

Investigating the Influence of Institutional Environment on Audacious Followership and Authentic Leadership at Secondary Level

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In the current scenario, understanding the notion of cohorts is as significant as the perception of leaders in the institution. Building the notion of cohorts and leadership, this study employed the retrogressive worldview method in management study and conjectured the correlation between audacious cohortship and authentic leadership upsurges, and how the institutional environment performs as a moderator between audacious followership and authentic leadership. The target sample for this study was teachers from schools in zone 2s of Khyber Pakhtunkhwa (n= 363). This sample was chosen by convenient sampling techniques. Data were gathered through a questionnaire. SPSS version 26 was used to analyse the data through moderation analysis techniques. The results buttressed the study's hypotheses. The results of the study showed that the institutional environment displays performance as a moderator and influences the correlation between audacious followership and authentic leadership. This specifies augmenting the institutional ethos; values would also boost audacious followership attitude in learners and this would proceed them to become authentic leaders in the future. Future investigators might require to reflect the audacious followership attitude in relationship to authentic leadership at college and university level and may adopt different approaches i.e. qualitative and mixed methods.

Key words: *Leadership, Audacious followership, authentic leadership, Institutional Environment*

Introduction

In the current challenging atmosphere, a follower's positive action is just as important as the role of leader. Followers must also take responsibility and own their institution; they must take on a partner as a leader. Authentic leadership is defined as an interpersonal process because it includes not only the efforts of the leader but also the responses of the follower. Communication and interaction between the follower and the leader creates credibility (Ramalu, & Janadari, 2020). Kim, Park, and Kim, (2020) described that leadership must adopt a positive, genuine, understandable, and ethical form of leadership that leads to the credibility of the leader. According to Cao, Zhao, and Zhao, (2020), authentic leaders would enhance institutional performance, which would also reduce follower dissatisfaction, and leaders who exercise credibility would achieve personal success. According to Terry (2019), followers show a high level of commitment to the institution as well as an extraordinary position of participation when followers perceive front-runners as credible leaders. Followers can be trained by implementing or practising a credible leadership attitude, as this brings positive results.

According to Gardner's leadership theory Gardner, Cogliser, Davis, and Dickens (2011) supported by Rahimi, and Aghababaei, (2020) describe that in an institution where people are able to effectually proceed and track a route which allows their uniqueness and employees to show their distinctive identity and style, creating meaningful excitement for leaders and among scientists. The performance, innovation, efficiency and effectiveness of the follower would increase the credibility of the leaders. Institutional implications would be more accurate, and committed followers would be more likely to be more ambitious on the part of credible leadership (Liu, Fuller, Hester, Bennett, & Dickerson, 2018). Leaders may receive higher rewards than followers because goals are achieved, but success is backed by followers because followers provide the best solutions in the worst situations (Chang, Busser, & Liu, 2000). Chaleff (2009) describes attitude as dimensions of bold followers, which include the audacity to take responsibility, the audacity to challenge, the audacity to serve, the audacity to act morally, and the audacity to participate in transformation. Terry (2019) says that when followers participate in the institution, their opinions are heard, and there is less chance of traffic intent. Hanaysha, (2020) argued that if employees view from a common perspective what type of attitude they are expected to receive and receive a reward from the institution, the institutional environment will improve. The institutional environment is based on the interaction of group members and teams. An open environment should be provided for employees or teachers instead of a closed environment in order to provide the best performance (Margiadi, & Wibowo, 2020).

Issues like harassment occur more often when we choose not to raise our voices and prefer to remain silent. One reason for this is the stigma and taboo associated with it, and how it relates to the honor of a person or family in our society. According to statistics released by the Dukhtar

Foundation (2020), 82% of harassment cases were filed by university students against their teachers. The complainant students took a step to stop this issue at their universities so that other students would not face it. The questions can be solved by introducing people to the concept of boldly following our society. We need to understand Aristotle's "philosophy of leading, which must first be followed and then led". Students need to practise the development of followers at the university level because this will continue to help them in the future. Authentic leadership is one way to learn about a subordinate role. If students at this level practise themselves as bolder followers than as passive followers, it would give them the audacity not only to speak but also to serve the institution more enthusiastically. Unfortunately, some of the more passive followers don't intervene and let the leader do whatever they want, and the more likely they are to perceive their leader as destructive and later behave the same way. But adapting a bold follower attitude would lead to credibility. According to the Pakistan Institute of Management, the institute has trained more than 250,000 managers since 1954, but there is not much emphasis on developing the follower skills needed to become a great leader. Therefore, in today's dynamic environment, tracking is a very important part and we need to focus on developing students' bold following skills.

Tracking and leadership have been studied by a number of researchers, but a very limited amount of research has been conducted in Pakistan on the education sector. Studies need to be conducted in the education sector because at this level, students need to practise more about their follower attitude. In Pakistan, the emphasis is still on leadership development, while the emphasis should be on successor development. People have a kind of obsession with a leader; they expect the leader to be the only one responsible for everything, but they have forgotten that there is always a follower behind the success of every leader. Everyone wants to be a great trailblazer, but not a cohort. A contribution of cohort to the institution can make the leader successful. Ghias, Hassan, & Masood (2018) suggested that the bold follower could practise at the university level so that students could make a difference in institutions.

The previous researcher examined a correlation of spearhead and cohort at the corporate sector. However, as the researcher's knows, none of the empirical works have been conducted on the moderating role of the institutional environment in Pakistan's education sector. The shortcomings of the study were indicated by research by Ghias, Hassan, and Shah (2020), where it was suggested that the focus should be on the education sector in terms of bold follower attitudes, as this would help young people understand the importance of being a follower. According to Shehzadi, John, Qadeer, and Mehnaz (2017), there is also a lack of follow-up studies in Pakistan. According to a shortcoming identified in the literature, this study examines the relationship between bold following and credible leadership and regulating part of the institutional atmosphere.

The study aims to expand the knowledge of existing studies. This study examines whether bold followers and authentic leadership can be strengthened with a strong institutional environment.

This study confirms that there is a relationship between bold following and credible leadership, and the role of the institutional environment has moderated the relationship between bold following and credible leadership.

This research indicates how important a bold follower attitude is at the student level, because if you don't speak for yourself at that level, you wouldn't take any steps in your work in the future. Having a bold follower will lead you to credible leaders in the future. We now need a strong institutional environment to promote bold followers. The significance of the study would be that institutions would focus on developing the student who is bolder than a passive follower, and this would help not only the institute but also other institutions as it can have a strong influence not only on the institutional environment, but it would also create future credible leaders, which is a basic need of today.

Theoretical framework

The researcher used leader-member exchange theory to study bold tracking and authentic leadership. The leader-member exchange theory has suggested the correlation of trailblazer with cohort, resulting in a quality of leadership effectiveness, and their quality is determined by the collaboration of leader and follower (Erdogan, & Bauer, 2015). For this research, the theory of a leader-member exchange has been reversed; this approach focuses on how the follower attitude identifies the leadership attitude and its outcome; this approach further examines leadership styles as follower outcomes (Riggio, 2020). This research studies a relationship between student and teacher in that if the student is a bold follower, in return, the teacher's leadership attitude leads to credibility.

Numerous research works surveyed the correlation of headship and follow-up (Ghias et al., 2018). A proactive attitude of subordinates can be acknowledged, utilised, and rewarded by existing leaders, which helps followers become great future leaders (Ghias et al., 2018). Wirawan, Jufri, and Saman, (2020) studied the importance of presenting the role of followers and followers at this level as educators while educating students. If teachers do not tell at this level, students will have difficulty entering the world because now followers have an important role to play in the institution. Developing followers has become just as important as developing leadership. Followers need to be motivated by their leaders to participate in the institution's changing initiatives. Leaders need to check and question themselves to see if they really value the actions of their bold followers when they interact with them.

H1: Audacious followership has a positive influence on authentic leadership.

Moderating the role of Institutional Environment between Audacious Followership and Authentic leadership

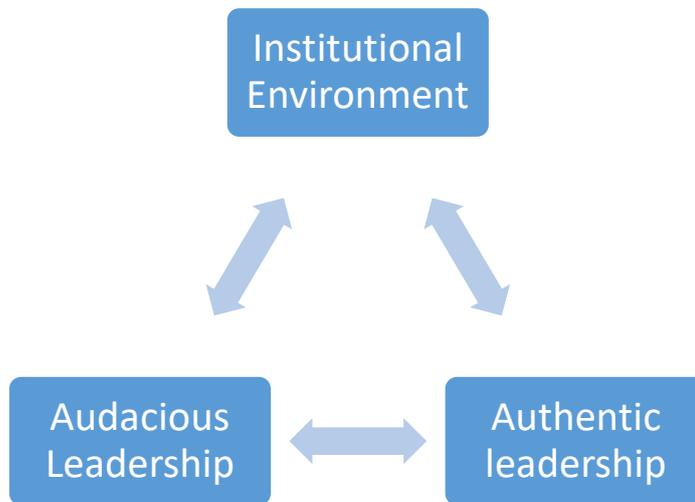
The term institutional environment was coined by psychologists. The environment has several definitions. Schneider, Ehrhart, and Macey (2011) defined the institutional environment as a goal, a practice, and an attitude that can be rewarded and supported within the institution. While Mohsen, Saeed, Raza, Omar, and Muffatto, (2020) suggested that the environment for an institution should be the same as the personality for the individual. Previous researchers have studied the institutional environment as moderators in their research (Yıldız & Özcan, 2014). The researcher, Smith-Crowe et al. (2003) suggested that an institution serving a more positive environment should provide its subordinates with knowledge about the appropriate attitude to working conditions, even if they are able to identify the environment themselves when working in that environment. This would also indicate the security knowledge of the subordinates. Employee and institutional relationships would be established by credible management (Wong & Laschinger, 2013).

In previous years, many researchers have studied bold tracking, among others (Ghias et al., 2018; Schwab, 2017). Fletcher (2019) studied that active following contributes with personal devotion and audacity to the formation of a collective network or system. The process requires individual responsibility and commitment. Followers need to recognise the importance of their role by taking responsibility and having the audacity to perform the ethical and moral actions of the institution as bold followers while communicating with their leader (Schwab, 2017). These theories also agree with Carsten and Uhl-Bien's (2013) study that a person who does not say yes to his or her leader and can say no if the leader's attitude is unethical, is more likely to assume his or her responsibilities, and these individuals have very strong beliefs about output.

A study by Wang, Chen, and Zhu, (2021) described excellence of the LMX (Leader-Member Exchange) relationship and the institutional environment creates a safe environment in the institution. The impact of moderating the institutional environment has been positive in previous research; for example Yıldız and Özcan's (2014) study considered the institutional environment as a moderator in TL (transformational headship) and cohorts' creativeness. The results showed that after the institutional environment was introduced as a moderator, leadership increased. As there is no previous study on this, the researcher suggests that it is likely that the institutional environment, as a moderator, enhances the relationship between bold following and credible leadership.

H2: Institutional Environment moderates the relationship between audacious followership and authentic leadership.

Theoretical Framework



Method and Material

Population and Sample of the study

The target population of the investigation was all school followers and leaders at secondary level in zone 2 of Khyber Pakhtunkhwa. The convenient sampling procedure was employed to choose the unit of analysis. The entire unit of analysis was 363 schools followers and leaders. The data was collected through a questionnaire in person. A complete 363 questionnaires were circulated to collect data. An overall response rate was 100%. The sample comprised 63 leaders 150 teachers and 150 students from different schools in district Mardan.

Measuring Instruments

Kim and Yi (2019) developed the questionnaire in the light of Park et al., 2010; Chaleff, 2009 questionnaire based on a bold follower attitude that includes: the boldness of the challenge, the boldness of moral acts, and the boldness of participating in transformation. This questionnaire was developed by Ghias et al. (2018). The reliability of bold tracking consists of 19 elements ($\alpha = 0.92$) and its value is consistent with previous research by Ghias, Hassan, Masood (2018), and Williams (2015). Ramli, (2020) constructed the scale of the institutional environment. The reliability of the institutional environment consists of 15 elements ($\alpha = 0.89$) and the value is in line with previous findings (Ramli, 2020). Northouse (2019), measured ALQ. A reliability of an authentic management tool consists of 16 items ($\alpha = 0.90$), which is consistent with previous research by Wang et al., 2014 and Butler, 2019; 2020. Therefore, all scales exceed an acceptable value of 0.60, considered good for human attitude (Peters, 2014).

Results and Discussion

To analyse the role of institutional environment on audacious followership attitude and authentic leadership, the Pearson correlation was used.

Table 1 Relationship of entire components (n=363)

components	I	II	III
I-Institutional Environment	-	-	-
II-Authentic Leadership	.512**	-	-
III-Audacious Followership	.346**	.513**	-

In Table 1, the results show the significant and strong relationship between the variables. The Institution Environment and Authentic Leadership share a positive correlation ($r=.512^{**}$, $p<.01$). Institution Environment and Audacious Followership share a positive but low correlation ($r=.346$, $p<.01$). Authentic Leadership and Audacious Followership ($r=.513$, $p<.01$). These results state the strong relation concerning Cohen's criteria (Cohen, 1988). Audacious followership as an independent variable strongly influences authentic leadership and the institutional environment would enhance the relationship between audacious followership and authentic leadership.

To analyse the relationship between the variables, regression analyses was used. The regression assumptions were done to do the regression analysis for testing the hypothesis.

Table 2: Moderation Regression Analysis (n=363)

Model	R	R ²	Change Statistics	
			R Square Change	Sig. F Change
1	.629 ^a	.498	.545	.000
2	.637 ^b	.514	.015	.000

To test the moderate hypothesis that the institutional environment moderates the relationship between bold follow-up and credible leadership, hierarchical multiple regression was performed as exposed in this table; in the first step, Archetypal 1, which includes the effect of bold follow-up. . The results showed a significant change in authentic management, $R^2 = .498$, $F(2,168) = 100.4$, $p <.05$.

In Table 2 of Model 2, the moderator institutional environment was added to the regression model, which showed a significant difference in authentic leadership, $R^2\Delta = 0.015$, $F(1,167) = 4.809$, $p <0.05$. As shown in Table 2, Model 2 explains that by introducing the institutional environment as a moderator, the R-square explains the 1.5% standard deviation of authentic leadership due to the institutional environment and bold follow-up.

Table 3: Moderation Analysis Coefficient (n=363)

Model	Beta Value (β)	Sig. F Change
1 (Constant)		
IE	.501	.000
AF	.511	.000
2 (Constant)		
IE	.535	.000
AF	.528	.000
Mod	.125	0.02

Authentic Leadership (AL): Dependent Variable

In table 3, the hypothesis is true where ($\beta = .501, p < .01$), bold tracking has a significant effect on authentic leadership. This shows that a more credible leader would benefit from having bolder followers on his side. If you are a bolder follower, you will not only help your leader become more credible, but you will also become a credible leader in the future. This study is consistent with other previous studies. Ghias, Hassan, and Shah (2020) described in their study that honesty, dedication, and accountability are very important, and if followers have this trait, they would speak out if any unethical practices take place in the institution. Leaders who are true and have an open relationship with their followers would reflect as credible leaders (Zhang, Jing, Lynda, Song, Dan Ni, & Xiaoming Zheng, 2020).

Bold followers help their teachers become more credible leaders and show sincerity towards their institution. These students would become more efficient and effective future leaders. Students can inspire their teachers to align credibility in their leadership. Lemoine, Hartnell, and Leroy, (2019) suggested that the leader could inspire followers with their moral and ethical freedom and motivate followers to contribute to this system if they are led by the authentic leader. Focusing students on bold follow-up would help them become great leaders themselves and remove toxic leaders from our culture as well (Ghias et al., 2018; Sarkar, 2019).

These studies presented above confirm the first hypotheses of the study, i.e., bold following and authentic leadership are significantly related to each other. The studies show positive results as this study was conducted on students with young people from Pakistan. Practising a bold follower attitude at the student level would help them become credible leaders in the future. Nowadays, students know what is wrong and what is right; they will take action if they face any injustice from their teacher. They know how to make decisions because they don't blindly follow their leader. At universities, students are willing to participate by sharing interactive sessions with their teachers. These little practices help you become bold followers even in institutions. This is consistent with Mohsen, Saeed, Raza, Omar, and Muffatto, (2020) study that institutional performance can be maximised if leaders understand their role after millennia.

In this study, the institutional environment acts as a moderator and enhances the correlation between a bold cohort with AL. Hypotheses H2 suggested that the institutional environment should mitigate the impact of bold following and credible leadership.

Once the institutional environment was introduced into the study as a moderator, H2 is also accepted and supported by interaction values ($\beta = .535$, $p < .005$) and ($\beta = .528$, $p < .005$), as shown in the table. 3. A beta value of $\beta = .535$ shows that there is an encouraging and rigorous correlation of bold follow-up and authentic leadership, and the presence of an institutional environment with a beta value of $\beta = .528$ at 0.005 indicates that presence Encouraging followers in the cooperative institutional environment to act more as bold followers, this would also benefit leaders as it would bring credibility to leaders. This study is also in line with the study Yıldız & Özcan, 2014 who stated that the leadership of the transformative and the follower will increase if the environment of the institution is more supportive and attentive. The results of the study by Khattak, Batool, and Haider (2017) also indicated that when institutions create an open environment and implement transformational leadership, it enhances the creativity of the institution.

The student can openly question right and wrong decisions and make positive criticisms of his or her teacher decisions if the institutional environment is supportive, open, and helpful. The results can be further reinforced by Raza's (2010) study, which found that teachers' performance increases when working in a more positive, open, and cooperative environment. When students show boldness at this level, they will also practice this attitude throughout their practical lives. Institutions of this type not only develop bold followers but also create credible leaders for the future. The institutional environment provides an open and supportive environment through which students feel free to share their opinions with supervisors, which means security for them, and teachers can also feel to be in a safer environment where they can share opinions with each other freely. A study by Srivastava, Mani, Yadav, and Joshi, (2020) is consistent with this study, indicating that an institutional environment that is effective and supportive would involve managers at the individual level more effectively.

Pragmatic effects of the study

The first and most important consequence of the study is that the results of the research would help institutes to develop bold followers at this level, which would help to make their leadership role more credible in the future. The institutional environment also plays a key role in shaping bold followers. Students would know their responsibilities as they take it one step further to work in institutions. Unfortunately, in corporate institutions, the majority of followers behave as passive followers who do not speak or question the erroneous or unethical attitudes of their leaders, which is why we lack credible leaders in our institution. Young people can make a difference if they have bold followers at the university level because that is where they prepare for their future. Increased knowledge and understanding of youth tracking and leadership

would help you choose the right leader in the future. Decision makers need to add value to reckless tracking by practising it at the junior level so that they can identify the wrong and right actions of their leader in the future, and this would also help them grow their careers.

Speculative effects

The findings of the research further enhance information domain for follow-up and leadership studies. This research would help others shift the perspective from leadership to follow-up. This study would help other researchers to theoretically support their follow-up studies in their research. In Pakistan, very little research has been done on reckless tracking, arguing that bold tracking needs to be studied in depth and appropriate research needs to be done on the evolution of follower characteristics (Ghias et al., 2018; Shehzadi et al., 2017).

Limitations of the Study

The researcher identified some limitations to this study. The first limitation was that this study was academic research, as a result of which geographical location limited the sample size. The results would have been more accurate if performed at a higher level. The results of the study would have been different if the data had been collected at the institutional level. Another limitation of the study was time constraints and limited resources. Data were collected via online medium using convenience sampling due to COVID-19, which also caused difficulty as there was a sample with missing values. As this study was a cross-sectional study that is also a limitation in the study; however, performing the experimental study would give better results.

Future Directions

The prospective researcher should examine several aspects of the follow-up and add additional theories to the follow-up. Future researchers could conduct this study on a larger sample, collecting data from across Pakistan. The prospective researcher may work with several demographic variables. In the future, research can be continued on the basis of qualitative data in order to achieve better results of the study, and factors that are not part of this study should be included. The prospective researcher may use a different type of sampling technique to achieve more specific results. In the future, this type of study could be conducted in public and private institutions, banks, or the health sector. Future research can be done by involving an intermediary in this study to achieve better results. Because this study focuses on young people in Pakistan, a future researcher may focus on more experienced people (older people) as this may yield different results as there is a big difference between the thinking of young people and older people.



Conclusion

Back then, students spent so much time learning about leadership roles and leadership development, but little can be given about the role of the follower, despite the fact that students behave as followers throughout their lives. By introducing the concept of bold follow-up, students can fulfill their role toward the institution with greater openness, responsibility, and accountability. In a country like Pakistan, a developing country, bold followers are needed to give our leaders more credibility in their leadership. Young people in Pakistan recognise the importance of speaking out if something goes wrong or they know the potential of their leader. Boldness of speech, boldness in service, and unethical behaviour would not only build them as bold followers, but would understand their responsibilities, accountability, and moral values for which they must select their leader. The empirical results of the study suggested that the institutional environment moderates the relationship between bold followers and authentic front-runners. The investigation makes available a clear understanding of the concept that universities that develop a bold follower attitude in their students would lead to an authentic leader in the future, and as a moderator, the institutional environment would increase the chances of developing an authentic leader.



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