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AUTHENTIC LEADERSHIP IN EDUCATIONAL INSTITUTIONS

Abstract: This work investigates authentic leadership models in the organizational culture of a school. The aim of this quantitative research is to define the factors of authentic leadership in educational institutions in order to provide answers to the questions related to the existence of specific authentic leadership in a school. The sample included 227 randomly selected directors of secondary and primary schools in the former Yugoslav republics: Serbia, Montenegro, and the Republic Srpska. The research included the use of an ALQ questionnaire for the estimation of leadership behavior. The components of authentic leadership are defined using factor analysis and other statistics techniques. The findings developed in this research indicated the fact that directors in educational institutions have a specific authentic leadership style. We suggest the concept of authentic leadership based on the four following factors: Communication-conformist, self-consciousness, self-discovery, and self-concept. Supporting these factors provides the directors with the possibility of obtaining a high level of authentic leadership.
Keywords: authentic leadership, directors of educational institutions, factors of authentic leadership

1. Introduction

The concept of authentic leadership has recently developed as an amendment to ethical and transformational leadership (Northouse, 2013).The importance of authentic leadership is highlighted by both theoretics and practicioners in the area of leadership (Avolio *et al.*, 2007; George, 2003). Authentic leadership is not completely developed in theory since it is a relatively new area of research. Also, it is a very complex term, which includes difficulties regarding its definition (Avolio

and Gardner, 2005; Chan, 2005). Authentic leadership is related to a pattern of leader behavior which draws upon and promotes both positive psychological capacities and a positive ethical climate; it fosters greater self-awareness, an internalized moral perspective, the balanced processing of information, and the relations on the part of the leaders working with their subordinates, thus fostering positive self-development (Walumbwaet *et al.*, 2008). There is increasing body of research which is related to the impact of authentic leadership on the working engagement of employees and their performances (George, 2003; Avolio *et al.*, 2004; Ilies *et al.*, 2005).

The following issues are defined in this research: Is there any specificity of authentic

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leadership in educational institutions? Is it different from the findings of other researchers who have conducted research elsewhere in the world? According to Avolio *et al.* (2009), 98% of research on leaders originates from the USA. Therefore, it is important to investigate leadership in other parts of the world. We have chosen three former Yugoslav republics for our research: Serbia, Montenegro, and the Republic Srpska. The special challenge for this research lies in a fact that this region is culturally and sociologically different from other regions in the world. The main feature of this culture is that this culture is collectivistic. Hence, it is not the most favorable area for the development of authentic leadership (as opposed to the individualistic culture developed in the USA) (Hofstede, 2005). On the other hand, recent researchwas based on the collection of data from their followers (Walumbva *et al.*, 2008; Azanza *et al.*, 2013). This research is specific and starts from the leaders – the directors of educational institutions. It is considered that problems related to authentic leadership can be better observed from the position of the leader since the authentic leadership construct is mostly based on self-awareness rather than the evaluation of other individuals (Gardner *et al.*, 2005). The following research on authentic leadership in educational institutions should involve teachers in order to measure the differences between the perspectives of both the leaders and followers. Recent investigations were not able to clarify which research could make better predictions on the development of authentic leadership: qualitative or quantitative. Research on leadership behavior developed through the investigation ofleaders, or by obtaining data from their followers (Avolio and Gardner, 2005). Van Eersel (2014) claimed that there is a certain tendency of managers to exaggerate (up to 80% of them) during the self-estimating processes. On the other hand, the following issue appeared: Are followers able enough to become familiar enough with the personality of their leader?

In order to fulfil the aim of this research, the factors of authentic leadership in educational institutions need to be defined. Also, their importance for the development of authentic leadership has to be highlighted.

This work used an ALQ questionnaire (Authentic Leadership Questionnaire), which was a useful tool for defining authentic leadership practices during previous research (Northouse, 2013).

A more complete explanation of the way in which authentic leaders function in educational institutions and other working environments is provided by focusing on reseach and by describing the factors of authentic leadership.

2. Literature review

2.1. Authentic leadership

The literature included two approaches: theoretical and practical (Northouse, 2013). The theoretical approach is based on research on authentic leadership in transformational and ethical leadership. Authentic leadership is developed as an important part of transformational leadership (Bass and Steidlmeier, 1999). Robbins and Coutler (2005) claimed that authentic leadership is the most important dimension of ethical leadership. An analysis of the theoretical approach reached the conclusion that authentic leadership is the most important dimension of ethical leadership. Also, it is concluded that there are many different theoretical approaches regarding the way of the development of authentic leadership. Shamir and Eilam (2005) claimed that authentic leaders are developed from the school of life, which makes them originals rather than copies. It means that authenticity cannot be learned and transferred to other leaders. Eagli (2005) claimed that authentic leadership develops together with leader followers, and that it has no value without them. Followers influence

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thebehavior of their leader. The leader needs to act conformally in order to survive in their leadership position and to be appreciated by the group (Aronson *et al.*, 2013). Avolio and Gardner (2005) claimed that authentic leadership is changeable and emerges from a developmental perspective. It can be developed and fostered by learning from a leader. The theoretical approach by Walumbva *et al.* (2018) explained that authentic leadership is based on strong ethical principles and positive phychological qualities (confidence, hope, optimism, and resistance). Walumbwa *et al.* (2008) and Avolio *et al.* (2009) created a model of authentic leadership, which is widely used (Northouse, 2013). It included four different but related components: 1.Self-awaresness – includingthepersonal perceptions of a leader on the self-awareness of individuals (Kernis, 2003); 2. Internalized moral perspective– actions aligned with beliefs and morals of the leader (Gardner *et al.*, 2005); 3.Balance – accepting the points of view of people with different opinions (Walumbwa *et al.*, 2010); 4.Relational transparency – communication and openness to others (Kernis, 2003). Leaders need to develop each of these four components of behavior.

Two practical approaches are also present beside the above-mentioned theoretical approaches: authentic leadership – approach by Terry Robert and George Bill (Northouse, 2013).

The approach by Terry (1993) is oriented on practice and it uses the formula: "How leadership should work." authentic leadership developed by his approach is aimed at the actions of a leader in certain situation. Authentic leaders make efforts to act appropriately. Each leader has to answer the two following questions: 1) What is actually happening? 2) What are we going to do about that? The proper estimation and responses by leaders on these questions are essential for an organization.

The approach developed by George Bill identifies compassion and emotions. George

(George, 2003; George and Sims, 2007) focuses on the features of authentic leaders. He described the important features of authentic leadership and the way in which individuals can develope them in order to become authentic. George claimed that authentic leaders have a true wish to serve others which originates from their core values. Authentic leaders have five main features: they understand the purpose of their leadership; they have strong values for the real thing; they develop honest relationships with others; and they provide self-discipline and passion to leadership straight from their heart.

Among the previous research on authentic leadership in educational institutions, the research by Bento and Ribeiro (2013) was also interesting. It was conducted in Brazil including a sample from their group of followers. Their findings showed that there was a high level of authentic leadership by school directors. Another research was conducted in Malaysia (Opatokun *et al.*, 2013). Followers were included in the research sample in this case. Both of these studies were different from this research regarding the sample and the fact that this research was conducted only for the level of authentic leadership.

Regarding critics, Northouse (2013) emphasized that authentic leadership sounds good, including a lot of advice for leaders to become authentic. Respect for the moral dimension by a leader is very important, including the possibility for the development of this kind of leadership through learning. Northuse (2013) is a concern when talking about research on the subject of authentic leadership. According to him, it is necessary to accurately and definitively proof that authentic leadership brings good results for organizations. On the other hand, do the followers know the personality of their leader well enough?

2.2. Organizational culture of educational institutions

Organizational culture is considered as an important factor which can be used for better understanding of the way of life and work in educational institutions (Domović, 2004).

Scholars started to acknowledge significance of organizational culture more seriously during '80s. They concluded that there is certain force which has a strong influence on relationships within organizations (Schein, 2010). Investigating of organizational culture in school contributed to development of many advantages regarding practice of educational institutions. Also, it helped in solving the problem on promotion of school environment (Staničić, 2006).

There is no official definition of organizational culture. Peterson and Deal (2008) claimed that organizational culture of educational institutions is a set of norms, values, beliefs, tradition and customs developed over time. Owens (2004) said that organizational culture includes commonly acknowledged philosophy, ideology, beliefs, expectations, attitudes and norms of the community.

Commonly accepted definition of organizational culture was also developed by Schein (2010) who claimed that organizational culture is set of important conclusions which developed and applied by certain organization under the influence of external or internal factors. According to his opinion, organizational culture formed in this way becomes value and it transfers to new members of the organization. These members are assigned to keep, maintain and develop organizational culture. Each generation of employees gets instruction via organizational culture on a way how to participate, feel and think of same problems with which organization is faced.

Therefore, the center of organizational culture is pattern of unconscious thinking which can be observed by behavior of each member of organization. In this way,

organization provides order, facilitates living within it (Mojtahedzadeh and Izadi, 2013). Also, culture of organization can be used for predicting of its reaction to internal and external environment.

During investigating of organizational culture, scholars concluded that there are two kinds of organizational culture. In other words, there is strong and weak organizational culture. The main characteristic of weak culture is the fact that it is not embedded in one organization through strong belief. Also, it is prone to change. Usually, weak cultures exist in young organizations which are not relied on tradition (Nikolic and Nastasic, 2010).

On the other hand, organizations with strong culture are relied on tradition of institution and resistant to changes. Hence, strong culture becomes an obstacle for changes, which is one of main characteristics of educational institutions. Robbins and Coutler (2005) claimed that organizations mostly have strong organizational culture with strong influence on school directors. In such circumstances, school director will try to adapt to existing culture without wish to change it.

Directors of educational institutions play important role in creating of organizational culture. They trigger changes in organizational culture if it is not suitable for educational institution. If organizational culture is suitable, school director makes efforts to preserve it by emphasizing its values. The main task of school director is to develop successful school. Selection of school director is important action for each educational institution since it is not only important to choose someone who will maintain school administration in a good way. It is also important to have school director who will be able to change the organizational culture if it is not suitable for such educational institution or otherwise, to preserve it in case it is suitable.

Regarding organizational culture, school director will have a problem in accepting of

changes by other members of the organization. School director is selected in a specific way in surveyed schools. All members of the organization have a right to participate in selection of school director. It means that they mostly choose people who will continue to maintain existing organizational culture of the school. They rarely choose someone who might provide certain changes. Therefore, it is very difficult to change organizational culture of educational institution since school director has a difficult task to change adopted values and attitudes of employees within a collective. Values are usually accepted by long term repeating during work in educational institutions while previous organizational culture is already present in attitudes of employees. Therefore, they mostly do not want to change such way of thinking and behavior.

3. Methods

The main aim of this research is to define the character of authentic leadership in educational institutions using the above-mentioned factors. The specific aim is related to the determining of the usefulness of these factors for describing and defining authentic leadership.

The work on this research was started through defining of problems: Is there any specificity of authentic leadership in educational institutions? The specific problem was the following: Are there any differences between authentic leaders depending on their working environment?

The problem from this research was used for defining the research questions: 1) What constructs are included in authentic leadership? What is the importance of each of these constructs and what is their mutual relation?

3.1. Instrument

The questionnaire −Authentic Leadership Questionnaire (ALQ Version 1.0, Avolio *at*

al., 2007) was used for the purposes of this research. It included 16 questions using the Likert scale which included five values ranged from "absolutely agree" to "totally disagree."The questionnaire was developed for practical implementation, and most researchers on authentic leadership use this questionnaire (Northouse, 2013). It is very useful for a comparison of the obtained research findings. Approval for the use of the questionnaire was provided by Mind Garden, Inc. (www.mindgarden.com).It also included demographic variables important for research.

3.2. Sample

The research was conducted from a random sample which included 227 directors of primary and secondary schools from three former Yugoslav republics: Serbia, Montenegro and the Republic Srpska. Among them, 66% of respondents were directors of primary schools, while the other 34% included directors of secondary schools. The average working experience of the responents was 23±8,40 years (*M±SD*), while the time period spent in the position of director was 8±6,96years (*M±SD*). The sample included 52% men and 48% women. The respondents were mostly from Serbia - 171 (75%) of the respondents, 36 (16%) of the respondents were from the Republic Srpska, and 20 (9%) of the respondents were from Montenegro. The size of the sample included 25% of all the directors of educational institutions in these states.

3.3. Procedure

The questionnaire was filled in according to the instructions of researchers.

All the respondents voluntarily filled in questionnaire.

3.4. Statistic analysis

All the data were analysed using statistics software SPSS 20 (Statistical Package for

the Social Sciences for Windows).

The Cronbach α coefficient was used for testing the internal consistency of items from the questionnaire. The internal consistency of the scale for measuring authentic leadership was statistical high, with a Cronbach α coefficient value of 0.73.

In order to define the components of the authentic leadership, an explorative factor analysis using the Verimax method of components rotation was used. In this way, four latent constructs of authentic leadership were measured: Communicational-comformism, self-consciousness, self-discovery, and self-concept.

The strength of the link between the identified components of authentic leadership was investigated by using the Pearson coefficient of correlation.

4. Results

The following answers should have been provided for the following research questions: 1) Which constructs are included in the authentic leadership? 2) What is the importance of each of them, and what is their mutual relationship?

First, a factor analysis was used for purpose of analysis.

4.1. Explorative factor analysis. Test of data adequancy

An explorative factor analysis was conducted in order to respond to the research question: "Which constructs are included in authentic leadership?" The aim of the factor analysis is the identification of latent constructs which influence therespondents' answers on questions from the questionnaire. In order to determine the kind of rotation, a preliminary analysis was conducted using Oblimin rotation by the scope. The following matrix of the coefficients of factor correlation was obtained (Table 1).

Table 1. Component correlation matrix

Component	1	2	3	4	5	6
1	1,000	,030	,129	,127	-,083	,201
2	,030	1,000	,107	,107	,077	,055
3	,129	,107	1,000	,120	-,081	,104
4	,127	,107	,120	1,000	,006	,138
5	-,083	,077	-,081	,006	1,000	-,043
6	,201	,055	,104	,138	-,043	1,000
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.						

The matrix showed that there is weak correlation betweenthecomponents (none of them crossed the theoretical limit of 0.32). Therefore, the use of orthogonal rotation is suggested. Accordingto these results, the identification of latent variables will be conducted via the Verimax rotation method.

The verification of the adequacy of the data for explorative factor analysis was conducted prior the analysis. The conditions which should be satisfied by the sample are related to the size of the sample and strength of the correlation between variables.

Two kinds of rules decide the right size of the sample (Tabachnick and Fidell, 2007):

- The rule on the absolute size of the sample – depending on the author, the minimum size includes 100, 150, 200, 250, or 300 units; the size of the sample is 227, which is considered as a satisfactory size by many authors.
- The relationship between the number of variables and units of observation – depending on the author, it is considered that their

relationship should be within a ratio from 2:1 to 20:1; since this research included 16 variables, the relationship has a ratio of 14:1, which is sufficient for this case.

According to both criteria, it is concluded that the size of the sample is sufficient to continue with an analysis.

The strength of the correlation between the variables was checked by calculating the KMO measure for sample adequacy, the Bartlet test for sphericity and the using matrix for the correlation coefficients. The KMO measure for sample adequacy had a value of 0.717, which is greater than the limitation value of 0.6, while the Bartlet test for sphericity indicated that the data were suitable for factor analysis. In other words, there is a statistically important correlation between the variables.

The matrix of the correlation coefficients includes coefficients larger than 0.3, which is set as the limitation value. It also confirmed the adequacy of the data for factor

analysis. The results analysis offered a conclusion that the data are suitable for factor analysis.

4.2. Indentification of the latent variables

The latent variables are identified using the Kaiser criterion, the Scree test, and parallel analysis.

According to the Kaiser criterion, the statistically important components are components with an Eigen value higher than 1. Table 2 indicates that the first (3.33), second (1.65), third (1.41), fourth (1.22), fifth (1.13), and sixth (1.02) component have an Eigen value higher than 1, which together explain the 61% variances in the responses to the questionnaire.

The Scree diagram implies that the first milestone is at component 2, after which the dynamics of the curve are drastically slowed. However, the diagram does not contest the statistical importance of the first six components.

Table 2. Statistically important components

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,331	20,821	20,821	3,331	20,821	20,821	2,034	12,715	12,715
2	1,650	10,315	31,136	1,650	10,315	31,136	1,821	11,379	24,094
3	1,414	8,835	39,971	1,414	8,835	39,971	1,712	10,697	34,792
4	1,222	7,636	47,607	1,222	7,636	47,607	1,688	10,549	45,340
5	1,132	7,072	54,679	1,132	7,072	54,679	1,343	8,392	53,733
6	1,025	6,407	61,086	1,025	6,407	61,086	1,176	7,353	61,086
7	,887	5,546	66,632						
8	,847	5,293	71,925						
9	,723	4,518	76,443						
10	,645	4,031	80,474						
11	,634	3,965	84,439						
12	,614	3,838	88,277						
13	,548	3,424	91,700						
14	,506	3,162	94,863						
15	,439	2,743	97,605						
16	,383	2,395	100,00						
Extraction Method: Principal Component Analysis.									

A parallel analysis was conducted using a Monte Carlo simulation with the following parametres: 16 variables, 227 units, and 1000 iterations. The simulation was provided usingtheMonte Carlo PCA software for Parallel Analysis v2.3, whichwas downloaded from the link (http://download.cnet.com/Monte-Carlo-CA- for-Parallel-Analysis/3000-2053_4-753322 56.html on 12th of April 2014).

The criterion for the selection of a component whose Eigen value is larger than value obtained by the Monte Carlo simulation.The following results were obtained during the research (Table 3).

Table 3. Parallel analysis

Component	Eigen	Random Eigen
1	**3,331**	**1,4853**
2	**1,650**	**1,3772**
3	**1,414**	**1,2985**
4	**1,223**	**1,2222**
5	1,132	1,1688
6	1,025	1,1116
7	,887	1,0568
8	,847	1,0067
9	,723	0,9563
10	,645	0,9071
11	,634	0,8586
12	,614	0,8121
13	,548	0,7643
14	,506	0,7137
15	,439	0,6592
16	,383	0,5947

The results of the parallel analysis indicate that the Eigen values of components 1, 2, 3,and 4 were greater than randomly obtained Eigen value. Therefore, it is assumed that there are four latent variables. The above-mentioned analysis will be used for the verification of a model which includes four latent variables.

4.3. Verification of latent variables

This decision is verified by repeated analysis, in which the number of factors was fixed to four. Thechosen four factors explained 48% of the variations, of which component 1 makes 14%, component 2 – 12%, component 3 – 11%, and component 4 – 11%.

According to the matrix obtained by the rotation, it can be seen that the influence of component 1 is strong, especially for answers to questions 15, 7, and 16. Component 2 has a strong influence on questions 13, 14, and 12, and a weaker influence on question 6. Component 3 has a strong influence on questions 10, 8, 11, and 9, and a weaker influence on question 3. Component 4 implies on a strong influence on questions 2, 1, 4, and 5.The items are divided into four groups with a minimum overlap between the variables the and high value of the indicators, which indicates that the chosen components are mutually independent (Table 4).

Table 5 – Communalities showing that the latent variables statistically importantly explain the variability of responses, except for the case of item 6, which means that those are good represents of the analyzed group of items (Table 5).

Table 4. Matrix weight factor and correlation of variables with verimax rotation four-factor solution

Items	Component				% of Variance
	1	2	3	4	
I listen very carefully to the ideas of others before making decision	,738				,509
I listen closely to the ideas of those who disagree with me	,711				,571
I admit my mistakes to others	,606				,387
I accept the feelings I have about myself		,710			,364
My morals guide what I do as a leader	,427	,640			,505
I rarely present "false" front to others		,626			,187
I do not allow group pressure to control me		,342			,576
Other people know where I standcontroversial issues			,630		,420
I let others know qho I truly am as a person			,571		,495
I don't emphasize my own point of view at the expense of others		,409	,566		,438
I seek feedback as a way of understanding who I really am as a person	,415		,562		,504
I seek others opinions before making up my own mind	,378		,407		,457
My action reflect my core values				,733	,587
I can list my three greatest weaknesses				,650	,600
I openly share my feelings with others				,542	,600
I can list my three greatest strenghts		,397		,542	,415
Eigen vrednost	3,331	1,650	1,414	1,222	
% of Variance	13,586	11,822	11,191	11,009	

Table 5. Communalities

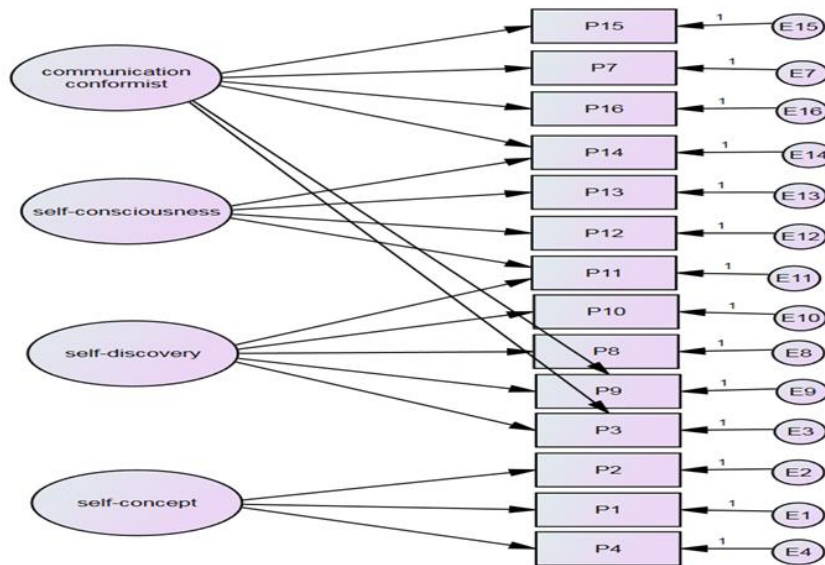|	Initial	Extraction
p_1	1,000	,509
p_2	1,000	,571
p_3	1,000	,387
p_4	1,000	,364
p_5	1,000	,505
p_6	1,000	,187
p_7	1,000	,576
p_8	1,000	,420
p_9	1,000	,495
p_10	1,000	,438
p_11	1,000	,504
p_12	1,000	,457
p_13	1,000	,587
p_14	1,000	,600
p_15	1,000	,600
p_16	1,000	,415

Figure 1. Model of Authentic Leadership in Organizational Institutions

The analysis revealed four constructs: communication-conformism, self-consciousness, self-discovery andself-concept (Figure 1).

5. Disscusion

The main objection of the research is to determine the character of authentic leadership in educational institutions in the former Yugoslav republics using the above-mentioned factors. Common findings indicate trends which could be helpful when defining the authentic style of a leader at a school.

A factor analysis was used for the development of four factors which describe authentic leadership. Individually, these factors are not significant. Together, they create abasis for authentic leadership in educational institutions.

The first factor is called a communication-conformist which originates from the need for communication and the responsibility of the educational institution. Directors are caught in the net of social influence. They react by changing their behavior and conform with others' expectations. Since the positionof school director involves increased responsibility, researches have shown that responsibility leads to increased conformism. Conformism provides approval by the group, and the needs for normative conformism (the need to be accepted and liked by others) are satisfied (Quinn and Schlenker, 2002). Fostering this factor provides the possibility for authentic directors to carefully listen to others' ideas of before decision making. Also, directors carefully listen to the ideas of those who have different opinions from them. Druker (2004) claimed that the most important traits for the effective work of directors are readiness and the ability to listen. Everybody can listen. Also, Druker (2004) claimed that a good decision is made if someone disagrees with the director during the decision-making process. Since they are responsible for decision making, directors are afraid to fail to fulfil the group's expectations. This factor is similar to the factor of balanced processing developed by Walumbwe *et al.* (2008).

The second factor is known as self-consciousness. Although this term indicates

a preoccupation withone'sownpersonality, it implies the fact that someone is aware of one's own actions – aware of oneself as an individual (Aronson, 2013).When Simon (2004) explained Private self-consciousness, he meant a personality in which a continuous tendency for introspection and investigation of the inner world and feelings exist. Directors of educational institutions understand themselves in this way and accept feeling this way. Their moral guidance is what they do as leaders, and they rarely show bad ethics to others. This factor is similar to factors of self-awareness and the internalized moral perspective by Walumbwa *et al*. (2008).

The third factor is self-discovery. It indicates an action or process of acknowledging our abilities, character, and feelings. When someone has knowledge about him/herself, it provides the opportunity to live according to higher values and positive contributions to the world (Tartakovsky, 2014). In this way, people are more open to each other and are ready to give love and support. When people are aware of their own priorities and perspective, they can make an intentional decision which will have a positive influence on others and themselves. In this case, directors allow other people to know them as people. People are constantly seeking answersas to what directors really are. Directors with a high level of self-discovery do not emphasize their attitude on behalf of others. They subordinate their ego to the tasks which should be carried out. This factor has similar features with a factor known as the internalized moral perspective, which is claimed by the research of Walumbwa *et al.* (2008). Also, there are many similarities when explaining the practical approach as defined by George (2003).

The fourth factor is known as self-concept. This factor is a concept of self-realization. In other words, it is someone's knowledge about who he/she is (Aronson *et al.*, 2013). Self-concept includes experience and value content which activate self-awareness.The

main influence on the forming of self-conceptis provided by the organizational culture in which the personality is developed (House *et al.*, 1997; Schein, 2010; Pavlovic, 2013). Directors with a high level of self-concept know their greatest advantages and weaknesses. Their actions and decisions mostly indicate their core values. This factor is very similar to factor self-awareness which is explained by (Walumbwa *et al.,* 2008; Lukasinski, 2013; Tarí and Saizarbitoria, 2012). It includes the way someone thinks about himself/herself. Also, practical authentic leadership as defined by Terry (1993) relies on self-concept. There is opinion that self-concept is the basis of each person which motivates all activities. James (1890) claimed that self-concept and self-awareness are compatible and mutually dependent. While self-concept is the knowledge of who we are, self-awareness is an act of someone thinking about himself/herself. This is one way of concluding that a person firstly develops self-concept and then self-awareness.

The four above-mentioned factors can be used as a definition of authentic leadership. A definition of authentic leadership could start from the claim that authentic leadership is a behavior pattern which relies on and promotes a positive ethical climate and positive psychological capacities while using the leader's help to foster communication conformism, self-consciousness, self-discovery, and self-concept in his/her relationship with their followers.This definition is different from the definition given by Walumbwa *et al.* (2008), since they defined other components in their research.

At the end of this discussion, the question is whether this model of authentic leadership is more efficient than the model presented by Walumbwa *et al.* (2008) can be suggested. Researches through which models are developed are conducted in totally different organizational cultures. Also, the respondents were different: This research included leaders, while the research by Walumbwa *et al.* (2010) included followers.

It offers an opportunity to claim that each organizational culture will have its own specific authentic leadership.

It seems that estimations of the concept of authentic leadership would be more reliable if further researchis aimed at the behavior of leaders as well as research on leaders and followers. Also, new research needs to include the influence of organizational cultures.

6. Conclusions

There is no common model of authentic leadership. Authentic leaders in educational institutions have specific behavior separate from their followers. Such behavior is recognized through communication-conformism, self-consciousness, self-discovery and self-concept. Leaders can achieve a high level of authenticity by fostering and supporting these factors.

This concept of leadership is different than the model by Walumbwa *et al.* (2008), who emphasized four important factors for authentic leaders: Self-awareness, relational transparency, internalized moral perspective, and balanced processing. Differences between these two models of authentic leadership have developed due to the use of different samples. This research included leaders who were directors of educational institutions in the former Yugoslav republics of Serbia, Montenegro and the Republic Srpska. Walumbwa *et al.* (2008) used followers from Kenya, the USA, and China for their sample. The second reason lies in the character of the organizational culture of the region where the research is conducted.

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