

Impact of Authentic Leadership on Job Engagement for Public Education School Teachers in the State of Kuwait

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Abstract

This study aimed to identify the extent to which the principals of public education schools in the State of Kuwait practice the dimensions of authentic leadership and the impact of that on job engagement from the point of view of teachers. The study followed the descriptive correlational approach. To achieve this goal, a questionnaire was used as a tool for the study. Data was collected from a sample of (n = 5178) teachers. The study came out with several results, the most important of which are: (1) Public education school teachers perceptions about the extent to which school principals practice the dimensions of authentic leadership were high; (2) The study sample's perceptions of the level of job engagement were high; (3) There were no statistically significant differences between the means in the perceptions of public education school teachers about the extent of practicing the dimensions of authentic leadership that can be attributed to the gender variable. On the other hand, there were statistically significant differences attributed to the variables of years of service and educational stage. As for the job engagement dimension, there were statistically significant differences between the means in the perceptions of the study sample that can be attributed to the gender, years of service, and education stage variables; (4) The dimensions of authentic leadership explained (29.1%) of the variation in the level of job engagement; in other words, the level of job engagement can be moderately predicted by authentic leadership. Based on the results aforementioned, the study came out with several recommendations, the most important of which: (a) The Ministry of Education is adopting training programs that contribute to maintaining authentic leadership skills among principals of public education schools in the State of Kuwait; (b) The importance of developing criteria for nomination and selection of school principals to ensure selecting school principals who have appropriate competencies and skills, that include authentic leaderships characteristics; (c) Improving relationships transparency between principals and staff to enhance their job engagement through organizing regular meetings, writing decrees clearly, and avoiding ambiguity.

Keywords: Authentic leadership, Job Engagement