job satisfaction. Previous research has established the relationship between the two variables (Cansoy, 2019, Güngör, 2016) showing that ethical leadership models positively impact teacher's job satisfaction. Further research should examine whether authentic leadership behaviors, conceptualized as those promoting teachers' ethical and positive self-development, can have a positive impact in the Greek school environment.

In addition, in JS research we can discern two perspectives for understanding the concept. The first view addresses JS as a person's overall attitude towards the organization. This is a holistic assessment of the workplace and is more than the sum of satisfaction from each aspect of the working life (Highhouse & Becker, 1993; Scarpello & Campbell, 1983). The second view suggests that there are many facets of JS, as the person has different attitudes towards the various aspects of their work life. Based on this second view, each aspect of work life should be studied separately, so that the individual assessments and variations can be better captured and the elements that cause dissatisfaction can be effectively identified (Highhouse & Becker, 1993, Rice et al., 1991). In this study, JS was measured as a holistic assessment of work life. Therefore, we suggest that only a part of teachers'

satisfaction concerns their attitudes towards the school principal, a hypothesis that is supported by previous research, which shows that this attitude is not the only factor of teachers' satisfaction (Anastasiou & Papakonstantinou, 2014, Saiti & Papadopoulos, 2015, Sarafidou & Chatziioannidis, 2013, Stephanou et al., 2013).

7. Practical implications and limitations

7.1. Practical implications

Application of the AL model in educational organizations and the model's relationship with teachers' attitudes and behaviors have been the subject of a significant amount of theoretical and empirical research internationally. Research in Greece about AL is limited and to our knowledge there are no studies regarding the effect of school principals' AL on JS and OCB of teachers working in Primary and Secondary Education in Greece.

School principals' leadership practices are considered crucial for supporting and promoting teachers' work and wellbeing. Thus, research related to the effectiveness of modern leadership models in the school environment and the factors that enhance teachers' work and wellbeing is considered particularly important. In this regard, the findings of such research need to be taken into consideration when formulating modern and functional educational policies.

Considering the results of this study, we suggest the integration of the AL model in Primary and Secondary Education through the training programs of the Institute of Educational Policy, which are addressed to educational leaders, aiming to develop their leadership skills based on its assumptions. Furthermore, the characteristic aspects of AL should be taken into account during the selection process of school principals.

7.2. Limitations

The design of this study is cross-sectional limiting our ability to infer cause and effect relationships between variables. Convenience sampling method was utilized and data were collected only from a prefecture of North Western Greece limiting generalization of the results (Etikan et al., 2016). All data are self-reports and social desirability might be a potential risk as participants might have answered questions in a manner that will be viewed favorably by others (Podsakoff et al., 2003). Further research should be conducted regarding the factor structure of the AL scale for this population.

8. Conclusion

AL can promote teachers' OCB. Educational leaders who openly share their thoughts and beliefs, seek and show consideration of opposing viewpoints and adhere to an ethical way to managing relationships and decisions are more likely to influence teachers to help each other and maintain a positive attitude toward work.

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