ANTECEDENTS OF AUTHENTIC LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIOURS IN SELECTED INSTITUTIONS IN BRONG AHAFO REGION

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ABSTRACT: *Leadership seems to be a challenge for organizations, institutions as well as countries specifically, developing countries. This paper investigates the antecedents of one promising remedy for today's leadership crisis namely, authentic leadership (Bill, 2003 cited in Wang, 2014) in three higher education institutions. The main aim was to examine how social and cognitive intelligence link to authentic leadership, and how organizational citizenship behavior acts as an outcome of authentic leadership. The study was descriptive. The study revealed a significant positive correlation between social intelligence and authentic leadership as well as cognitive intelligence and authentic leadership. Finally, it was discovered that a significant positive relationship existed between authentic leader and organizational citizenship behavior. The study recommended that leaders within institutions in particular and other organizations must focus on ethos like openness, confrontation, trust, authenticity, proactive, autonomy, and collaboration to make authentic leadership effective and successful.*

KEYWORDS: Authentic Leadership, Social Intelligence, Cognitive Intelligence, Organizational Citizenship Behavior.

INTRODUCTION

Evidently, with the numerous higher educational institutions in Africa, issues of macroeconomic balance, governance, food safety, plight of internally uprooted people, and the need to address individual and institutional capacity gaps in fragile, failed and post-conflict states (Léautier, 2011). To influence the employees in higher education institutions to achieve institutional goals and overcome the future challenges, there is a need for management to adopt leadership styles that will facilitate the accomplishment of higher education institutions goals (Garcia-Morales, Jimenez-Barrionuev & Gutierrez-Gutierrez, 2012). Leaders who can be trusted, guided by a strong sense of true-self and moral values, and more cogently outstrip the survival capacities of employees in the current climate crisis or competitive marketplace are most wanted as postulated by leadership researchers (Wang, 2014). Ideally, leaders' that are mentally sharp to bring about productive change and solve problems creatively in order to inspire people. Hence, the urgency of cognitive intelligence. Deary (2001) posited that this takes into account the capability to solve problems critically in complex situations where previously acquired knowledge is not necessarily available.

Bill (2003) attested that authentic leader is a very promising remedy for today's leadership crisis. Avolio and Gardner (2005) also postulated that this kind of leadership style forms the root construct of all other positive leaderships and as a result, a new focus required some sense of urgency. Authentic leaders can outstrip the advancement of themselves as well as their

subordinates by passing down all the good qualities on their people. Socially, authentic leadership is influenced to function by helping individuals fit in a social assortment, secure social advancement, obtain work satisfaction and maintain intimate relationships or friendships (Joseph & Lakshmi, 2010).   Harter (2012) argued that keeping in mind the end goal to act truly, one needs to know oneself and act as per one's actual self. Thus, taking advantage of the strengths and learning from it as well as taking a cue from its weaknesses and building upon it (Sternberg, 2009).

In general, this kind of leadership facilitates a fair and open work environment that has immediate effects on employees' attitudes, producing great levels of satisfaction, commitment, trust, and willingness to execute additional-role actions (Avolio & Gardner, 2005; Avolio et al., 2004; Luthans & Avolio, 2003). Du Plessis, Wakelin and Nel (2015) mention that if employees feel that they are trusted, they are more likely to go the 'extra mile' in their work which is known as organizational citizenship behavior. Organizational citizenship behavior (OCB) refers to "individual conduct that is optional, not specifically or expressly perceived by the formal prize framework and in total advances the productive and compelling working of the association" (Podsakoff, and MacKenzie, 2009). Many researchers portray that the higher the authentic leadership, the larger the employees' satisfaction with leader, commitment, displaying extraordinary effort, and organizational citizenship behavior (Clapp-Smith, Vogelgesang, & Avey, 2009; Moriano, Molero, & Lévy-Mangin, 2011; Walumbwa, Luthans, Avey, & Oke, 2009; Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010). Pues *et al.* (2012) affirmed that authentic leadership could be seen as a predictor of organizational citizenship behavior.

Although there is considerable research on social and cognitive intelligence and authentic leadership as separate constructs, research investigating their relationships are lacking in the area of leadership generally in Africa and particularly, Ghanaian context. Also, despite the importance of authentic leadership with organizational citizenship behavior as an outcome, limited studies have been conducted in African (Lynelle et al., 2016; Du Plessis, 2014; Stander, De Beer, & Stander, 2015). This paper, therefore, argues in favor of a stronger positioning of higher educational leadership on authentic leadership and explore how social and cognitive intelligence act as an antecedent of authentic leadership while assessing OCB as a subsequent consequence of an authentic leadership in the Ghanaian context focusing on selected higher educational institutions in Brong Ahafo Region.

LITERATURE REVIEW

Authentic Leadership

The past century has seen the development of leadership theories and concepts. Notably among them include charismatic, transformational, spiritual, and servant leadership theories (Bamford, Wong & Laschinger, 2013; Murphy, 2012). The fundamental critique of each of these theories is the absence of the factors which contribute to their development. An absence of the study of the main brains behind the effective development of any leadership theory discounts the overall knowledge transmission of that theory (Ladkin &Taylor, 2010). It is believed that every leader possesses a unique way of attempting something; making it impossible to dismiss one's self when exhibiting his or her leadership qualities (Ladkin &Taylor, 2010). The inner identity of one's values and beliefs affects how and why leadership

qualities are exhibited. In current times, disturbance in society coupled with the expectation of employees, consumers, and stakeholders to operate at higher levels of integrity in society has strengthened the need for a new focus on what constitutes genuine leadership (Northouse, 2010; Puente, Crous, & Venter, 2007). Given the various incidents of malfeasance in management, society is seeking leaders who have the zeal to maintain trust and restore confidence collectively, so that a better, more secure world can be achieved (Walumbwa et al., 2008). To better understand the qualities of leaders who facilitate these positive outcomes, theorists of leadership are now focussing on ethics, and positive organizational scholarship and attempting to describe in detail the qualities that constitute and results into good leadership. In a bid to undercover better leadership qualities resulted in another theory of leadership called authentic leadership which is very essential and a subject of this study (Northouse, 2010). The study takes a critical look at this type of leadership; its antecedents and finally its contribution to organization citizenship behavior.

A leader's authentic self-operates from a combination of his or her internal personal realm in relation to the external world. This means that there is an inner quality within an individual which contribute to a person's ability to exhibit authentic leadership traits. The study seeks to investigate this inner quality and examine how it contributes to this trait in leadership. The study believes that an exhibition and development of an authentic leadership trait involves a sense of true self-identity which can be observed through one's life. To date, leadership theories have not recognized the meanings and significance of this antecedent to leadership development and improvement. There are few key theories between authentic leadership and preceding theoretical leadership foundation such as transformation, charismatic and transactional leadership. This has been one of the motivation factors for this study; to contribute to existing theories of authentic leadership and examine how this innate character contributes to authentic leadership development. The context taken by the study is that intelligence comprises of the mental capabilities needed for adaptation to, as well as shaping and influencing the environment to conform to it for a better coexistence.

Wong and Cummings (2009) defined authenticity of an individual as an intense psychological paradigm that entails the knowledge, acceptance, and behavioral responses of a person, which emanates from a person's inner trait and ethical values, high standards, convictions, emotions, and motives (Wong & Laschinger, 2013). According to Avolio (2009), this brought the theory of authentic leadership which postulates that it is a model of transparent and ethical leader behavior that encourages openness in sharing information needed to make decisions while receiving input from those who follow. This study believes will foster a good relationship between the leader and his followers which will result in peaceful coexistence and sustained performance and hence increase productivity at the workplace. The authentic leader builds trust and more advantageous enhances OCB through four key parts: 'balanced processing,' 'relational transparency,' 'internalized moral perspective,' and 'self-awareness. Balanced processing is a means of seeking adequate inputs and contributions, both negative and positive before taking a conclusion on a stand. This contributes to a high level of openness and truthfulness ('relational transparency') which will, in turn, motivate his followers to bring out challenging ideas and opinions. The authentic leader lives a life worth of emulation and sets a high priority of ethical and moral behavior ('internal moral perspective') and finally shows a concern for his /her followers by communicating 'self-awareness. Murphy (2012), argued that authentic leadership is a prerequisite in exhibiting a deep sense of self in taking a decision.

In differentiating an authentic leader from a transformational leader, researchers asserted that an authentic leader is a prerequisite in exhibiting a deep sense of self in taking a decision; whereas, a transformational leader emphasizes more on having a definite and clear sense of purpose, on attaching importance and giving mandate, on attaining balance, and on connecting with others (Laschinger & Smith, 2013; Murphy, 2012; Shirey, 2009). The main advocates for authentic leaders are the creation of understanding for all and sundry, including themselves, through the process of self-awareness and self-regulation. On the opposite, charismatic leaders seldom apply persuasive speaking means to influence their subordinates; likewise, charismatic and servant leaders motivate others by using swaying, believable practices (Jackson, 2008).

Moreover, both servant and spiritual leaders have the absence of a definite presentation of the leader's 'true self' whereas, an authentic leader's main focus is on the relevance of the altruistic, self-directive, genuine position of one's position as a leader (Avolio, 2009). The means of reflecting on these major components of a leader that were not found in previous leadership theories exemplifies the critical significance of an authentic leadership theory.

This exemplifies the critical significance of this type of leadership theory and its study. The study believes a critical look at this leadership theory will be beneficial to the economy of Ghana. This is because authentic leaders encourage high-quality connections resulting in efficient team work in the workplace which result in a more prominent occupation fulfilment and higher efficiency. It will create leaders who will support inspirations and self-determinations paving the way for a two-way correspondence and follower freedom, providing coaching and constructive feedback. This will assist the leader to recognize his/her followers' comments and interest and make provisions to cater for them in decision making.

Antecedents of Authentic Leadership

Several leader qualities might be critical to the presence of authentic leadership practices by leaders. For instance, both leader self-learning and self-consistency have been appeared to go about as precursors for authentic leadership (the previous being a static procedure of understanding one's own qualities and shortcomings and the last consistency between their qualities, convictions, and activities.

Research recommends that leaders who act in understanding to the three segments of positive mental capital (PsyCap) (hope, optimism, and resiliency) will probably get to be authentic leaders (Jensen & Luthans, 2009). This is valid for a few reasons. Leaders who can set and clarify objectives successfully make a more hopeful environment for their followers. Secondly, idealistic leaders have a more noteworthy capacity to persuade their adherents and help them all the more effectively foresee future occasions. Thirdly, resilient leaders are better prepared to work in changing situations to bolster their followers (Jensen, & Luthans, 2009).

High and low degrees of self-checking in an individual has likewise been proposed as a precursor of authentic leadership. Self-checking reflect that somebody is so prone to effectively build an open picture that adjusts to the desires of others (Tate, 2008). It has been suggested that low self-checking prompts a higher level of authentic leadership qualities since low self-screens and authentic leaders both act in a way that is predictable with what they accept and esteem. However, observational exploration has not supported this theory in this way reasonable (Tate, 2008). Authentic leadership is attributed to intelligence including the social and cognitive intelligence which among the relevant dimensions of intelligence is critical for the development of a desired leader. Harter (2012) attested that social and cognitive

intelligence are relevant dimensions of intelligence critical for the development of an authentic leader.

Social Intelligence and Authentic Leadership

Edward Thorndike a psychologist in 1920 first examined the concept of social intelligence. According to Edward, social intelligence is the ability to think, apprehend, manage and act properly in human social relationships. It was not until ages overdue that Daniel Goleman and Karl Albrecht additionally examined and simplified this thought. According to Goleman (2006), social intelligence is involved with the best interests of others; hence it goes beyond sheer self-interest. Social intelligence is understanding and getting along with people, above and beyond the skills to interact and cooperate successfully with them (Albrecht, 2009).

Albrecht (2009) elaborates five major dimensions of social intelligence as situational radar, presence/ bearing, authenticity, clarity, and empathy. Nonetheless, the logical aspects of social intelligence among all researches in this field include knowledge of the social situations, accurate interpretation of the social situation and the skills to behave appropriately in that social situation.

This implies that individuals with social intelligence have an outstanding personality of attracting others to themselves from the study's perspective. They depend on a lifelong experience and demonstrate a genuine interest in their fellow workmates. They are assertive, express their feelings and emotions appropriately, and they are capable of adapting, understanding and responding effectively and show a great of self-awareness. Hence for one to work effectively as an authentic leader, there is the need for a better understanding of the environment and how this environment can be manipulated to suite organizational purpose – social intelligence. It is therefore not surprising that Karl Albrecht (2009) termed people with low social intelligence as 'toxic' people. The study, therefore, sees it as a mandate to evaluate authentic leadership based on this social and cognitive intelligence dimension.

Cognitive Intelligence and authentic leadership

Recently, neurobiological theories came out with proofs which suggest that intelligent behavior has a neurological basis and that every individual possesses a differing amount of intellectual or mental abilities within which to interact with its surroundings (Sternberg, 2004). Embretson and Schmidt (2000) conclude that cognitive ability takes into consideration one's ability to learn, acquire different levels of knowledge and make definite and informed conclusions based on its knowledge. Also, it takes into account the capability to solve problems critically in complex situations where previously acquired knowledge is not necessarily available (Deary, 2001). It is the ability to contemplate rationally excluding the portion of the brain constituting moods or passions. Cognitive intelligence does not entail social skills but rather analytical, reading and writing skills.

Cognitive intelligence means to plan, reason, and use logical deduction to solve problems. It also refers to the capability to apply abstract thinking while learning from and responding to the environment. Cognitive ability also takes effect of one's means to adapt and conform to its environment. Adaptability and conformity include varied forms of subcomponents such as learning from experience, problem-solving when faced with complex tasks, having control of one's internal and external environments and conforming to this environment by changing them to suite itself when necessary. It involves taking advantage of the strengths and learning from it while at the same time compensating for weaknesses and building upon it (Sternberg, 2009).

In addition to detecting, molding and conforming to the changes which accumulate as a result of this new environments, adaptability must also include purposefulness or goal-directed behavior (Newman & Just, 2004).

According to this study, intelligence is seen as not just reactive to the environment but also active in forming it. The context taken by the study is that intelligence comprises of the mental capabilities needed for adaptation to, as well as shaping and influencing the environment to conform to it for a better coexistence. It is believed that leaders who can effectively adapt to the changing needs of their employees are able to control, manage and lead them better (a revelation of authentic leadership) hence the need to explore this type of leadership to assess its contribution to the development of authentic leadership.

Organizational Citizenship Behavior (OCB)

According to Cooper (2010), behavior denotes the action of a person. It varies with circumstances and could be individual or group based. Thus, from Cooper (2010) perspective, the behavior could be observed, repeated and measured. At the workplace, or wherever one finds himself/herself, there are some systems of actions developed by the individual. These actions whether good or bad constitute Organisational Citizenship Behavior (OCB) which tend to either increase or impair organizational functioning. These actions, the researcher asserts, predominantly develops as a result of the environment, of which at the workplace, for instance, leadership plays a major role. Organizational citizenship behavior is marked by an intentional conduct that goes beyond the formal necessities of the occupation which is useful to the association. Organizational citizenship behavior can be comprehended as individual practices that are deliberate, and are not specifically or expressly characterized by the formal prize framework. At the workplace, all employees are to work under leadership; thus they work under rules and regulations set off by authority. This implies that the contribution of leadership to the development of either good or bad working habits (OCB) cannot be underestimated, hence, the study is within this area. Since the working environment of firms is controlled by leadership, the study asserts that employees within the context of authentic leadership would display more OCBs. OCBs contribute to the efficacy of organizations by increasing team work to manage better resources that can be used for more productive purposes. This will help to coordinate activities, strengthen the ability of the higher education institutions to attract and retain the best employees and increase performance stability of the organization. It will enable the organization to adapt more effectively to changes in the environment.

The most broadly accepted OCB categories according to Podsakoff et al. (2009) have been:

i). Helping behavior, which means assisting co-workers to resolve difficulties at work,

ii). A sportsperson's attitude, understood as the act of maintaining a positive attitude when things do not turn out as desired,

iii). Organizational loyalty, which consists of protecting the organization, supporting and upholding its goals;

iv). Obedience, understood as the internalization and acceptance of the person, the rules, norms, and procedures of the organization;

v). Civic virtue, characterized by employees' participation and active interest in the life of the organization;

vi). Self-development, which constitute workers' behaviors to involve in processes of improvement that allow them to better perform their job, and

vii). Individual initiative, which implies creativity and innovation to improve personal performance in the tasks of the organization. This proliferation of the ways that OCBs manifest in the workplace is what led this study to be undertaken to find out the contribution of authentic leadership to the development of these relevant dimensions.

OCB has quickly become one of the most extensively studied topics in applied psychology and organizational behavior (Bowler, Halbesleben, & Paul, 2010). These behaviors are a special type of work conduct beneficial to the organization. OCBs are discretionary, not directly or explicitly recognized by the formal reward system. Walumbwa et al. (2010) call for an examination of authentic leadership and OCBs as applied in Western culture but its application in the African context should also be given priority.

Scholars have consistently listed characteristics, attitudes, and behaviors of leaders who emulate authentic leadership; however, many of these relationships need to be tested. Much of the literature attempts to make contextual links between authentic leadership and various theories of organizational outcomes. Leilei and Peilan (2009) conceptually examined four relevant structure models that make theoretical links between authentic leadership, OCB, and other concepts such as organizational commitment, satisfaction with supervisor, leader trust, self-regulation, hope, and positive emotions. These studies relate authentic leadership to organizational effectiveness, and that is the main reason why this study is embarked to know whether these behaviors occur especially in the Ghanaian context. This is the reason why this study investigates if authentic leadership leads to OCBs.

Authentic leadership and OCB

The review of the literature shows that organizations still face the challenge of developing an effective strategy for achieving OCBs. The intimate connection between successful leadership and effective schools is universally recognized (Bush & Heystek, 2006).

The authentic leadership concept is relatively new, but there have been several empirical studies connecting authentic leadership with work attitudes and consequences but limited in OCBs and also the study of its antecedents (Walumbwa et al. 2008, Clapp-Smith et al. 2009). Significant relationships between authentic leadership and performance, organizational citizenship behavior, psychological empowerment, and trust in management have been attested using samples from various fields such as industry, finance, retail, and corrections. Also, its relationship with organizational commitment and work engagement have been shown using samples from various domains as stated earlier (Carsten et al. 2008, Clapp-Smith *et al.* 2009, Walumbwa *et al.,* 2008, 2010, Peus *et al.,*2012).

A study by ZhouLeiLei (2010) presented 22 hypotheses based on theoretical reviews and collected required data by using questionnaire surveys. The conclusive researches of this study were shown as follows:

1. Based on the content proposed by Xie (2007) and Walumbwa et al. (2008), the article concluded that Authentic Leadership consists of four dimensions, "subordinate-oriented," "internalized moral perspective," "leadership qualities" and "honesty."

2. Authentic Leadership has a meaningful effect on Organizational Citizenship Behaviors. The result shows that Authentic Leadership as a second order concept affects OCB at a significant level (p <.001), and the cumulative of explanation reaches to 24.5%.

3. Leader-Member Exchange (LMX) quality is a mediator variance affects the process between Authentic Leadership and Organizational Citizenship Behavior. The regression analysis result indicated LMX is a partly mediator variance as a second-order concept affects the process between Authentic Leadership and Organizational Citizenship Behavior.

In another study Valsania, Sergio, Moriano, Juan (2012) analyze the effect of authentic leadership on employees' OCB, focusing on the correlation of the four elements of authentic leadership and organizational dimensions of the OCBs. The participants of the research were two hundred and twenty (220) Spanish employees where 30.9% were men and 69.1% constituting women who completed a questionnaire that included the variables of interest in the study: Authentic Leadership, OCB, and Sociobiographical control variables. The results, obtained with stepwise multiple regression analysis, showed that two components of authentic leadership--moral perspective and relational transparency--present significant relationships with OCB. Moreover, authentic leadership was a better predictor of employees' OCB when these behaviors were impersonal and directed towards the organization than when they were directed towards other people.

Orly and Sigalit (2014) explored the mediating role of mental empowerment on authentic leadership, organizational citizenship behaviors, and a variety of retreat behaviors among teachers, using the psychological model of perceptions-attitudes-behaviors. A total of three hundred and sixty-six (366) teachers from twenty-three (23) randomly selected Israeli schools engaged in the study. In conclusion, psychological empowerment was discovered to mediate the relationship between authentic leadership and OCB. "Self-determination, meaning, and competence," dimension of psychological empowerment, was also shown to mediate the connection linking authentic leadership and absence frequency. No mediating relationship was detected for psychological empowerment on authentic leadership and the other withdrawal behaviors of lateness and intent to leave.

In a recent study by Walumbwa *et al.,* (2010) with 397 employees and their 129 immediate supervisors, data showed that authentic leadership behaviors were positively linked to employees' OCB (β = .20, *p*<.01), and that relationship was mediated by the level of the employees' identification with their supervisor and their feelings of empowerment. The studies verified the positive correlation of authentic leadership with organizational citizenship behavior, both at an individual level and at a group level as well as the used of global measures of both constructs (Walumbwa *et al.,* 2009). Therefore, this current work proposes as an intent to study more in depth about the influence of this type of leadership on OCBs.

If authentic leadership is an important entity for effective OCB, then the study could propose that an understanding of the antecedents of authentic leadership, may help leadership development practitioners refine and perfect leadership development programs (see Fig. 1: Conceptual Model).
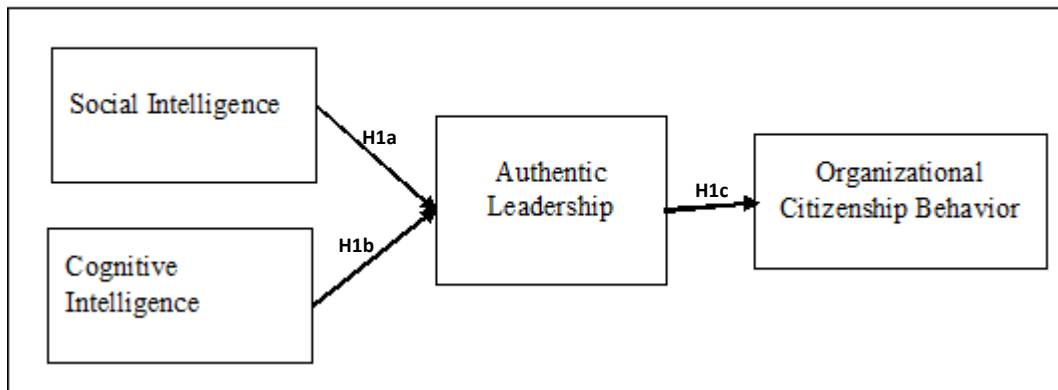
Based on the foregone background, the following hypothesis were tested at 0.05 level of significance:

H_o1: there is no statistically significant relationship between social intelligence and authentic leadership.

H_o2: there is no statistically significant relationship between cognitive intelligence and authentic leadership.

H_o3: there is no statistically significant relationship between authentic leadership and organizational citizenship behavior.

This framework set up together different components (social and cognitive intelligence) that offer ascent to the advancement of authentic leadership in people. It also takes into consideration the contribution of authentic leadership towards the development of OCBs.

METHODOLOGY

The study was purely descriptive. The population of the study consists of three institutions namely; Valley View University (137), Sunyani Technical University (286) and University of Energy and Natural Resource (245) totaling 668. A sample size of two hundred and fifty (250) was employed from the three institutions. The sample size was determined using Taro Yamani formula at a confidence interval of 95% as given:

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (1)$$

Where $n =$ sample, $N =$ pupolation size, $e =$ error limit or the critical value of the observation

Purposive and convenience sampling were used. Purposive (or criterion based) sampling was adopted for the selection of management (faculty), and convenience sampling method was employed for the selection of employees (faculty and staff). Both primary and secondary sources of data.

Different set of questionnaire was administered to management and employees (faculty and staff). The management questionnaire consisted of Multifactor Leadership Questionnaire

(MLQ) employed for measuring the contribution of social and cognitive intelligence to authentic leadership styles which act as an independent variable in this study. Bass and Avolio (2000) declared that the MLQ has been utilized in several research studies and has well-established reliability and validity as a leadership instrument in both industrial and service setting. The MLQ include questions measuring (a) skills to behave appropriately, (b) accurate interpretation of social situations and (c) knowledge of social situations; which are the characteristics of social intelligence. MLQ also covers questions to measure cognitive intelligence.

The employee questionnaire consisted of five elements of organizational citizenship behavior postulated by Organ (1988). Researchers have acknowledged these dimensions as the most widely used in organizational related studies (Gonzalez & Garazo, 2006). Twenty items were used to determine the level of citizenship behaviors among subordinates based on five main dimensions. The like-like scale was used to measure the OCB elements, which used the anchors of 1 (Strongly Disagree) to 7 (Strongly Agree). SPSS was used to generate percentages from the results as well as find the correlation between the variables studied to show the strength and weakness of the study variables. Also, linear regression was employed to study how the variables such as social and cognitive intelligence contribute to developing authentic leadership.

RESULTS

Correlation Showing Relationship between Variables

Pearson correlation analysis was conducted in this study to determine the relationship between the demographic variables, independent variable and the dependent variables since this is a requirement for performing regression analysis. The correlation table is shown in Table 5.

Table 1 Correlation between Variables

	1	2	3	4	5	6	7	8	9
1. GN	1.00								
2. AG	-.084	1.00							
3. EDUC.	-.032	.311**	1.00						
4. MST.	-.099	.231**	.192**	1.00					
5. WEX	-.056	.031	.018	-.065	1.00				
6. OCB	-.046	.104	.105	.098	.094	1.00			
7 SOI	.035	.259**	.192**	-.064	.188**	.181**	1.00		
8. COI	.00	.176**	.231**	.006	.198**	.294**	.386**	1.00	
9. AUL	.029	.202**	.158**	-.014	.144*	.613**	.388**	.361**	1.00

Source: Field Survey (2017).

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

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

Key: GN= Gender; AG= Age; EDUC= Educational level; MST=Marital status; WEX= Working experience; OCB=organizational citizenship behavior; SOI= Social intelligence; COI= Cognitive intelligence; AUL= Authentic leadership

From Table 1, the demographic variables, Age (AG), Educational level (EDUC), and working experience related positively with social intelligence (SOI) with age showing a higher value (r= .259, p<.01) followed by educational level with a higher value (r= .192, p<.01) and working experience with a higher value (r= .188, p<.01). Also, age (r= .176, p<.01), educational level (r= .231, p<.01) and working experience (r= .198, p<.01) related positively with cognitive intelligence (COI). The result suggests that grown-ups and respondents who have attained higher educational level as well as working experience exhibit more social and cognitive intelligence than their under-aged counterparts, those with less educational level and working experience. In addition, the demographic variables age, education, and working experience (*WEX*), related positively with authentic leadership (AUL) with age showing higher value (r= .202, p<.01) followed by educational level (r= .158, p<.01), and then working experience (r= .144*, p<.005). This depicts that as age, educational level and working experience increases, there is an increase in authentic leadership. Besides, organizational citizenship behavior, as well as social and cognitive intelligence related positively with authentic leadership with organizational citizenship behavior (OCB) showing a higher value (r= .613, p<.01), followed by social intelligence (r= .388, p<.01) and cognitive (r= .361, p<.01). This shows that as respondents' social and cognitive intelligence increases, there is an increase in authentic leadership which result in organizational citizenship behavior.

The Effect of Social Intelligence on Authentic Leadership

The study sought to analyze the influence and predictive capacity of social intelligence components on authentic leadership. Social intelligence variable was computed by averaging all the responses on the social intelligence constructs. The same was done for authentic leadership. Then simple regression was employed. A summary social intelligence as independent and authentic leadership as dependent is shown in Table 2.

Table 2: Simple linear regression for the relationship between social intelligence and authentic leadership.

Variables	R-square	β-value	Model Fit	p-value
Social intelligence Authentic leadership	.130	.361	.000	.000

The result of the analysis shows that the model accounted for 13.0% (R^2 = .130) of the variance in authentic leadership and this was significant. The model fit value of .000 and p-value was significant in the sense that social intelligence significantly predicted authentic leadership (β= .361, p-value=.000). This means that as an individual's response level of social intelligence increases, his or her authentic leadership qualities can be predicted to increase. Therefore, the study could reject the null hypothesis which stated that there is no statistically significant relationship between social intelligence and authentic leadership. Broadly speaking, the results showed that social intelligence was positively linked to authentic leadership. 13.0% of the variance in authentic leadership could be explained by the social intelligence components.

The Effect of Cognitive Intelligence on Authentic Leadership

To analyze the influence and predictive capacity of cognitive intelligence components on the authentic leadership, the study computed a variable called cognitive intelligence by averaging

all the responses on the cognitive intelligence constructs and then regressed it with authentic leadership. A summary cognitive intelligence as independent and authentic leadership as dependent is shown in Table 3.

Table 3: Summary of simple linear regression for the relationship between cognitive intelligence and authentic leadership

Variables	R-square	β-value	Model Fit	p-value
Cognitive intelligence Authentic leadership	.151	.388	.000	.000

From the results, the proportion of variation in the dependent variable (authentic leadership) that is explained by cognitive intelligent (independent) is .151. This implies that 15.1% of the variation in authentic leadership can be explained by cognitive intelligent variables in the model. The significant value is .000 which is below the .005 level; hence, one could assume that the overall model is statistically significant. Cognitive intelligence therefore significantly and positively predicted authentic leadership (β= .388, p-value=.000). Thus, cognitive intelligence is moderating authentic leadership. This means that as response level of cognitive intelligence increases, authentic leadership qualities can be predicted to increase. Hence, the study could reject the null hypothesis which stated that there is no statistically significant relationship between cognitive intelligence and authentic leadership.

The Effect of the Authentic Leadership Style on OCB.

To evaluate the effect of authentic components on OCBs in order to ascertain objective three, the study computed a variable called authentic by averaging all the responses on the authentic leadership constructs. The same was done for OCBs statement. Then simple regression was employed. A summary of the authentic as independent and OCBs as dependent is shown in Table 4.

Table 4: Summary of simple linear regression for the relationship between authentic leadership and OCB.

Variables	R-square	β-value	Model Fit	p-value
Authentic leadership Organizational citizenship behavior	.381	.613	.000	.000

Source: Field Survey (2017).

The result of the analysis shows that the model accounted for 38.1% (R2 = .381) of the variance in OCBs and this was significant. As observed, authentic leadership significantly and positively predicts OCBs since β=.613 and the p-value, p< .005. The results indicated a significant and positive relationship implying that an increase in a leader's authentic characteristic behavior would be translated into an improvement in the behavior of an organizational citizenship behavior. Higher levels of authentic leadership exhibition were associated with higher levels of OCBs.

Besides, the significant (p-value) is .000 which is below the .005 level; hence, one could conclude that the overall model is significant, or that the authentic leadership variable has a significant effect on the organizational citizenship behavior variable. The results have shown

that authentic leadership positively affects faculty and staff OCBs, but differentially. Therefore, the study could reject the null hypothesis which stated that there is no statistically significant relationship between authentic leadership and organizational citizenship behavior.

DISCUSSION

The Effect of Social Intelligence on Authentic Leadership

The results indicated that social intelligence significantly and positively predicted authentic leadership (β= .361, p-value=.000). The study rejected the null hypothesis which stated that there is no statistically significant relationship between social intelligence and authentic leadership. This finding supports both theoretical arguments (Humphrey *et al.,* 2008; Riggio & Reichard, 2008; Mahsud, Yukl & Prussia, 2010) and prior empirical research (Rubin, Munz & Bommer, 2005; Sadri, Weber & Gentry, 2011) relating Social Intelligence to other leadership behaviors. Previous study (Humphrey, Kellett, & Sleeth, 2006) depicted a significant positive correlation between Social Intelligence and both task-oriented and relations-oriented leadership behavior. Moreover, a study by Sadri *et al.,* (2011) shows that leaders who are rated by their subordinates as engaging in behavior that signals good relationships are perceived to perform better. Several other studies found a strong relationship between Social Intelligence and authentic leadership (Rubin et al., 2005; Butler & Chinowsky, 2006).

From the above, it can be pinpoint that leaders with high social intelligence are recognized when different relations behaviors are relevant; for example: to know when to be more supportive, encouraging, and helpful (Mahsud *et al.,* 2010). Humphrey *et al*., (2008) opined that social intelligent leader might be capable of expressing authentic leadership and support toward frustrated subordinates. As authentic leadership places a great premium on the nurturing of a strong relationship between a leader and individual followers as well as focusing on understanding those whom they serve, the role of social intelligence in authentic leadership becomes evident (Diddams & Chang, 2012; Riggio & Reichard, 2008).

The Effect of Cognitive Intelligence on Authentic Leadership

The study rejected the null hypothesis which stated that there is no statistically significant relationship between cognitive intelligence and authentic leadership. Apparently, there existed a statistically significant correlation between cognitive intelligence and authentic leadership (β=.388, p-value=.000). The positive correlation between the cognitive and authentic leadership indicates that as one's ability in cognitive intelligence increases, there is the likelihood of a corresponding increase in authentic leadership. Cognitive intelligence is considered as the ability to plan and think logically to solve problems, and the capacity to apply abstract thinking while learning from and responding to the environment. The study conforms to recent neurobiological theories which suggest that intelligent behavior has a neurological basis and that every individual possesses a differing amount of intellectual abilities, and this relates positively to authentic leadership (Sternberg, 2004). Embretson & Schmidt (2000) concludes that cognitive ability takes into consideration one's ability to learn, acquire different levels of knowledge and make definite and informed conclusions based on its knowledge hence resulting in the development of authentic leadership behavior. Also, Newman and Just (2004) detected that detecting, molding and conforming to the changes which accumulate as a result of these new environments which are factors of cognitive results in authentic leadership. This

implies that leaders who can effectively adjust to the changing needs of their employees can be able to control, manage and lead them better which reflects a revelation of authentic leadership.

The Effect of the Authentic Leadership style on Organizational Citizenship Behavior.

The study presented that there existed a significant correlation between authentic leadership and organizational citizenship behavior. Therefore, the null hypothesis which stated that there is no statistically significant relationship between authentic leadership and organizational citizenship behavior was rejected. Some authors (Gardner et al., 2005; Ilies et al., 2005; Kernis, 2003) argue that the components of authentic leadership may be interdependent. The outcomes of this study back the idea that the influence of authentic leadership on faculty and staff OCBs is stronger when these behaviors are impersonal and are directed towards institutions than when they are directed towards individuals. This implies that when individuals within organizations find that their leader is sensitive to their grievances and thus very supportive, they respond by showing more commitment and further performing other discretionary roles which are not part of their routine task.

CONCLUSION

The result of the study has shown that the four variables are strongly correlated and resulting in the statement that organizational citizenship behavior increases as social and cognitive intelligence enabled authentic leadership. This finding supports results that provide empirical evidence to the model of authentic leadership (Avolio & Gardner, 2005; Avolio et al.; Gardner et al., 2005; Avolio et al., 2004). It is also in agreement with previous research (Clapp-Smith et al., 2009; Moriano et al., 2011; Walumbwa et al., 2010; Wong & Cummings, 2009), as it shows that this leadership style can positively affect employees' behavior. This study contributes much-needed empirical evidence to the various components of social and cognitive intelligence and its relationship to authentic behavior. These results confirm theoretical arguments that authentic leaders are more sensitive interpersonally and, therefore, measure higher on social and cognitive skills. It also supports the empirical and theoretical research that interpretation of data and responsive management may differentiate leaders' performance in authentic leadership behavior.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Social intelligence was found by the study to be positively correlated with authentic leadership. Therefore, leaders within institutions in particular and other organizations must focus on ethos like openness, confrontation, trust, authenticity, proactive, autonomy, and collaboration in order to make authentic leadership effective and successful.

- Cognitive intelligence was also found to be positively correlated with authentic leadership style. Hence, it is recommended that higher education leaders should emphasize more on learning, acquiring different levels of knowledge, and make informed conclusions based on its knowledge to cope with everyday life's challenges, solve problems, make good decisions, and get things done.

- Finally, authentic leadership has strong relationship with OCB. Higher educational institutions should focus much on this kind of leadership to enable employees (faculty and staff) master their roles to help retain them and work beyond expectation.

Implications of the Research

It is clear that leaders that are mentally sharp can bring about productive change, and solve a complex problem which reveals their trueness. Also, leaders that can sense their own feelings and detect the feelings of others in social circumstances, inspire and interact with others within working environment reveal their authenticity. Leaders' actions and practices that encourage and perhaps measure these types of collaborative behaviors may be worthwhile investments that can lead to tremendous levels of trust among leaders and their subordinates which can immensely lead to the act of working beyond job description or expectation (organizational behavior).

This study could also be used as an assessment tool to evaluate the status of authentic leadership application and thus, help to identify areas for improvement.

Academics could use it to better understand authentic leadership and build models that would further expand this study.

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