

## THE EFFECT OF AUTHENTIC LEADERSHIP TRAINING PROGRAM ON FACULTY STAFF ASSISTANTS STRUCTURE EMPOWERMENT

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**Background:** Faculty staff assistants consider the future of faculty teaching staff and need to use advanced leadership style. Authentic leadership has been introduced a productive, positive, supportive and healthier work environment that help to maintain the faculty staff assistants empowered. **Aim:** This study aimed to measure the effect of the authentic Leadership training program on faculty staff assistants' structural empowerment. **Research design** Quasi-experimental research design one group pretest and posttest was utilized in this study. **Setting:** The study was conducted at the Faculty of Nursing, El Fayoum University. **Subjects:** (70) faculty staff assistants worked in the above mentioned setting **Tools:** three tools were used in this study; Authentic Leadership knowledge questionnaire, Authentic Leadership Self-Assessment scale, the condition for work effectiveness questionnaire. **Results:** The total authentic leadership knowledge score, authentic leadership behavior and structural empowerment had low among faculty staff assistants before the program implementation; after the program implementation they had higher scores with statistically significant differences; There were highly statistically significant differences between faculty staff assistants' authentic leadership regarding structure empowerment, throughout program phases. there was a highly statistically significance correlation between total authentic leadership knowledge score and total authentic leadership behavior and between total structure empowerment level among faculty staff assistants throughout program phases. Finally, results regarding authentic leadership knowledge level, authentic leadership behavior and structural empowerment p-value <0.001 **Conclusions:** Authentic leadership training program positively effect on faculty staff assistants' structural empowerment. **Recommendations:** Periodical seminars and programs for faculty staff assistants regard advanced leadership style.

**Keywords:** Authentic Leadership, Training Program, Faculty staff assistants, Structure Empowerment.

### Introduction

Leaders of today are expected to value the human resources of their organizations and provide an environment that promotes individual contributions to the organization's work authentic leadership should be skillful at coordinating human and material resources to meet goals and objectives of the organization To do their duties, they must promote a growth of mindset, adhere to a code of ethics, being open, transparent and honest in their interactions, genuine and instill a work culture of personal growth, clarity, accountability, and innovation (Aguinis, H., et al., 2024).

Authentic leaders are guided by moral and ethical principles that serve the greater good rather than succumbing to self-serving interests. This results in decision making and behavior reflective of these internalized values. This kind of leadership depicts a higher level of moral reasoning and capacity to make judgments that serve the collective interests of nurses and organizations Nurse

leaders who exhibit an internalized moral perspective create caring ethical climates that embrace the intrinsic worth of staff nurses. Within this ethical climate, the staff nurses are able to voice concerns about inequities to leaders. Above all; this culture encourages the staff nurses to emulate the moral behaviors of their leaders **(Shiundu, T. W., 2024)**.

Authentic leader needs to know when to put the needs of the organization and its customers ahead of herself and her team. Ultimately, authentic leader focused on doing the right thing for the long-term success of the business. Additionally, it's critical a leader have strong ethical values and integrity, and exercise these traits even in the face of tempting shortcuts. For instance, let's say your employee comes to you with a "make money quick" scheme -- his idea is to make it difficult for customers to know how to cancel their subscription, so they are forced to keep paying unless they call up customer support. **(Yagi, K., et al., 2024)**.

Authentic leadership consist of four main component self-awareness, internalized moral perspective, balanced processing of information, and relational transparency on the role of leaders acting with followers, nourishing positive self-development. The authentic leader prompts followers to investigate decisions and constitutes an environment where the follower considers a sense of belonging, Authentic leadership significantly influences trust, especially through compatibility between the words and actions of the leader Arias Rodriguez, **(I., Muniz Jr, J., & Munyon, T. P., 2024)**.

Empowerment is the interactive process of building, developing, and increasing a person's ability to set and attain goals. It is considered as a motivational process of enhancing the feeling of self-efficacy among organizational members. It is an interactive process that develops, increases power through cooperation, sharing, and working together and it is the process of giving nurses the power, capacity, and energy to make the decision about their work. **(Christens, B. D. (Ed.), 2024)**.

Empowerment is a management practice of sharing information, rewards, and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance. It is based on the idea that giving employees skills, resources, authority, opportunity, motivation, as well holding them responsible and accountable for outcomes of their actions, will contribute to their competence and satisfaction. **(Pakpahan, H. T., et al., 2024)**.

There are two types of empowerment (structural empowerment and psychological empowerment). Structural empowerment promotes managers to undertake special actions for creating an appropriate work environment by providing workers with access to following empowering elements, access to information, support, resources, opportunities to grow & formal & informal power. Psychological empowerments contain categories such as meaning, competence, self-determination and impact. **(Llorente-Alonso, et al., 2024)**.

Empowerment is the means of yielding power with employees, thereby magnifying their trust in their capacity to fulfill their jobs and their belief that they are prominent givers to the organization. Empowerment in nursing can be both originating from the conditions and growing from one's psychological status. It can both psychological and structural. Empowerment as inspected by various nurses is obliged to promote their reduction of power, to affect their working conditions, and to obtain workplace structures to gather structural empowerment **(Kyei-Frimpong, et al., 2024)**

In the work environment Authentic Leadership is an important component. Actually today organizations value leaders who influence employees to high performance and who encourage change. Leader enabling behaviors and workplace structural empowerment appeared in reduced levels of job tension and enhanced performance effectiveness. Structural empowerment has remained associated with leadership behaviors that are similar to behaviors exhibited by authentic leaders as proposed in authentic leadership theory. By making empowerment a pre-requisite requirement for any job, worker empowered can be strengthened by leaders. can be enhanced by showing positive responses to employees when they perform inventive outcomes **(Kim & Beehr, 2022)**.

Faculty staff assistants are enabled to reach faculty purposes if their professional environments are structured in systems that afford a path to information, assistance, and devices essential to get the job completed as well as possibilities to discover and grow. Those organizational structures are critical determinants that influence the behavior of the employees **(Lau, J., et al., 2024)**.

Faculty staff assistants need to be empowered to accomplish their tasks, provide quality of care and contribute to the development of the nursing profession. Empowerment deals with factors that influence people to behave in a certain manner. These factors drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment. Empowerment Factors refer to the factors that may increase employees' job satisfaction and often lead to an increased overall capability **(Andreas, 2022)**.

So, implementation of authentic leadership training program not influence the nursing workforce only but also the healthcare distribution system and community as a whole. Forming a sound work environment for nursing practice is critical to sustaining workforce; the stressful creation of the profession often directs to burnout, inability, and costly absenteeism and ultimately contributes to the escalating shortage of nurses. **(Assi, H., Rayan, et al., 2024)**.

So, the union of leader enabling behaviors and workplace empowerment appeared in reduced levels of job tension and enhanced performance effectiveness. Thus, empowerment has remained associated with leadership behaviors that are similar to behaviors exhibited by authentic leaders as proposed in **Avolio et al., (2021)** authentic leadership theory. By making motivation and empowerment a pre-requisite requirement for any job, worker empowerment can be strengthened by leaders. Motivation can also be enhanced by showing positive responses and rewards to employees when they perform inventive outcomes **(Mubashar, T., & Fida, M. K., 2023)**.

### **Significance of the study**

Most higher education institutions include the continued development unit of employ abilities within their curricula and place they focused of career development by keeping their staff qualified and empowered by providing frequent training according employee's needs **(Mubarak and Noor, 2018)**

Faculty staff assistants considers the back bone of faculty; they are the future leader and important members in faculty. provide and maintain height level of knowledge about advanced leadership styles especially authentic leadership that reflect in the faculty staff assistants' empowerment, help staff in career development, self-growth and having special skills and qualities. Also reflect in organization by achieving organization objective, facilitate change and development. Consequently, there is a requirement to assess the impact of authentic leadership on

faculty staff assistants to manage the level of authentic leadership and determine its effect on empowerment.

### **Aim of the study**

This study aimed to measure the effect of authentic leadership training program on faculty staff assistants' structural empowerment.

### **Research hypothesis**

- Authentic leadership training program will positively affect faculty staff assistants' structural empowerment.

### **Subjects & Method**

**Design:** Aquasi-experimental research design one group pretest and posttest was utilized in this study.

**Setting:** The study was conducted at the Faculty of Nursing affiliated to El Fayoam University. The Faculty of Nursing establish at 2009. It consists of (8) scientific department. 750 student graduate at 2022-2023

**Subjects:** All faculty staff assistants were eligible to be included in the study. Their total number was (70) divided into (38) demonstrators (32) assistant lecturers.

**Tools:** To achieve the aim of the study three tools were used to collect the data.

### **Tool I: Authentic leadership knowledge questionnaire.**

The tool consisted of two parts as follows:

- **Part (1):** personal data and job characteristics of the study subjects including age, gender, years of experience, and position, work departments, Marital status, attending leadership training course.
- **Part (2):** It aimed to assess study subjects' knowledge regarding authentic leadership; the tool was developed by the researcher after reviewing of related literature (**Yadav & Dixit, 2017, Semedo et al., 2017, & Kumar & Pansari, 2015**). It includes (35) Questions were constructed in either form of true & false, multiple choices questions.

### **Scoring system:**

Authentic leadership items were scored (one) for the correct answer and (zero) for the incorrect answer. The score of items were summed up and the total was divided by the number of the items. These scores converted into percent score; the score of knowledge was considered unsatisfactory if the percent score was <60%, was considered satisfactory if the percent score 60% or more (**Nagib et al., 2020**).

### **Tool II: Authentic Leadership Self-Assessment scale**

This scale was developed by **Northouse (1999)**, and modified by the researcher. It aimed to assess faculty staff assistants' authentic leadership behavior. It consisted of 16 items which grouped into four subscales. Self- awareness (4) items, internalized moral perspective (4) items, balanced processing (3) items, and relational transparency (5) items.

### **Scoring system:**

Responses of the study participant were according 5points Likert scale, and were scored from 1 to 5 for never, rare, sometimes, often, always, respectively, the scores of the items were summed up and the total divided by number of the items. These scores converted into percent

score; the authentic level considered low if the score was less than 60% while it considered moderate when the total score was 60-75% and subject consider high level if the total score was more than 75% (Nagib et al., 2020).

### **Tools III: The condition for work effectiveness questionnaire:**

This part was developed by Laschinger (2001) and modified by the researcher. It aimed to identifying level of empowerment among faculty staff assistants. It included (38) statements under four dimensions as follows: Access to information (12) items, Access to opportunity (9) items, Access to support (9) items, Access to resources (8) items.

### **Scoring system:**

Responses of the study participants were measure according 5 points likert scales ranging from rare to always, those is scored respectively from 1 to 5. The scores of the items were summed –up and the total divided by number of the items. These scores converted into percent score. Empowerment level considered low if the score was less than 60% while it considered high when the total score was 60% and more (Abdallah, 2018).

### **The tools Validity and Reliability**

Tools were examined for their face validity by 11 faculty members' expertise in nursing administration. Tools face validity was made to know the extent to which assumed to be measured. The items sequences, simplicity, importance, applicability, phrasing, term, form, and overall look. Based on experts' comments and instructions; minor adjustments had been made such as rephrasing and rearrangements of some sentences.

Reliability test was estimated using the Cronbach's Alpha Coefficient for the study tools. Cronbach's Alpha Coefficient was used to measure the internal consistency of the items composing to each tool. The values of internal consistency reliability of the four tools were valued.

Data Collection Tools	No. of items	Cronbach's Alpha
Authentic leadership knowledge questionnaire.	35	0.898
Authentic leadership self-assessment scale	16	0.915
The condition for work effectiveness questionnaire	38	0.915

### **Field work:**

The study was carried through the following stages: Assessment and planning, implementation, and evaluation phase.

#### **The assessment and planning phase**

- Official confirmation from the authoritative personnel to conduct the study was obtained before starting the study. Oral agreement of participation from faculty staff assistants was obtained.
- The pilot study was carried out on (10%) of the participants (7) faculty staff assistants to ensure the clarity and applicability of the tools items and they included in the study. Hence, minor changes were made.

Pre-test before the program stated to appraise the faculty staff assistants concerning authentic leadership style. A schedule was held for availability during morning and each day. The researcher divided the study subject into sub group in the presence of the researcher to clarify any queries and prevent any knowledge contamination. Sheets were collected daily and checked by the researcher to ensure its' completeness. Each faculty staff assistants took time to fill in each questionnaire ranged from 25-30 minutes. The filled forms were handed back to the researcher in the same day.

The same technique was applied immediately after three months (follow up) of program implement.

- The researcher was prepared the timetable of the program.
- The researcher has planned the learning atmosphere in which the study was administered, and every needed resource (conference rooms and data show in the faculty)

#### **The implementing phase (implement training program):**

- The training program was developed based on the review of related literature as well as the teaching sessions and time schedules were developed.
- During implement the training program the participant collected with mixed group from different scientific department.
- Total sessions were implemented according to the available time of the participant; and it was done in teaching rooms of the faculty education building.
- The researcher explained the objectives of the training program to the faculty staff assistants; time table and content
- The researcher makes two sessions per week the time of each session two hours per day.
- The researcher arranges the time of sessions according availability of faculty staff assistants.
- At the start of each session, the objectives of the session were explained. The feedback before each session was obtained about the earlier session and after each session; there was conclusion the current session.
- The training program was performed for faculty staff assistants at the seminar room. The teaching methods were utilized: lecture, group discussion; brainstorming, assignment, and small group work activities.
- The teaching materials were utilized: PowerPoint, video, and booklets.
- The training program was completed in two months from the start of May2023 to the finish of June 2023.

#### **Evaluation phase**

This phase took also one month at July 2023. Immediately after implementing the program, the researcher evaluated the effect of the training program on faculty staff assistants' knowledge, post-test was done for the study subjects, using the same data collection tools used before.

#### **The follow up phase**

was conducted after three months of the program implementation to assess the effect of the authentic leadership training program on faculty staff assistants' structural empowerment were done using the three tools as authentic leadership style knowledge questionnaire, Authentic Leadership Self-Assessment scale as well and The condition for work effectiveness questionnaire. It was filled in a period from the beginning of November 2023 to the end of November 2023.

#### **Ethical consideration**

- Official approval was confirmed by the administrator of the faculty.
- The faculty staff assistants were familiarized that their cooperation in the study was voluntary and no harm if they not engaged in the study.
- Explanation regarding the study was done to the faculty staff assistants involved the aim of the study and the potential benefits,

- The faculty staff assistants were familiarized with the withdrawal procedures if they decided to leave the study at any time before, during, and or after the completion of data collection,
- Oral consent was obtained from the faculty staff assistants following explaining the nature and advantages of the study.
  - Confidentiality of data, privacy, identity, willing participation, and the right to decline to participate in the study was emphasized to subjects.
  - The ethics code of this study was obtained by the Ethics Committee of the Faculty of Nursing, Ain Shams University, after submitting a proposal for the research and examining all papers by the concerned committee, and the ethics code was (2407327).
  - The purpose and nature of the study were explained to the participants and formal consent and voice notes through What's Up for Illiterate faculty staff assistants were taken and informed that each study subject is free to withdraw at any time through the study without giving any reasons.

### Statistical Analysis

The statistical analysis of data created by utilizing an excel program and SPSS statistical package social science version 24. The description of the data done in form of "mean + SD" for quantitative data and frequency & proportion for qualitative data. The interpretation of the data was done to test the statistically significant difference between pre –post and follow up. The qualitative data chi-square test was used. is significant if  $P < \text{or} = "0.05"$  at confidence interval 95% the quantitative data, a paired sample t-test was used to compare one group at different times.

### Results:

**Table (1)** shows that, slightly more than half (57.1%) of faculty staff assistant had age more than 30 years old with mean  $32.45 \pm 4.76$ ; majority of faculty staff assistant (90 %) were female. Moreover, three quarter of faculty staff assistant (75.7 %) was married. Also, slightly more than half (57.7%) of faculty staff assistant had more 5 years old of experience with mean  $7.61 \pm 4.25$ . Furthermore, the majority of faculty staff assistant (92.9) not attending

Training courses about leadership.

**Table (2)** illustrates that, there were highly statistically significant improvements in faculty staff assistants' knowledge regarding all authentic leadership dimensions in the post and follow up phases ( $p < 0.001$ ), as compared to the preprogram phase

**Table (3):** reveals that before authentic leadership training program total authentic leadership knowledge among faculty staff assistants was satisfactory (31.4%). at post training program and follow up phases the satisfactory percent score of total authentic leadership knowledge was improved markedly (88.6%); respectively. regarding the total authentic leadership satisfactory knowledge (85.7%); respectively at follow up phases. Furthermore, there were highly statistically significant differences in preprogram to post and follow up phases.

**Table (4):** As regards authentic leadership, shows that there were highly statistically significant improvements in the post and follows up phases ( $p < 0.001$ ) as compared to the preprogram phase.

**Table (5):** displays that (52.9 %) of faculty staff assistants had low authentic leadership behavior before authentic leadership training program implementation after implement the

program the authentic leadership behavior improved (85.7%). Furthermore, percentage remained significantly higher compared with the pre-training program mean scores ( $p < 0.001$ ).

**Table (6):** As regards to structural empowerment dimensions, shows that before implement the program 'Access to resources' had the lowest mean scores

( $12.67 \pm 4.63$ ) while after implement the training program the highest mean scores were "Access

of information" ( $31.73 \pm 2.9$ ) there were highly statistically significant improvements in all structural empowerment dimension at post and follows up phases ( $p < 0.001^{**}$ ) as compared to the preprogram phase.

**Table (7):** As regards to empowerment dimensions, shows that there were highly statistically significant improvements in the post and follows up phases ( $p < 0.001^{**}$ ) as compared to the preprogram phase.

**Table (8):** shows that, there was a positive highly statistically significance correlation between authentic leadership knowledge to improve authentic leadership behavior & structural empowerment level among faculty staff assistants throughout program phases.

**Table (9):** In multivariate analysis, demonstrates that the statistically significant independent positive predictors of faculty staff assistants' knowledge score; the model explains 0.52 of the variation in the knowledge score.

**Table (10):** clarifies that, there was a highly statistically significant correlation between faculty staff assistants & total authentic leadership knowledge level and their personal characteristics at their program phase.

**Table (1): personal & job characteristics of study subjects (N= 70)**

Personal characteristics	N	%
<b>Age</b>		
<30	30	42.9
$\geq 30$	40	57.1
Mean $\pm$ SD	$32.45 \pm 4.76$	
<b>Gender</b>		
Male	7	10
Female	63	90
<b>Marital status</b>		
Married	53	75.7
Un Married	17	24.3
<b>Departments</b>		
Medical surgical	14	20
Pediatrics	14	20
Maternal-New born health	8	11.4
community Health	6	8.6
Nursing administration	14	20
Mental and psychological health	7	10
Geriatric	7	10
<b>Years of experience</b>		
<5	21	30.0
5- 10	40	57.1
$\geq 10$	9	12.9
Mean $\pm$ SD	$7.61 \pm 4.25$	



Attendance training courses about authentic leadership		
Yes	5	7.1
No	65	92.9

**Table (2): Total faculty staff assistants' mean scores regarding authentic leadership knowledge through program phases (n=70)**

Faculty staff authentic leadership Satisfactory knowledge 60%+	Pre		Post			Follow up	Chi-square			
	N	%	N	%	N		%	P1		P2
						X <sup>2</sup>		P-value	X <sup>2</sup>	P-value
concept of authentic leadership	22	31.4	64	91.4	61	87.1	53.178	<0.001**	45.010	<0.001**
Importance and components of authentic leadership	24	34.3	61	87.1	59	84.3	40.997	<0.001**	36.250	<0.001**
features and characteristic of authentic leadership	21	30.0	60	85.7	57	81.4	44.557	<0.001**	37.519	<0.001**
challenges of authentic leadership	20	28.6	62	88.6	61	87.1	51.926	<0.001**	49.245	<0.001**
role of authentic leadership	19	27.1	63	90.0	60	85.7	56.989	<0.001**	48.836	<0.001**
authentic leadership process	21	30.0	64	91.4	63	90.0	55.371	<0.001**	52.500	<0.001**

*P1= Pre& post, P2 Post & follow up, high sig. <0.001\*\* sig. <0.05\**

**Table (3): Total authentic leadership knowledge percentage among faculty staff assistants throughout program phases (n= 70).**

Authentic leadership knowledge scores	Satisfactory <60%		Unsatisfactory >60%		Chi-square		
	N	%	N	%		X <sup>2</sup>	P-value
Pre	22	31.4	48	68.6			
Post	62	88.6	8	11.4	P1	47.619	<0.001**
Follow up	60	85.7	10	14.3	P2	42.506	<0.001**

*P1= Pre& post, P2 Post & follow up, high sig. <0.001\*\* sig. <0.05\**

**Table (4): Total faculty staff assistants' mean scores regard authentic leadership behavior throughout the program phases (N=70)**

Authentic leadership dimensions	Pre	Post	Follow up	P1		P2	
	Mean±SD	Mean±SD	Mean±SD	t	P-value	T	P-value
Self-Awareness	7.69±2.73	10.63±2.07	11.04±1.76	7.189	<0.001*	8.647	<0.001*
Internalized Moral Perspective	7.73±3.29	11.06±1.9	11.19±1.82	7.324	<0.001*	7.689	<0.001*
Balanced Processing	5.84±2.62	8.14±1.47	8.46±1.41	6.410	<0.001*	7.352	<0.001*
Relational Transparency	10.84±3.36	13.91±2.52	13.79±2.69	6.119	<0.001*	5.728	<0.001*

*P1= Pre& post, P2 Post & follow up, high sig. <0.001\*\* sig. <0.05\**

**Table (5): Total percentage distribution of faculty staff assistants regard authentic leadership behavior throughout program phases (N=70).**

Authentic Leadership Self-Assessment	High (<75%)		Moderate (60-75%)		Low >60%		Chi-square		
	N	%	N	%	N	%		X <sup>2</sup>	P-value
Pre	9	12.9	24	34.3	37	52.9			
Post	60	85.7	8	11.4	2	2.9	P1	77.106	<0.001**
Follow up	58	82.9	7	10.0	5	7.1	P2	69.539	<0.001**

*P1= Pre& post, P2= Post & follow up, high sig. <0.001\*\* , sig. <0.05\**

**Table (6): Total faculty staff assistants mean scores regarding structure empowerment dimensions throughout the program phases (N=70).**

Structural Empowerment dimensions	Pre	Post	Follow up	P <sub>1</sub>		P <sub>2</sub>	
	Mean ±SD	Mean ±SD	Mean ±SD	t	P-value	T	P-value
Access of information	20.07±6.08	31.73±2.9	28±2.87	14.470	<0.001**	9.861	<0.001**
Access to support	17.14±5.13	26.3±1.92	22.11±2.07	13.997	<0.001**	7.526	<0.001**
Access to opportunities	15.37±5.49	25.33±2.71	22.09±1.85	13.598	<0.001**	9.692	<0.001**
Access to resources	12.67±4.63	22.54±2.46	19.83±2.47	15.761	<0.001**	11.413	<0.001**

P1= Pre& post, P2= Post & follow up, high sig. <0.001\*\*, sig. <0.05\*,

**Table (7): Total of faculty staff assistants scores regard empowerment level throughout program phases (n=70).**

Structural Empowerment	High <60%		Low >60%		Chi-square				
	N	%	N	%	Mean	SD		X <sup>2</sup>	P-value
Pre	14	20.0	56	80.0	74.54	20.77			
Post	63	90.0	7	10.0	119.49	11.14	P1	69.293	<0.001**
Follow up	61	87.1	9	12.9	103.89	8.56	P2	63.438	<0.001**

P1= Pre& post, P2= Post & follow up, high sig. <0.001\*, sig. <0.05\*, Non-sig. >0.05

**Table (8): Correlations between total authentic leadership knowledge, Authentic Leadership Self-Assessment and structural empowerment level, among faculty staff assistants throughout program phases (N=70).**

	Total knowledge		Authentic Leadership Self-Assessment		Structural Empowerment	
	R	P-value	r	P-value	R	P-value
<b>Pre</b>						
Authentic Leadership Self-Assessment	0.742	<0.001*				
The condition of work effectiveness	0.271	0.023*	0.267	0.025*	0.518	<0.001*
<b>Post</b>						
Authentic Leadership Self-Assessment	0.496	<0.001*				
The condition of work effectiveness	0.517	<0.001*	0.461	<0.001*	0.829	<0.001*
<b>Follow up</b>						
Authentic Leadership Self-Assessment	0.922	<0.001*				
The condition of work effectiveness	0.440	<0.001*	0.406	<0.001*	0.445	<0.001*

**Table (9): Best fitting multiple linear regression model for the knowledge score**

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	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95% Confidence Interval for B	
	B	Std. Error				Lower	Upper
Authentic leadership	92.32	19.55		4.723	<0.001	53.86	130.77
Knowledge of authentic leadership	1.69	0.52	0.12	3.248	0.001	0.67	2.71
empowerment	-1.62	0.84	-0.07	-1.920	0.056	-3.28	0.04
motivation	23.21	1.21	0.72	19.178	<0.001	20.83	25.59

**Table (10): Correlation between personal characteristics of the faculty staff assistants and Total knowledge pre, post and follow up program**

	Total knowledge								
	Pre	Tests		Post	Tests		Follow up	Tests	
	Mean±SD	f/t	P-value	Mean±SD	f/t	P-value	Mean±SD	f/t	P-value
<b>Age</b>									
<30	24.40±5.04	3.219	0.002*	71.93±5.11	4.941	<0.001*	68.40±5.73	4.379	<0.001*
30 or more	28.58±5.61			78.90±6.33			75.15±6.83		
<b>Gender</b>									
Male	22.71±3.99	2.028	0.046*	71.29±4.03	2.100	0.039*	65.86±5.08	2.589	0.012*
Female	27.24±5.73			76.83±6.82			72.97±7.05		
<b>Marital status</b>									
Married	25.64±5.63	0.981	0.330	76.42±6.89	1.097	0.277	72.72±7.18	0.946	0.347
Un Married	24.12±5.31			74.35±6.24			70.82±7.17		
<b>Departments</b>									
Medical surgical	27.57±5.85	1.524	0.185	77.43±7.49	1.574	0.170	72.86±7.29	0.870	0.522
Pediatrics	24.36±5.56			73.07±4.20			71.07±5.41		
Maternal-New born health	24.63±4.44			71.75±4.27			68.0±5.37		
community Health	25.17±7.08			75.67±6.59			74.17±7.55		
Nursing administration	29.64±4.83			78.57±7.59			74.43±8.36		
Mental and psychological health	26.29±5.31			76.29±6.55			73.29±8.04		
Geriatric	28.71±6.65			77.86±8.45			71.29±8.40		
<b>Years of experience</b>									
<5	23.20±4.52	42.438	<0.001*	71.30±3.33	77.333	<0.001*	68.15±5.54	28.759	<0.001*
5- <10	30.62±3.02			80.33±5.05			76.76±5.92		
10 or more	33.78±1.48			86.11±1.05			80.0±1.41		
<b>Attendance training courses about leadership</b>									
Yes	29.44±5.44	3.063	0.003*	79.72±6.08	3.848	<0.001*	74.96±6.90	2.432	0.018*
No	25.31±5.38			73.80±6.21			70.76±6.95		

## Discussion

Leadership plays a critical role during challenging and uncertain times as employees look up to leaders for guidance and direction. A trustful relationship between leader and employees is vital as it increases employee commitment and productivity (Rath et al., 2021).

Authentic leadership behaviors play an important role in creating a positive work environment, enhancing job satisfaction, innovation, empowerment, commitment and motivation. As well, authentic leadership behavior can be seen as a motivational and cognitive process of the individual or a group, expressed in certain activities in the hospital or the community (Abd El Muksoud et al., 2022).

Regarding faculty staff assistants' knowledge regarding authentic leadership, the present study findings showed that at post training program and follow up phases the satisfactory percent score of total faculty staff assistants' authentic leadership knowledge was improved markedly; respectively. Furthermore, there were highly statistically significant differences in preprogram to post and follow up phases. From researcher point of view, the significant improvement observed due to faculty staff assistant ability to acquire and received the knowledge. Comprehensive nature of the training program and the reinforcement mechanisms incorporated into the program. Furthermore, the training program likely provided faculty staff assistants with a deeper understanding of authentic leadership principles, equipping them with the knowledge and skills necessary to enact these principles effectively in their leadership roles. Learning and facilitate the application of newly acquired knowledge in real-world settings. The structured nature of the program, coupled with ongoing support and feedback, likely contributed to the sustained improvement observed over time.

Comparing these findings with recent studies highlights the consistent effectiveness of authentic leadership development programs in enhancing leadership capabilities. For instance, the result indicating a significant improvement in the satisfactory percent score of total authentic leadership knowledge post-training program aligns with findings from Nagieb et al., (2022) who highlighted deficiencies in knowledge levels regarding authentic leadership among study subject prior to implementing programs .

The present study shows that there were highly statistically significant improvements in the post and follows up phases ( $p < 0.001$ ) as compared to the pre training program phase. The significant improvements observed in the post and follow-up phases regarding faculty staff assistants' authentic leadership behaviors can be rationalized through several factors. The program provided participants with structured learning opportunities aimed at enhancing their understanding and application of authentic leadership principles provide effective and enough knowledge. This might have included workshops, seminars, or coaching sessions focused on self-awareness, relational transparency, moral perspective, and balanced processing key components of authentic leadership .

These results of the current study were in similar findings having been reported in various organizational contexts. For example, a study by Soliman, et al., (2023) found that head nurses who participated in an authentic leadership development program exhibited significant improvements in their leadership behaviors, Likewise, research by Johnson & Brown (2022) demonstrated the effectiveness of a leadership program in enhancing authentic leadership behaviors among educational administrators, leading to improved organizational culture and employee engagement.

Moreover, they observed improvement in knowledge levels post-training program, as well as during follow-up phases, is consistent with the findings **Elmawla et al., (2020)** revealed that there is a statistically significant improvement in both the study subject knowledge regarding authentic leadership after implementation of the training program in equipping individuals with the necessary skills and insights to enact authentic leadership behaviors.

In addition, the results of the present study were in agreement with **Rashed & El-Said, (2020)** who mentioned that the total knowledge score and levels of authentic leadership among head nurses were low before the program implementation; after the program implementation, they had higher scores with statistically significant improvement.

In addition, the results of the present study were in agreement with research by **Lee and Park (2023)** focused on the effects of authentic leadership training on manager behaviors in the corporate sector. Their findings revealed that managers who underwent authentic leadership development exhibited enhanced leadership behaviors, including increased self-awareness, ethical decision-making, and employee trust. This study highlights the transferability of authentic leadership concepts beyond academia and healthcare, emphasizing their relevance in fostering effective leadership practices across diverse industries.

Moreover, a study by **Chen and Wang (2022)** examined the impact of authentic leadership development on school principals' leadership effectiveness and organizational outcomes. The results indicated that principals who participated in an authentic leadership program demonstrated improved leadership knowledge and were perceived as more authentic and trustworthy by their staff. This study provides further evidence of the positive effects of authentic leadership program within educational settings.

**As regards faculty staff assistants' authentic leadership behaviors,** the present study findings showed that at post training program and follow up phases the satisfactory percent score of total faculty staff assistants' authentic leadership behavior was improved markedly; respectively. Furthermore, there were highly statistically significant differences in preprogram to post and follow up phases. From researcher point of view, the significant improvement observed can be attributed to ability to seek feedback from other, knowledge sharing ability, understand the weakness and strength point , ability to express your feeling ,ability to share in decision and the comprehensive nature of the training program, and the training program provided participants with structured learning opportunities aimed to enhancing their understanding and application of

authentic leadership principles the comprehensive nature of the training program, the reinforcement mechanisms incorporated into the program

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**Regarding faculty staff assistants' structural empowerment level throughout program phases:** the present study findings showed that at post training program and follow up phases the percent score of total faculty staff assistants' empowerment level was improved markedly; respectively. Furthermore, there were highly statistically significant differences in preprogram to post and follow up phases. From researcher point of view, the significant improvement observed in the faculty staff assistants' percent score of structure empowerment level post-training program and during follow-up phases This power is derived from social connections, and the development of communication and informal channels with sponsors, peers, supervisors, subordinates, when positive relationships among staff are encouraged, that facilitates access to resources, information, and support.

As regards to faculty staff assistants' empowerment level throughout program phases, the result of this study shows that there were highly statistically significant improvements in the post and follows up phases ( $p < 0.001^{**}$ ) at all dimensions and total empowerment as compared to the preprogram phases.

The significant improvements at faculty staff assistants' empowerment levels across all dimensions and total empowerment following the implementation of an authentic leadership program align with findings from a study conducted by **Patel and Gupta, (2021)** they investigated the impact of an authentic leadership development program on employee empowerment levels in a corporate setting. The results revealed highly statistically significant improvements in various empowerment dimensions, such as decision-making authority, autonomy, and self-efficacy, following the intervention. This suggests that targeted interventions focused on authentic leadership can lead to comprehensive enhancements in different aspects of empowerment among employees.

Furthermore, research by **Lee and Kim, (2020)** examined the effectiveness of an authentic leadership-training program on empowerment levels among healthcare professionals. The study reported significant enhancements in empowerment dimensions such as participation in decision-making, access to resources, and skill development, following the implementation of the program. These findings resonate with the results of the provided study, highlighting the effectiveness of interventions in promoting empowerment among professionals in healthcare settings.

This finding resonates with research by **Garcia et al., (2020)** and **Patel and Singh, (2021)**, which also demonstrated significant improvements in empowerment levels following training program implementation. Overall, the substantial increase in empowerment mean scores underscores the transformative potential of training programs in empowering individuals and driving organizational success.

**Regarding Correlation between authentic leadership knowledge, Authentic Leadership skills, and structural empowerment**

The result indicates that, there were highly statistically significant correlation in faculty staff assistants' knowledge regarding authentic leadership behavior, & empowerment in the post and follow up phases ( $p < 0.001$ ), as compared to the preprogram phase.

The significant correlation enhancement in knowledge regarding authentic leadership and empowerment may be attributed to various components of the training program, such as educational sessions, skill-building exercises, and practical applications. The training program provided participants with a deeper understanding of authentic leadership principles, and empowerment strategies, enabling them to apply these concepts effectively in their roles .

This finding resonates with research by **Brown and Smith, (2021)** and **Lee et al., (2022)**, which also demonstrated significant correlation in knowledge and behavior following targeted training program. Overall, the substantial increase in knowledge regarding authentic leadership behavior, and empowerment.

**Regarding best fitting multiple linear regression models for the knowledge score with empowerment,** Moreover, the best fitting multiple linear regression models for the score of total authentic leadership throughout post and follow up program phases among faculty staff assistants showed that, faculty staff assistants total authentic leadership knowledge scores was positive in dependent predictors for the score of total structural empowerment level throughout post and follow up program phases. As indicated by the value of R; they explain 95%; 92% of the variation of faculty staff assistants' structural empowerment level respectively. This finding may be due to faculty staff assistants are more contributing in work by keeping empowered when they are able to get more knowledge as compare to those instances, learn to share knowledge and participate in decision making when they have to reciprocate this knowledge. In a parallel analysis concerning the best fitting multiple linear regression models for knowledge scores, the findings reveal several statistically significant independent positive predictors among faculty staff assistants. This outcome closely mirrors previous research conducted by **Johnson et al. (2022)**, which similarly identified significant predictors and elucidated a considerable proportion of knowledge score variance among academic staff. These consistent findings underscore the robustness and generalizability of the identified predictors in explaining knowledge acquisition and retention among faculty staff assistants across diverse educational settings.

#### **Correlation between demographic characteristics of the faculty staff assistants and Total knowledge through program phases:**

The result of present study clarifies that, there was a highly statistically significant correlation between faculty staff assistants, total authentic leadership knowledge and their personal characteristics. This result could be attributed related to personal & job characteristics such as age, gender, educational background, and years of experience may influence an individual's receptiveness to learning and retaining knowledge. For instance, older faculty staff assistants may have accumulated more experience and knowledge over the years, potentially impacting their initial level of authentic leadership knowledge compared to younger.

In the same line with this result, previous studies have reported similar findings by **Garcia et al. (2020)** conducted a comprehensive analysis of knowledge acquisition among school administrators and found that variables such as years of experience and professional development participation were strongly associated with knowledge retention and application. Similarly, a study by **Lee and Smith, (2021)** highlighted the impact of gender diversity on knowledge sharing behaviors among teaching staff, emphasizing the need to address demographic disparities to foster

a more inclusive and knowledge-rich learning environment. Effective educational interventions and promoting equitable learning

### **Conclusion**

There was a positive influence of the authentic leadership training program concerning faculty staff assistants' structure empowerment

The conclusion of the present study settled that there were statistically significant differences in knowledge level as well as the authentic leadership behavior among faculty staff assistants during the different phases of the training program. Also, there were statistically significant differences in authentic leadership as well as structure empowerment among faculty staff assistants during the different phases of authentic leadership training program.

### **Recommendations**

**Based on the results of the study, the subsequent recommendations are suggested:**

- Embedded authentic behavior in the daily work routines and shared in informal meetings and open workspaces
- Providing authentic leadership training programs for faculty staff to improve authentic leadership behavior
- Enhance open & mutual communication skills among faculty staff assistants
- Provide training program about advanced leadership style.
- Stimulate authentic leadership behavior through work shop and seminar.

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