

Authentic Leadership and Its Impact on Functional Maturity an Exploratory Study of the Opinions of a Sample of University Leaders in Private Universities in Baghdad City

 Ruaa Tahseen Ali^{1*},  Bakr Ismaeel Daway², Hawraa Emad Amori³

¹Department of Studies and Planning, Aliraqia University, Iraq; roaa.t.ali@aliraqia.edu.iq

²Department of Dormitory Affairs, Aliraqia University, Iraq.

³Office of the President, Al Iraqia University, Iraq.

Keywords:

Functional maturity,
Authentic leadership,
Career planning,
Job training,
Relational transparency,
Self-awareness,
Leadership development,
Organisational
performance,
Work attitudes.

Abstract. This study aims to examine the impact of functional maturity on authentic leadership by exploring the extent to which the dimensions of functional maturity namely, career planning, job training, formation of work-related attitudes, and decision-making ability influence the dimensions of authentic leadership, which include relational transparency, internalized moral perspective, balanced processing, and self-awareness. Private colleges in the city of Baghdad were selected as the field for this research, targeting all administrative leaders (deans, assistant deans, and department heads), totaling 145 individuals. A sample was selected using comprehensive enumeration, random, or non-random sampling methods across 10 private colleges in Baghdad. A questionnaire was utilized as the primary tool for measuring the research variables. To analyze the data, a variety of statistical techniques were employed using SPSS (v.23) and Amos (v.25) software. The researchers adopted a descriptive-analytical methodology to complete this study, which yielded several key findings, the most notable being the existence of a significant impact relationship between the study variables within the senior management of the surveyed colleges.

1. INTRODUCTION

Most organisations today face significant challenges due to unexpected changes and developments in various fields, particularly in economic, social, political, and technological domains. These changes have rendered many organisations unable to keep pace, leading to the short-lived nature of their competitive advantages. This necessitates the adoption of modern concepts aimed at enhancing the capabilities of leaders and subordinates. These capabilities include self-efficacy, the ability to develop alternative plans, a sense of inner strength, decision-making skills, and the formulation of work-related attitudes. Strengthening functional maturity plays a pivotal role in improving job performance, which contributes to achieving excellence and dominance.

The research problem was identified in the need to enhance the study variables within the targeted private colleges, as their performance levels were below the desired expectations. These variables required greater reinforcement in these institutions, which serve as the country's official diplomatic front. Additionally, empowering the staff to achieve goals both in their respective colleges and in diplomatic missions abroad was emphasized.

This study presents a hypothetical model that has been statistically tested and analyzed to assess the feasibility of applying the variables across ten private colleges and to explore the relationships and direct impacts among them. Accordingly, the research consists of two main components (theoretical and practical) and is divided into four chapters. The first chapter covers the research methodology and some previous studies. The second focuses on the theoretical framework, discussing functional maturity and authentic leadership. The third chapter analyses the practical results of the study, while the fourth presents key conclusions and recommendations.

2. METHODOLOGY

2.1. First: The Study Problem

Environmental changes and developments have become the dominant feature in the work of organisations, including private colleges. The wheel of administrative thought development turns to help them harmonize with these changes to make them able to survive, in addition to including social and organizational interaction between employees, to reach the highest level of job achievement to achieve authentic leadership by working to enhance job maturity. Accordingly, the problem of the study lies in the following main question: -

Is there a clear perception among the leaders of the private colleges studied about the importance of the impact that functional maturity has on influencing authentic leadership?

1. What is the level of functional maturity in the private colleges studied?
2. What is the size of the gap between the private colleges studied for the study variables (functional maturity, authentic leadership)?
3. What is the nature of the relationships (very good impact of functional maturity on authentic leadership) from the point of view of senior administrative leaders in the private colleges studied?

2.2. Second: The Importance of Study

The importance of the study is academic in that it addresses one of the most important topics in administrative thought, which can be addressed as follows:

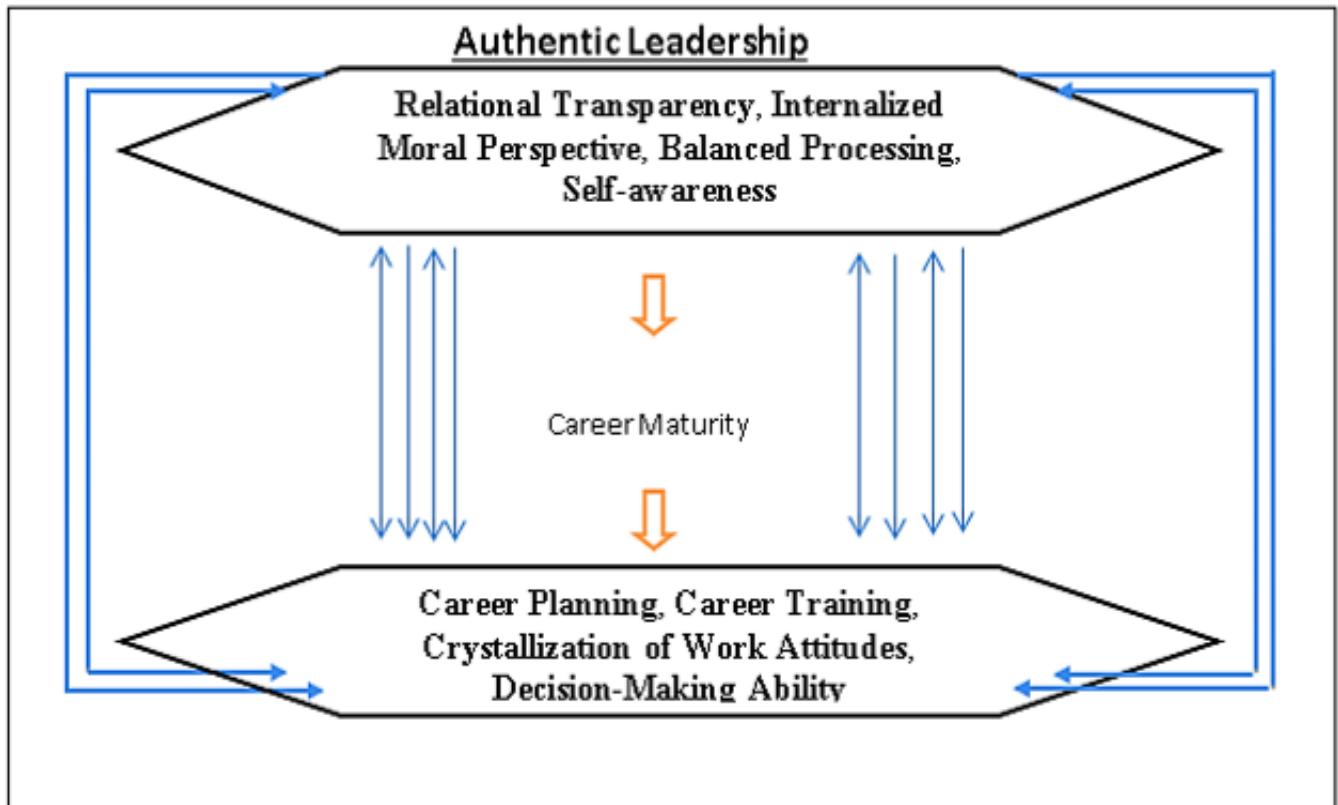


Figure 1: Hypothetical scheme of the study.

Source: Prepared by the researcher based on: (Samuel and Al-Farhati, 2020). (Al-Yasiri and Al-Taie, 2017). (Al-Araj, 2019).

1. Studies on how authentic leadership affects the research community through expanding the study of the dimensions of authentic leadership and not missing opportunities for private colleges to benefit from them in a way that qualifies them to achieve authentic leadership.
2. Subjecting the concept of functional maturity to field study in the private colleges sector to employ modern management methods and to increase awareness and understanding of the importance of this concept in the growth, development and excellence of organizations.
3. The colleges under study are an important vital sector that serves the educational process in Iraq, and accordingly, the results of the current studies will provide them with proposals that work to develop their performance and improve the results of their work by working with new concepts that enable them to achieve sovereignty and superiority over competing colleges.

2.3. Third: Study Objectives

This study seeks to achieve several objectives, which are as follows:

1. Identifying the reality of functional maturity in the researched colleges to enhance their ability to excel and dominate.
2. Identifying the extent to which authentic leadership can be achieved for the researched colleges through their application of the study model.
3. Identifying the nature of the relationship (correlation and influence) between the research variables.

2.4. Fourth: The Hypothetical Research Plan and Its Hypotheses

Considering the research problem and its objectives, the research plan was designed, which expresses the logical relationships between the research variables, as shown in Figure 1.

2.5. Correlation Relationship

2.5.1. (Direct) Influence Relationship

Considering the research plan, the research starts from a main idea that attempts to choose a main hypothesis, which is the following: - Functional maturity has a moral impact on strategic sovereignty, and the following sub-hypotheses emerged from it:

1. Career planning has a moral effect on authentic leadership.
2. Career training has a moral effect on authentic leadership.
3. The crystallization of work-related trends has a moral effect on authentic leadership.

4. The ability to make decisions has a moral effect on authentic leadership.

Fifth: Study limits:

The study limits are as follows:

1. Field boundaries (spatial): Private colleges represented by (Al-Rafidain University College, College of Heritage, Al-Mansour, Al-Mamoun, Baghdad University of Economics, Dijlah University, Al-Salam University, Madinat Al-Ilm University, Imam Jaafar Al-Sadiq University, Al-Rashid University).
2. Time boundaries: which extend from the period (5/5/2021) to (7/25/2021), and this period includes initial visits, interviews, distribution of the questionnaire, and its retrieval.
3. Human boundaries: which were represented by the upper administrative levels (deans, assistant deans, and heads of departments) in the colleges studied.
4. Cognitive boundaries: embodied in the variables (job maturity as an independent variable (x) and (authentic leadership as a dependent variable (Y).

2.6. Sixth: Research Tools

The questionnaire was employed as the primary tool for collecting data related to the practical aspect of the study, as it captures the diverse perspectives of individuals. It was designed after reviewing relevant sources on the study's subject and selecting a set of measurement scales suitable for the main variables under investigation. These scales were adjusted to align with the context of colleges within the Iraqi environment to ensure measurement accuracy, as detailed in Appendix (1). The questionnaire included the following components:

The first axis: The independent variable (functional maturity) and its four sub-dimensions based on the Likert (1967) scale.

The second axis: The dependent variable (authentic leadership) and its sub-dimensions represented by three dimensions based on the Likert scale (1967). Several statistical tools were used based on the statistical program (Amos.v.25, Spss.v.23).

2.7. Seventh: Research Community and Sample

Several private colleges in Baghdad Governorate were selected to conduct the study, represented by ten private colleges (Al-Rafidain University College, Al-Turath College, Al-Mansour College, Al-Mamoun College, Baghdad College of Economics, Dijlah University College, Al-Salam University College, Madinat Al-Elm University College, Imam Jaafar Al-Sadiq University, Al-Rashid University College). As for the research sample, a purposive sample was selected, represented by senior administrative leaders at the level of (deans, assistant deans, heads of departments), totaling (145).

3. THE THEORETICAL ASPECT

3.1. First: Career Maturity

3.1.1. The Concept of Career Maturity

Researchers differed in defining the concept of career maturity and in the manner that helped them to present their intellectual contributions in this field, as researchers considered it a final link in an administrative procedural chain, the aim of which is to adopt a sound decision. Some described it as the ability of working individuals to choose and then move towards work, coupled with independence in decision-making as well as interest in collecting information (Zunker, 1986, 26). Others defined it as the ability to accomplish job requirements within the stages of career growth and considering a group of job levels relevant to each stage (Salami, 2008, 36).

3.1.2. The Importance of Career Maturity

Functional maturity is of great importance and is represented by the following: (Jassim, 2012, 277) (Mubiana, 2010, 35) (Samuel, 2008, 35).

1. Localizing the vision towards the work in a way that facilitates the work of employees in the administration.
2. Preparedness and readiness help in job adaptation.
3. Provides job satisfaction for employees.
4. Helps employees to know the different patterns in work and find solutions to the problems they face.
5. One of the effective ways to develop the experiences that enable employees to make decisions.

3.1.3. Dimensions of Career Maturity

Four main dimensions of career maturity were relied upon, as (Jones & George, 2003:178) and (Abbas & Ali, 2003, 208) addressed career planning, (Baird, et. al., 1990:258) addressed job training, (Al-Qaryouti, 1997, 103) addressed work orientations, and (Al-Hayali, 2010:62) addressed decision-making ability.

3.1.4. Career Planning

Career planning is considered a cornerstone of the process of employee career maturity. It involves examining future forecasts by identifying the skills and qualifications employees possess, enabling them to execute their plans effectively. Career planning has been defined as the process through which employees become more aware of their career inclinations, values, strengths, and weaknesses, aided by the organization's provision of information about career opportunities (Abbas & Ali, 2003:208).

This concept emphasizes forecasting employees' future career paths, identifying the necessary skills and qualifications, clarifying methods to acquire them, and setting realistic plans for improvement and development (Jones & George, 2003:178). Career planning also encompasses the behaviors exhibited by employees aimed at raising their awareness of their skills, interests, values, opportunities, constraints, and career options.

Moreover, it includes career goals and plans that employees strive to achieve. The importance of career planning lies in its ability to assist employees in diagnosing their career inclinations, recognizing their strengths and weaknesses, and refining their perceptions of their career objectives (Bernardin, 2007:228).

3.1.5. Job Training

Functional training is a process that seeks to develop the level of achievement of working individuals and grow their experiences and abilities, while changing their behavior and attitudes and raising their morale to develop their achievement and performance at work and their stability to contribute to the outcome of achieving the organization's goals efficiently (Baird, et. al., 1990: 258). Functional training is the process that supports workers to work with rigor, efficiency, intelligence and appropriate replacement in their actions and behaviors (Omar, 2012: 16). The training process depends on three basic stages of a cohesive and persistent nature (Salem and Saleh, 2006: 135).

3.1.6. Crystallization of Work Directions

Attitudes are one of the dimensions of the functional maturity of working individuals in a way that helps to develop an implicit expected answer and approach a behavioral pattern that is different in its strength and contribution to the field of work. Attitudes are an integral part of the personality of working individuals and attitudes crystallize through social learning, i.e. they can be changed through it and attitude change occurs through accommodation, erasure, or modification of one or more of its components. Usually, most managers prefer to change the attitude of one or more employees to adapt to the special environmental changes in the organization's environment or to develop performance or to enhance the spirit of harmony and coherence among employees (Al-Hayali, 2010: 6). That is, creating a homogeneous organization of concepts, beliefs, procedures, motives and work goals (Al-Qaryouti, 1997, 103).

There are three elements that make up attitudes, and these elements do not exist separately. Attitudes are more complex because they do not consist of the result of adding one element to another, but rather they are composed because of the continuous and changing interaction of knowledge, emotions, and behavioral tendencies of people towards something. These elements are represented by the following:

1. Intellectual element: Its role comes through creating the trends that the individual holds towards his organization to interact with the information and scattered knowledge stock of the working individuals.
2. Feelings: Representing the emotional aspect in the arena of trends and their interaction with the intellectual element, whether it is related to personal situations or related to (love, hate, and other emotional changes).
3. Behavior guidance: This element is one of the most visible and influential elements in work activity, and assuming that the behavior here is similar to visible behavior, that is, it is tangible behavior, which shows the level of inclination to work, regardless of whether it is in a specific way or by showing the intention to reach the confrontation to act.

3.1.7. Decision Making Ability

The decision-making process is one of the key dimensions of employees' career maturity, serving as a true reflection of the competencies, expertise, knowledge, and skills possessed by employees. Utilizing such competencies reinforces the entire organizational process, as career maturity represents the genuine manifestation of administrative activities. This representation, however, cannot be established or its dimensions understood without career maturity, which necessitates adopting sound decisions across various fields and activities performed by employees.

The absence of efficient decision-making leads to ambiguity in activities and a decline in career maturity levels, resulting in a drop in job performance. This underscores the necessity of emphasizing career maturity and making it a core responsibility for employees. Career maturity reflects the vitality and capabilities of employees, which cannot be demonstrated without accurate decision-making. For instance, an employee capable of operating a machine correctly, utilizing their expertise and knowledge for its operation and maintenance, is likely to be better equipped to make decisions and can be considered career-mature (Al-Hayali, 2010:62).

The significance of decision-making can be identified through the following points (Sultan, 2003:68-69):

1. The status of the decision's impact on the organization's goals and employees: The greater the status of the decision's impact on the organization's goals, the greater the degree of importance of the decision.
2. Parties affected by the decision: The more employees who will be affected by the decision, the greater the importance of the decision. However, the number of employees who will be affected by the decision is linked to the size of the organization. In a small organization, the decision becomes of great importance if it affects ten individuals, while this number does not constitute any importance for a large organization.
3. The amount of money required for the decision: The larger the amount of money that must be available for the decision, the greater the degree of importance of the decision.
4. The degree of repetition of the decision: The repetition of the decision shows the degree of routine of the decision. From here, it can be said that periodic or recurring decisions are less important than decisions that are taken once in the life of the organization or at separate intervals.
5. C. Time taken to decide: Decisions made in difficult circumstances are more .The importance of decisions that have time to study.

3.2. Second: Authentic Leadership

3.2.1. Authentic Leadership Concept

In order to understand the concept of authentic leadership accurately, we must first understand the concept of authenticity, on which this leadership is based. The term (authentic) refers to (genuine) and is derived from authenticity. As explained in the Oxford Dictionary, the concept of authenticity means real or be real. There are other terms such as (trustworthy, true, original, not fake, identical to the original) (Hornby, 2005: 87-88). Al-Hadrawi, 2015: 37). Authenticity was mentioned in positive psychology Where he defined it (2002:11, (Seligman) as the person's possession of personal experiences such as thoughts, emotions, needs,

preferences, beliefs and processes that he acquired to know the self, and behavioral performance in accordance with the true self. It is the positive personal catalyst for self-development for self-awareness and self-regulation for authentic leaders and their followers (Ilies et al., 2005, 376). authentic leadership that takes positive psychological ability and the developed organizational field as a means to increase self-awareness on the part of leaders and enhance self-development. (Bennet, 2015, 38).

3.2.2. The Importance of Authentic Leadership

The theory of authentic leadership has attracted many researchers and organizations to expand its concept and implement it on the ground. The great importance of the theory of authentic leadership has led to its study on the theoretical and applied literary level. Consequently, leadership is associated with a new concept and level that takes on the leader's self and the behavior associated with him. (Walumbwa et al., 2011: 111). Authentic leadership has contributed on the scientific level to reaching the essential difference in the work of organizations through its direct influence, which can be explained as follows: (cotrufo,2014:34). (cianciet) al,2014:3) rader,2015:8). (bordei,2015:13 (Avolio and Gardner,2005:331). (palmer,2014:65).

- A. Supporting leaders in creating self-awareness and activating authenticity.
- B. Authentic leadership supports (authenticity, sense of belonging, trust, workplace organization, job satisfaction, and moral courage) for subordinates.
- C. Improve authentic relationships with subordinates to demonstrate transparency, openness, trust and direction toward important goals.
- D. Authentic leadership focuses on the ethical perspective of subordinates so that they are more prepared to deal with unethical situations.
- E. Authentic leadership raises psychological capital to support feelings of trust and optimism by creating a safe, unbiased organizational climate characterized by openness and transparent relationships.

3.2.3. Dimensions of Authentic Leadership

The dimensions represent the pillars on which the model is based in theoretical literature. Accordingly, the researcher has adopted the model (Walumbwa et al., 2008) which is based on the dimensions (transparency of relationships, internal moral perspective, balanced treatment, self-awareness) to apply it in the practical aspect, which will be explained as follows:

a. Relational Transparency: The literature on authentic leadership identifies relational transparency as a key dimension, emphasizing that authentic leaders "clearly express their genuine emotions toward subordinates while regulating these emotions to minimize inappropriate feelings." Maintaining transparent relationships requires consistent self-regulation and emotional organization to reveal the leader's true self (Natt och Dag, 2014:35).

Relational transparency also reflects a leader's ability to present themselves authentically by sharing their beliefs and feelings openly with subordinates. This openness reinforces trust, facilitates information exchange, and encourages subordinates to express their own opinions, thereby fostering confidence in the leader and enhancing positive outcomes (Bordei, 2015:6).

Additionally, relational transparency is defined as "a method by which leaders share information openly, ensuring clarity and authenticity in their emotional expressions without projecting a false self that could undermine subordinate trust" (Cotrufo, 2014:29; Rader, 2015:31-32).

b. Internalized moral perspective: The internalized moral perspective is a crucial dimension in fostering authentic leadership. It represents a self-regulatory process through which leaders make decisions based on their values and ethical standards, enabling them to act more ethically and socially in challenging situations. High ethical integrity equips leaders to navigate difficulties effectively, ensuring that their behavior aligns with moral principles (Bordei, 2015:9).

This moral perspective operates on the foundation of internal ethical values, serving as a moral compass that guides leaders in decision-making without compromising their ethical framework (Seo, 2016:91). The internalized moral perspective plays a fundamental role in shaping leadership behaviors, aligning them with the leader's internal moral standards and values. It enables leaders to resist pressures from organizational or societal influences, ensuring that their actions remain authentic and ethical.

By reflecting their personal values, ethical beliefs, and moral principles, leaders with a strong internalized moral perspective not only overcome ethical challenges but also inspire subordinates to consistently exhibit authentic and ethical behavior (Cotrufo, 2014:29).

c. Balanced Processing: Kernis (2003) is one of the prominent researchers who explored the concept of unbiased processing as a critical component of authenticity. He defined it as the avoidance of denial, exaggeration, distortion, or ignorance of personal experiences. This concept later evolved in the literature on authentic leadership into the term "balanced processing," which more accurately captures the idea. Authentic leaders are capable of balancing internal self-perception with cognitive and intellectual resources, recognizing that absolute impartiality is unattainable in human behavior.

Gardner et al. (2005:356) noted that leaders often face challenges in maintaining balanced processing due to ego defense mechanisms, such as withholding negative information or addressing it immaturely, leading to distorted data and ineffective emotional management. However, authentic leaders strive to overcome these challenges by focusing on goal-oriented leadership, actively seeking feedback and perspectives from various stakeholders to ensure a balanced self-assessment and to manage personal biases when making critical decisions.

Balanced processing fosters an environment where diverse viewpoints are encouraged, and subordinates feel empowered to take risks, make mistakes, and engage in open discussions with their leaders (Wang, 2014:22-23). This approach entails objectively analyzing all relevant data, whether positive or negative, before decision-making. It requires leaders to pursue open collaboration, seek objective input, and allow constructive feedback to refine their perspectives. Authentic leaders ensure fairness by considering all data impartially, thereby creating a supportive environment that enhances trust and organizational effectiveness (Rader, 2015:32).

d. Self-awareness: Self-awareness is one of the most important dimensions of authenticity and one of the most important elements of authentic leadership, as it includes awareness and self-knowledge of the values, beliefs, motivations, and experiences of the authentic leader himself. Self-awareness means that it is "the leader's behavior resulting from the motivations, desires, preferences, and needs" of the leader, as it helps the leader control his emotions and deal based on his values. Self-awareness represents a guarantee that the leader will bear full responsibility for his behavior and his knowledge of its impact on subordinates (Bordei, 2015: 8). Self-awareness is not a goal to be achieved, but rather "a continuous process of recognizing talents, strengths, weaknesses, a sense of purpose, core values, desires, and beliefs" (Wang, 2014: 17). The developmental psychologist (Vygotsky)

explained that self-awareness depends in its form on social support, meaning that self-understanding is formed in harmony with others, through a deep formation of feelings of the true self on an ongoing basis through communication with others, in addition to the awareness of this self that helps him understand his behaviors and arrange himself personally (Jones, 2013: 27). Self-awareness includes both (values) and what they contain of concepts and ideas that guide the process of choosing the leader's procedures, as well as the evaluation of people and situations and what these values have gained through social upbringing. Thus, self-awareness of values is an essential part of authenticity and (identity). It includes the leader's understanding of personal characteristics and experiences and integrating this identity into the leader's role and work (Rubio, 2015: 57).

3.2.4. The Practical Side

First: Evaluating the quality and consistency of the research scale

To evaluate the extent to which the standards used in the theoretical framework match the practical aspect, several indicators were adopted to judge the extent of match, as follows:

1. Average Variance Extracted (AVE): is the sum of the squared saturations divided by the number of indicators (paragraphs) and its value is significant when its value exceeds (0.50), but if it is less than that, it indicates the presence of residual variance in the paragraphs' error instead of being explained by the variable.
2. Composite Reliability (CR): This analysis was used to verify the reliability of all variables in the study model, as values are considered acceptable if they are greater than or equal to (0.70).
3. Cronbach's Alpha: To what extent does the scale give close reading when applied each time. An oscillating tool that gives different results when applied more than once is a cause for concern and lack of confidence in its results, and thus is a waste of effort, time and money. Its value ranges between zero (an instrument with no stability) and one (a completely stable instrument). In general, the scale is considered to have low stability if its value ranges between (0-0.40), medium stability if the alpha value is between (0.40-0.70), and high stability if the alpha coefficient value is (0.70 or higher). If the scale has high stability, this means that the scale items are stable. Hence, the scale is stable. However, if stability is low, this means that there is at least one paragraph or phrases of the scale that is not stable, as its internal consistency is weak, and it does not bear the level of acceptability of stability. It should be identified and addressed by deleting the paragraph or phrase from the analysis.

3.2.5. Construct Validity of the Test Measurement Tool

The researchers used confirmatory factor analysis to verify the quality of the research scale and its construction. This was done using the (Amos.25) program. The chart showed several values that represent the extent of the contribution or formation of each (paragraph) in interpreting the factor. The quality of fit indicators included in Table (1) will be relied upon to determine the extent of the suitability of the paragraphs to the dimension in general and to the variable to which they belong in particular.

Table 1: Goodness of Fit Indicators.

Indicator	Chi-Square (X ²)	Degrees of Freedom (DF)	X ² /DF Ratio	Comparative Fit Index (CFI)	Tucker-Lewis Index (TLI)	Root Mean Square Error of Approximation (RMSEA)
Criterion	---	---	Less than 5	0.9 - 1	0.9 - 1	Less than or equal to 0.08

3.2.6. Confirmatory Factor Analysis of Career Maturity Variable

Figure 2 shows the functional maturity model, which consists of four basic dimensions and consists of (20) paragraphs. The quality of conformity indicators extracted for the model and shown in Figure 2.

After deleting paragraph (G4) after crystallizing the work-related trends, as it has a high common variance that affected the conformity criteria and according to the recommendations of the modification indicators, it became clear after deleting this paragraph that all the modification indicators were consistent with the standard conformity quality indicators. Based on this result, the model will be adopted when conducting subsequent statistical analyses.

If it is clear from Table 1 the following:

The standard saturation values for all paragraphs of the functional maturity variable ranged between (0.591- 0.842), which is a good relative value, as the standard saturation values indicate the extent of contribution of each paragraph to the dimension to which it belongs. The results showed that the structural validity of the scale for all paragraphs of the functional maturity variable is significant. The standard values (CR) for all paragraphs ranged between (5.914- 9.153). This is greater than the critical standard value (CR) of (1.96). This indicates the validity of the statements and is a good indicator for conducting subsequent statistical analyses.

The significance level value for all paragraphs of the functional maturity variable reached (0.000), which is smaller than the significance level of (0.05). This also indicates that all paragraphs are significant and indicates the validity of the statements, which is a good indicator. The composite reliability values (CR) for the dimensions of the functional maturity variable were all recorded within the acceptable limits, as they ranged between (0.870-0.891), which is greater than the approved percentage of (0.70), which is a good indicator and indicates the stability of the scale. The results showed a high stability for the dimensions of the functional maturity variable scale.

It is clear from the values of the average variance extracted (AVE) for all dimensions of the functional maturity variable that they are acceptable, as they ranged between (0.575-0.639), which is greater than the value (0.50), as they all indicate the convergent validity of the dimensions. from the value of the Cronbach's alpha coefficient for the dimensions of the functional maturity variable, whose results ranged between (0.765-0.848), as it is clear that it is greater than (0.70), which indicates that the stability coefficient of the measurement tool enjoys a high degree of acceptance and stability

A. Confirmatory factor analysis of the authentic leadership variable :Figure 2 shows the authentic leadership model, which consists of four basic dimensions and consists of (2) paragraphs. When observing the quality of fit indicators extracted for the model and shown in the figure, and after deleting paragraph (R2) from the balanced treatment dimension and paragraph (A1) from the self-awareness dimension, as they have a high common variance that affects the quality of fit indicators for the model according to the recommendations of the modification indicators, it becomes clear after deleting these paragraphs that all quality

of fit indicators were within the required standards for the model, and based on this result, this model will be adopted in subsequent statistical analyses.

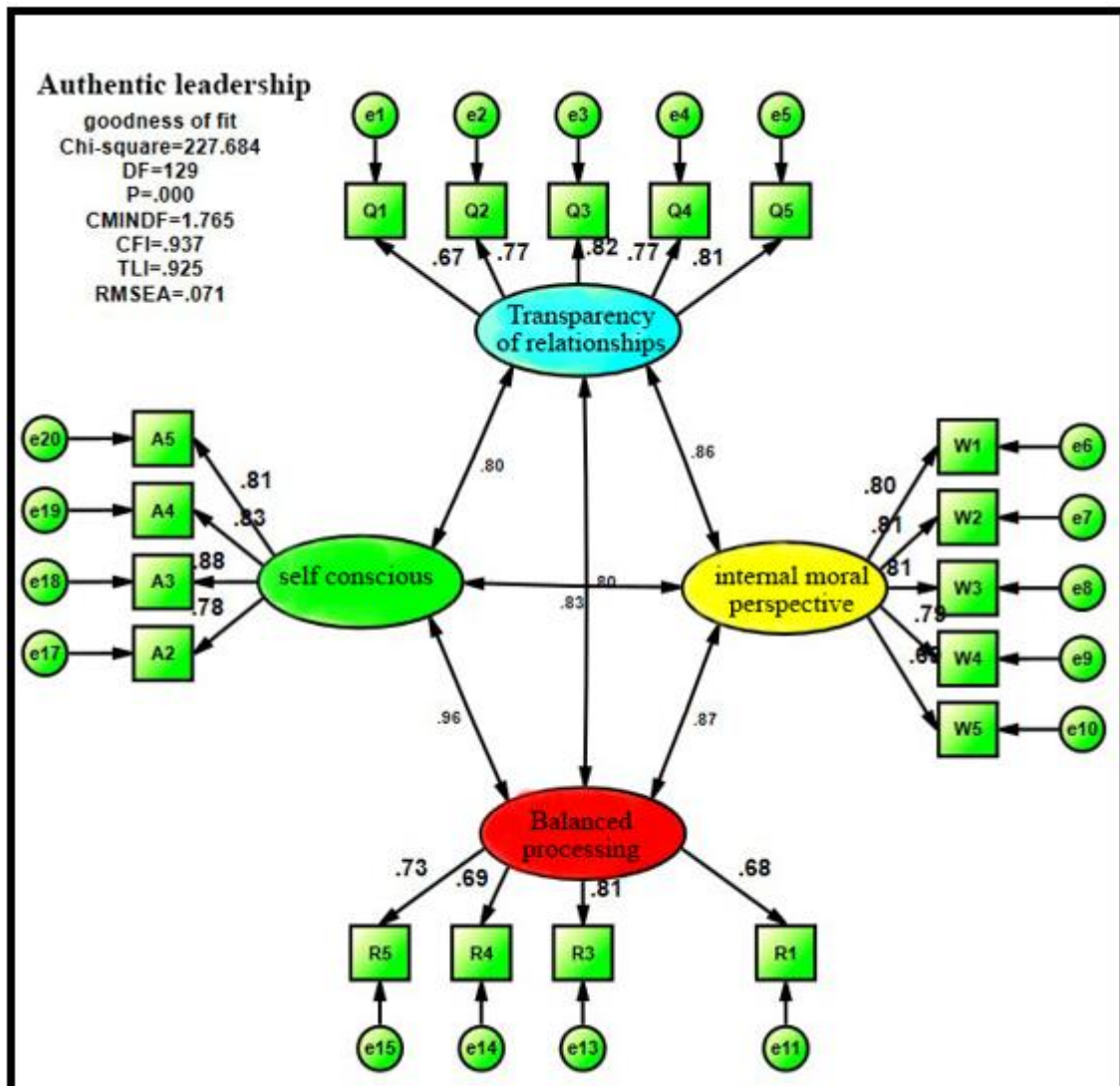


Figure 2: The model of the authentic leadership variable after modification and deletion.

Source: Amos.25 program outputs

It is clear from Table 2 the following:

The standard saturation values for all paragraphs of the authentic leadership variable ranged between (0.674-0.881), which is a good relative value, as the standard saturation values indicate the extent of each paragraph's contribution to the dimension to which it belongs. The higher the paragraph's contribution, the more important it is in explaining the dimension to which it belongs.

The results show that the structural validity of the scale for all paragraphs of the authentic leadership variable is significant, as it was shown that the standard values (C.R) for all paragraphs ranged between (7.1-11.126) and are greater than the critical standard value (C.R) of (1.96), and this indicates the validity of the paragraphs and is a good indicator for conducting subsequent statistical analyses.

The significance level value for all paragraphs of the authentic leadership variable reached (0.000), which is smaller than the significance level of (0.05). This also indicates that all paragraphs are significant, which is a good indicator.

The composite reliability (CR) values were recorded for the dimensions of the authentic leadership variable, which were all within the acceptable limits, ranging between (0.880-0.927), which is greater than the approved ratio of (0.70), which is a good indicator and indicates the stability of the scale, as the results showed the existence of high stability for the dimensions of the authentic leadership variable scale.

It is clear from the values of the average variance extracted (AVE) for the dimensions of the authentic leadership variable that all of them are acceptable, as they ranged between (0.647-0.762), which is greater than the value (0.50), as they all indicate the convergent validity of the dimensions.

Through the value of Cronbach's alpha coefficient for the dimensions of the authentic leadership variable, whose results ranged between (0.817-0.896), it is clear that it is greater than (0.70), and this indicates that the stability coefficient of the measurement tool enjoys a high degree of acceptance and stability.

Table 2: Statistical Indicators of The Authentic Leadership Model.

Items	Path	Dimensions	Composite Reliability (CR)	Average Variance Extracted (AVE)	Cronbach's Alpha	Standardized Loadings	Loadings	Standard Error (S.E.)	Critical Value (C.R.)	P-Value	Significance
Q1	<---	Relationship Transparency	0.911	0.673	0.878	0.674	1.000				
Q2	<---						0.768	0.158	7.683	0.000	Significant
Q3	<---						0.820	0.160	8.123	0.000	Significant
Q4	<---						0.774	0.156	7.737	0.000	Significant
Q5	<---						0.807	0.141	8.019	0.000	Significant
W1	<---	Internal Ethical Perspective	0.916	0.686	0.885	0.797	1.000				
W2	<---						0.808	0.097	10.055	0.000	Significant
W3	<---						0.810	0.101	10.092	0.000	Significant
W4	<---						0.786	0.100	9.707	0.000	Significant
W5	<---						0.691	0.090	8.249	0.000	Significant
R1	<---	Balanced Processing	0.880	0.647	0.817	0.678	1.000				
R3	<---						0.810	0.139	8.195	0.000	Significant
R4	<---						0.690	0.130	7.100	0.000	Significant
R5	<---						0.730	0.142	7.474	0.000	Significant
A2	<---						0.784				
A3	<---	Self-Awareness	0.927	0.762	0.896	0.784	1.000				
A4	<---						0.881	0.106	11.126	0.000	Significant
A5	<---						0.831	0.105	10.321	0.000	Significant
	<---						0.810	0.107	9.977	0.000	Significant

Source: Amos.v25, Spss v25 output.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. First: Conclusions

1. The results show the interest of the administration of the surveyed colleges in the dimension of career planning. This dimension received a high level of importance from the administration of Al-Turath College among the surveyed colleges who believe that there is a high level of interest from the employees to enhance the capabilities and skills necessary to build their career future while working on developing realistic plans for their development. However, this dimension did not receive the necessary importance at the City of Science College.
2. The functional training dimension has received a high level of importance from the administration of the colleges studied, especially from the administration of Dijlah College, as its employees at various job levels are interested in training and could determine their training needs. However, this dimension has not received the necessary importance from Baghdad College of Economic Sciences.
3. The administrations of the colleges studied are interested in the dimension of crystallizing work trends, especially the administration of Al-Salam College. It believes that its employees seek to create a spirit of harmony among themselves to improve work levels and employ their ideas to serve work requirements. This dimension did not receive the necessary importance from the Baghdad College of Economic Sciences.
4. The results indicated the interest of the administration of the colleges surveyed in the dimension of the ability to make decisions, especially Dijlah College, which believes that its employees do not have this ability.
5. The results show that the administrations of the private colleges surveyed are interested in the variable of career maturity in general. Al-Turath College came in first place over the rest of the colleges, and Baghdad College of Economics came in tenth and last place. This indicates that the administrations of the colleges surveyed, especially Al-Turath College, are interested in planning and career training, and in the ability to make decisions at the right time, formulate trends, and employ the necessary ideas to serve the requirements and trends of work.
6. The results showed that the administration of the colleges studied were interested in the dimension of transparency of relations, but it was given a high level of importance by Al-Salam College compared to the rest of the colleges studied, as it works to inform its members of the facts of things and uses clear and transparent standards in evaluating the performance of its members. However, this dimension did not receive the necessary importance at Al-Rasheed College.
7. It was found that the administrations of the studied colleges pay attention to the dimension of the internal ethical perspective, but this dimension received higher attention in the City of Science College than the rest of the colleges under study, through its interest in encouraging all beliefs and behaviors consistent with its behavior and adhering to positions that support its basic values. However, this dimension did not receive the necessary importance at Baghdad College of Economic Sciences.
8. The results indicated the interest of the administrations of the colleges under study in the dimension of balanced treatment of matters and that this dimension has gained a high level of importance in the College of Heritage as it periodically reviews its set goals and works to modify them according to its new aspirations in addition to being characterized by steadfastness in the positions that work to achieve its goals. However, this dimension has not gained the necessary importance from the Baghdad College of Economic Sciences.
9. College administrations are interested in the dimension of self-awareness, and this dimension has received the highest attention from the College of Heritage, as it relies on feedback to improve work procedures, and it also works to modify many of its positions towards many important issues at the appropriate time. However, this dimension has not received the necessary importance from Baghdad College of Economic Sciences.
10. The interest of the administrations of the colleges studied in authentic leadership in general was evident. The College of Heritage ranked first among the other colleges in terms of interest, while Al-Rasheed College ranked tenth and last. This indicates that the administrations of the colleges studied, especially the College of Heritage, see the necessity of working

with the principle of transparency and honesty, while considering the balanced treatment of many situations and work trends from an ethical and conscious perspective.

4.2. Second: Recommendations

1. The administration of Madinah College of Science should pay attention to career planning, as it has not received the necessary importance at the college. There should be a high level of keenness by employees to enhance the capabilities and skills necessary to build their career future, while working on developing realistic plans for their development.
2. It requires the management of Baghdad College of Economic Sciences to pay high attention to job training, as it must encourage its employees at all job levels to pay attention to the training process and enhance their ability to identify their training needs, as it has not received the necessary importance.
3. Baghdad College of Economics should be concerned with developing work-related trends and enhancing the interest of its employees in creating a spirit of harmony among them to improve work levels and employ their ideas to serve work requirements.
4. The management of Dijlah College should pay attention to the dimension of decision-making ability, especially since it believes that its employees do not have this ability.
5. Baghdad College of Economics should pay attention to the variable of career maturity through interest in career planning and training, and the ability to make decisions at the right time, formulate trends, and employ the necessary ideas to serve the requirements and trends of work.
6. It requires the administration of Al-Rasheed College to pay attention to inform its members of the facts of the matter and to use clear and transparent standards in dealing with its members and those dealing with it. Because the dimension of transparency of relations has not received the necessary importance at the college under study.
7. The administration of Baghdad College of Economics should pay attention to the dimension of the internal ethical perspective. This is done by encouraging all beliefs and behaviors that are consistent with their behavior and adhering to positions that support its basic values. Because this dimension did not receive the necessary importance for the college under study.
8. It turned out that the interest of the administration of the Baghdad College of Economics in the dimension of balanced treatment of matters was at the lowest level, and it must review its set goals periodically and work on amending them according to its new aspirations.
9. It requires the management of the Baghdad College of Economics to pay attention to the dimension of self-awareness and improve work procedures, as it works to amend many of its positions towards many important issues at the appropriate time. This is because this dimension has not received the necessary importance from the college.
10. The necessity of the Rashid College administration to pay attention to authentic leadership, as it ranked tenth and last among the other colleges. Accordingly, the college administration must work on the principle of transparency and clarity, while considering the balanced treatment of many situations and work trends from an ethical and conscious perspective.

REFERENCES

- Al-Hayali, S. (2010). *Attention in administrative leadership and its impact on the job maturity of employees: A field study in the medical group colleges, University of Mosul* [Doctoral dissertation, University of Mosul, College of Administration and Economics].
- Al-Sakarna, B. (2010). *Effective administrative leadership*. Amman: Dar Al-Maseerah for Publishing, Distribution, and Printing.
- Al-Yasari, A. M., et al. (2017). The role of strategic renewal in achieving strategic leadership: An analytical study of senior leadership opinions in the Southern Cement Manufacturing Company. *Journal of Administration and Economics, University of Karbala*, 6(24), 1–23.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315–338. <https://doi.org/10.1016/j.leaqua.2005.03.001>
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *The Leadership Quarterly*, 20(6), 777–783. <https://doi.org/10.1016/j.leaqua.2009.09.007>
- Belabed, A. (2016). *Forming professional profiles considering professional maturity: The level of job maturity among teachers in Bethlehem Governorate according to Hersey and Blanchard's theory from the perspective of principals* [Master's thesis, Al-Quds University, Abu Samra].
- Conceptual analysis. (2010). *Journal of Human and Social Sciences*, 26, Algeria.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343–372. <https://doi.org/10.1016/j.leaqua.2005.03.003>
- Hamamda, R., & Salatiya, M. (2014). *The relationship between professional maturity level and career decision-making skill: A descriptive study on a sample of third-year secondary students in some high schools in El Oued State*.
- Hareem, H. (2016). *Principles of modern management: Theories, administrative processes, and organizational functions* (4th ed.). Amman: Dar Al-Hamed for Publishing and Distribution.
- Ismail, W. (2012). *Library and information center management and organization* (2nd ed.). Amman: Dar Al-Maseerah for Publishing, Distribution, and Printing.
- Jassim. (2012). Samuel, 2008; Mubiana, 2010. *Journal of Kirkuk University for Administrative and Economic Sciences*, 9(2), 277.
- Luthans, F., & Avolio, B. J. (2003). Authentic leadership: A positive developmental approach. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 241–258). Berrett-Koehler.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press.
- Strikwerda, H. (2002). Strategic supremacy: Operational excellence is not sufficient; your firm needs a power strategy. *Nolan, Norton & Co*.
- van der Zee, H., & Strikwerda, H. (2003). How to think and act strategically in times of economic uncertainty. *Nolan, Norton & Co*. Retrieved from <http://www.nolannorton.com>
- Zahrn Hawij, M. (2002). *Introduction to psychology* (1st ed.). Amman: Dar Al-Yazouri Scientific Publishing and Distribution.