YOUNG PROFESSIONALS' DEVELOPMENTAL LIFE ATTRIBUTES, AUTHENTIC LEADERSHIP AND SOCIOECONOMIC OUTCOMES IN MASS MEDIA FIRMS IN NAIROBI CITY COUNTY KENYA

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Declaration

I declare that this dissertation is my original work and has not been presented for the award of any degree in this university or any other institution of learning for examination.

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This dissertation has been submitted for examination with our approval as the university supervisors.

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Dedication

This study is dedicated to my dear wife; Jeanrose Wambui, my daughter; Wema Muthoni and my son; Ahadi James for their love, patience and moral support. I also dedicate this to David and Debby Quinones who have enabled me fulfil a childhood dream. May the good Lord bless you abundantly.

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Abstract

Questionable professionalism and objectivity in media outlets significantly challenge their authenticity, a critical ethical issue underscored by statistics suggesting over 50% of young industry professionals have participated in corruption. This study investigated how authentic leadership derived from psychological and sociological developmental life attributes predicts socioeconomic outcomes among young professionals in the mass media in Nairobi County and how that prediction would be affected by critical life events. Multidisciplinary theories from the behavioral sciences and organizational studies guided the study, which adopted a pragmatic philosophy alongside a convergent mixed-methods research design. The population was drawn from 144 mass media TV stations, from which a sample of 217 respondents was selected via a stratified sampling technique. Data was obtained using structured questionnaires and interview guides, achieving a response rate of 57.5% for quantitative data and 92% for qualitative data. Diagnostic tests confirmed the questionnaire's reliability with a Cronbach alpha score of $\alpha = 0.919$, while qualitative themes successfully resonated with the investigated constructs. Descriptive statistics indicated high perceived importance for psychological and sociological developmental attributes, with mean scores of 4.2 and 3.6, respectively. Authentic leadership registered a mean score of 4.0, while socioeconomic outcomes ranged between 3.4 and 3.6. Childhood and adulthood critical life events scored means of 3.6 and 3.4, respectively, with diagnostic tests confirming that no multiple regression assumptions were violated. Inferential analysis demonstrated that psychological and sociological developmental attributes explain the variation in authenticity to a relatively high, positive level. Furthermore, authentic leadership derived from these attributes positively predicts socioeconomic outcomes in varying degrees across the sampled TV stations. Crucially, childhood critical life events strengthen the contribution of developmental attributes toward authenticity formation, enhancing its overall explanatory power. Conversely, while adulthood critical life events strengthened the contribution of authenticity towards socioeconomic outcomes, its presence registers a decline in its overall explanatory power. Ultimately, these findings demystify the existing logic on the source of authenticity and validate developmental life attributes as key antecedents of authentic leadership and its socioeconomic outcomes. The study calls on media managers to institute appropriate Human Resource Management (HRM) practices that leverage these developmental life attributes and critical life events. Finally, the study calls on future research to consider expanding the scope of indicators to the study constructs, adopt more robust statistical techniques, and investigate the same phenomenon in a wider context that takes a national scope.

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Abbreviations and Acronyms

AL	Authentic Leadership
CEO	Chief Executive Officer
CSR	Corporate Social Responsibility
EI	Emotional Intelligence
ICT	Information Communications Technology
NGO	Non-Governmental Organization
NYS	National Youth Service
OCB	Organizational Citizenship Behaviour
PSYCAP	Psychological Capacities
SMEs	Small and Medium Enterprises
LMX	Leader-Member Exchange

Operationalized Definition of Terms

Authentic Leadership	Authentic leadership is the bold acceptance of one's inclinations and values as informed by personal knowledge of self (Chang et al., 2020). In this study authentic leaders are described to be those who possess relational transparency, balanced processing, a moral perspective, and self-awareness.
Critical Life Events	These are events that leave a significant impact on the well-being of a person. In this study, these events are considered under two phases of life, childhood and adult phase critical life events that are seen to moderate the emergence of authentic leadership traits (Marc et al., 2024).
Developmental Life Attributes	These are life experiences that a person goes through that contribute to the nature of their personality, part of which can manifest through the attributes of authenticity. In this study, the various developmental attributes have been classified into either psychological or sociological (Shek et al., 2022)
Young Professionals	Young Professionals are considered as those young graduates aged between 20-40 years who are already employed and are in a leadership

	position in organizations. In this study the young professionals are those engaged in different capacities in the mass media industry in Kenya (Galdames & Guihen, 2020).
Mass Media	Mass media is a collective term for broadcast organizations that include, TV, radio, print, or online media outlets that reach large groups of people with their content (Hoover, 2025). In this study it refers mainly to those in TV broadcasting stations/organizations in Kenya.
Emotional Intelligence	Emotional intelligence is the capability that a person possesses that enables them to manage their own emotion (Filice & Weese, 2024). In this study it refers to the capacity of an individual to manage their emotions and to positively influence those of others.
Socioeconomic Outcomes	Socioeconomic outcomes are resulting effects of social identities, mannerisms and economic endeavours that highlight how a particular group of people behave and exist (Tarver, 2024). In this study it was used to refer to the individual, organizational and societal outcomes that stem from the deployment of authentic leadership in

organizations by the young professionals engaged in the mass media industry.

Chapter One: Introduction and Background to the Study

Introduction

The chapter begins with the background of the study, problem statement, objectives of the study, the significance, and scope of the study, justifications, limitations as well as delimitations of the research. It will conclude with a summary of the facets discussed in the chapter and a description of aspects detailed in the chapters that follow.

Background to the Study

Throughout history, the concept of leadership has emerged as a critical solution to the problems facing the society, organizations and even nations. The solutions that leadership offers arise from its ability to provide direction on how groups, organizations and societies can respond to their prevailing situations for their survival (Sekiguchi & De Cuyper, 2022). History documents several occasions where deployment of appropriate styles of leadership offered direction and mobilized people towards desirable ends. In a world where societies, nations and the entire world face serious threats associated with behavioural tendencies that undermine the virtues suitable to sustain a society characterized by values, ethics and integrity, an appropriate style of leadership would be required to help the society address the causes of the absence of these desirable virtues (Glover & Quisenberry, 2021). Out of the many styles of leadership, authentic leadership offers potential to help individuals, organizations and societies to nurture integrity, ethics and morality (Obuba, 2023).

In the past few years, the world has witnessed major corporate scandals such as those involving WorldCom, and Enron. Some of these events have raised increased interest in the study on ethics and morals of leaders and provided the foundational

motivation for authentic leadership (Chughtai, 2018). It has been noted that corruption has a negative devastating impact on the well-being of present and future generations (Troisi et al., 2023). Consequentially, several countries all over the world struggle with the negative impact of high-level corruption and injustice that have fuelled poverty and great suffering among citizens (Northouse, 2011). Several attempts to fight and curb corrupt leadership have failed the world over. For example, corrupt global cartels have shortchanged efforts to fight corruption as evidenced by the growing gap between the rich and the poor in African countries (Ahen, 2021).

There is a growing concern for a better understanding of what leadership is and how it relates to ethics and corruption. This concern critically perceives leadership as a means of guiding people (Northouse, 2016). Ethics in leadership is likened to the inner software that guides a leader's morals, values, and actions when influencing their followers. Ideally, good leadership ethics will result in good leadership practice. In this regard, corruption and leadership are linked because corruption is essentially the misuse of leadership influence or power for private benefit (Bahoo et al., 2020). The misuse of leadership influence necessitates the need for ethics in leadership that will guide leaders to counter and resist the urge to use their influence for personal gain.

The mischaracterization of corruption and bad ethics as principal-agent problems will continue to hamper the strategies put in place to fight it. The deep-rooted psychological and sociological factors that shape unethical beliefs and values should be addressed and not ignored (Kaur et al., 2026). The mischaracterization of corruption as an issue that exists between shareholders of an organization and those who are entrusted to run them misguides the efforts to fight it because it is a vice promoted by both leaders and followers (Persson et al., 2012).

Corruption thrives in lethal environments where the agents are destructive, principles are vulnerable and the environment is permissive (Northouse, 2016). It is not simply a misuse of power by powerful principals in powerful positions for private gain, but a vice accepted even by agents who, given the chance, would also take part in it. Most worrying is the fact that corrupt and unethical practices will grow and mutate because the efforts to stop them are focused on corrupt people who are charged with specific crimes. These efforts can partly be argued to fail because they fail to adopt a behavioural lens (Kaur et al., 2026), as a result of which they may continue to ignore the psychological and sociological developmental attributes that promote them.

A survey conducted by the United Nations in 2014 to assess and inform global sustainable development goals revealed that the youth under thirty-five years desire to see leaders who are honest and who are sensitive to their needs (United Nations, 2014). This presents a golden opportunity to address the issue of authentic leadership among young professionals with a pandemic-like response. This response should be characterized by initiatives that take a radical approach that seeks to identify causal roots and source of observed behavioural leadership practices.

Therefore, there is a need to adopt a behavioural lens in which the causes and outcomes of the key ingredients accounting for ethical leadership practice, and its outcomes are integrated into leadership research addressing ethical leadership. Some studies have identified the role of authenticity as a behavioural component that has its antecedents as well as outcomes all of which can be conditioned by a variety of circumstances in one's environment (Ribeiro et al., 2022) and the society (Ryan & Ryan, 2019), where leadership develops. The term antecedent has been used in behavioural studies and research methodology to refer to factors that precede the

emergence of a behavioural causative either in propositional, confirmatory, operational or investigative sense.

The word antecedent has been used to advance knowledge on different subjects by investigating possible unexplored causative factors (Kutlaca & Radke, 2023). Others have used the term to make clearer logical causative explanations of factors that contribute to other factors (Ahmed & D'Astous, 2018). In this line of reasoning, this study employed developmental life attributes as a collective phrase describing preceding antecedent factors that were proposed, and or operationalized to contribute to the subject of authentic leadership. The attributes of authentic leadership in this study were conceptually explored from psychological and sociological perspectives in the course of the growth and development of an individual.

Authentic leadership has been touted as a solution to corruption and unethical practices because of its ethical impact on how both leaders and followers influence each other (Gigol, 2020). If ethics is what drives the influence that leaders have on their followers, then leadership influence will ideally be deployed with ethical motives. Ideally, authentic leaders act authentically and consistently with their morals and values (Northouse, 2016). Research shows that organizations led by authentic leaders exhibit highly positive outcomes (Hollis, 2018). These organizational outcomes include; problem-solving, loyalty, obedience, personal initiative, engagement, ownership, and creativity (Alilyyani et al., 2018). Authentic leadership is still touted as a solution to corruption and unethical leadership (Boateng et al., 2018). Authentic aspects of leadership can be considered behavioural components that can be traced to the psychological and sociological determinants of observed behaviour. By taking a look

into the developmental life attributes, one focuses on these determinants that set the stage for the manifestation of the attributes of authenticity among leaders.

Socioeconomic outcomes refer to the combined social and economic conditions that shape the well-being and life chances of individuals, organizations and societies often reflected by income levels, employment opportunities, quality of education, quality of health and social inclusion (UNDP, 2024). At the individual level, favourable socioeconomic outcomes may include improved living standards, morality, career progression, social mobility and general wellbeing. At the organizational level they influence productivity, workforce stability, and long-term sustainability. Societally, strong socioeconomic outcomes are associated with reduced inequality, social cohesion, and sustainable economic growth (World Bank, 2023). Conversely, poor socioeconomic conditions can lead to poverty, unemployment, social exclusion, and weakened institutional performance, highlighting the interconnected nature of economic resources and social well-being (UNDP, 2024).

Authentic leadership has been touted to have a significant implication on socioeconomic outcomes. Journalists, editors, and media practitioners working under authentic leaders tend to experience higher psychological well-being, job satisfaction, and professional integrity (Iqbal et al., 2023). This is largely because authentic leaders foster trust, openness, and ethical clarity, enabling employees to perform their roles without fear of manipulation or undue influence. In mass media environments where information dissemination shapes public perception, such leadership reduces the likelihood of misinformation and promotes responsible journalism (Alilyyani et al., 2022). Consequently, individuals benefit through enhanced career development,

improved mental health, and stronger professional credibility, which ultimately translate into better economic opportunities and social mobility.

At the organizational level, socioeconomic outcomes relate to how an organization influences both financial performance and staff well-being. These dimensions show whether an organization is not only financially successful but also socially responsible and supportive of its workforce (Ribeiro et al., 2022). These outcomes include profitability, productivity, cost efficiency, job creation, and long-term sustainability. Others include employee welfare, job satisfaction, equity, inclusion, skill development, and workplace health and safety (Attipoe et al., 2025). Literature supports that authentic leadership strengthens the credibility and performance of mass media institutions such that organizations with authentic leaders are more likely to uphold editorial independence, ethical reporting standards and accountability which are key factors that enhance trust and brand reputation (Gardner et al., 2021).

In a highly competitive and digitally disrupted media landscape, trust is a critical asset that influences audience engagement and long-term viability. Additionally, authentic leadership also promotes innovation and organizational learning by encouraging inclusive participation and constructive dialogue, which are essential for adapting to changing media technologies and consumer preferences (Ribeiro et al., 2022). As a result, such organizations are better positioned to achieve both economic success and social legitimacy, reinforcing their role as reliable sources of information (Malik et al., 2024). Moreover, socioeconomic outcomes in a society may be seen in balanced reporting thereby fostering informed citizenry, democratic participation and social responsibility.

Authentic Leadership

The concept of authenticity has emerged within the last eighty years and has several definitions based on various perspectives. It emerged from literature on positive psychology and was used to describe people who are aware of their feelings, thoughts, values, emotions, and desires (Caza et al., 2010). Authenticity is closely related to the idea of having a total and stable assurance of who a person is (Gardner et al., 2021). However, authenticity is achieved when a person acts consistently based on their self-knowledge.

Understanding this theory of leadership can be enriched by many attempts to define it. A recent definition of authentic leadership considered it as a sequence of behaviours practiced by leaders who lead from a place of knowing themselves and also who possess positive psychological abilities that foster heightened knowledge of self, personal morality, an ethical atmosphere, a balanced assessment of information, and relational accountability (Oh et al., 2018).

Authentic leadership is also characterized as a series of behaviours by leaders which reap from and supports affirmative and mental competencies and an optimistic moral environment to enhance higher echelons of personal sensitivity, internal ethical perception, a 360 approach to data processing, and interpersonal translucence (Awasthi & Walumbwa, 2022). It has been viewed as a summary of positive approaches to leadership because its main components resemble positive approaches to leadership. One unique definition of authentic leadership is the bold acceptance of one's inclinations and values as informed by personal knowledge of self (Chang et al., 2020).

According to Northouse (2016) authentic leadership is defined from several angles. These are related to relationships with others, relationships with self, and perspectives

of personal development. The aspect of a leader's self-perspective concerns the leader's internal processes based on knowledge, concept, and regulation of oneself. The relational perspective defines authentic leadership as jointly influenced by the interaction between followers and leaders. The perspective on evolving perceived authentic leadership as something progressive rather than fixed, meaning that it grows over time as it is triggered by major critical life events (2018). These perspectives underpin the need to investigate the developmental life attributes, dimensions of authentic leadership, and its outcomes. There is a need to understand where it comes from and its impact if it is to be successfully weaponized in the fight against corrupt and unethical leadership. To explore, we begin by understanding what the attributes of authentic leadership are.

Dimensions of Authentic Leadership

Authentic leaders are value-driven leaders who have credibility and earn the trust and admiration of their followers (Peus et al., 2021). Walumbwa's famous conceptualization of authentic leadership revolves around the ability of a leader to act authentically as a result of being self-aware, honest, value-driven, and clear in purpose. He suggested four main components of authenticity as; balanced processing, a moral compass, transparency in relationships, and an awareness of self (Hirst et al., 2015). Some researchers have seen this theory of leadership as the total of all positive theories of governance such as those that emphasize spirituality, transformation, and effective forms of leadership (Nichols & Erakovich, 2013).

Balanced processing is the ability of a person to process and separate issues that affect and impact their decisions. It involves seeing the long-term consequences of choices or dissecting issues and assessing them from various angles. Leaders with

balanced processing can have an open mind while holding on to critical lessons that can guide their decisions (Peus et al., 2021). They assess issues from different perspectives and make decisions based on available realistic evidence and have discussions that are objectively aimed at creating solutions (Nichols & Erakovich, 2013).

An internal moral perspective is like a moral compass that guides and determines how one resolves ethical dilemmas. Authentic leaders can regulate their desires based on their moral values. They avoid doing what is morally wrong by following their moral code. Authentic leaders can therefore monitor themselves and are viewed by their followers as ethical leaders by using their self-awareness as a mirror to check and ensure that their actions are consistent with who they are (Chang et al., 2020).

Relational transparency is defined as the ability of leaders to act consistently and remain accountable in different relational contexts. Authentic leaders are deliberate about being honest to themselves in all these contexts without changing who they are to appeal to different people (Peus et al., 2021). Authentic leadership is an approach where leaders act with authenticity. Their authenticity emerges when they lead and act without swerving from their values and morals (Malik, 2018).

Self-awareness is evidenced in leaders having consistency between what they believe and who they are (Alok, 2013). This awareness includes a balanced awareness of the things they are good at and the things they are not good at. They are also convinced and convicted about the personal value system. They have self-knowledge, self-concept, and they know what motivates them. They can easily identify what they feel about issues or circumstances. Authentic leaders are in touch with who they are. They believe in themselves and can make the best decisions based on that knowledge (Northouse, 2016). In summary, authentic leaders have confidence, hope, optimism,

resilience, transparency, morals, and foresight that develops followers into leaders. It cultivates trust, enables followers to develop the things they are good at, expands how they process things, and instils a moral framework for decision-making (Jensen & Luthans, 2006).

Current research indicates that authentic leaders are struggling to remain authentic. They are faced with ethical dilemmas, changing market conditions, worldwide pandemics, and insecurity. They struggle to apply what they believe when pressured by opposing forces and also to lead in ways that are in line with their principles (Williams et al., 2021). The critical issue concerning the source of authentic leadership behaviour remains inconclusive (Margiadi & Wibowo, 2020).

As a result of this weakness in the extant literature, concerns continue to be raised about where authenticity in leadership arises from, how leaders can acquire it, and how they can apply it to influence society. Researchers investigating authenticity have frequently suggested the role of diverse life experiences in the process of the growth of individuals that give a rise to psychological (Ribeiro et al., 2022) and sociological factors (Ryan & Ryan, 2019) that can be considered as the source of authentic leadership. In this study, the author considered psychological and sociological developmental life attributes as antecedent factors as sources of authentic leadership.

Developmental Life Attributes of Authentic Leadership

The question of where authenticity in leadership originates from continues to dominate scholarship, the attempts to explain the origins have not been able to provide a detailed set of developmental life attributes of authentic leadership. Whether authenticity is a personality trait or a state necessitated by external circumstances has resulted in complex and unending academic debate. The idea that authenticity

originates from biological, sociological and environmental factors is becoming more prevalent (Sedikides et al., 2019). An individual may alter their true intention to act in a certain way in order to meet socially accepted behaviour in a given environment. However, this study focused on the psychological and sociological factors that are considered critical in shaping one's behaviour that manifests in the exercise of leadership showing attributes of authenticity. The choice of the two lenses of psychological and sociological determinants of authenticity is consistent with the approach adopted in behavioural studies where behaviour is understood as comprising one's actions that are determined by both innate and exogenous factors. The innate factors are considered in the category of psychological, while the exogenous include all components of ones surrounding. The sociological component of the environment was selected due to its proximity to human development right from birth and tends to contribute much more directly to the form taken by most of the psychological determinants.

The study therefore considered several psychological factors that shape human behaviour that can manifest in the form of authenticity. The study adopted the concepts of values, attitudes, self-concept, and personality. These factors were considered because of the role they play in shaping one's behaviour both in their childhood and adulthood. It also considered sociological factors that shape human behaviour and that can manifest in the form of authenticity. These factors are the role of family, school, church and culture in shaping one's behaviour both in their childhood and adulthood.

The first psychological developmental life attribute considered in this study was values. Values are ideals based on beliefs that are held by people. Recent studies have placed values (Oh et al., 2017) as an antecedent of authentic leadership. These values

act as a person's internal software that draws them to respond or act in a certain manner. For example, people who value integrity will conduct themselves in ways that demonstrate integrity whenever they are faced with ethical dilemmas.

The second psychological developmental life attribute considered in the study was attitudes. Past studies highlighted attitudes as antecedents of authentic leadership (Vakola et al., 2003). Attitudes are thought-based feelings that accompany actions. Based on the Cognizant Dissonance Theory, individuals seek consistency between their values, attitudes and actions by making alterations to justify inconsistencies (Yahya & Sukmayadi, 2020). For example, people who value integrity and ethics may experience cognitive dissonance when they find themselves engaging in unethical behaviour. They will either adjust their attitudes, actions or values to seek consistency. This can happen either by avoiding unethical behaviour or justifying it for the purpose of consistency. This demonstrates the link between values, attitude and actions.

The third psychological developmental life attribute considered in the study was self-concept. Self-concept forms the basis of self-knowledge and awareness. It is a word that includes all aspects of self that enforce identity and complements the actions that a person takes. It is the culmination of self-learning, intellect or personal discovery that leaders have or undertake. Self-knowledge and self-consistency are different from self-awareness and have also been cited as indicators of self-concept that promote the emergence of authentic leadership (Peus et al., 2021).

Those who hold this position suggest that people who know themselves well and act in ways that are consistent with their true selves have authentic leadership. This raised a critical point that self-knowledge alone does not make one authentic, however, it complements the ability for one to act in ways that are consistent with who they are.

Self-consistency and self-knowledge can be grouped under self-concept which involves self-esteem and self-efficacy as psychological motivators for behaviour (Gecas, 1983).

Self-concept should also be viewed as a shifting attribute of behaviour that includes the ideal self where individuals are influenced by their personal goals, norms in society and their own cultural expectations. It also takes the form of the real self, which reflects an individual's perception of themselves, feedback from others or personal experiences. It is also shaped by the societal context where people are influenced by the broader social and cultural environment.

The fourth psychological developmental life attribute considered in the study is personality. Personality has also been viewed as an antecedent of authentic leadership (Luthans & Youssef-Morgan, 2017). Allport (1937) cited in Nicholson (1998) describes personality as a dynamic organization of psychophysical systems of a leader in any given environment that informs action. In leadership, it is the individual's own perception of themselves and how they comprehend their thinking, emotional and behaviour patterns in a way that can predict leadership behaviour. This assumption emanated from the Big Five personality traits that predict behaviour and also reveal a leader's perception of themselves (Do & Minbashian, 2020).

Personality is a cluster of behaviours that define who a person is. It is stable individuality that distinguishes one person from another. Personality has been linked to authentic leadership through perception. A study conducted on the link between personality and authentic leadership found that a leader who possessed self-awareness was viewed to be an authentic leader (Steffens et al., 2021). This implies that self-awareness is a component of personality.

The sociological aspects are those that are related to an individual's social environment. For example, Baron and Parent (2014) suggest that authentic leadership can be taught. They argue that an authentic leader can teach their followers to have hope, optimism, or self-efficacy. They argue that the authentic leader becomes a model that is emulated by his followers. It is unclear whether those who teach it need to possess authentic leadership to teach it or if they can teach it without possessing the qualities of authentic leadership.

Berkovich (2014) suggests that traits of authentic leadership can be passed down through observation and that its competencies are transmitted from leaders to followers. According to this argument, authentic leaders may be unaware that they are inspiring others to be authentic. Those learning from another person only need to have regular visibility to the authentic leader. They do not need to be close to the authentic leader to learn from them, those who hold this view may credit it to the Social Cognitive Theory that grew from the Social Learning Theory and that argues that people can learn from observing others (Bandura & Wood, 1989).

The first sociological developmental life attribute of authentic leadership considered in this study is the role of family. Literature has shown that the roles of a family is critical in the formation of authentic leaders (Constantino, 2012). People are born or raised in family settings. Their values, personality, and self-concept may be influenced by the people around them either positively or negatively. A study conducted on the Filipino families demonstrated that marriage practices can enhance the formation of values. For example, a man who wants to marry, has to persuade not just the woman but the entire family that he is responsible and trustworthy (Gozum,

2020). This shows that the practice of marriage rights and ceremonies enhanced the value of integrity, responsibility and community.

The second sociological developmental life attribute of authentic leadership considered in this study is the role of religion (Mensa & Adom, 2018) which has come up as a potential developmental life attribute of authentic leadership especially in shaping the ethics and morals of an individual. Religious practices such as evangelism, discipleship through the Holy Scriptures can enhance an individual's moral perspective. Community service and outreach to the needy can enhance relational transparency. Religious organizations have also been engaged in conflict resolution processes at family and community levels thus, enhancing an individuals balanced processing abilities. Christian disciplines such as meditation and solitude and reflection can enhance self-awareness.

The third sociological developmental life attribute of authentic leadership considered in this study was the role of culture that also emerges as a potential developmental life attribute to authenticity (Boateng et al., 2018). Culture is the collective attitudes, norms, and symbols that influence the behaviour of people in a particular area. These behaviours become consistent over time and may even be used to program the mind and predict how people respond in a given situation. Culture may also influence how people view their roles in their organizations, their environment, and in humanity. Therefore, national culture can be clustered into sociological developmental life attributes of authentic leadership (Murphy et al., 2019). Cultures that lean towards collectivism can enhance relational transparency, diversity and community. Cultures with a strong sense of spirituality and ethical values may have an impact on the internalized moral perspective. Tolerant cultures that accommodate

diversity may enhance a balanced processing ability than those that are intolerant. Democratic or culturally open communities may also promote the emergence of self-awareness. All these can be manifested differently in the visible relics, values, norms and practices.

The fourth sociological developmental life attribute of Authentic Leadership considered in this study is the role of school which has also come up as a developmental life attribute of authentic leadership. Schools provide information and education. They formulate people's cognitive abilities and they become socializing agents and are known to shape or influence the way people behave. School activities such as academic assessments, counselling, extra-curricular activities, feedback from peer interactions all enhance self-awareness. Community work may help develop relational transparency while debates and research may help enhance a balanced processing ability among students. Opportunities to serve in leadership positions such as school prefects, monitors or club leaders can enhance their internalized moral perspective because they are expected to model ethical behaviour (Ayadi, 2008).

Socioeconomic Outcomes of Authentic Leadership

Authentic leaders lead with positive psychological capacities (Awasthi & Walumbwa, 2022) that inspire others to be authentic (Northouse, 2016). They impact individuals who form organizations and society at large. They inspire others to express their unique authenticity and act in ways that are consistent with their values. Socioeconomic outcomes of authentic leadership emphasize the resulting impact of authentic leadership on a wider scale. Socio economic outcomes refer to resulting effects of social identities, mannerisms and economic endeavours that highlight how a particular group of people behave and exist (Tarver, 2022).

The resulting impact of authentic leadership can be seen in society in the form of socio-economic outcomes. These are outcomes that are evident and quantifiable in the way they promote the general well-being of people and the communities they live in. This can be seen in the employment conditions, income levels, morale, infrastructure, or even environment. Three aspects of socio-economic outcomes of authentic leadership were explored in this study. These are the individual, organizational and societal outcomes.

Firstly, individual outcomes are those societal outcomes that have a direct outcome on an individual. These include; career success, morality and the general well-being of an individual. Authentic leadership may also have socio-economic impact at the organizational level. This can be measured by the general commitment, innovation, helping and citizenship behaviours.

A review of several articles shows that there is no concise list of socioeconomic outcomes, therefore necessitating a need for one to encourage, promote, and advance it as a necessary approach to leadership in dealing with the current challenge of unethical and corrupt leadership practices. The study adopts a behavioural approach to the measurement of outcomes of authenticity. Behavioural science has considered three levels of analysis. These are the individual, group, and organizational level. On the other hand, the human resource development approach, applying a behavioural lens, has adopted three levels namely; individual, organizational, and societal (Ashkanasy & Dorris, 2017). Combining the two approaches, the study adopted three levels under the socioeconomic outcomes. These are individual, organizational, and societal levels of outcomes.

At the individual level of measurement of the outcomes of authentic leadership, the study considered the set of individual-based developmental achievements most of which are observable at the career level. Individuals are impacted personally when they are led by authentic leaders. For example, authentic leadership results in individual outcomes such as personal morality and success in their careers (Chang et al., 2020) and trust (Peus et al., 2021).

According to Chughtai (2018) groups that follow authentic leaders tend to become morally upright. These results from a common desire for people in the organization to act with accountability and open relationships. The desire to exercise fairness, consult and work as a team motivates the team to become ethical. These provide a healthy environment for career. Out of these the study adopted career success, well-being and morality. A study conducted on the individual benefits of CSR found that individuals developed citizenship behaviours which can be indicated by altruism, civic virtue, and organizational loyalty (Lewin et al., 2020). In this study, individual outcomes were indicated by career success, morality and well-being.

Secondly, organizational-level outcomes have also been linked to authentic leadership. These outcomes include innovation and creativity (Groselj et al., 2020), team trust (Awasthi & Walumbwa, 2022), helping behaviour (Lu et al., 2025), commitment in organizations and citizenship behaviours in organizations (Peus et al., 2021). Organizations led by authentic leaders exhibit positive outcomes such as increased sales, high-performance ratings, organizational citizenship behaviour, career fulfilment, commitment, follower satisfaction, creativity, trust, career success, and morality. These positive outcomes manifest from leaders who exhibit

integrity, self-sensitivity, consistency, honesty, and transparency (Malik, 2018). These factors lead to adopting organizational commitment, innovation and creativity, helping behaviour, and organizational citizenship behaviour.

Thirdly, societal-level outcomes can arise from the deployment of authentic leadership in organizations in a way that promotes the well-being of a large society. According to Hollis (2018), leaders of society are meant to lead in a way that is at par with their values. A study on the impact of employee perception on organizational citizenship behaviour when employees develop organizational identification because of CSR activities revealed that organizational citizenship behaviour increased when employees perceived their organizations to be intentional about CSR (Freire et al., 2022). In this study, organizational impact was indicated by organizational commitment, innovation, helping behaviour and organizational citizenship.

Authentic leadership can direct efforts towards creating organizations that create value for improving the society, such can be achieved through strategies and programs that enhance the development of the society. An approach that currently occupies the strategic focus of organizations from a developmental point of view is that of enhancing sustainability at multiple levels of analysis. At the societal level the focus has been on generating profits, with a proper balance on the development of people and a care on the planet. As a result, responsible organizations are CSR programs for the purpose of addressing the triple concern of earning profits, developing people and preserving the environment (Masum et al., 2020).

Role of Critical Life Events

Humans are influenced in one way or another by critical events in their lives. These are events that happen before or after the emergence of authentic leadership. Those that happen before are identified as the childhood phase critical life events, and those that happen during a leader's professional life are identified as adult phase critical life events. According to Northouse (2016), the critical life events are significant because they tend to moderate the emergence of the traits of authentic leadership.

Authentic leadership literature shows that psychological capacities and morality are moderated by critical life events to result in the emergence of authentic leadership (Northouse, 2016). A leader's past significant events are seen as developmental factors in authentic leadership (Gardner et al., 2021). They act as trigger events because they present moral dilemmas that act as decision-making models that influence future actions should similar dilemmas present themselves again (Williams et al., 2022). However, since a leader is considered alive in their contexts, research also needs to be cognizant of how critical life events that happen after authenticity emerges continues to moderate authentic leadership in a leader as they engage in their organizations and the society.

Nothing is more authentic than a collection of a person's life stories that shape their psychological capacities and trace how authentic leadership emerges as these capacities are refined through critical life events (Shamir & Eilam, 2015). As people grow up these events have the potential to reveal, inform or even enhance a person's values, attitudes, self-concept and personality. All these have a bearing on an individual's perspective of life. These critical life events may be natural, financial,

relational, or political. This research investigated three clusters of critical life events. These are clustered into relational, economic, and natural events.

Relational events in a person's life centre around their relationships and can affect their effectiveness as leaders (Sarkar, 2019). Relationships such as marriage, provide a solid foundation for families that form complex social systems that influence individual attitudes and values (Chavkin, 2020). For example, when divorce or separation takes place, those affected become vulnerable. Divorce is cited as one of the major social problems affecting many nations (Jackson & Fife, 2018). Divorce is a critical social problem that affects a huge number of children and adults every year. International statistics suggest that nearly a million children get caught up in divorce processes every year which has some negative effects on children. These include; stressful relationships within the family unit, pitiable academic performance, and stunted psychological development (Mathes et al., 2023). These are results from research conducted in comparison to most children from normal families (Jackson & Fife, 2018).

Such events may affect authenticity by helping a person to master their negative emotions and control their actions (Chavkin, 2020). It may spur an internal moral perspective that transforms a person from doing negative things. Moderation takes place when it provokes the emergence of a passionate sense of hope, and self-efficacy beliefs that enable the affected person to act consistently with their values.

Economic events such as recessions usually spiral into social impact whenever they result in retrenchment strategies that result in job cuts for many people. Sometimes economic recessions usually result in massive retrenchment strategies undertaken by several companies within a specific period. Retrenchments are legally acceptable ways

that companies use to let go of their staff when there is visible justification to do so or when the business simply cannot sustain its workforce. Those who remain feel demotivated, insecure and uncertain about their future (Nyaberi & Kiriago, 2013). Such events may moderate a person's authenticity as they process the options before them. Such events may provoke balanced processing that enables a person to separate the negative emotions of losing income and the need to see the positive opportunities that are present.

Natural events are events that result in great hardship, suffering, and even deaths on a massive scale (Nussbaum & Mason, 2020). These events are usually perceived to be unintentional or beyond the control of man. These events include; floods, earthquakes, volcanic eruptions, or tsunamis. When these events happen, people may die, become physically disabled, or even lose their source of livelihood. Natural events such as a death in the family or anyone close enough to be called family usually has a significant impact on those who are bereaved (Mathes et al., 2023). Those affected by death grieve it in different ways and become socially affected in one way or another. Grieving individuals may experience feelings of isolation, but more significantly would be how those who are grieving the death of loved ones have a disrupted view and perception of how they understand their social world (McNess, 2017). As a critical life event, it may moderate the emergence of self-awareness as they process emotions of sadness but also as they promote attitudes that enforce hope and optimism to tackle the challenge of life.

Literature has also shown that critical life events may moderate the development of authentic leadership qualities (Williams et al., 2022). Literature on authentic leadership reveals that psychological capacities and morality are moderated by critical

life events to result in the emergence of authentic leadership and its outcomes. It also reveals that a leader's past and key events moderate and promote authentic leadership development (Gardner et al., 2021).

In the context of young professionals in mass media, critical life events childhood trauma, bereavement of a parent of a close relative, such as siblings as well as adulthood events such as loss of spouse or parent, serious illness, prior job loss, divorce or separation can significantly shape the experiences of young professionals. These events often disrupt emotional stability and concentration, making it difficult for young professionals and media practitioners to meet tight deadlines and maintain creativity while upholding professional standards in high-pressure work environment (Wekesa et al., 2022). For instance, exposure to traumatic events while covering stories, combined with personal life challenges, can lead to stress, burnout, or even symptoms associated with anxiety and depression. In a fast-paced and sometimes precarious media landscape, where job security is limited and workloads are high, such experiences may weaken confidence and hinder early career progression (International Centre for Journalists, 2021). As a result, young professionals may struggle to balance personal recovery with the demands of their roles, especially in organizations with limited psychosocial support systems.

On the other hand, critical life events can also foster resilience, empathy and adaptive leadership among young media professionals. Going through challenging experiences often deepens their understanding of human stories, enabling them to report with greater sensitivity and authenticity which is an essential quality in journalism (UNESCO, 2022). However, this positive transformation largely depends on the presence of supportive organizational cultures, mentorship, and mental health

resources. Without such support, the long-term effects may include disengagement or exit from the profession (International Centre for Journalists, 2021). In Kenya, industry bodies like the Media Council of Kenya have increasingly emphasized the need for journalist welfare and professional support, though gaps remain in implementation (Media Council of Kenya, 2023). Strengthening institutional support systems is therefore critical to ensuring that young professionals not only cope with life disruptions but also grow into effective and empathetic leaders within the media sector.

Authentic Leadership in Kenya

Corruption based scandals in Kenya include the Goldenberg, Anglo leasing, Maize, and the Triton oil scandal among many others. More recent corruption scandals include the NYS scandal (Ogutu, 2012), Arror and Kimwarer dams (Kenya defaults on $178m Arror, Kimwarer dams' loan, 2021), and the KEMSA scandal (Chesoli & Kimosop, 2020). The eye-opening leaks by the Pandora papers revealed secret offshore accounts tied to several leaders in the world ("Offshore havens and hidden riches of world leaders and billionaires exposed in unprecedented leak," 2021). This was made more severe when it was reported that Kenya has been losing a whopping two billion Kenya shillings daily to corruption (Osweta, 2021). This report was scrutinized and was found to be factual based on data provided by the auditor general.

Since independence, Kenya has fought corruption through laws, agencies, legislation, and political manifestos. However, the battle still rages on with many puzzled by the unknown reasons as to why this is a problem in a country where 80% of the population are Christians who are expected to practice Christian ethics. Christianity has failed to transform the culture of corruption. Meshak (2021) posits that this was caused by the divisive nature of colonial rule focused along tribal lines which has

influenced the unholy interactions between government leaders and churches where those in power support their church leaders which compromises their ability to keep them accountable.

Kenya has formalized its commitment to fighting corruption by being part of the United Nations conventions. Efforts towards this include; passing laws that criminalize acts of corruption such as bribing, embezzling funds, abusing influence, tampering with justice, and money laundering. Laws have been passed to ensure that corrupt acts are prosecuted, assets seized, and frozen, (Amukowa, 2013). Despite these efforts, corruption in Kenya continues to thrive because of a weak judiciary along with the police, and executive arms of governance (Ongera, 2020).

Authentic leadership is gradually gaining popularity in Kenya as research findings point to its potential to cultivate a positive psychological climate that encourages ethics and heightened productivity at the organizational and societal levels. Leaders have been using old models of leadership that are transactional. However, there is a yearning for more authentic leaders whose values are consistent with their actions, and are ethical and relational (Women Work, 2021). A majority of Kenyan organizations can be categorized as SMEs. They possess the ability to transform society at large from the effects of poverty if they are led by authentic leaders who are value-driven and who possess positive psychological capacities (Mukhwana, 2021).

A study on young entrepreneurs between 18 to 29 years of age with authentic leadership traits revealed that they share information openly, are open with their relationships, value centred, people centred, and are focused on purpose (Mukwana, 2021). Research conducted in Kenya showed that authentic leadership results in job satisfaction through balanced processing and internalized moral perspectives of leaders

(Sang, 2016). These future authentic young professional leaders provide hope in transforming organizations and society at large.

Young Professionals in Kenya

The Kenyan constitution recognizes youth as those aged between 18 to 35 years of age (Mbugua & Ndonye, 2025). Studies show that approximately 32% or more than 9 million of them were victims of unemployment despite decent levels of academic achievement (Van Den Bergh, 2020). In the recent past, most of them have been easy targets by politicians who use them for violent political ends. This age group also covers young professionals who struggle to acquire essential services in the health and education sector (Hope, 2012).

Since independence, the youth in Kenya were part of the national dialogue and little was done to support them other than the National Youth Service that was established in 1964. However, in 2005 the Ministry of ICT, Innovation, and Youth Affairs was formed to address youth affairs. This also gave rise to the Kenya National Youth Policy. This policy had among other things respect for cultural beliefs and ethical values and good governance (Hope, 2012).

Young professionals targeted in this research are those born between 1981-1996 as generation Y also referred to as ‘Millennials’, and generation Z who are between the ages of 18 and 25 years. These two generations were born within the last three decades with the oldest of them approaching their fortieth year by 2022. They are known to be born with the internet, therefore, exposing them to vast amounts of information. They tend to change jobs easily, are prejudiced, needy, and prefer job opportunities that give them the flexibility to enjoy life (Galdames & Guihen, 2020).

However, they have also been cited as team players, who can handle multiple tasks at the same time, and be good at maximizing technology. It is important to note that millennials or young professionals do place a high value on honest leaders. They want a leader they can trust but not necessarily one that is perfect or impeccable (Galdames & Guihen, 2020). It is critical to denote that millennials will trust someone for their honesty and not necessarily for their impeccable character or integrity.

Young professionals prefer shared leadership more than a leader who stands out above the rest. They shy away from charismatic transformational leaders and their behaviours. They prefer shared leadership as opposed to one charismatic leader. They want leadership that acknowledges that value incongruence exists in areas relating to work-related ethics, morals, and intrinsic satisfaction Millennials desire leaders they can trust yet they do not place a high expectation on leaders to be extremely truthful, open, and responsible. The fact that most Baby Boomers (those from between 1945 and 1965) are exiting the workforce, creates a vacuum that will be filled by young professionals who will lead based on the expectations they had of the leaders before them. They may become leaders who lack integrity but are honest and open to admitting it. Young professionals such as millennials and Generation Z are already on the way to becoming leaders (McCleskey, 2018).

In Kenya, studies project a dark future for young professionals especially those in Generation Z between the ages of 10 and 25 years. For example, research conducted by Agha Khan University found that youth in Kenya admire people who make money by any means necessary and that corruption is profitable. It showed that young people would be willing to engage in corruption if they had the opportunity and not get caught. It also revealed that youth were vulnerable to political exploitation. It showed that

young people place their nationality more than religion or tribe as the basis of their identity (Barasa, 2023).

This means that their actions were inconsistent with the faith, and values. This shows that their faith may not affect their ethical practice, therefore, raising concerns about the link between faith and practice. This is a good example of a permissive environment where agents or potential leaders hold destructive ethical beliefs, principles can be upheld but not practiced, and where the general populace applauds it. These deeply established counter-ethical beliefs do not just show up in established leaders who hold positions of influence or power. They mature from childhood and become cemented and accepted as a necessary evil as they transition to being young professionals and beyond. Young professionals are walking into careers that demand high levels of ethics more than academic qualifications (Van Den Bergh, 2020).

The emerging concern among young professionals is that they may do things that are inconsistent with what is important to them (Barasa, 2023). While they claim religious values that uphold integrity, they have expressed admiration for corrupt individuals and suggest that they would also take part in corruption if they knew they would get away with it. It is this concern that necessitates a study to investigate this phenomenon to find out those young professionals who have authentic leadership and explain how they developed it. It also sought to identify whether there are psychological or sociological developmental life attributes that contribute to the emergence of their authenticity. It sought to study how critical life events moderated their developmental life attributes to promote authentic leadership and then conclude by highlighting the individual, organizational and societal outcomes.

Mass Media Firms in Kenya

Mass media industry in Kenya is one of the most vibrant in East Africa, playing a central role in information dissemination, public discourse, and democratic governance. It comprises print, broadcast, and digital platforms, with major players such as Nation Media Group, Standard Group, and Royal Media Services dominating the sector (Media Council of Kenya, 2025). The industry has a large and diverse media landscape, with dozens of television stations and over 90 FM radio stations broadcasting in English, Kiswahili, and local languages to cater to different audiences (Media Council of Kenya, 2025). In recent years, the industry has experienced significant transformation due to technological advancements, particularly the rise of digital platforms and social media, which have become leading sources of news for many Kenyans. For instance, social media now accounts for a substantial share of news consumption, surpassing some traditional platforms as internet penetration and smartphone usage increase (Communications Authority of Kenya, 2024).

Economically, the industry remains an important sector driven by advertising revenue and content production, with significant investments recorded across television and other platforms (Muya, 2024). Advertising expenditure reached approximately KSh 18 billion in 2024, highlighting the sector's continued commercial relevance (Communications Authority of Kenya, 2024). However, the industry also faces challenges such as declining print readership, shifting audience preferences, regulatory pressures, and the spread of misinformation associated with digital media (Wekesa et al., 2025). Besides the industry has been marred with integrity issues and corruption has been reported in the mainstream media houses. Young professionals in the mass media industry in Kenya also face a range of leadership-related challenges that affect their career growth, influence, and ability to contribute effectively within organizations.

They have limited leadership opportunities and representation, particularly among early-career journalists (Muya, 2024).

Studies show that young practitioners, especially women, are often underprivileged in decision-making roles which restricts their ability to shape editorial direction and organizational strategy (International Association of Women in Radio and Television (IAWRT), 2025). Additionally, organizational and industry pressures undermine leadership growth among young media professionals. Economic challenges such as declining advertising revenue have led to layoffs, delayed salaries, and job insecurity, which disproportionately affect early-career journalists and reduce opportunities for leadership progression (Reuters Institute, 2025). At the same time, increasing political interference, censorship, and threats against journalists create an environment where young professionals may lack the confidence or institutional support to exercise independent leadership or editorial autonomy (Reporters Without Borders, 2025)

Nevertheless, the industry has also gained from technological changes, including the adoption of artificial intelligence and new media tools which have improved content production efficiency while also introducing ethical concerns and skills gaps among media professionals (Kenya Union of Journalists, 2024). Technological advancement empowers young professionals to innovate while at the same time exposing them to cyberbullying, misinformation and ethical dilemmas, requiring leadership competencies that many have not been formally trained in (IAWRT, 2025). The lack of adequate training in emerging technologies and leadership in digital journalism further widens the skills gap. These challenges highlight the need for authentic leadership, inclusive organizational cultures, and supportive policies to empower young professionals in Kenya's mass media sector. Overall, despite these challenges, the

Kenyan mass media industry remains influential in promoting information access, accountability, and national development.

The media industry renders itself a suitable context for the investigation of the role of authenticity due to a number of considerations. The sector bears several characteristics that the researcher considers as points of attraction for investigation of the developmental life attributes of authentic leadership and its outcomes. Mass media's visibility in the society and the drivers of this impact at individual, organizational and societal levels made it relevant to this study. Mass media qualifies as a sector to be investigated for the following reasons. One, it is the most visible by the nature of its operations with about 74% of Kenyan citizens either viewing, watching or listening to it (Media Council of Kenya, 2025).

The visibility of the sector manifests through activities that include news gathering, reporting, pointing out issues, and playing the role of watchdog when holding the government accountable. Secondly, the choice of the sector is justified by its impact in society. Mass media can spur development at the individual, organizational and societal levels due to their ability to disseminate information. The third point of justification is based on the human drivers of its success. Most of the people working in the media industry are young professionals. This means that their direct or indirect role in success is easily traceable (Media Council of Kenya, 2025). A perceptive overlap exists in trying to distinguish between youth and young professionals. However, this study focused on young professionals who are considered young while holding junior to senior positions in media companies.

The media is referred to as the fourth estate to point to its independence. It is seen as a critical aspect of a society that is meant to keep the government and its citizens

accountable with honesty, integrity, and fairness. The fourth estate has been lauded and criticized in the same measure for doing both good and bad things. Even though the sector in Kenya, has been at the forefront of highlighting political injustice in the past political regimes among other vices in society (Ogalo, 2024), the media industry has also been vulnerable to manipulation by those who wield enough power and resources to corrupt it. The Ethics and Anti-Corruption Commission (EACC) fashioned a working partnership with the Media Council of Kenya (MCK) to encourage journalists to keep playing their role with integrity and to advocate for good governance. The MCK encouraged its members to avoid the trappings of corrupt officials who would take advantage of the vulnerable positions that journalists find themselves in due to low pay (EACC, 2022).

Problem Statement

The media industry has been put on the spot for failing accountability structures. There have been ethical concerns raised at two levels. First is at the industry level where the fourth estate has been accused of a lack of goodwill at enforcing existing systems, codes of ethics, and policies that are meant to ensure proper accountability (EACC, 2022). Such blame has been levelled against the media executives whose lack of goodwill has resulted in pressure being exerted on journalists to deliver news first before doing the required due diligence through necessary background checks are required to avoid misleading the public. Secondly, at the journalism level, there have been complaints over great levels of interference by forces on the outside to change or alter stories. The journalists have also cited their managers for favouring advertisements over content that would be more helpful to the public. With the government being their biggest client, there has been an undue influence to air stories that paint the government in good light (Ogalo, 2014).

It is worth noting that the media industry is mostly dominated by young professionals who do most of the work required for the industry through news gathering, investigations, content development, news anchorage, interviews, and editorial work. By 2017, young professionals aged between 18-49 years were reported to account for 96.5% of the total workforce in the industry (Ireri,2017). This would then place the young professionals at the center of the cause of the prevailing ethical situation and raises concern on how suitable interventions can leverage their relatively significant presence and role to bring about change in the industry for better societal impact given the role that the media plays in socioeconomic development. The situation becomes worse as one considers the reality of the attitude of the young professionals to corruption as revealed by the research that exposed their attitude towards corruption is such that more than 50% of young professionals in Kenya had already engaged in corruption, and that they would continue to engage in corruption if they knew they would get away with it (EACC, 2019). These have put young mass media professionals in a compromising position (Obuya, 2019), and raise an important case for the adoption of an authentic approach in addressing the situation.

The call for the adoption of authentic leadership as a solution to corruption and unethical practices is based on its impact on how both leaders and followers influence each other (Gigol, 2020). Recent empirical evidence indicates that authentic leadership has the potential to cultivate a positive psychological climate that encourages ethics and heightened productivity at the individual, organizational, and societal levels which happens when authentic leaders consistently act based on values they subscribe to (Women Work, 2021). Therefore, this study adopted a behavioral approach and sought to study the roots that anchor authentic leadership to entrench a more sustainable strategy for addressing corruption by building leaders' moral and psychological

capacities. The study focused on young professionals as a generational group (Lattuch & Young, 2011). This raised the need to evaluate the young professionals' developmental life attributes leading to the formation of authentic leadership and its outcomes.

As Galdames and Guihen, (2020) pointed out, the attempt to embed authenticity in future leadership needs to understand the very source from which it emerges and thus the need to trace the role that the developmental life attributes of authenticity play in explaining the attributes of authenticity as well as its outcomes at the individual, organizational and societal levels. Extant conceptual and theoretical literature, however, reveals scanty details on the antecedents that give rise to authentic leadership (Peus et al., 2012). While scattered pieces of literature indicate what may comprise the diverse components of the developmental life attributes of authentic leadership, scholarship is required at integrating these diverse components and modeling them in a manner suitable for investigation in explaining their contribution to the attributes of authenticity and its outcomes at several levels of analysis (Hopkins & O'Neil, 2015).

The previous researches on authentic leadership have on the other hand been critiqued on several grounds. First, the researchers were anchored on a positivist epistemological orientation (paradigm) that has limited the practical implication of the findings (Gardner et al., 2011; Peus et al., 2012). Secondly, the studies so far have not demonstrated clear relationships of the specific antecedent components and authentic leadership attributes (Hopkins & O'Neil, 2015) as well as specifying context specific component of authentic leadership that could apply in different situations (Gardner et al., 2011). Thus, as the interest grows on the application of authentic leadership to curb corruption among the upcoming leaders, there are concerns that this study considers

critical in advancing knowledge in leadership touching on three concerns: What are the various types of developmental life attributes that shape the dimensions of authentic leadership among young professionals? How do these developmental life attributes predict the various attributes of authentic leadership? How do the dimensions of authentic leadership collectively predict desirable developmental outcomes?

The focus of this study, therefore, was to identify the developmental life attributes of authentic leadership among young professionals in order to determine how these authentic leadership dimensions predict their socio-economic outcomes in the mass media industry in Nairobi County.

Objectives of the Study

The general objective of the study was to determine how critical life events respectively moderate the process of formation of authentic leadership from psychological and sociological developmental attributes and its subsequent effect on socio-economic outcomes among young professionals in the mass media firms in Nairobi County Kenya.

The specific study objectives were:

i. To determine the effect of psychological developmental life attributes on the formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.
ii. To establish the effect of sociological developmental life attributes on the formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.

iii. To evaluate the effect of authentic leadership among young professionals on socioeconomic outcomes in the mass media firms in Nairobi County Kenya.

iv. To investigate the moderating effect of the childhood phase critical life events on the relationship between psychological developmental life attributes and formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.

v. To assess the moderating effect of the childhood phase critical life events on the relationship between sociological developmental life attributes and formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.

vi. To ascertain the moderating effect of the adult phase critical life events on the relationship between authentic leadership and its socio-economic outcomes among young professionals in the mass media firms in Nairobi County Kenya.

Hypotheses

Hypothesis H_{01}:There is no significant effect of psychological developmental life attributes on formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.

Hypothesis H_{02}: There is no significant effect of sociological developmental life attributes on formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.

Hypothesis H_{03}: There is no significant effect of authentic leadership attributes on socioeconomic outcomes among young professionals in the mass media firms in Nairobi County Kenya. Specifically:-

Hypothesis H_{03a}:There is no significant effect of self-awareness among young professionals on socioeconomic outcomes in the mass media firms in Nairobi County Kenya.

Hypothesis H_{03b}: There is no significant effect of relational transparency among young professionals on socioeconomics outcomes in the mass media firms in Nairobi County Kenya.

Hypothesis H_{03c}:There is no significant effect of balanced processing among young professionals on socioeconomic outcomes in the mass media firms in Nairobi County Kenya.

Hypothesis H_{03d}:There is no significant effect of internalized moral perspective among young professionals on socioeconomic outcomes in the mass media firms in Nairobi County Kenya.

Hypothesis H_{04}:There is no significant moderating effect of the childhood phase critical life events on the relationship between psychological developmental life attributes and formation of authentic leadership among young professionals the mass media firms in Nairobi County Kenya.

Hypothesis H_{05}: There is no significant moderating effect of the childhood phase critical life events on the relationship between sociological developmental life attributes and formation of authentic leadership among young professionals in the mass media firms in Nairobi County Kenya.

Hypothesis H_{06}: There is no significant moderating effect of the adulthood phase critical life events on the relationship between authentic leadership and socioeconomic

outcomes among young professionals in the mass media firms in Nairobi County Kenya.

Assumptions of the study

The study was undertaken based on the following assumptions. Firstly, there are young professionals who work in mass media, specifically TV who possess authentic leadership. The study assumes that each station may have an authentic young professional who does the work of a news reporter, news director, news editor, news presenter, sales and marketing, digital and social media, graphics and design, programming and technical staff. The study also assumes that there are industry experts who possess helpful insights on the state of authentic leadership and its contributory factors. Secondly, since authentic leadership develops overtime through a person's life time and is catalysed by critical life events such as divorce, loss of income and death, the youbg professionals have acquired sufficient experience suitable to shape formation of authenticity. Thirdly psychological and sociological aspects of their lives contribute to the formation of authentic leadership. Fourth, authentic leadership has a positive impact on people, organizations and the community.

Justification of the study

Extant conceptual literature reveals a lack of consensus on the factors that give rise to authentic leadership. Those that have attempted to research these factors, have provided different results that provoke a scholarly inquiry that will provide an exhaustive list of its antecedents (Peus et al., 2021). This study was inspired by the quest to find out where authenticity emerges from and how its emergence when moderated by critical life events contribute to the development of authentic leadership and its dimensions.

Recent empirical evidence indicates that authentic leadership has the potential to cultivate a positive psychological climate that encourages ethics and heightened productivity at the individual, organizational, and societal levels. This happens when authentic leaders consistently act based on values they subscribe to (Women Work, 2021). Authentic leadership has been viewed as a solution to unethical leadership practices (Gigol, 2020). The study also sought to establish whether authentic leadership has any socioeconomic impact when deployed, and if it is truly the solution.

Authentic leadership studies so far have not demonstrated clear relationships of the specific antecedent components and authentic leadership attributes (Hopkins & O'Neil, 2015) as well as specifying context specific component of authentic leadership that could apply in different situations (Gardner et al., 2021). This study potentially provides new findings that demonstrate how authentic leadership dimensions emerge when moderated by critical life events and how the dimensions of authentic leadership can impact socioeconomic outcomes.

Studies identify the role of authenticity as a behavioural component that has its antecedents as well as outcomes all of which can be conditioned by a variety of circumstances in psychology (Ribeiro et al., 2022) and society (Ryan & Ryan, 2019), where leadership develops. Therefore, there was a need to study authentic leadership through a behavioural lens.

Current research on young professionals in the workplace paints a worrying trend that may culminate in unethical leadership because they tend to do things that are inconsistent with their values (Barasa, 2023). Those in the mass media and specifically TV encapsulate this phenomenon and would be a good population for study because they are part of the same generation who are emerging in their leadership.

Significance of the Study

An investigation of the developmental life attributes, dimensions, and outcomes of authentic leadership among young mass media professionals will hopefully have great significance conceptually, theoretically, and also contextually. Currently, studies on authentic leadership have focused on its deployment in organizational settings. Little research has focused on how it has been conceptualized and how it has been explicated to scholars.

The list of antecedents and outcomes sourced from related studies reveals that there is a lack of an exhaustive list of antecedents and outcomes. Conceptually, this study attempted to gather existing and present studies on the precursors of authentic leadership in an orderly or well-explicated manner by clustering them under the psychological and sociological developmental life attributes, which scholars may find easier to understand. It may also open other avenues of research that only helped to better conceptualize the study. It may also generate interest among scholars who may further investigate and clarify this list.

Theoretically, this study attempted to place authentic leadership in the thoughts of interested researchers. It hopes to stir scholarly debates, discourse, and even research in Nairobi County and Kenya as a whole. Authentic leadership remains relevant because of its great contribution towards ethical leadership that may boost the fight against corruption and unethical leadership in all sectors of society. This study attempted to make this theory relevant in the country by highlighting its socio-economic outcomes, which may positively contribute to the fight against corrupt and unethical leadership.

Contextually, this study specifically focused on young professionals working in TV stations in Nairobi County. Information and Communications Technology professionals in Nairobi represent a critical group of young emerging leaders who will help reveal how authenticity emerges. They represent the next generation of leadership in Nairobi and Kenya at large, therefore giving us a preview of the status of authentic leadership among emerging leaders.

Scope of the study

This investigation focused on the psychological and sociological developmental life attributes, critical life events, dimensions of authentic leadership, and its socioeconomic outcomes when deployed in society. This study employed a convergent parallel design that concurrently collects and analyses information quantitatively and qualitatively. It is a mixed-method design that postulates an extensive examination of the research problem by bringing together the quantitative and qualitative data. The study targeted young mass media professionals specifically in Nairobi County, Kenya as the unit of analysis.

The target population of this study was 45 TV stations (unit of analysis) in Nairobi County, with each having respondents from nine employees that are significant in their leadership role, providing a target population of 405. The selected young professionals from the TV stations were sourced from nine departments which included new reporters, news directors, news editors, news presenters, sales and marketing, digital and social media, graphics and design, programming and technical staff. It further sought expert reviews from twelve informants from young professionals focus group and experts who used to work in TV or have years of experience working with young professionals in TV. The industry experts were identified through purposive

sampling for qualitative data collection bringing it to a total of four hundred and seventeen respondents which is a sum total of the 405 young professionals and the 12 TV industry experts.

Limitations and delimitations

The study was limited by a number of factors. The scope of conceptualization of the study constructs limited the depth of investigation because of the exploratory state in the understanding of some of the study constructs. Authentic leadership is relatively young in its development and its literature is still not fully crystalized. This was mitigated by a broad review of conceptual and theoretical literature.

Secondly, the study population mainly consisted of young professionals who may lack the capacity to articulate their sense of authenticity due to lack of experience conditioned by high unemployment rates in the country. Thus, the depth of their understanding of the various constructs may be relatively low. This was mitigated by adopting a mixed methods approach to gain a better understanding of the constructs from industry experts.

Thirdly the study was also limited methodologically since there are no existing instruments to measure some of the constructs under investigation and therefore some of them were to be tested for the first time. This was mitigated by adopting a systematic literature review to generate constructs and indicators from a broad range of conceptual, theoretical and empirical literature.

Chapter Summary

This chapter began by providing a logical contextual foundation and general focus of the study by highlighting the background of the study, purpose and objectives

of the study. The study addressed the assumptions that underpinned the research its justification and the potential impact on theory, policy and practical aspects of the study. Deliniations and scope of the study are outlines hence providing the research boundaries while acknowledging the constraints faced in the study. The next chapter focuses on the literature and theoretical review.

Chapter Two: Literature Review

Introduction

This chapter presents a review of the literature to support the conceptualization of the study. The chapter contents present literature that is critical to the theories that anchor the study. Eight theories are reviewed and discussed to aid the comprehension of the authors and contribution to the variables of the study. The empirical literature has been reviewed for each of the four variables. This chapter also provides a summary of previous researches that have been identified to give a better understanding of the phenomenon involving the developmental life attributes of authentic leadership and its socioeconomic outcomes. It later identifies the knowledge gaps that justify the conceptual framework that forms the basis of the research hypotheses tested in the study. The chapter ends with a presentation of the conceptual framework that the researcher proposes to respond to the knowledge gaps that were identified.

Empirical Review

This section presents the reviewed conceptual and empirical literature on the constructs that built the study. The literature provides content on the conceptual nature of the constructs after which previous researches are reported with findings from diverse researches and contexts.

Developmental Life Attributes of Authentic Leadership

Positive psychological capacities have been identified as precursors of authentic leadership. However, this study aimed at establishing where the psychological capacities emerge from. These questions are fundamental in authenticity as efforts to address authenticity continue to fail in our society. We need to find out the antecedents of authenticity that lie beyond psychological capacities. Previous research lists stable

personal uniqueness, governance, role design, and demographics as antecedents of PSYCAP. Stable variances include self-esteem and personality, while demographics include spirituality and gender (Almutairi et al., 2025). Indicators of PSYCAP have also been identified as confidence, hope, resilience, and optimism (Northouse, 2016).

While the major attributes of authentic leadership are known, we need to question where these attributes emerge from. One can argue that authentic leaders do not become authentic by accident. They do not become relationally transparent, moral, balanced in their ability to deal with issues, or just happen to possess self-knowledge. Freeman and Auster posit that value formation begins with knowledge and is entrenched by the freedom to consistently choose a particular action. Therefore, the process of identifying, knowing, and exercising the freedom to consistently act on values takes time and is enhanced by different settings (Freeman & Auster, 2021).

This research sought to find out from where people develop confidence, resilience, hope, and optimism. The research combines sociological and organizational contexts that can be confusing. This is because leaders are the total of their life experiences. Authenticity does not begin in an organization but it emerges (Almutairi et al., 2025). While certain organizational contexts may moderate how it emerges, it remains unclear what the antecedents are beyond the organizational context. Based on the insights obtained from behavioural science literature, the author proposed the possibility of the two types of sources to the emergence of authenticity. The two sources were identified from the lens of factors shaping human personality. The study adopted psychological and sociological antecedents to the development of authenticity.

Psychological Developmental Life Attributes

Literature on leadership suggests that authenticity in leadership is influenced by values (Northouse, 2016). Values stem from personal attributes that emerge from how a person was raised and cultured (Touburg, 2016). This train of thought leads us to explore whether PSYCAP's traits resulting in authentic leadership traits may have psychological developmental life attributes such as values, attitudes, personality, and self-concept.

Values are the first psychological developmental life attributes because authentic leaders act consistently with their values (Northouse, 2016). Values are appropriate statutes, entities, aspirations, or conduct that exceed particular situations applied as normative standards that inform actions and behaviour (Sagie & Elizur, 1996). Core values are considered guiding tenets, beliefs, canons, or benchmarks. They are the ingredients that form a person's code of conduct and the culture of an organization. Values are considered core when they are shared among a group or a society. They determine personal or group conduct or even how they go about achieving their goals (Oh et al., 2017). Authentic Leadership Theory places values at the centre. This means that values both precede and act as an antecedent to authentic leadership. Detailed systematic research sought to assess authenticity in school governance and how values inform a leadership approach. The findings revealed that leaders are expected to act based on their values or in ways that are at par with their values (Kafa & Pashiardis, 2020). These values range from personal to work values where people rate their actions as good or bad depending on the level of importance. Personal values are targeted at bettering the well-being of an individual. Life values are targeted at life areas such as religion, work, sports, and human activity in general (Sagie & Elizur, 1996).

Consequentially, qualitative research was conducted on leaders who were said to be authentic to understand how authenticity is developed and practiced through a cultural lens. The investigation found that authenticity can be developed when values, beliefs, and behaviours are taught and enforced (Williams et al., 2021). This study does highlight the idea that value formation can be individually inspired but also taught. This means that organizations can train their staff, and political leaders can also potentially inspire desired values that will transform society.

Authentic leaders also inspire authenticity in others. This value transfer happens when followers are inspired to share the same values as those of their leaders. Research indicates that leaders inspire greater influence when the values they possess are personal but geared toward the good of the organization. Critical to this is the fact that leaders with self-centred values impacted the employees of that organization negatively leading to decreased engagement with their work (Liden et al., 2016).

Authentic leadership has some similarities with value-based leadership where leaders are driven by their values. Value-based leadership also has an aspect of self-awareness that enhances the consistency between one's values and leadership actions. A study conducted to show the impact of value-based leadership revealed that organizations that perform well sustain their performance because their clients connect with the organization's values. Values require courage, especially when holding on to them puts individuals and organizations at risk (Frost, 2014). This research places values as an antecedent but also an organizational outcome of authentic leadership where people outside of the organization connect deeper with the organization's values thereby, promoting the acceptability of the organization.

The second psychological developmental life attributes to consider is attitudes. Attitudes enforce actions by promoting the goodness or badness of something.

Attitudes are like a marketing department for the mind. They easily whip up emotions to either support or resist a course of action. A look into a person's attitude can be considered a look into their genuine or authentic thoughts. Attitude is a cluster of how a person feels, thinks, and feels lead to act based on circumstances and experiences. A person may have either positive or negative emotions toward something (Vakola et al., 2003).

Attitudes are thought-based. They are preconceived opinions coupled with emotions and actions concerning specific things. For example, leaders who have a positive attitude towards divergent thinking or thinking differently promote creativity. On the other hand, those who have a negative attitude towards divergent thinking hinder creativity (Williams, 2004). This attitude is closely related to authentic leadership with leaders who possess an open mind and therefore have balanced processing capabilities.

In the theory of planned behaviour, one can determine human intentions and behaviour by observing three psychological factors. These are; the attitude towards a particular action, the belief that one has what it takes to act, and the category of social stress leading to certain actions. Research was conducted to test the impact of attitude on inquiry-based leadership. The result was that an effective attitude did promote a culture of inquiry (Uiterwijik-Luijk et al., 2017). Due to this, attitude is a potential antecedent to authentic leadership where a leader may possess a positive attitude that enforces their ability to be transparent, moral, balanced at processing issues or even promoting self-awareness exercises. The attitude of the leader can affect the follower. Authentic leaders are said to influence their followers to be authentic. A leader's attitude can be traced to their leadership style. One of the precursors of PSYCAP is leadership style (Luthans & Youssef-Morgan, 2017).

Research conducted to assess the function of emotional intelligence and variables of personality on attitudes toward change in organizations revealed that there is an affirmative relationship between attitudes and personality traits (Vakola et al., 2003). This means that attitudes and personality are linked as variables that promote change in organizations. It also means that attitudes can determine the positive influence on individuals who then make up organizations.

The third psychological developmental life attributes to consider is self-concept. A review of literature on self-concept, image, and identity revealed that they are confusing words; however, self-concept has been defined as the cumulative, organized perceptions of self that form the foundation for self-esteem (Bailey, 2003). The idea of self-concept is critical to authenticity because it forms the foundation for awareness of self which is a key construct of authentic leadership. According to Palomino (2017), self-concept is a clustered summary of what a person thinks and believes about themselves. Self-esteem enhances a cumulative concept of self and self-concept and aids the critical role of character formation. It is important to note that authenticity has to do with the real self and not necessarily the ideal self or the social self. The real self should be seen as the authentic self when it becomes stable.

Self-concept is established from personal interactions and individual responses that a person has when interacting with others. A person's self-concept is socially enhanced by their emotions and interactions with the physical world, the family unit, and their schooling. Social circles like family, church, school, and community at large help people develop their self-concept because they contribute to a person's identity (Palomino, 2017). Self-concept feeds from social intelligence and self-esteem is central to a person's self-concept (Bryne, 1999).

Four researchers set out to conduct a descriptive study to identify the antecedents of authentic leadership in three organizations of higher learning in the Brong Ahafo region of Ghana. They indicated that self-learning and self-consistency are antecedents of authentic leadership. In conclusion, that study indicated that social and cognitive intelligence were precursors of authentic leadership (Boateng et al., 2018). Self-learning may be understood as a means through which leaders discover who they are. These concepts of self-esteem, values, and identity are shaped by psychological and sociological antecedents. Once they do, they form a concept of themselves that they seek to consistently deploy. By doing so, they remain stable even in varying circumstances. It is therefore worth considering self-concept as a precursor to authentic leadership.

Self-concept is similar to emotional intelligence because it indicates that a person knows their emotions and can regulate them in a way that enables them to function optimally as a leader (Neck et al., 2019). A combined analysis was taken to measure the connection between emotional intelligence and authentic leadership. The study included the four aspects of emotional intelligence such as emotional perception, thought-facilitated emotions, comprehending emotions, and controlling emotions. For example, comprehending emotions with self-awareness and thought, facilitated awareness with balanced processing. They can also take advantage of their EI to widen their knowledge and this relates to being willing to listen to different viewpoints. The research found that EI is positively connected to authentic leadership (Miao et al., 2018).

According to Spain and Kim (2017), a leader with a high self-concept tends to display higher levels of authentic leadership because how they see themselves and how they want to be seen by people is aligned with their values, beliefs, and principles. They

are also known to be sensitive to other people and are therefore highly sociable. In addition, leaders with a clear concept of self, act predictably in a way that people understand them and tend to work well with them resulting in better work-related performance. Therefore, leaders who have high self-concepts seem to have consistent behaviour driven by their values and principles. Those that follow them earn their trust and also develop high levels of relationships with those with whom they work.

Ritchie et al., (2010) sought to establish whether self-concept was able to mediate how people deal with stress and personal well-being. Without considering the aspect of neuroticism, they found that self-concept fully and partially mediated the ability of people to remain sober in stressful situations that were both social, and psychological. This study places self-concept as a potential antecedent to self-knowledge. In academic settings, where academic performance is known to produce feelings of superiority or inferiority, researchers studied the role of self-esteem mediated by self-concept. They found out that students who underperformed academically managed to maintain high self-esteem by maintaining a positive self-concept of themselves. This means they were able to still perform well psychologically and socially simply because they maintained a healthy self-concept (Peixoto & Almeida, 2010). This is another study that demonstrates how self-concept can compensate for a leader's level of confidence in cases where a leader is aware of their flaws and weaknesses but remains transparent and open because their confidence is anchored on self-efficacy beliefs that supersede performance.

Self-concept also provided a better understanding of how people identified with the organization and more specifically with specific members of an organization based on factors such as gender, age, and even departments. This study was informed by the idea that people’s identification with the organization can affect their performance.

Self-concept is critical because it provides a deeper look into how people see themselves and their role in different relationships. Without this, people may struggle to identify themselves with anyone since they have no identity (Cooper & Thatcher, 2010).

Self-concept is also imbibed in self-talk and self-leadership with people's ability to encourage themselves based on reaffirming beliefs about themselves. Therefore, people who are aware of themselves and what they stand for can inspire themselves and make sense of their circumstances to improve personal performance (Neck & Manz, 1992). Therefore, self-concept becomes a critical aspect of self-leadership which improves performance.

The fourth psychological developmental life attribute to consider is personality. Authentic leadership is a cluster of behaviours that stem from personality which enables a leader to accomplish goals with integrity that flows from deep-rooted ethical values. This is a leader who welcomes the criticisms of other people with openness and accountability. Such leaders do not just listen to the issues that others raise but are also genuinely concerned about them. In the process, these are leaders who seek to mentor and help other people to become leaders in their likeness (Campos & Rueda, 2019). However, the personality attributes that result in leaders who lead in that way are not clear.

Personality has been featured as an antecedent of PSYCAP which shares similar components with the PSYCAP such as sureness, anticipation, optimism, resilience, and a belief in one's ability, which promote authentic leadership (Luthans & Youssef-Morgan, 2017). Therefore, personality may be considered an antecedent of authenticity. Personality is inborn and can affect how someone behaves and also influences how a

person thinks and perceives themselves (Deng et al., 2020). Personality is an influential factor in the formation of authentic leadership

Researchers sought to study how five major personality traits impacted authentic leadership. The study used multisource time-lagged information from over three hundred leaders on how extraversion, agreeableness, consciousness, openness to experience, and neuroticism contribute to authentic leadership. They found out that all but neuroticism contributed to authentic leadership. This study also showed that extraversion has the strongest link to authentic leadership because these leaders are aware of themselves, are self-regulated, optimistic, and highly sociable (Shazad et al., 2020). This research places personality as a potential contributor to the psychological capacities and major aspects of authentic leadership.

A qualitative and quantitative inquiry was undertaken by Timothy A. Judge, Joyce Bono, Remus Iles, and Megan Gerhart to evaluate the link between personality and leadership. The personalities under consideration were neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness The study suggests that the personality of a person can be considered as the stable individualities that define and influence how a person behaves. These researchers found that extraversion had the highest correlation to leadership. The study also showed that extraversion contributed to how a person became a leader and how effective they were in their leadership. Transparency can also be linked to an authentic leader’s ability to be open in relationships. Uprightness as an aspect of personality can also be linked to a leader's internalized moral perspective or a moral compass that regulates their behaviour (Judge et al., 2002). This study places personality as a major antecedent to leadership as a whole.

Komariah (2015) sought to establish if personality traits were a predictor of authentic leadership in an Islamic school at Taskimalaya Regency. It found that conscientiousness and openness to experience had a positive relationship with authentic leadership. Empirical evidence demonstrates how personality can affect the growth of authentic leadership. While a clear connection exists between the five major personality types, it remains unclear how these leadership traits are connected with authentic leadership. There is a need for a clear link between leadership traits and authentic leadership.

In this section on psychological developmental attributes, the investigation has highlighted the psychological precursors to authentic leadership that has been researched. Values have been seen to be at the center of authentic leadership because leaders who deploy authentic leadership are supposed to act in tandem with their values. The problem is that the source of value-driven authenticity is not adequately addressed. This section has highlighted that value transfer happens when people are trained, taught, or inspired to have desired values. This points to the potential that values can precede the formation of authentic leadership. Attitudes are thought-based. They influence actions and can predict human behaviour. Attitudes are enforced and actionable when they are attached to values, rewards, and consequences of actions. The question of the source of attitudes is scanty but has been linked to the thought of a person. Attitudes have also been linked to personality when it influences consistent behaviour. The element of self-concept has been linked to authenticity because it highlights the desire of a person to be true to whom they believe they are. People with self-concept also want to be perceived by others to be genuine to themselves. This places self-concept as a potential precursor to authentic leadership.

Sociological Developmental Life Attributes

Authentic leadership develops over time. It emerges during the growth and maturity stages of a person's life. It is intertwined with personal life experiences that create a stage for the manifestation of authenticity. Life circumstances create a situation where people are forced to react. Positive Psychological Capacities identified as antecedents of authentic leadership include; hope, resilience, optimism, and efficacy (Northouse, 2016). These same attributes have been identified as components of PSYCAP. The antecedents of PSYCAP mention the role of nature and nurture. Nurture in this sense relates to upbringing or how people have been raised from childhood (Djourova, 2018).

The contribution that a family makes is characterized by the role of guardians and parents which is critical in influencing the moral fabric of their children. Guardians and parents are critical in influencing the moral fabric of their children. Guardians possess great guidance when raising their children. This influence can either be good or bad. Parents of all backgrounds are the first and most influential teachers of their children, and they have a strong intrinsic desire to see their children succeed (Constantino, 2012). Children are empathetic from birth and they can identify with other people and recognize others who share their feelings. Researchers also point to love and law as the innate capacity for empathy coupled with a predisposition to understand and follow rules (Stepp, 2013).

The normal approach taken by parents is to teach children what to do and what not to do. We follow this up by rewarding good behaviour and punishing bad behaviour. As children grow, they can make a difference and at times even differentiate between intentional and accidental rule-breaking. But rules alone do not prepare young children

to make moral choices and actions. They help but they do not provide an ethical and moral framework to act and respond in different circumstances. Both rules and affection are intertwined in an ethical moral system of principles. Dependents require an environment where the law is taught and the difference between good and bad is clear. However, they also need love, mercy, and guidance that include compassion (Stepp, 2013).

Oboh (2019) sought to investigate the role of a person's upbringing in ethical decision-making and found out that leaders who demonstrated ethical decision-making were brought up by parents who had a strict moral code This means that a family's method of upbringing can contribute to a leader's ability to develop ethical behaviour and ethical decision-making abilities. Other studies demonstrated that there is no relationship, therefore, necessitating further inquiry into this link.

The role of parents in socializing their children by influencing their values was researched among four hundred and forty-four students. These students were both male and female from the African American and European American values. The research specifically assessed the role of non-divorced parents in professional and sports careers. The research findings revealed that both male and female children raised by African or European Americans were influenced by values set and modelled by their parents (Jodl et al., 2001). This means that the role of parents and parenting style can be considered as a precursor to authentic leadership.

The function of family values was also investigated to find out whether it influenced the positive or negative outcome of a family-run enterprise. The research was inconclusive in finding out what promoted the success or failure of the organization. However, the research highly connected family values instilled through

parenting as a factor that affected how different families run their businesses depending on the values of each family and how they were applied in formal situations (Bertrand & Schoar, 2006).

When it comes to political views, the family unit plays a significant or insignificant role depending on the nation or culture of that person. The family unit acts as the first means of socialization and the construction of political values. These findings were established after a questionnaire was used on three hundred boys and girls aged between thirteen and twenty years. The research showed that children in semi-urban areas had relatively low political opinions because they were considered far from urban centers which are more affected by political policies (Padhy & Rath, 1986).

The role of schools is to act as complementary shapers of values that are reinforced by the families. Children begin school when they are young and leave when they are old enough to contribute meaningfully to society. Uniquely, schools provide skills and know-how geared toward specific fields. Schools are institutions where people deliberately are encouraged to learn. People learn more than just skills or competencies in school. They also learn how to live with people from different backgrounds and religions. Schools contribute to the development of individual character but also to the socialization of people (Ayadi, 2008).

These same sentiments are shared by Shaked (2020), who mentions that schools have three critical roles. These roles include ensuring that students can positively socialize in the larger community and be able to earn and support themselves. It also helps them learn to live positively in the general culture in a way that accepts differences between people. Schooling also helps to build and develop moral character

and shape acceptable behaviours to maintain their unique individuality in a way that they can contribute uniquely to society at large.

Socialization in the school setting is very relevant because it guarantees that children are continuously exposed for a long period. Schools, therefore, can inspire values, character, morals, attitudes, identity, and personality from childhood to adulthood (Morosi & Grant, 2018). This research can be extended to investigating the role of schools in value formation and how it promotes authenticity among students.

The role of religion is comprised of believers who gather with the common bond of faith in doctrines, and teachings found in the respective religious writings. For example, the Bible then becomes the basis upon which Christians shape their faith, beliefs, views, and culture. There are five main branches of churches; the Protestants, Catholics, Pentecostals, Evangelicals and Charismatics. Churches exist mainly to preach the gospel. The gospel teachings promise and require believers to pursue transformation as their minds are renewed. Churches also seek to empower the community by providing teachings that inspire hope, optimism, and courage. Churches facilitate this through discipleship and also by meeting the needs of people in the community (Quagrainie et al., 2018).

The church may also contribute to helping people perceive their challenges and difficulties more positively. In Nigeria for example, depression is a critical issue considering the levels of frustration catalysed by injustice, corruption, poverty, and lack of access to essential services. The church is called upon to make disciples. It is encouraged to convert people and transform their thinking by instilling new values, beliefs, and standards of morality. When this happens, they can develop strong belief systems that help them overcome depressive thoughts (Reni et al., 2020). This shows

that the religion as a whole can transform people's beliefs and values through discipleship or teaching people what the doctrines dictate says. It also shows that the religion can inspire the development of self-efficacy, hope, resilience, and confidence. These are things that have been identified as antecedents of these positive psychological capacities.

Religion contributes towards the formation of a moral society by shaping both the governance and political systems. Religion plays an influential role in the accountability of leaders, for example as is evidenced in the Christian setting (Grandy, 2012). Religious organizations contribute to modelling compliance with governance structures. Religious organizations have rules, laws, and policies that are set out by governing bodies for the general good. The ability of the religion to model the blend between secular and religious principles models for the community at large what it means to submit, obey or abide by the rules and regulations of the land. In this sense, the church has the moral responsibility to model what they preach and in turn inspire its faithful to do the same (Bigoni et al., 2013).

A study by Beukes, (2019) in an agricultural community in Wellington New Zealand, focused on how a church took advantage of its social capital to transform a dependent community into a self-sustaining and robust community. This study used the Social Capital Theory to base its proposition. The church was a community of believers who are driven by common values. Among those values was the value of community and the responsibility to do whatever they can to make a difference in the community. The church volunteered willingly towards meeting community needs. Religious institutions have human and financial resources that can be channelled through organizations to enhance their impact. The study found that initiatives are driven by

deep-rooted values and beliefs such as love, unity, service, and empowerment. Authentic leadership has relational transparency and balanced processing as some of its core components. These aspects can be seen in how church members relate and how their trustworthiness can be used to enhance change.

For example, the emerging church has also been instrumental in addressing emerging global civil society challenges. It has had to update its interpretation and adopt a more global approach by focusing on the teachings of Jesus being as neutral yet relevant to all political views. This approach has positioned the emerging church as a source of global values that enhance unity in diversity and ethics without hard-lined positions that end up dividing rather than uniting people (Stuvland, 2010).

The role of the religion can also be evidenced by the entire political transformation in Poland. For example, the Catholic Church played a political role in the formation of its institutions and constitutional framework. For some time, the church maintained a key role but was relegated due to rising concerns. As early as 2011 the Catholic Church continued to play a central participatory yet non-intrusive role, in the political values of Poland (Kowalczyk, 2012). The church also shaped the national identity of the people of Lithuania (Cruz, 2014).

Culture acts as a cognitive software that society runs on and that makes one group different from another. Culture can be termed as a national culture when the larger or broader society shares the same cognitive software that defines their beliefs, values, customs, and practices. There is a connection between how people from a specific nationality behave and express their culture (Touburg, 2016). This places national culture as a determinant of people's beliefs and behaviour. One aspect of national culture that is worth noting is its ability to endure changes and transitions.

National culture is difficult to change because it is deeply embedded in the general public.

National culture is not deliberately transmitted. It is transmitted to people unconsciously during the early and formative stages of a person's life. Additionally, the national culture can influence how people make sense of their experiences and interactions (Murphy et al., 2019). Culture strongly affects how people experience their social lives. It comprises collective values, attitudes, norms, and symbols that are transmitted through socialization and this enables people of a particular locale to behave in a certain way resulting in national culture (Vershinina et al., 2017). National culture is behaviour that is repeated consistently over time to the point it becomes normal or even expected for people to act (Jayaweera et al., 2020).

Muraya (2020) argued that some African cultures were more susceptible to corruption because of some key beliefs and practices such as the community mindset. The community mindset puts individuals as critical players in a community and its ability to thrive. There is an expectation that one will work towards supporting and enabling their community. This belief manifests in organizations through acts of nepotism and favouritism whereby the extended family members equally expect anyone in a position of power to favor them. Africans also have an honor principle where those in authority are revered and respected for example; chiefs, family heads, or church leaders. They seek to establish themselves as patriarchs who act with impunity while those below them have to demonstrate loyalty to gain favors. The other sociological developmental attribute is the culture of gift-giving as a sign of appreciation where people feel they have to return the favor to maintain their

friendships. This in other contexts can be viewed as a kickback, which can be interpreted as a form of corruption.

A study conducted in Australia sought to examine the impact of pious beliefs and ethics on the practice of violence in the family, especially against women. This study involved 64 participants from people of various religious beliefs and practices. They studied faith-based leaders, affiliates of the society, and community workers dealing with family-based violence. The study found that people's culture has a moderating impact on people's application of their faith-based values. For example, some men believed that violence against women was wrong. However, they practiced it because it was culturally acceptable (Truong, 2020).

Rahayu and Mustikasari (2020) focused on the role that culture plays in the various emerging value difference and the socio-emotional problem in the digital space. They sought to establish the difference between socio-emotional ability among the Javanese, Bugis-Makassarese, and Papuan tribes in Indonesia. They utilized the social-emotional competence questionnaire which evaluates awareness of self, supervision, affiliation, and policymaking capabilities. The study revealed that there were stark differences between the tribes which were influenced by the unique cultures that they emerge from. This study confirmed the power to shape aspects of authenticity that were similar to those being studied Rahayu and Mustikasari. It suggests that culture plays a role in self-awareness, management abilities, relatability, and decision-making.

Researchers in Taiwan sought to study the impact of ethical leadership on how satisfied they were with their jobs, their well-being, and how fulfilled they were with their lives. They presented the ethical leadership scale to participants of varying ages, and salaries in Taiwan. They presented the ethical leadership scale twice so as to

analyse two groups of independent data. After using a two-step structural equation model, they found out that ethical leadership had a negative relationship with the employees of the Chinese culture (Yang, 2013). The reason for this was the cultural incongruence between the leaders and the Chinese workers who viewed it negatively and were thus stressed in their work relationship. This demonstrates that cultural backgrounds can play a role in how people view and apply ethics.

In this section, the study has highlighted the socializing effect of family, school, church, and culture. It has outlined how parents, teachers, religious leaders or society act as socializing agents. These sociological precursors are potential contributors to authentic leadership. This study links psychological and sociological developmental life attributes and the occurrence of authentic leadership. The question that authentic leadership literature has not adequately addressed is the source of authenticity. This study suggests that there are empirical linkages between personality, attitudes, personality, and self-concept that contribute to the development of personal awareness, relational translucence, all-rounded processing, and an internal ethical perspective.

Dimensions of Authentic Leadership.

Authentic leadership emerged from major corporate incidents that highlighted organizations' accountability cracks. It emerged because of its focus on ethical practices and a morally motivated sense of being true to oneself. George et al. (2007) as cited in Lyu et al., (2019) posits that there is growing scientific evidence that supports authenticity as a solution to avoiding ethical pitfalls and improving employee and organizational well-being. Authentic leaders have self-awareness, relational transparency, balanced processing, and an internalized moral perspective (Arda et al., 2016).

The ability to process issues is a key aspect of decision-making. Leaders make several decisions daily, and these decisions may have a good or bad impact on the business. Authentic leaders can process issues that affect and impact their decisions. They can see ahead and consider the lasting effects of their choices. They can dissect issues and assess them from various angles. Such leaders can have an open mind while holding on to critical lessons that can guide their decisions (Peus et al., 2021).

Authentic leaders have a great connection with their principles and can act at par with their beliefs, and values, despite existing pressure that may influence their decisions negatively (Peus et al., 2021). They make decisions based on available realistic evidence and have discussions that are objectively aimed at creating solutions (Nichols & Erakovich, 2013).

Honesty describes how leaders can act inconsistently based on the different contexts in which they find themselves. Authentic leaders are deliberate about being honest to themselves in all these contexts without changing who they are to appeal to different people (Peus et al., 2021). Besides, they use a moral compass to regulate their desires based on their moral values. They can control their actions and avoid doing whatever is against their moral code. These leaders can therefore monitor themselves and are viewed by their followers as ethical leaders (Chang et al, 2020). Authentic leaders have a moral compass that guides and determines how they resolve ethical dilemmas. They are guided by positive moral principles that enable them to question and make the right decisions. They equally have the moral courage and boldness to go beyond selfish interests to pursue public interests for the good of all. This is an important antecedent to authentic leadership because it has been highlighted in an age of ethical failure in astronomical proportions. Self-control kicks in when authentic

leaders can tame and control the urge to do wrong or to engage in unethical excesses granted by their leadership privileges. Authentic leaders see the need for regulating themselves and put measures to ensure they do (Avolio & Gardner, 2005).

Further, authentic leaders are those who can self-regulate their moral standards, values, and ethical beliefs as guiding factors of their actions. They are confident enough and can resist people's pressure to conform to standards that are contrary to their own. They also have a sense of consistency between how they act and what they believe in. This attribute is seen to be critical in shaping or determining if a leader is authentic because people can see a direct link between what they say, do, and what they believe (Northouse, 2016).

There is empirical evidence that links that point to the possibility that there are psychological and sociological antecedents that contribute to the emergence of authentic leadership such as personality, esteem, self, concept, attitudes, and values. The sociological role of family, school, church, society, and culture are also potentially linked to the emergence of authentic leadership.

Authentic leaders know who they are; they have consistency between what they believe and who they are (Alok, 2013). An authentic leader has personal comprehension of who he or she is. This awareness includes a balanced awareness of the things they are good at and the things they are not good at. They are also convinced and convicted about the personal value system. They know who they are and what motivates them. They can easily identify why they feel as they do about issues or circumstances. Authentic leaders are in touch with who they are and they believe in themselves and can make the best decisions based on that knowledge (Northouse, 2016). Positive self-

concept has been linked to igniting self-awareness because people who have it exude confidence in who they are (Ilies et al., 2005).

Sensitivity to oneself among authentic leaders is a healthy acceptance and deliberate effort to ensure they know what they can do very well and even what they cannot do very well. They can combine what they know about themselves and what others have said about them. It also includes an inner personal moral compass that guides a leader's emotions, morals, decisions, and actions. Leaders can act authentically because they are self-aware and because they know who they are. This means that they will not allow themselves to do something they know they are not capable of doing. Therefore, a self-aware leader makes judgments based on knowledge about self (Peus et al., 2021).

Socioeconomic Outcomes of Authentic Leadership

Authentic leaders seem to inspire certain changes in the people and environments they lead. This section focuses on the socio-economic outcomes that arise once authentic leadership is deployed. The section further presents authentic leadership, especially at the individual, organizational and societal levels where little or no research exists.

Individual Level Outcomes of Authentic Leadership

Authentic leaders are said to inspire others to be authentic (Northouse, 2016). They inspire other people to express their authenticity and act on par with their values. A leader's values may influence the values of the organizations that they lead. This happens when people are individually then collectively influenced as an organization. Inspiration exists when a leader inspires or influences a follower toward sharing similar values. An analysis of various organizations by Freeman and Auster (2011) reveals a

correlation between personal authenticity as value and organizational authenticity that leaders uphold in running businesses.

At the individual level, trust seems to be the mediator that results in other variables that are witnessed at the organizational level. Therefore, authentic leaders can earn the trust of their followers at an individual level (Shahid & Muchiri, 2019). Empirical findings seem to suggest three individual outcomes of authentic leadership. These are; morality, employee well-being, and success in their careers.

Morality

The impact of authentic leadership on personal morality should continually be investigated. With the growing challenge of diversity and globalization, varying ethical perspectives can present a grey area meaning that what is perceived as moral could be perceived as immoral by another. It is also possible to have forces of good and evil in conflict with each other even when authentic leadership is being deployed in an organization. It takes the courage of a few whistle-blowers who will stand up to defend individual values that are common to their organization (Liu et al., 2015).

The scenario above was put to the test in a large telecom company in South China where employees were grouped in groups of about four. They were presented with leaders-follower relationship questionnaires. The researchers presented the questionnaires to the followers, twice in six weeks, to rate how authentic their leaders were. Out of that study, seven hundred and twenty-five participants completed the research.

The findings reveal that those who viewed their leaders as authentic were willing to become whistle-blowers because they felt morally responsible to act (Liu et

al., 2015). This means that the personal authenticity of the leaders embodied in their morality inspired moral courage so much that they could act as whistle-blowers.

Chughtai, (2018) found that authentic leadership can certainly impact the morality of the supporters. This was because the leader welcomed accountability and even provided avenues for positive criticism or contribution. The same data revealed that authentic leadership cultivated team trust among members that can in the long term avert a culture of unethical behaviour through the progressive development of moral behaviour because they demonstrate fairness in their dealings with their followers. This potentially means that an authentic leader who has relational transparency and a moral compass earns trust and also inspires a culture of doing the right thing.

Shahid and Muchiri (2017) aimed at explaining the interaction between authentic relationships, psychosomatic capital, and virtue in organizations found that authentic leadership influences and produces high moral standards in organizations. It also showed that morality and psychosomatic capital intermediated the link between authentic leadership and a sense of employee fulfilment in organizations.

Authentic leadership is also linked to producing ethical behaviour through the mediating influence of moral boldness. It resulted in employees who desired to act in the right way that was beneficial for everyone (Hannah et al., 2011).

Career Success

Career success is attained when employees achieve positive results according to their goals and objectives, as a result of the experience they gather from their work. Career success can be measured when the employee gets promoted, is paid more, or is given commendations or awards for work done. It is also personalized based on the

follower's intrinsic incentives or perception of success, and accomplishment (Chughtai, 2018).

Authentic leadership results in career success when mediated by self-efficacy. Self-efficacy is a component of self-sensitivity. This means that self-aware employees will most likely have self-efficacy. Several studies have linked self-efficacy beliefs with individual organizational performance or a drive to overcome hurdles, challenges, and difficulties (Chughtai, 2018).

Research exploring the strength of value-based leadership in linking workmates and customers to company success found that organizations led by value-driven leaders result in authentic leadership which in turn produces organizational success (Frost, 2014). Mrayyan et al., (2022) investigated the role of authentic leadership in creativity and innovation and indicated that there was a positive link between authentic leadership and innovation that resulted in organizational success mediated by the workers feeling empowered and supported. When a worker perceives the support of their leader, they felt empowered to think creatively and attempt new things, and succeed.

Career contentment is relative to employees because it is based on their intrinsic and extrinsic perceptions of success. It is how employees perceive their levels of success in an organization. It relates more to an employee’s feeling fulfilled. While salaries, bonuses, and rewards can appear to determine success, it conclusively depends on an employee’s perception. That said, the link between authentic leadership and career success is emulated from a follower’s perception and emulation of a sense of self-sensitivity and relational competencies. This is seen when leaders nurture openness, trust, and positive coexistence that flows over to their employees who also feel welcomed, appreciated, and valued for their contribution. This atmosphere of team

learning and vibrance was evidenced in research as a mediating factor for career satisfaction and authentic leadership (Chang et al., 2020).

Majeed et al., (2021) used an online survey of two hundred and forty-five workers of project-based construction companies in Pakistan to assess how authentic leadership moderated success in projects through trust and communication in projects. They used correlation analysis to determine the link between project communication, and project success when it was moderated by trust. The study found that authentic leadership resulted in project success by enhancing trust and project communication. This is another example of how authentic leadership may indirectly moderate and result in success as an outcome. It would be interesting to research how authentic leadership may moderate other variables that result in career success.

Joo et al., (2020) sought to establish the impact of getting the right people into organizations, work empowerment, and authentic leadership. Data for this study were gathered from two hundred and thirty-five of the top telecommunications organizations in South Korea. The selected employees were between thirty and forty years. They used overall confirmatory factor analysis. The findings of this research revealed that authentic leadership did not result in personal growth initiatives as a whole. However, the study revealed that relational transparency and a moral compass contributed significantly to personal growth initiative which is an aspect of success.

Employee Well-Being

Employee well-being is an emotional state that involves the aspects of job satisfaction, job-related stress, and signs of stress (Rahimnia & Sharifirad, 2014). Outcomes of Authentic Leadership Theory have some predictive personal benefits that are said to promote a personal sense of well-being or a sense of personal emotional

health of employees based on how it is conceptualized. Authentic leaders become relational and open thus, making them dependable.

An investigation on the effect of morally driven leadership, personal well-being, and gladness in the Chinese way of life revealed that morally driven leadership which is related to authentic leadership results is linked to employee well-being. A critical aspect of this study by Yang (2013) indicates that leadership should have an indirect effect on personal well-being since employees are influenced by how a leader is honest, open, or consistent in their relationships. This study concluded that ethical leadership not only impacts individuals at the workplace but also after they leave the office.

Another study was conducted on two hundred and thirty main workers at a pharmacological organization in Shanghai to explore how authentic leadership impacted the work-family balance stemming from work-family enrichment. Questionnaires were used to assess authentic leadership, traditionality, LMX, work-life enrichment, and work-life balance. The study showed that there was a link between authentic leadership and work-family balance. People led by authentic leaders felt valued and this improved their self-worth which positively influenced their relationships with family members (Lyu et al., 2019).

Rahimnia and Sharifirad (2014) conducted research on two hundred and twelve health workers who had contact with patients in Iran to link authentic leadership and employee well-being through the mediation of attachment insecurity. They found that authentic leadership negatively impacted work insecurity. While attachment insecurity raised the chances of stress-related emotions, The study proved that authentic leadership promotes well-being by reducing the impact of attachment insecurity. Authentic leaders tend to enhance employee well-being.

People tend to trust predictable people. Leader predictability grants peace and stability to followers who do not need to be insecure and uncertain about a leader's actions. Therefore, leaders who have knowledge about self and act consistently with their values satisfy their followers. Followers become satisfied because of a leader's predictability (Peus et al., 2021).

Jachowicz, (2016) studied how authentic leadership is linked to employees' well-being. It highlighted this outcome concerning organizational change. Change in companies can be very difficult and a leader's success rests on how change is led and managed. Employees can become emotional and may feel insecure about change; however, their level of trust is heightened by authentic leadership behaviour which is relational. A leader's relational approach to opening up to employees genuinely and providing needed support to navigate changes can enhance the likeability of the leader because trust is not simply given but earned (Agote et al., 2015)

Shie and Chang (2022) investigated how authentic leadership deployed by school principals of a school led to improving the interaction among teachers and management, and OCB when mediated by trust and identification. They used a self-reporting questionnaire survey on seven hundred and eighty-three respondents and found that authentic leadership promoted a sense of well-being when mediated by trust. While this research was not focused on change management, it emphasizes the mediating role of trust in enhancing employee well-being when authentic leadership is deployed.

Organizational Level Outcomes

Organizations, like people, have values that they desire to manifest in their day-to-day operations. Organizations usually lay out their values but those values will only

be brought to life by people who actualize them. The process of clarifying an organization's values is not easy because they must be agreed upon and shared by those in the organization. Once they are established, an organization has the responsibility to act at par with those espoused values. To do so, organizations must be clear about who they are and what they desire to achieve (Freeman & Auster, 2021). This means that authentic organizations are driven by authentic leadership.

Authentic leadership has been credited with several positive organizational outcomes such as promoting helping behaviour in organizations, organizational citizenship behaviour, employee inventiveness, general well-being, integrity, commitment, performance, and bravery (Hirst et al., 2015). These outcomes result from how a leader influences their followers to be authentic. Leaders influence outcomes of authentic leadership by leading in a way that demonstrates that they are aware of who they are, able to manage themselves, and also able to act as examples to their followers (Avolio & Gardner, 2005).

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Authentic leadership posits that leaders are a source of information for the groups they lead and hence the teams they lead tend to emulate them. These leaders are authentic because they are transparent and clear in giving direction. Authentic leaders provide signals, cues, or clues to their team to make decisions, choices, and the need to

work together, and accept each other. The results are evident in followers who have self-efficacy, trust, hope, perseverance, trust, and efficiency (Awasthi & Walumbwa, 2022).

This study mentioned psychosomatic capital as a personal antecedent to authentic leadership. However, many individuals in an organization who possess psychosomatic capital can be said to have group capital, which mediates the outcomes of authentic leadership. The effect of authentic leadership on organizations is also mediated by collective psychosomatic capital. Collective psychosomatic capital is a collective psychosomatic state that characterizes a group of people bound by similar traits such as self-efficacy, optimism, hope, goal perseverance, and resilience. A group can have self-belief when they collectively believe they can take on challenging tasks and put in the necessary effort to achieve their desired goals. They collectively become optimistic when they anticipate current and future feats. They can demonstrate hope by sticking to the task and can willingly make necessary adjustments to achieve their goals. They can also arise from failure or disappointment, and try again with persevering hearts (Awasthi & Walumbwa, 2022).

Nikolic (2025) sought to find out what the function of authentic leadership and moral behaviour had in an organization. The research indicated a positive link between authentic leadership and the ethical environment in the organization; the workers were inspired to equally be ethical. It also promoted organizational citizenship behaviour among staff, which resulted in them succeeding when performing their roles.

Innovation and Creativity

Authentic leadership has also been linked with inspiring innovation and creativity. Few findings suggest that possibility. Groseli et al., (2020) was conducted to

establish the connection between authentic leadership and inventiveness. The research found that there was a strong link between authentic leadership and innovation that was intermediated by the leader's encouraging or empowering style. Leaders who empower their employees by providing psychological support promote creativity and encourage innovative ways of solving problems that have non-existent solutions.

Another investigation evaluated the link between authentic leadership and innovation as mediated by the meaning of work and employee engagement. The findings revealed that workers can be themselves when they see their employers as true to who they are. This form of trust also manifests in followers who then begin to feel comfortable being themselves without fear of victimization (Chaudhary & Panda, 2018). This meant that they felt free to share their ideas, perspectives, and even criticism. This perceived safe environment at work encouraged them to think creatively out of the box and become original.

Sanda and Arthur (2017) presented questionnaires to three hundred and thirty-five employees of five telco companies in Ghana to study the relational impact of authentic leadership on employee creativity through innovation. The data was analysed descriptively and inferentially the companies included were MTN, Vodafone, and Millicom. The findings of the research indicate that the managers used an authentic leadership approach to enhance creativity because they had positive relationships with their managers that fostered confidence and promoted a climate for innovation that produced creativity among the employees (Sanda & Arthur, 2017). This research was conducted in the Ghanaian context which is not sufficient to build a case for it but there is a need to explore the same organizational impact in the Kenyan context.

Team Trust

Trust is crucial for teamwork. People function better in a team when trust is shared and maintained. Whenever authentic leaders encourage teamwork or group effort, they are in essence making every follower feel valued and important. They enhance this further through transparency by sharing what they want to do with their teams. In return, these teams feel appreciated and this deepens their working relationships and shared expectation (Awasthi & Walumbwa, 2022).

Gotsis and Grimani (2015) indicate that authentic leadership is perceived as an emerging leadership theory that is in favour of inclusivity. Inclusivity is crucial in an age of cultural diversity and progressive globalization. Trust is crucial in organizations where people experience high levels of diversity. Authentic leadership enhances relationships and cultivates trust between leaders and cohorts who may emerge from distinct cultural, ethnic, or even racial backgrounds. Authentic leadership is seen to be among the leadership styles that thrive in creating openness, care, and inclusion.

Arda et al., (2016) sought to investigate the impact of the import of authentic leadership in organizations. They did this by investigating five top organizational journals of behaviour and organizing them based on their topics. The findings of that research concluded that organizational trust resulted from the import of authentic leadership and is intermediated by the positivity of the followers.

Helping Behaviour

The literature on helping behaviour provides three antecedents. These antecedents are categorized into three main domains. These are; organizational traits, leadership traits, and team traits. The organizational traits include incentives in form of rewards. Leadership traits were identified as intellectual stimulation, a supportive

atmosphere, and expectations placed on high performance. The team traits are employee development, unity, and integration (Lu et al., 2025).

Empirical data has shown that authentic leadership enhances follower engagement. When followers are engaged, they demonstrate a sense of ownership and personal initiative. This personal initiative can also be termed as helping behaviour that makes followers cultivate a team spirit or a willingness and initiative to help each other achieve their goals (Chughtai, 2018). This behaviour is seen when authentic leaders share information that guides their followers to appreciate the need to assist each other to achieve goals. This means that there are levels of role specialization and role support if need be for the benefit of the whole team. Authentic leaders also wield the power to reward such conduct and send signals that make it a desired follower trait (Awasthi & Walumbwa, 2022).

Supervisor relationships of two hundred and forty-two employees were investigated to find out what connected authentic leadership to employee-helping behaviour and success in task roles when mediated by emotional involvement and good communication. The findings of that research concluded that authentic leadership resulted in good communication and emotions. That resulted in employees taking initiative in their organizations and succeeding in their roles (Lu et al., 2025). This demonstrates that helping behaviour can be an effect of authentic leadership when mediated by emotional sharing and good communication.

Top leadership failure in most organizations negatively affects all departments. When this happens, trust is broken and completely lost in some cases. Authentic leadership mediates leader authenticity that consequently promotes teamwork and pro-social helping behaviours among teams and supervisors (Hirst et al., 2015). It has a

good effect on engagement when mediated by a sense of job satisfaction. Work engagement is characterized by passion, commitment, and focus on roles. The results of an investigation concluded that the authentic leadership style resulted in employee performance but was moderated by employee engagement which is also positively linked to authentic leadership (Wirawan et al., 2020).

Organizational Commitment

Organizational commitment is evidenced when employees or staff demonstrate a high commitment to their organization. These forms of commitment result from the trust they have in the manager. Critically, employees get their cues from the leader. Therefore, if a leader has a genuine commitment to the organization, then the followers are most likely to demonstrate the same (Peus et al., 2021).

Alok (2013) found that authentic leadership enhanced a feeling of ownership among employees as mediated by psychological ownership. Psychological ownership was cultivated in employees who felt their authentic leaders were relationally open and accountable to them. Leaders who cultivate close relationships that share clarity and vision or place value on the employee's ideas and perspectives enhance ownership. Ownership and commitment are enhanced when employees see their ideas being implemented or when they feel the leader sees them as part of the future of the organization.

Employee engagement can be visible through employee commitment. Studies show that authentic leadership results in employee engagement. This means that employees are physically, emotionally, and psychologically present. They are alert and ready to contribute to the needs of the organization. They are bold to take on challenges and offer their best to fulfil and succeed in the tasks at hand. The research found that

authentic leadership moderated employee engagement through employees who demonstrated high psychological capital (Joo et al., 2015).

Azanza et al., (2018) study also revealed that the authentic leadership style of sales managers and the follower's perception that their manager was authentic resulted in greater levels of work engagement. This was seen in the followers who demonstrated high levels of psychological capacities. Job-related gratification also intermediates the connection between authentic leadership and engagement at work. When workers feel they love their job, they tend to engage more with their work and do their best (Azanza et al., 2018). These findings demonstrate the potential in detecting feelings of organizational commitment among staff being led by authentic leaders.

Organizational Citizenship Behaviour

Despite having little research on how authentic leaders directly influence their employees, a significant number of early empirical data provided by Peus et al., (2011) demonstrated that employees tend to volunteer more in organizations led by authentic leaders because they feel they trust their leader. It has been said that people do not care what a person knows until they know that person cares. Therefore, the perception that a leader is authentic and does go the extra mile can influence followers to emulate the leader by also going the extra mile.

Mingyuan and Geng (2015) conducted a study in China in the area of NGO cooperation by shows significant correlations between authentic leadership and psychological capital. It also emphasized that psychological capital aids in knowledge sharing among members of an organization. The results supported the hypothesis that authentic leadership will influence personal and society-based identity, indirectly changing expectation, assurance, and good sentiment, influencing subordinates'

attitudes that include being committed, fulfilled, happy, and engaged to their jobs. Their study used a quantitative research method. The multiple regression analysis was used to test the hypothesis. The link between these studies is the impact of authentic leadership on the conduct and attitudes of employees which is collectively referred to as organizational citizenship behaviour in this current study. While Mingyuan and Geng (2015) confined themselves to the China Association for NGO cooperation, this present study will focus on multiple sectors.

A study on the effects of leadership driven by ownership through stakeholder CSR values strongly associated transformational leadership with follower OCB and follower beliefs in the stakeholder view of corporate social responsibility (Groves & LaRocca,2 011). The study used Multifactor Leadership Questionnaire to evaluate between transforming and transaction centric approaches. Groves and LaRocca (2011) note that there are unexplained mechanisms that explicate the relationships between transformational leadership and both follower CSR attitudes and OCB. This current study seeks to find unexplained mechanisms by exploring the relationship between authentic leadership and OCB. Although there are shared values in transformational leadership discussed by Groves and LaRocca, (2011). This present study will focus exclusively on authentic leadership.

A study was conducted with the aim of establishing a link between the authentic leadership approach and OCB. The findings revealed that leaders who employed an authentic leadership style were more relational with employees and were supportive of employees who faced personal challenges. The result of this was feelings of gratitude and appreciation that made employees go beyond the call of duty to do things for the

organization (Boateng et al., 2018)**.** This means that we can also expect to see behaviour among employees that demonstrate their commitment to their organizations.

A combination of job satisfaction and employees who tend to go the extra mile resulted in team effectiveness and even improved performance. The mediating variable that links authentic leadership and team effectiveness is trust. Employees working with authentic leaders tend to trust the leader and may feel motivated to do more (Peus et al., 2021). Malik, (2018) analysed the connection linking authentic leadership and good output of nurses. The positive relationship existed but was mediated by psychological capital mainly through leaders who showed their followers that they believed in them and trusted in them. From this research finding, this research can predict that similar feelings of satisfaction will be evident among followers being led by an authentic leader.

Authentic leaders are also transparent and open to the ideas of others. When that happens, team members become confident to share their ideas and creativity in solving problems. They also tend to support ideas and solutions that they have been a part of forming, and this enhances organizational performance. They also perform better because they have collective psychological capital that is described by expectation, self-belief, toughness, and hopefulness (Awasthi & Walumbwa, 2022).

Liu et al., (2018) investigated the impact of follower perception on entrepreneurs who were authentic leaders. The findings revealed that followers' perception of entrepreneurs as authentic leaders predicted if they were satisfied with their job, were committed, and happy. Research findings also established the moderating role of psychological safety that is enhanced by leaders' relational accountability and openness. The results indicated that employees demonstrated

engagement by taking personal initiative when faced with structural ambiguity or responsibility. These findings are consistent with the conceptualized outcomes of authentic leaders who are honest and consistent in their relationships.

The impact of authentic leadership deployed by school principals in Taiwan was studied to investigate how it led to improving the connection between teachers, management, and OCB when mediated by trust and identification. The study was conducted in central Taiwan using a self-reporting questionnaire survey. They assessed 783 responses and found that authentic leadership promoted OCB when trust mediated it (Shie & Chang, 2022). These results place organizational citizenship behaviour as a factor worth investigating among organizations in Kenya to see if the same outcome will emerge if the local culture which differs from that of Taiwan.

In summary organizational commitment, innovation, creativity, helping behaviour, and organizational citizenship have emerged as organizational outcomes of authentic leadership. This study sought to see if these socioeconomic outcomes will manifest at an organizational level.

Societal Level Outcomes of Authentic Leadership

Previously, the personal and organizational outcomes of authentic leadership have been discussed and explored. This section considers society as the last frontier impacted by authentic leadership. Society has to do with the larger context of people's existence. Society is the larger yet collective group of people living together as a community. It relates to how people engage with each other as they take part in public life. To understand this outcome, this paper will approach it through corporate citizenship or as it is commonly known the corporate social responsibility (CSR) lens. Thus, CSR is used as the proxy for societal outcomes.

Literature suggests that CSR is driven by values, morals, and ethics. This is similar to authentic leadership where leaders are morally driven and possess balanced processing skills that enable them to separate the need to make profits and the need to support the communities where businesses exist. It also suggests that the internal moral perspective drives organizations to respond ethically and morally to societal challenges by acting altruistically towards people in the community. It also suggests that relational transparency may drive organizations to be open and transparent in the way they conduct their business with the environment or people in society at large. It also suggests that self-awareness may enhance an organization's ability to know its mission, vision, and values to the point that it can find points of convergence where they become shared with that of the community or even deployed in society beyond merely existing to make profits.

Corporate Social Responsibility.

CSR is a well-researched topic. However, there is no consensus as to how it is defined or measured (Newman et al., 2020). CSR is defined as an ongoing resolve of organizations to act morally to promote economic growth while bettering the standards of the employees, their loved ones, and the larger community of people (Solomon & Solomon, 2004). It is also an organization's commitment to take advantage of the good things it is doing for society while reducing the negative impact by adding value to the crucial needs and wants of the people in a community. Corporate social responsibility relies on a balance between capitalism and a sustainable approach to knowing and handling issues regarding society and the environment (Higgins, 2010).

CSR is also referred to as Corporate Citizenship, which is the method of recognizing, assessing, and acting to the organization's social, political, and economic

duties as detailed through laws policies of the public, expectations of stakeholders, expectations and self-motivated acts stemming from beliefs and strategies of the business. Although the term corporate social responsibility (CSR) is still recognized and well-researched, the term corporate citizenship has become more prominent based on growing research that has introduced concepts such as ethics, performance, and business ethics in their place (Tonello, 2011).

CSR describes an organization that seeks to maximize profitability by perceiving and engaging with the environmental, economic, and social issues of the people it interacts with. In conclusion, it will take time to find a common definition of CSR because it keeps evolving as the issues evolve with communities and organizations (Homer, 2022). CSR also has an action-oriented definition that seeks to define it based on its responsiveness to the needs of the communities or societies. It is therefore a revelation of an organization's initiatives in responding to the requests of those entities that can impact organizational activities positively or negatively. Organizational development enhances corporate citizenship by encouraging innovation at a leadership level, being proactive, persistent, peaceful in uncertainty, and humility coupled with great expectations in all circumstances (Stolz, 2013).

CSR has its roots in the industrial revolution when some wealthy industrialists were heavily influenced by their Christian theological applications of what it meant to be a Christian capitalist. These businessmen felt it was their responsibility to use their immense resources to do good. Therefore, they took the initiative to help the needy people in their communities. They were guided by stewardship and charity, which are discretionary acts. However, the need in the community continued to grow and increase and one company could not solve all of the needs. It, therefore, became an expectation

that if all companies would have the same approach to charity and stewardship, then poverty and the needs of the poor would be catered for (Lantos, 2021).

This thinking continued to spread and businesses were then expected to reach beyond their employees while also reaching their stakeholders or the larger society as a whole. This thinking challenged the idea that managers existed to make the most profits on behalf of the shareholders. They were now expected to consider the people who work for them, compete with them, and supply for them and the larger community that dwells with them. This then gave birth to a corporate social contract that defines the whole idea behind CSR (Lantos, 2021). It is widely defined in the Social Contract Theory that is practiced by many businesses today. There was an expectation for businesses and governments to share the responsibilities of the people (Howel & Sorour, 2016).

The rise of CSR began with an understanding of how the economic system worked. Some investors put their money into creating businesses or industries. They desired to make the most by value addition. They then appointed managers to manage their businesses. These managers were meant to maximize profitability for their managers and equally grow their wealth by sharing in the profitability of these companies. Suppliers would benefit from selling to these companies while consumers would benefit from buying the goods they needed from companies. In this sense, everyone was to benefit from companies. However, the benefit was not equal and discrepancies began to emerge (Lantos, 2021).

An organization actively engaged in CSR is an organization that promotes itself by having a mutual concern for the social well-being of the people that exist in their business environment. CSR is an organization's positive and intentional action for the

well-being of society that prevents corporate conduct from eventually harming people despite being profitable, and results in positive actions for the promotion of human existence (Lantos, 2021). It is the extent of moral responsibility that is credited to organizations that goes further than obedience to laws (Ali et al., 2023). The government of Britain defines it as an organization's track record of its commercial, public, and ecological impact in the way it increases its advantages while reducing its disadvantages (Jones et al., 2019).

CSR is viewed as systemic when it is viewed as a morally practical duty of organizations to think about the impact of their activities on the intended systemic results and to control their conduct to add to the fulfilment of these outcomes (Beal & Neesham, 2015). CSR has been approached from a variety of views. Some have viewed it as a social obligation while others have seen it from a marketing standpoint. Others have considered relations with stakeholders, and an integrated strategy (Jaen et al., 2018). CSR has four aspects; the economic, legal, ethical, and altruistic aspects.

The economic aspect was driven by the idea that managers make profits by delivering good quality products at reasonable prices for customers. These profits are then shared with organizations that can help the poor or needy (Lantos, 2021). Organizations created goods and services that were desirable to the consumers and this enabled the trade that created the economy (Jones et al., 2019). The legal aspect meant that businesses must adhere to the laws and be proactive when the law seems ambiguous. There is an expectation to go beyond the law to do what is right and moral from the heart (Lantos, 2021). Some of these laws were taxation laws that in turn built the economy and add value to people (Jones et al., 2019).

The ethical aspect means that organizations operate on a set of values and morals. Organizations were bound to comply with societal expectations. However, they were also encouraged to become proactive and do the right things based on what they know to be the right thing to do (Jones et al., 2019). The aspect of altruism is discretionary or voluntary. Organizations are therefore at liberty to do whatever they feel passionate about and can give back to the community in any shape or form as long as it adds value by improving the lives of people (Lantos, 2021).

Altruistic CSR is purely voluntary but is driven by a deep sense of moral responsibility to the public that one has in some big or small ways profited from. It is discretionary and can be done by an organization that recognizes it has a moral concern and not necessarily a duty to society. Altruistic CSR may have no implications in improving business performance but may reap from it. Altruistic CSR is a purely free affair where organizations know they will not or do not even benefit from this situation. Organizations with this conviction have engaged in activities that have no ties to their profitability. The business case for altruism is very difficult and it is purely at the mercy of people who can choose to see organizations as people-driven or as entities by themselves (Lantos, 2021).

Societal Benefits of CSR

It is argued that executing CSR results in a series of advantages to both businesses and society. The first benefit is that CSR contributes to the welfare of society at large. A better quality of life becomes evident when organizations respond to the challenges faced by a particular locale through CSR. While it is the responsibility of the government, organizations step in to complement where the government has failed to meet its societal obligations through CSR. As a result, people feel more secure and

this decreases fraud especially when they need to access scarce opportunities. The well-being of the community is enhanced when the needy are assisted and a sense of hope is instilled in them (Ksiezak, 2017).

Society also benefits from a better quality of products and services that may otherwise pose a danger to their health and well-being. Companies engaging in CSR serve the community with their best interests in mind and equally price their products in a way that they are more affordable (Ksiezak, 2017). When organizations focus on making profits, they tend to reduce the quality of products or even meet required health or environmental standards. A customer-centric approach to business has also proven to be mutually beneficial because the customers become loyal to the organizations resulting in sustained profitability and the consumers also feel valued by getting quality products (Galbreath, 2018).

The society also benefits from CSR by entrenching responsible behaviour. When organizations have social activation, those who volunteer with them have the psychological satisfaction that comes from taking part in making society a better place. These emotions deeply entrench altruistic tendencies among people who eventually feel driven to act for the good of others (Ksiezak, 2017). The society also benefits economically from CSR when organizations employ people from the community and pay them better salaries. This results in an economic boom in those communities because the population can acquire goods and services from one another (Ksiezak, 2017).

CSR spurs technological and infrastructure development for the people in society to build the necessary skills to tackle the challenges facing the community. Training provided by organizations is free and this provides an opportunity for citizens

to acquire skills or experience that would be expensive or even difficult to acquire. These promote a sense of dignity among the populace who become proud of their ability to sustain themselves or even expand their earned knowledge into other fields or harness existing opportunities (Ksiezak, 2017). Some organizations have worked with governments to build schools or institutions of learning that will continue to produce learned people. They may also build road and telecommunication networks that may make the lives of people better.

CSR also helps improve the natural environment by taking steps to preserve it and also avoid things like pollution of any form that may pose a threat not just to humans but to the entire ecosystem. A good example is seen in Nestle's effort and impact due to its corporate citizenship attributes. In its 56-page report on its impact in Africa, the company details how it has initiated sustainable development in Africa. Its report details a mature and sustainable approach that has engaged locals in communities through partnerships with stakeholders and how they have initiated development in line with their organizational operations and expertise (Wirba, 2024).

Authentic Leadership results in organizational citizenship behaviour. Research shows executives who display corporate citizenship are more likely to engage in CSR (Shafai et al., 2022). We must see if any empirical studies have demonstrated the link between ethical, moral-based leadership that resulted in CSR initiatives impacting society at large. Researchers in India sought to study the impact of morally motivated leadership on CSR. They tested three hundred and fifty mid and top leaders who were working for twenty-eight healthcare Indian-based companies. This study revealed that ethical leadership directly impacts society through CSR (Pasricha et al., 2018). While

this study reveals a link between ethical leadership and CSR, this research would seek to link authentic leadership to CSR activities as an outcome of authentic leadership

A study in Vietnam was conducted to explore the impact of productivity of firms that engage in CSR. This study used a representative sample that exceeded five thousand Vietnamese organizations. They used twelve quantitative measures of CSR which were divided into management and community-based CSR. This study found a positive link between CSR and the efficiency of organizations. It also showed that CSR makes positively transforms communities which in turn also benefits the overall performance of these organizations (Newman et al.,2020). This study will investigate this study in Nairobi City County to explore CSR as a societal outcome of authentic leadership.

National competitiveness is the ability of a country to increase the quality of life through the growth of its economy which is complemented by its policies and institutions and overall productivity. Boulouta and Pitelis (2023) investigated the link between CSR and national competitiveness. The paper sought to enrich the understanding of CST and provide scientific results that connect CSR and national competitiveness. They used an eclectic-synthetic approach to international economics, planned management, and CSR writings. The study found that CSR has a good link to national scalability which was measured by the quality of life. This study focused on discovering the link that merges authentic leadership and CSR as an outcome that positively improves the quality of life for citizens in Nairobi in specific ways.

With the growing need for environmental stewardship by organizations towards green energy, a study was conducted to measure whether organizations with CSR initiatives had more brand appeal. These organizations were measured in contrast to

organizations that had no CSR initiatives. This study was conducted in Uzbekistan where three hundred and ninety-seven consumers shared their views through an online review. It used Brand Potential Index indicators that were lapsed on customers' purchase motives. The study found that consumers were ready to buy costly goods that were of lesser quality from companies that engaged in CSR. They were only drawn to goods from organizations that had no CSR due to their quality and high recommendations (Ataniyazova et al., 2022). This study shows that CSR has the potential of meeting current environmental conservation needs in developing nations. It has indicated that the people of Uzbekistan are willing to pay more for inferior goods simply because those organizations are engaged in CSR. This study puts CSR as an outcome but has not explored it as a potential outcome of authentic leadership that is motivated by values and morals in Nairobi where environmental conservation still is a pressing need.

The challenge for Multinationals has been to provide relevant CSR initiatives that are aligned with the needs of the people in developing countries. This is against the backdrop of providing CSR initiatives that are misdirected and misinformed but would have a greater sustainable impact if only they were informed by localized needs other than assumptions. An investigation was done to determine the effect of CSR in multinationals deployed by their regional headquarters in Africa and whether they resulted in a positive impact. The study reviewed secondary data analysis of multinationals in Africa and held interviews with the heads of the regional headquarters. It found out that these multinationals still had an impact, however, they would have a more sustainable and transformational impact if they responded to local issues (Gruber & Schlegelmilch, 2015). This study can be deployed in a local context to establish whether multinationals led by authentic leaders from regional headquarters

in Nairobi have societal outcomes through CSR that are relevant because they possess balanced processing that makes them open-minded and consults the community to get different perspectives.

CSR has continued to be viewed as a strategic approach toward increasing competitiveness. A study was done in North-West African firms to establish the areas of focus for their CSR direction and approach. This study utilized questionnaires that were distributed among one hundred and twenty-two managers in Ivory Coast and Guinea-Bissau. The study found that companies in those two countries were drawn towards CSR and especially in the social and economic areas. They also placed some value on the environmental aspect of CSR (Sanchez-Hernandez et al., 2019). It would be important to study the CSR orientation of organizations in Nairobi to see whether they are focused on driving CSR initiatives towards environmental, economic, or social needs as an impact of authentic leadership in organizations.

In conclusion, the study highlights the socioeconomic outcomes of authentic leadership at the individual level where the values of authentic leaders may encourage their followers to act morally. When relational transparency and balanced processing are deployed, team members perform at a higher level resulting in career success and well-being. At the organizational level, authentic leadership is seen to promote innovation, helping behaviour, organizational commitment, and OCB. Society is also transformed through CSR initiatives by organizations which are driven by moral values that incentivize stakeholder equity, justice, and fairness.

Moderating Effect of Critical Life Events

Authentic leaders may go through difficult, challenging, or inspiring critical events in their lives either during their developmental phase or professional phase

(Gardner et al., 2021). The childhood phase accounts for events that take place during the formative stages of a leader. The adulthood phase accounts for the critical events that take place from the time a leader occupies a leadership position in a professional role. To facilitate assessment of the effect of the critical life events, the study considers the evolving nature of critical life events to distinguish the events that take place during the childhood stages of one's development and those that happen during a leader's adult life (Avolio, 2024). Thus, two constructs are adopted to operationalize critical life events and developmental phase critical life events and professional phase critical life events.

The critical life events whether at formative or professional phase can generally be clustered into relational events such as divorce, economic events that involve a loss of income, and natural events that include but are not limited to pandemics and death. These events are selected because they have sufficient research findings that can help substantiate the proposal made in this research. Some people get negatively affected; however, authentic leaders respond to these issues in ways that reveal their self-knowledge, morality, balanced processing, or even relational accountability (Avolio, 2024).

For example, authentic leaders have a moral framework that informs their values and value-driven actions. The morality of these leaders is pegged upon leaders being able to spot moral dilemmas. In some cases, they can spot moral dilemmas because of past situations or circumstances where they faced the same moral dilemma. Authentic leaders can use past critical moral dilemma events in their lives as models that will guide them on how to act (Williams et al., 2022). This research shows how moral judgment just does not appear. A leader does not suddenly become moral or able

to make moral judgments. It places critical events in their lives that happened in the past that presented moral dilemmas as an antecedent to being able to identify moral dilemmas and moral actions.

Critical life events conditioned the development of authentic leadership because they can either promote or demote someone's ability to develop authentic leadership. Critical life events provide the opportunity to put a person's psychological capacities to test and eventually promote the antecedents of authentic leadership behaviour (Northouse, 2016). This section will focus on some critical life events that can influence us individually and socially. The critical events selected for this study are relational events such as divorce, economic events that involve a loss of income, and natural events that include but are not limited to pandemics and death. These events were selected because they have sufficient research findings that can help substantiate the proposal made in this research.

Relational Events

Relational events are those events that are critical and may impact an individual's ability to relate well. For this research, divorce has been explored as a critical life event that is relational. Divorce is cited as one of the major social problems affecting many nations. It is a critical social problem that affects a huge number of children and adults every year. International statistics suggest that nearly a million children get caught up in divorce processes every year. Critical to the discourse is the fact that divorce has some negative effects on children. These include; stressful relationships within the family unit, pitiable academic performance, and stunted psychological development. These are results from research conducted in comparison to most children from normal families (Jackson & Fife, 2018).

Studies show that it is not so much about divorce that creates issues but how the divorce issues are addressed. Hostility among separating parents results in sadness and insecurity for the children. The negative effects of divorce on children, teens, or young adults include developmental identity issues, emotions, intimacy, and family views. This manifests later on in their lives when those affected by divorce end up struggling in their marriages, have an emotional imbalance or depression, and have behavioural issues (Pantelis et al., 2015).

The negative effects of divorce are made worse by economic and social factors that favour men over women. This means that women end up suffering when men abscond their parental responsibilities to women who are struggling to make ends meet and who are disadvantaged by traditional rules that hinder women from inheriting land like in Kenya. While this was recently corrected by the Kenyan constitution in 2010, it still leaves women and children struggling not just financially but psychologically. The opposite yet sad state of divorce can be seen in Italy and Poland where divorce rates have risen significantly due to rising women's employment (Vignoli et al., 2018).

An investigative study on how children perceived loneliness among children in post-divorce marriages was carried out among 15 girls in Pakistan who were just in their teenage years. The study used notes and interviews. The researchers employed coding to examine the findings thematically. The study found that children who were affected by divorce were lonely mainly because their parents had little or no time for them. They also experienced feelings of being unwanted and broken trust with their biological parents. They also grew up feeling insecure, pessimistic about life, and feeling a lack of belonging (Ramezanzadeh et al., 2022). This study focused on girls alone in the Pakistani context. It would be interesting to investigate both boys and girls

in the African context with the view of gaining a more detailed analysis of whether any of these children will develop positive outcomes as a result of parental divorce. It would be interesting to see how self-efficacy beliefs moderate these critical events in promoting the emergence of positive psychological outcomes.

There are children in church who turn out well despite growing up with parents who have separated or divorced. The impact of the church can help them make sense of their parent's divorce. Instead of developing forms of neurotic passivity or chaotic impulse disorders (Piemont, 2019), they learn to forgive and develop self-efficacy beliefs catalysed by their faith in God. They may also walk into marriage with a desire to do it right by avoiding the pitfalls of their parents.

Another study conducted in China aimed to investigate how young parent divorce affected their children academically, psychologically, socially, and their behavioural tendencies. They mirrored the findings against those children who were in stable nuclear families. The result was that there was no major distinction in academic performance. It also found that the long-term impact on children was insignificant. However, there was a small percentage of children who were affected by the separation of their parents (Luo, 2018). This study sheds light on the need to identify whether socialization by society, family, religion, or even culture plays a role in mitigating the harmful effect of divorce on some dependents resulting in positive instead of negative outcomes.

Another study compared communication between guardians and dependents of separated and unbroken families. The study involved 100 subjects from intact nuclear families and 102 subjects from divorced families. The study found that there was no major difference between child-parent communication from divorced or intact families.

This study demystified the notion that children from divorced families may suffer communication problems. This research credited societal acceptance of divorce as a norm and has also encouraged the integration of broken family units. It also noted that children from intact families may suffer communication problems just as those from divorced parents (Portugal & Alberto, 2019). This study should also explore belief or value systems that promote or demote good communication and the interventions provided by society such as school, church, or extended family in encouraging good communication among parents and children of divorced families.

Economic Events

The ability to generate income to meet the primary and secondary needs of life is critical. When a person loses their job, business, or any other source of income, it exposes them to emotional or psychological stress. Economic declines or recessions usually spiral into social impact whenever they result in retrenchment strategies that result in job cuts for many people. Sometimes economic recessions usually result in massive retrenchment strategies undertaken by several companies within a specific period. Retrenchments are legally acceptable ways that companies use to let go of their staff when there is visible justification to do so or when the business simply cannot sustain its workforce. Those who remain feel demotivated, insecure and uncertain about their future (Nyaberi & Kiriago, 2013).

Losing one's livelihood is a bad experience with difficult financial consequences and may result in great levels of emotional and psychological stress or even low self-esteem (Mohamed et al.,2018). These retrenchments result in anguish for their employees in ways that affect their livelihoods, and even the family structure. Some families end up separating or are unable to educate their children. Some may

even result in depression or result in unethical means to survive. They encounter feelings of desperation and hopelessness or even self-blame (Nielsen, 2015).

A study conducted in South Africa involved upper-level managers in the construction and manufacturing sector who were retrenched and then rehired back. The study focused on the psychological impact of retrenchment on retrenched managers. The researchers used 16 phenomenological, and qualitative interviews. The findings of this research indicate that the redeployed managers had been affected positively and negatively. The positive impact was that they became more humane in their leadership and the negative impact was that some of them were unable to trust their superiors (Bester & Kader, 2018). While this study focused on the impact of people losing their jobs and the redeployed employees, it sheds light on the significant impact that it has on people's values and emotions. In this case, it resulted positively by enhancing servant leadership or a more humane approach to their leadership. It negatively impacted the redeployed managers by cultivating fear and a sense of distrust of superiors.

Retrenchment is a critical life event that may produce self-efficacy beliefs or escalate low self-esteem or even fear-driven emotions. At Telkom Durban, researchers sought to study the impact on the remaining employees who survived. The focus was put on their satisfaction with their jobs, commitment to work, job performance, and physical well-being. They chose twelve respondents using non-probability sampling and presented them with questionnaires that covered all topics of the aforesaid concerns. They then conducted a pilot study to confirm the results of the inquiry. The results revealed the surviving employees were impacted both psychologically and physically (Mthembu, 2019). This study focuses on surviving employees. One wonders

how much more psychological and physical impact affected those who suffered the retrenchment.

The economic recession witnessed in Nigeria resulted in mass retrenchments of staff as organizations sought to survive. Such cutbacks resulted in great levels of stress for the remaining staff. One such company was the Enugu Electricity Distribution Company. The study focused on the amount of work allocated, number of hours, salaries, stress, and anxiety of the remaining staff. The findings of this research found that the remaining workers encountered poor wages, long hours, heavy workloads, and increased levels of stress and anxiety that affected their ability to provide efficient services (Dibua et al., 2018). It would be important to further study how this affects the families and marriages of such workers or how it impacts their attitudes or values.

Natural Events

The world has experienced natural events that can also be referred to as acts of God at different stages. Those closest to memory are those experienced in the 20th and the 21st century. These events have had significantly devastating effects that have altered the social lives of humans. Such events result in massive economic struggles and also a massive loss of lives (Ozbay et al., 2021). This means they can be considered among critical life events that can promote the emergence of psychological capacities that enhance core authentic leadership traits. People lose their loved ones and also their livelihoods. They may result in loss of income, massive layovers, retrenchments, or even closure of companies. For example, people living on coastal strips are vulnerable to natural disasters (Seara et al, 2020).

The impact of hurricane Katrina in the USA as a natural disaster had devastating effects on the reproductive outcomes of women who got affected by the stressful

conditions arising from the disaster (Meir et al., 2021). An increase in poverty, and joblessness may eventually increase the rates of psychological issues such as stress or depression. This study will consider pandemics and death as natural events.

Death brings emotions of fear and uncertainty and it is one subject that few can discuss with courage. Most important are how the growth trajectories during the early years of development are altered by it. Children affected by it are vulnerable to poor mental health, lower educational attainment, drug abuse, substance abuse, and even early death (Blake et al., 2020).

Death in the family or anyone close enough to be called family usually has a very significant impact on those who are bereaved. Those affected by death grieve it in different ways and become socially affected in one way or another. Grieving individuals may experience feelings of isolation, but more significantly would be how those who are grieving the death of loved ones have a disrupted view and perceptions of how they understand their social world (McNess, 2017).

Blake et al., (2020) sought to study whether enhancing conversations about death through storytelling could be used as an intervention among school-going children aged between 12-15, to mitigate its negative effects. The study was done in a school in Norwich England, where student volunteers wrote their reflections on the subject. Twenty-four entries were handed in, which demonstrated their ability to discuss the subject matter without fear. It also encouraged families to talk boldly about it and ease the negative impact of death whenever it occurs. This study demonstrates that death is a powerful moderator of our psychological well-being. As an event, it can bring out the best or the worst in people affected by it. This study also shows that there are interventions that can be used to percolate positive aspects of death as an experience.

Probably, those authentic leaders who were positively affected by the death of a loved one had similar interventions.

An overview of existing research focused on the impact of child loss through stillbirth or miscarriages during pregnancies on adult parenting. The study was conducted in the United Kingdom where between 10-20 percent of pregnancies suffer stillbirth or miscarriages. Parents who lose children during pregnancies face long-lasting psychological issues such as depression, post-traumatic stress, or even blaming themselves (Cleaver et al., 2018).

Twenty-four in-depth interviews were undertaken on widows whose age was 59 years and above to investigate how they were affected by a death. The study sought to investigate the bereavement meanings and what constituted successful social support. The findings of this research revealed that bereavement means very different things to people and therefore interventions need to be cognizant of the various forms of support required (Plaud & Urien, 2020). This study emphasizes the need for various forms of support that can be provided during times of grief. These interventions should be linked to the different values attached to bereavement. This means that people are affected differently by death and there is a need to investigate the meanings or values attached to it.

Death can also occur at national levels. This happens when people in powerful political positions die and the impact of their death results in violent succession battles in the quest for political power. This results in tribal wars or major political conflict that affects people socially. The death of the then Rwanda President Juvenal Habyarimana (Melvern, 2012) resulted in psychological trauma for those affected by physical displacement, violence, rape, and death. The sociological impact of genocide-

related deaths in Rwanda resulted in children suffering from intrusion and avoidance and feelings of insecurity (Dyregrov et al., 2020).

Death by genocide in Rwanda had very negative effects on the country as a whole. However, it also formed the impetus for major reforms, especially in the education sector. The education sector was previously used to institutionalize genocide through its quota system that disadvantaged one ethnic group and favoured the other. The quota system ensured that 90 percent of the students were Hutus and only 10 percent were Tutsi. However, Rwanda recovered with great zeal to ensure that such retrogressive policies come to an end (Bridgeland et al., 2019). This study shows that genocidal death could have acted as a critical life event in Rwanda that sparked major reforms that have resulted in the recovery of post-genocide Rwanda which is now praised for its resilience and economic growth.

A Summary of Literature Review and Research Gaps

The conceptual and empirical inquiries that have been surveyed, and the precursors, attributes, and outcomes of authentic leadership have not yet been exhaustively researched. This presents a challenge for researchers seeking to establish an organized list of empirically backed developmental life attributes. The researchers who have attempted to compile them have not yet presented a category of developmental life attributes that gives a researcher a logical flow.

Empirically, the developmental life attributes of authentic leadership begin with psychological capacities which are characterized by hope, optimism, self-efficacy, and enthusiasm. These findings have not adequately explained from where these characteristics emerge. Logically, they cannot simply appear as a state in a person. There may be psychological and sociological processes that cause them to emerge.

Those who have, have not compiled and organized these antecedents into a well-structured would make it easier for researchers. This research suggests that there are psychological developmental life attributes such as values, attitudes, personality, and self-concept. It also suggests that there are sociological developmental life attributes such as the role of family, school, church, and culture that contribute to the emergence of authentic leadership.

Vast inquiries have gone into evaluating the deployment of authentic leadership in organizational contexts. Research done to evaluate other outcomes including individual and societal outcomes on authentic leadership has not been extensive. Most of these research findings have resulted from research done in other countries in Western, Asian, and Eastern countries. This research focused on the precursors and effects of authentic leadership in Nairobi seeking to study whether individual, organizational and societal outcomes will emerge from the deployment of authentic leadership. Nairobi being the epicentre of a majority of the major mass media stations provides for the best population for this study (Media Council of Kenya, (2025).

While authentic leadership was majorly birthed from ethical challenges, limited research studies have been done to establish whether it results in any form of transformation. This study suggests that psychological and sociological developmental life attributes as antecedents of authentic leadership among young professionals in TV, and the socioeconomic outcomes. The collection of all scientific studies and the gaps in research are summarize in Table 1 below

Table 1. Summary of literature review

List of constructs	Role in research	Variable	Researchers	Title	Purpose of study	Methodology of study	Findings	Gaps
Psychological developmental life attributes	Antecedent variable	Values	Liden et al., 2016	The influence of CEO values and leadership on middle manager exchange behaviors	To examine the extent to which chief executive officer (CEO) transactional and transformational leader behaviors as well as CEO self-enhancing versus self-transcendent values permeate through the organization to influence middle-level manager.	A multi-level longitudinal design on self-reported valued data. It also used HML to analyze data	A CEO's self-transcendent values made mid-level managers work with commitment. They also felt valued and accept transactional rewards with joy.	This study was limited to China and generalized values as either self-transcendent or self-enhancing. The scope of values can be extended and its impact on authentic leadership as a developmental life attribute in the context of young professionals in Nairobi.
			Kafa & Parshiadis, 2020	Seeking authenticity in school leadership: The interplay between values and leadership styles	To further understanding of the perception of authentic leadership in the context of Cyprus, by involving school principals' both espoused values and values in action coupled with their leadership styles.	Quantitative and qualitative questionnaires seeking to identify espoused principles values and those in action in their leadership styles.	The findings indicated that practicing authentic leadership might be, in fact, impeded by specific factors connected to the broader context in which school principals operate.	There is need to see how values and culture are developmental life attributes of authentic leadership beyond the school setting.
			Frost, 2014	Values based leadership	To explore the power of values-based leadership in connecting colleagues and clients to an organisation and in doing so creating	It used a model of values-based leadership and case study examples of where the model is being successfully used in organisations.	Organisations cited in the article who are using a values-based approach such as Apple and Unilever create a connection with their organisations, that has a significant impact on	The study focuses on the international companies and not Kenyan ones. It is known that value-based leadership results in organizational performance, it remains unclear

					sustainable business success.		organisational performance.	what specific aspect outcome promotes success. For example, innovation, creativity, team trust.
			Williams et al., 2021	The development and practice of authentic leadership: A cultural lens	The purpose of this study was to explore the practice of authentic leadership and understand more about how it is cultivated and sustained.	A consensual qualitative research, a team-based, and exploratory methodology was used on nominated peers seen to exemplify authenticity.	The study found that a leaders' beliefs, values and behaviors; their leadership development and the barriers and supportive factors they experienced as leadersve	There was bias of leaders who were nominated by their peers. The study focused on people above their forties. It did not capture young professionals with emerging authenticity. It also failed to explore the role of personality and attitudes as a developmental life attribute of authentic leadership.
	Antecedent variable	Attitudes	Uiterwijik-Luijk at al., 2017	Promoting inquiry-based working: Exploring the interplay between school boards, school leaders and teachers	The study focused on the inquiry-based working of school boards, school leaders and teachers, with the goal of better understanding how schools establish an inquiry-based culture.	This case study used semi-structured interviews, observations and document analysis to gain insight into the interplay between school boards, school leaders and teachers regarding inquiry-based working.	Having an affective attitude (10 in number) promoted the value of inquiry.	While they found that attitudes impact openness and inquiry in schools, the study can be applied to see how attitudes impact balanced processing as a developmental life attribute of authentic leadership.
			Vakola et al., 2003	The role of emotional intelligence and personality	This paper explores how emotional intelligence and the "big five"	The research used self-report inventories that assessed emotional intelligence,	The results confirmed that there is a relationship between personality traits and	The results were limited by a common method bias because they

				variables on attitudes toward organisational change	dimensions of personality can facilitate organisational change at an individual level by exploring the relationship between these attributes and attitudes toward organisational change.	personality traits and attitudes towards organisational change.	employees' attitudes toward organizational change at an individual level.	were measured at a single point in time. It also did not observe how EI and attitudes interact to promote change. Emotions and attitudes in EI can be explored as a developmental life attribute to authenticity in promoting change in organizations.
			Luthans & Youssef-Morgan, 2017	Psychological capital: An evidence-based positive approach	The article first provides the background and precise meaning of PsyCap and then comprehensively reviews its measures, theoretical mechanisms, antecedents and outcomes, levels of analysis, current status and needed research, and finally application.	The article found that positive leadership was critical in developing PSYCAP and attitude in general was one of them.	It provided the background and precise meaning of PsyCap and then comprehensively reviews its measures, theoretical mechanisms, antecedents and outcomes, levels of analysis, current status and needed research, and finally application	The research did not focus other psychological developmental life attributes of PsyCap creativity, emotional intelligence, spirituality, forgiveness and courage.
	Antecedent variable	Personality	Judge et al., 2002	Personality and Leadership: A Qualitative and Quantitative Review	This article provides a qualitative review of the trait perspective in leadership research, followed by a meta-analysis.	The authors used the five-factor model as an organizing framework and meta-analyzed 222 correlations from 73 samples	Results indicated that the relations of Neuroticism, Extraversion, Openness to Experience, and Conscientiousness with leadership generalized in that more than 90% of the individual correlations were greater than 0	While the five-factor personality was linked to leadership in general, studies can be conducted to link it to authentic leadership as an developmental life attribute in emerging leaders

			Komariah, 2016	Personality Traits as Predictors of Authentic Leadership	The purpose of this study was to investigate the predictability of traits personality towards authentic leadership madrasah principal and also to examine the relation of five factors of personality with dimensions of their authentic leadership	This study utilized a field study using quantitative methods, using questionnaires of a five scale-model as a means of collecting data on 77 Headmasters taken randomly. The statistical calculation for data analysis was performed by using regression analysis to determine the leader's personality to the authentic leadership behavior with SPSS.	This study found that traits-personality made significant contributions to authentic leadership. Moreover, it was determined that two of five factors of personality, conscientiousness and openness to experience were predictors for authentic leadership dimensions of madrasah principal.	The determination of personality as a contributor to authentic leadership was done among employed heads of schools. It would be enriching to see whether personality can be a contributor among young unemployed professionals waiting to be employed outside of an organizational context.
			Shazad et al., 2020	Impact of Big Five personality traits on authentic leadership	The study examined how the Big Five personality traits can predict an authentic leadership style.	The sstudy used a multisource time-lagged data from 305 leader–subordinate dyads, we examined how the Big Five traits (extraversion, agreeableness, consciousness, openness to experience and neuroticism) are related to authentic leadership.	The study found that extraversion, agreeableness, conscientiousness and openness to experience were positively related to authentic leadership style,	This study links personality as a potential developmental life attribute to authentic leadership. However, more studies can be done to establish it as one of the psychological developmental life attributes of authentic leadership among young professionals in Nairobi

			Deng et al., 2020	The relationship between personality traits, resilience, school support, and creative teaching in higher school physical education	The study focused on the status quo of physical education teacher's personality traits, resilience, and how creative they were	The exploratory and confirmatory factor analyses, combined with multiple stratified linear regression analysis, were used to verify the data obtained	The study found that all the other personality traits have an impact on creativity except for conscientiousness.	The study focused on teacher's personality traits and how it resulted in creative teaching. It can also go beyond to see the impact of personality in aspects of authentic leadership.
	Antecedent variable	Self-concept	Boateng et al., 2018	Antecedents of authentic leadership and organizational citizenship behaviors in selected institutions in Brong Ahafo region	The main aim was to examine how social and cognitive intelligence link to authentic leadership, and how organizational citizenship behavior acts as an outcome of authentic leadership	The study was descriptive.	The study found out that a significant positive relationship existed between authentic leader and organizational citizenship behavior.	The study was based on the idea that self-concept and self-consistency promote authentic leadership. It also highlighted organizational citizenship behavior as the only outcome but more outcomes can be studied.
			Miao et al., 2018	Emotional intelligence and authentic leadership: a meta-analysis	The purpose of this paper is to clarify the relation between EI and authentic leadership.	A meta-analysis was conducted to examine the relation between EI and authentic leadership and the moderators that affect this relation.	The results of the present study indicated that: self-report and mixed EI is significantly and positively related to authentic leadership	Additional moderators can be considered such as personality, culture and the relationship between self-concept and EI as a developmental life attribute of authentic leadership
			Spain & Kim, 2017	Leadership, work careers, and self-concept clarity	The paper investigates whether leaders are still authentic whenever they have socially-reviled characteristics	Literature review of articles related to the subject were studied.	High self-concept clarity is a very useful characteristic for an aspiring leader to possess	The study placed self-concept as critical to authentic leadership. More can be done to link it to relational transparency that is

								an outcome of self-concept.
			Ritchie et al., 2010).	Self-concept clarity mediates the relation between stress and subjective well-being	Three studies tested the extent to which self-concept clarity mediates the relation between different types of stressful life events and subjective well-being, independently of neuroticism.	They implemented the mediation technique which estimates the specific indirect effects for one or more mediators with the option of including control variables	Self-concept enables leaders to manage stress well and enhance well-being.	Authentic leaders possess self-awareness and have balanced processing. Further studies can be done to see if self-concept is a developmental life attribute of authentic leadership.
			Peixoto & Almeida, 2010	Self-concept, self-esteem and academic achievement: Strategies for maintaining self-esteem in students experiencing academic failure	The study analyzed the strategies that underachievers used to maintain their self-esteem at an acceptable level.	They collected data using both a self-concept scale and a scale for evaluating attitudes towards their studies in school.	Findings show that self-esteem is maintained through positive self-representations in non-acad facets of self-concept and/or by devaluing school-relate	Further studies can be studied to link Self-concept, self-esteem and self-efficacy. Self-efficacy is a product of PsyCap which is a antecedent of authentic leadership
			Cooper & Thatcher, 2010	Identification in organizations: The role of self-concept orientations and identification motives	This paper argues for the consideration of self-concept orientations in models of identification in organizations.	This study uses cross-cultural and gender studies, and distinguished between individual tendencies (self-concept orientations) and self-definitions with specific relationships or groups (identifications)	Self-concept also provided a better understanding of how people identified with the organization and more specifically with specific members of an organization based on factors such as gender, age, and even departments	This study contributes to the possibility that self-concept may possibly contribute to self-awareness as a developmental life attribute of authentic leadership. It also may promote relational transparency.
Sociological developmental life attributes	Antecedent variable	The role of family	Oboh, 2019).	Personal and moral intensity determinants of	To examine the influence of personal and moral intensity variables on specific	The study used a structured questionnaire containing four	The study revealed that age, economic status, upbringing, moral idealism and	The role of upbringing in family like contexts emerged as a

				ethical decision-making	processes, namely, ethical recognition, ethical judgment and ethical intention, involved in the ethical decision making (EDM) of accounting professionals	vignettes of ethical dilemmas is used in the paper to obtain data from 329 accounting professionals. The data was analyzed using Pearson correlation matrix, independent sample t-test, one-way analyses of variance and multiple regression estimation techniques.	relativism, magnitude of consequence and social consensus are significant determinants of the EDM process of accounting professionals.	determinant in ethical decision making. However, further research can be done to study the impact of upbringing on the internal moral perspective. It can also be largely studied to see how it contributes to authentic leadership as a sociological developmental life attribute.
			Jodl et al., 2001	Parents' roles in shaping early adolescents' occupational aspirations	The study examined the relations among dimensions of parenting and adolescents' occupational aspirations in the area of academics and sports.	Multiple measures were used as indicators of parents' values and behaviors, youths' values and beliefs, positive identification with parents, and adolescents' occupational aspirations.	The values predicted adolescents' occupational aspirations via both direct and indirect pathways.	It would be interesting to examine whether the values of parents would also predict any of the authentic leadership core traits.
			Bertrand & Schoar, 2006	The role of family in family frms	The study sought to see whether family firms evolve as an efficient response to the institutional and market environments, or whether they are an outcome of cultural norms that might be costly for corporate	To measure the strength of family ties in a cross-section of countries, we rely on a set of questions from four waves of the World Values Survey: 1981–84, 1990 –93, 1995–97 and 1999 –2001.	The study found out that family values may play an important role in shaping the organization of businesses and their efficiency.	The study could have also focused on finding out if family values promote authentic leadership core traits in general or in family run businesses.

					decisions and economic outcomes			
			Padhy & Rath, 1986	Role of self-government bodies in strengthening the family institute and preserving family values	The study sough to find out if family values can impact their children's political opinions	A questionnaire was used on three hundred boys and girls aged between thirteen and twenty years	The study found that children in semi-urban areas had relatively low political opinions because they were considerably far from urban centers	The study can be extended to see whether moral family values can be preserved and how they can contribute to authentic leadership traits.
	Antecedent variable	The role of school	Ayadi, 2008).	The role of school in reducing the prevalence of child obesity	The purpose of this paper is to show that, as a factor in the socialization of children, school can play a major mediating role in the reduction of the prevalence of childhood obesity through school programs aimed at promoting healthy and well-balanced food intake.	The paper is an exploratory study with children and parents, using semi-directive interviews.	The findings indicate that parents modified their own eating habits – and consequently that of all the family	The sample size was small. However, the study can be used to study the indirect influence that parental choices and school initiatives have over their children when developing authentic leadership traits.
			Shaked, 2020	Social justice leadership, instructional leadership, and the goals of schooling.	The purpose of this paper is to examine the relations between the role of school principals as social justice teachers and also as facilitators of instructional leadership	The paper questioned the goal of going to school when questioning the role of teachers in social justice and instructional leadership training.	The goals of schooling include both instructional leadership and social justice leadership. These goals are different and what is mostly emphasized is instructional leadership.	Further studies should be included to see whether school teachers prioritize social justice training in the schools in Nairobi and whether the outcome can impact the emergence of

								authentic leadership.
			Morosi & Grant, 2018	The socialisation and leader identity development of school leaders in Southern African countries	The purpose of this paper is to explore the socialisation and leader identity development of school leaders in Southern African countries.	It utilised a survey of qualitative data where data collection primarily involved in-depth interviews with school principals and deputy principals of both primary and secondary schools.	The study found that early socialisation to leadership transpired during childhood and early schooling Initial teacher training was found to be significant in introducing principalship role conception Leader identity was also found to develop outside the context of school through pre-socialising agents long before the teaching and leading roles are assumed	The context of this study was school principals and their deputies in South Africa. The study can be carried out among principals of schools in Nairobi to establish a link with authentic leadership
	Antecedent variable	The role of the church	Quagrainie et al., 2018	Christian entrepreneurial activities and micro women entrepreneurship development	Thus, this paper aims to explore what entrepreneurial activities are provided by churches to their micro women entrepreneurs and how do these activities influence their entrepreneurial start up and growth.	Phenomenological research methodologies were used to purposive collected data from 38 women entrepreneurs and four church administers in Tema	The study found that hurches provided four entrepreneurial activities which are categorized as finance, networking, promotion of self-confidence and impartation of ethical values.	While churches have been known to use their social capital to enhance the entrepreneurship activities of their members, a study can be done to see whether they are value driven and morally outstanding enterprises.
			Reni et al., 2020	The role of the church in a depressed society	The paper aims to explore the role of the Church in responding to difficult and	They examined the meaning of depression, categories of depression, using	They found that the church fashioned its approach to helping people deal with depression by focusing	The study was conducted in Nigeria and can be duplicated in Kenya to study the

					depressing situation in Nigeria	Nigeria as a case in point.	on discipleship based on the great commitment and the word of God that guides people.	role of religious organizations in teaching the word of God as a way to enhance authentic leadership core traits.
			Grandy, 2012).	An exploratory study of strategic leadership in churches	The paper sought to extend the notion of strategic leadership, that which has been primarily applied to for profit organizations, to nonprofits, specifically the church setting.	The research employs a case study methodology and draws primarily upon qualitative data collected from interviews and observation.	One of the four key themes was that the leader focused on establishing a culture of learning in the church setting.	This finding placed churches as learning centers that are focused on teachings geared toward transformation. Further studies can focus on the content of learning and how it may promote the emergence of authentic leadership
			Bigoni et al., 2013	Rethinking the sacred and secular divide	The study sought to analyze the role of accounting and accountability practices within the fifteenth century Roman Catholic Church,	Original fifteenth century Latin documents and account books of the Diocese of Ferrara are used to highlight the link between the new sacred values imposed by Pope Eugenius IV's reforms and accounting and accountability practices.	The documents reveal that secular accounting and accountability practices were not regarded as necessarily antithetical to religious values, as would be expected by Laughlin and Booth. Instead, they were seen to assume a role which was complementary to the Church's religious mission.	A similar study can be conducted among religious institutions in Nairobi to see whether there exists a similar dichotomy and how it has affected authenticity towards the religious doctrines.
			Beukes, 2019	Leveraging social capital of the church for development: A case study of a	The study sought to explore how a farming community in Wellington became self-	The exploration took a case study approach.	While the church was not solely responsible for the transformation, it played a key role via its social capital to	This case study was conducted in Wellington. A similar study can be conducted to

				farming community in Wellington	sufficient as a result of the churches efforts through nonprofits to bring transformation.		network and promote transformation in the community.	critically explore the social capital that churches have towards promoting authentic leadership core traits.
			Stuvland, 2010	The emerging church and global civil society: Postmodern Christianity as a source for global values	The purpose of this study is to focus on how religion, specifically Christianity, is influenced by postmodernism to better inform normative thinking on global civil society.	The findings reveal that the church still remains critical to value formation for the global civil society even as it tackles grey areas and seems accommodative yet firm in its core doctrinal stance.		This study demonstrates that the church is at the core of value formation for organizations. This study may also benefit from testing the impact of church values on individuals resulting in authentic leadership.
			Kowalczyk, 2012	The role of the Catholic Church during political transformation in Poland. (1989–2011)	This article aimed at analyzing the influence that the Roman Catholic church had in Poland		The Polish church continues to play a major role in the value formation and political life despite being relegated from its high political position.	A similar study may also benefit the Kenyan context in relation to not just the Catholic church but other mainstream churches as well.
	Antecedent variable	The role of culture	Murphy et al., 2019	Power-based behaviors between supply chain partners of diverse national and organizational cultures: The crucial role of boundary spanners' cultural intelligence	This paper aims to explain the effects of national and organizational cultures of boundary spanners on their choices of using three archetype power-based behaviors – dominance, egalitarian and submissive – with	The study used multiple streams of literature and focusing on boundary spanners in GSCs	The authors propose that boundary spanners' national and organizational cultural values influence predispositions toward applying and accepting power-based behaviors.	This research can be used to explain how national culture can affect how organizations choose to operate. By placing national culture as a dependent variable, a study can test its influence in formulating shaping values, attitudes or even

					supply chain partners.			personality as a developmental life attribute of authentic leadership.
			Vershinina et al., 2017	How does national culture enable or constrain entrepreneurship? Exploring the role of Harambee in Kenya	The purpose of this paper is to conceptualise how various value dimensions of Harambee, the Kenyan culture, affect the fostering of entrepreneurial behaviours.	The paper is based on review and synthesis of accessible secondary sources (published research, country-specific reports, policy documents, firm-level empirical evidences, etc.) on the topic and related areas to understand and advance research propositions on the link between enterprising efforts and national culture specific to the Kenyan context.	The study provided initial insights into how actors blend both collectivistic and emergent individualistic orientations and display collective identity in the process of mobilising resources and engaging in entrepreneurship.	Harambee is one aspect of national culture that has both individual and collective expressions. More studies can be conducted on how the Harambee can promote relational transparency as a developmental life attribute of authentic leadership in Kenya.
			Jayaweera et al., 2020).	Moderating effects of national culture on the psychological contract breach and outcome relationship: A meta-analysis	The purpose was to research the moderating role of national culture in the individual-level relationships between psychological contract breach (PCB) on actual and intended performance (in-role and organizational citizenship behaviors) and turnover.	The study engaged in literature research of one hundred and thirty-four studies that integrated national culture scores of the GLOBE study to reveal how the PCB related with the four outcomes differ in various cultures.	The study found that national cultural practices moderated the associations between PCB and the four outcomes.	The study can also be used to study how national culture moderates the formation of authentic leadership traits among young ICT professionals in Nairobi.
			Truong,2020	Attitudes and beliefs about	This qualitative study aims to deepen	Interviews and focus groups were conducted	Gender roles and norms founded on	This study can also focus on the

				family and domestic violence in Australian faith-based communities: A qualitative study	understanding of the influence of religious beliefs and values on attitudes and beliefs of FDV among culturally diverse faith communities in Australia.	with 64 participants from a diverse range of cultural and religious backgrounds which included faith leaders, community members and FDV sector worker	religious beliefs and interpretations underpin many FDV understandings and responses. It also found that tensions between expressions of faith and attitudes to women and FDV	influence of culture as a developmental life attribute and the role it plays in determining whether someone will act in ways that are consistent with their beliefs, norms and customs.
			Rahayu & Mustikasari 2020	The significant role of culture to value differences: Socio-emotional challenge in Digital Era	The purpose of this study is to seek the differences between Javanese, Bugis-Makassarese, and Papuan tribes in determining children's socio-emotional competence.	This study used the Social-Emotional Competence Questionnaire (SECQ), which in 5 aspects of social awareness, self-management, relationship management, and responsible decision-making.	Each culture has differences in children's socio-emotional competence.	Further study in this subject can evaluate the role of culture as a sociological developmental life attribute in determining authenticity among people from various tribes in Nairobi.
Moderating role of critical life events	Moderating variable	Divorce	Jackson & Fife, 2018	The impact of parental divorce: The relationship between social support and confidence levels in young adults	The purpose was to see the relationship between social support and confidence levels among people affected by divorce.	Online surveys using three independent scales were conducted to interview 312 participants aged between 18 and 25 years of age.	The findings show that quality social support had a positive impact on career expectations and romantic relationship confidence	This study can demonstrate divorce can have a positive effect when moderated by social support. The study can also study the impact of divorce on authenticity when mediated by social support

			Pantelis et al., 2015	It Attacked My Change: An Exploratory Study with Young Adults on the Impact of Divorce and Their Adjustment Processes During Adolescence	This research examined the participants' own views on the impact of parental divorce and their adjustment processes.	Semistructured interviews were conducted with 2 female students, 21 and 24 years old whose parents had divorced during their adolescence.	Results suggested that their adjustment was a long pro- cess in which mothers, peers, and psychologists had an important role in their coping process	This study may be enriched by studying how authentic leaders were affected by parental divorce and what moderated it to result in the emergence of authentic leadership.
			Vignoli et al., 2018.	The positive impact of women's employment on divorce: Context, selection, or anticipation?	The aim of this study is to deepen our understanding of the nexus between women's employment and divorce in a comparative perspective.	They estimated marital disruption and employment jointly, and monitor the timing of divorce after employment entry using micro-level data from Germany, Hungary, Italy, and Poland.	The study found out that women's employment facilitates marital disruption in Italy and Poland, but not in Germany and Hungary.	The study acknowledges that divorce may have either a positive or negative impact depending on the employment structures. Further studies may assess what aspects of employment strategies are beneficial.
			Ramezanzadeh et al., 2022	A constructivist grounded study on children's perception of loneliness after parental divorce	Divorce has negative effects on children, this study was conducted to explore loneliness in children of divorce.	A constructivist grounded theory study was carried on15 female children aged 11–12 years, who were purposively selected. Data were collected using semi-structured interviews and memos. To analyze data, the authors used four coding techniques, including initial,	Parental unavailability, rejection, and mistrust, shaped children's experience of loneliness through lack of physical access, lack of emotional access, low levels of parental expectations, lack of supervision, absence of belongingness,	A study may be done to determine the variable that may result in children who experience all the aspects of loneliness yet emerge to demonstrate authentic leadership traits.

						focused, axial, and theoretical coding. Also, to examine the links between the identified themes, the authors focused on three factors: conditions, actions/ interactions, and consequences.	being ignored, pessimistic views, and insecure relationships.	
			Piemont, 2009	The epigenesis of psychopatholog y in children of divorce	They examine the psychopathology that may emerge in response to marital dissolution and the interventions that help restore psychic structure		Prevention, the author maintains, requires treatment of the marriage and the child at the earliest sign of marital difficulty.	The study suggests that prevention is better than cure, this study may be enriched by further inquire on what forms of treatment may promote the emergence of core traits of authentic leadership.
			Luo, 2018.	CFPS Empirical Study on the Influence of Young Parents' Divorce on Children's Development in Contemporary China	Based on the 2012, 2014, and 2016 data of CFPS, we studied the infl uence of Chinese young parents' divorce on the development of their young children's academic, psychological, behavioral, and social aspects.	This paper demonstrates the diff erences in the performance of children in the complete family and divorced families by comparing the data of each indicator	Only a few indicators of divorced families do not perform as well as complete families.	This study can be enriched by researching factors that made children from divorce affected persons to still remain unaffected by it in other contexts like Nairobi and if any positive outcomes emerge from it.
			Portugal & Alberto, 2019	Parent–child communication al characteristics: A comparison	The present study aims to analyze the influence of divorce on parent-child communication	They compared 1o2 participants from post-divorce families and 100 from intact homes using a	The study found that there were no major differences between these two classifications.	This study may be enriched by assessing moderating variables that

				study between subjects from post-divorce and intact nuclear families		sociodemographic questionnaire and perception scale of parenting.		promote positive outcomes among divorce affected children and if any can promote the emergence of authentic leadership traits.
	Moderating variable	Death	Blake et al., 2020	Using a storytelling intervention in schools to explore death, dying, and loss	This paper aims to evaluate the feasibility of implementing a public health intervention in schools to encourage pupils aged 12-15 years to independently explore ideas of death, dying, loss and end of life care in a structured and creative format.	A co-produced storytelling intervention was implemented in an independent school in Norwich, UK. Pupils wrote up to 1,000 words in response to the title, ‘‘I Wish We’d Spoken Earlier’’. Stakeholder feedback was used in addition to the submissions as a measure of acceptability, appropriateness, adoption and feasibility.	Pupils demonstrated their ability to engage thoughtfully and creatively with the subject matter. Feasibility for the storytelling intervention was demonstrated. Importantly, the intervention also prompted family conversations around preferences and wishes for end-of-life care.	This study can be applied after these interventions are applied to measure its effectiveness in moderating the emergence of authentic leadership core traits.
			Cleaver et al., 2018	Parenting while grieving: The impact of baby loss	The purpose of this paper is to explore the impact of pregnancy or baby loss on families, and their ability to access suitable support.	This paper provides an overview of current relevant research, policy and practice.	This paper highlights the difficulties parents experience when coping with pregnancy or baby loss alongside the needs of looking after existing children.	Research on how interventions positively impact couples who have lost babies leading to authentic leadership emergence.
			Plaud & Urien, 2020	Bereavement meanings and the conditions for successful social support	The purpose of this study is to examine the links between the meanings of bereavement for	A qualitative study was carried out to gain more insight into this issue. A total of 24 in-depth interviews were	The following six classes were identified: dealing with administrative and financial issues,	A follow up study can be conducted to measure each aspect of support and how it

				service encounters	widows and the types and sources of social support sought.	conducted with French widows 59 years of age and older The authors examined the following factors: life trajectory, life, as the spouse's/partner's death, support received and/or solicited and the success or failure of service encounters.	maintaining parental roles, enduring the memories of the circumstances of the spouse's/partner's death, reorganizing daily life, facing the loneliness of widowhood and expressing the effects of bereavement.	positively promotes the
			Dyregrov et al., 2000	Trauma exposure and psychological reactions to genocide among Rwandan children	The study was aimed at assessing the impact of death exposure on the children who witnessed the genocide in Rwanda.	A total of 3030 children age 8–19 years from Rwanda was interviewed about their war experiences and reactions approximately 13 months after the genocide that started in April 1994.	Analyses showed that reactions were associated with loss, violence exposure, and, most importantly, feeling their life was in danger.	This study may be enriched by an investigation on people who witnessed genocidal deaths had any positive outcomes in terms of genocide avoidance. It will focus on interventions taken and their outcomes.
	Moderating variable	Loss of income	Nyaberi & Kiriago, 2013	Effects of retrenchment on the morale and job security of surviving employees of Telkom Kenya limited	The study examined the post-retrenchment effects on employees using the case of the Telkom Kenya.	Semi-structured questionnaires were designed from the literature review and administered to the respondents using the drop- and -pick method. Data collected was analyzed using descriptive statistic, specifically the mean scores and standard deviations	it was found that the retrenchment process in Telkom Kenya affected various aspects of surviving employee's morale and job security.	A similar study would have been carried out to analyze the impact of retrenchment on employees who lost their jobs or those who had previously lost their jobs and were later on redeployed.

			Mohamed et al.,2018	Minimizing psychological impact on workers in genuine redundancy: Formulating guidelines for employer	This paper discusses retrenchment and its psychological impact on workers with particular focus on formulating some guidelines for employers with a view of minimising the impact.	The paper conducted a literature review of processes undertaken to ensure a smooth transition.	The employer must ensure that any retrenchment exercise in the organisation is carried out in a fair and justifiable manner.	This research can be enriched further by studying factors that produce positive outcomes for retrenched people.
			Nielsen, 2015	Acting on welfare state retrenchment: In-between the private and the public	The purpose of this paper is to demonstrate an unexploited conceptual pragmatic sociological framework for analyses of action strategies among social assistance recipients, who are affected by contemporary politics of retrenchment.	The use of the concepts is demonstrated through a case study analysis of the various actions of Danish social assistance recipients, who were recently affected by a harsh workfare initiative.	The empirical demonstration points to a plurality of individualised strategies of action, taken on by the affected social assistance recipients.	This study should be compared with countries that lack any social frameworks to assist people affected by retrenchment. It may use this to assess the impact on those affected to take note of contributors if any for those who had positive outcomes.

			Bester & Kader, 2018	The change in psychological and emotional states of managers pre- and post-retrenchment, including leadership style	To investigate whether the re-employed person returns to his or her previous state of functioning and whether the experience of ongoing stress scars the affected individual. It also examines whether mid-life adults return to their emotional and mental state prior to experiencing unemployment.	16 phenomenological, qualitative interviews with upper management in the construction and manufacturing industries in South Africa. In the interviews, the participants were asked to relate their stories of being unemployed and to share their most critical experiences. The participants were asked how the experience of retrenchment had changed the way they conducted themselves in their various management roles	The study revealed that interviewed managers believed their management style had become more compassionate and they now tended to have a new, enriched view on family life	This study can go deeper to draw out factors that affect value changes in managers who became compassionate due to retrenchment. This may enforce loss of income as a moderating variable for the emergence of authentic leadership.
			Dibua et al., 2018	Effect of retrenchment on employees' service delivery: A study of ten districts of Enugu electricity distribution company (EEDC) in southeast Nigeria	This study examines the effect of retrenchment on employees' service delivery: a study of ten districts of Enugu Electricity Distribution Company (EEDC) in Southeast Nigeria.	This study therefore, modelled variables like employee work load, longer working hours, pay cut, depression and anxiety and restructuring of work to ascertain how they have influenced on employees' service delivery in Enugu Electricity Distribution Company (EEDC) using an econometric regression model of the Ordinary Least Square (OLS)	Findings revealed that with the exception of longer working hours that were not significant, all other variables (employee work load, pay cut, depression and anxiety; and restructuring of work) had significant effect on employees' service delivery.	This study will be enriched if the same variables are measured in a Kenyan context. This study will seek to see if any employees emerge differently with positive outcomes and reasons if any.

	Moderating variable	Pandemics	Ozbay et al., 2021	A comparative evaluation between the impact of previous outbreaks and COVID-19 on the tourism industry	The main purpose of this study is to make a comparative evaluation of the impacts of previous outbreaks and coronavirus disease 2019 (COVID-19) on the tourism industry	This study is a literature review. In this review, a comparative evaluation between the impact of previous outbreaks and COVID-19 on the tourism industry has been made based on statistics and previous research studies.	The information and figures obtained show that COVID-19 and previous outbreaks have such significant differences that cannot be compared. COVID-19 has been one of the worst to live in terms of spreading speed, the geography where it spreads, loss of lives and negative effects in the whole area.	A similar study can be replicated in Kenya to measure if any pandemic resulted in positive outcomes despite the negative impact resulting from them.
Individual outcomes	Dependent variable	Morality	Liu et al., 2015	Authentic leadership and whistleblowing: Mediating roles of psychological safety and personal identification	The study concentrates on unearthing the machinations of how authentic leadership influences employee whistleblowing.	Data was collected twice in six weeks on participants from large telecom corporations in South China. All the employee participants independently rated the level of of authentic leadership of their supervisors.	Results demonstrate that authentic leadership is positively linked to whistleblowing.	The same study can be replicated in the Kenyan context and may go even further to explain what trait of authentic leadership results in authentic leadership.
			Chughtai, 2018).	Authentic leadership, career self-efficacy and career success:	The purpose of this paper is to explore the effects of authentic leadership on employees' objective	The sample for this cross-sectional study comprised of 162 Pakistani employees drawn from a leading food and beverage	Results showed that career self-efficacy fully mediated the relationship between authentic leadership and hierarchical	This study can be enriched further by converging relational transparency, trust and its ability to

				A cross-sectional study	(hierarchical status) and subjective (career satisfaction) career success. In addition, this paper attempts to examine the mediating role of career self-efficacy in these relationships.	company. Structural equation modelling and the bootstrapping procedure were used to test the research hypotheses.	status, while it partially mediated the effects of authentic leadership on career satisfaction.	enhance the internal moral perspective of others.
			Shahid & Muchiri, 2017	Positivity at the workplace	This paper aims to provide a major review of the current state of research on positivity, and subsequently proposes new pathways for more theory building relating to important constructs conceptually related to positivity.	The paper offers a systematic critical review of published studies representing the literature addressing authentic leadership, organisational virtuousness, thriving, psychological capital and job performance. The paper relied on computerised keyword searches in the main business source databases of Emerald, ProQuest, ScienceDirect, EBSCOhost and SpringerLink.	This paper leads to a conceptual framework proposing direct relationships between authentic leadership, psychological capital, organisational virtuousness and job performance. Further, authentic leadership is proposed to potentially nurture organisational virtuousness, psychological capital, employee thriving and job performance, given the theoretical linkages between these conceptually relevant variables related to positivity.	This study may be extended to include an investigation of whether authentic leadership is directly linked to morality as an outcome at a personal level.
			Hannah et al., 2011	Relationships between Authentic Leadership, Moral Courage, and Ethical and Pro-Social Behaviors	Using a sample drawn from a military context, we explored the antecedents and consequences of moral courage	The study uses the ALQ (Authentic leadership questionnaire).	Results from this four-month field study demonstrated that authentic lead- ership was positively related to followers' displays of moral courage. Further, followers' moral courage fully mediated the effects of authentic leadership	This study can be enriched by contextualizing it in the Kenyan context to measure how authentic leadership spurs moral courage.

							on followers' ethical and pro-social behaviour	
	Dependent variable	Career success	Frost, 2014	Value based leadership	The purpose of the paper is to explore the power of values-based leadership in connecting colleagues and clients to an organisation and in doing so creating sustainable business success.	The paper is based on a model of values-based leadership and case study examples of where the model is being successfully used in organisations.	It was found that the organisations cited in the article who are using a values-based approach such as Apple and Unilever create a connection with their organisations, that has a significant impact on organisational performance.	This study can be replicated among young ICT professionals in Nairobi to determine if authentic leadership results in performance.
			Gelaidan et al., (2021	Creativity and innovation in a rapidly developing Qatar: The impact of leadership and the mediation of psychological empowerment amidst rapid growth.	This study examines the effects of perceived leadership styles on the perceived creativity and innovation of public servants working in a rapidly developing country while shedding light on the internal causal dynamics of these effects	Survey data are collected from 568 Qatari public servants working in a variety of public sector organizations. Data are analysed using structural equation modelling (SEM) employing SmartPLS.	Research exploring the power of value-based leadership in linking workmates and clients to company success found that organizations driven by value driven leaders result in authentic leadership which in turn produces organizational success	This study can be replicated in the Kenyan context to measure all variables in relation with authentic leadership and organizational success.
			Chang et al., 2020	Authentic leadership and career satisfaction: The meditating role of thriving and conditional effect of psychological contract fulfilment	This study aims examine the impact of authentic leadership on the career satisfaction of hospitality employees through the lens of thriving.	Data are collected using an online survey through the Qualtrics panel service in the USA. Structural equation modelling and an invariance test are conducted to investigate the framework.	The findings show that authentic leadership can determine career satisfaction through the influence of learning and vitality. Moreover, psychological contract fulfilment exerts a	This study can also be tested in the Kenyan context to study if career success is as an outcome of authentic leadership.

							conditional effect on this mediation.	
			Majeed et al., 2021	The project communication and trust nexus as an antecedents of project success: Moderating role of authentic leadership	The present study aims to investigate the impact of project communication on project success with the mediating role of trust and the moderating role of authentic leadership.	The sample is drawn using a convenient sampling technique. The data is collected through the online survey method due to the COVID-19 pandemic, from project-based construction companies of Pakistan (*n*=245). The analyses are established using SPSS v.25 and AMOS v.23 software to test hypotheses.	The results also confirm that the moderating role of authentic leadership is strengthening the relationship between project communication and trust. It then shows that trust mediates the relationship between project communication and project success.	This study can also be applied in ICT related organizations to measure if trust as an outcome of authentic leadership will promote project communication and result in project success.
			Joo et al., 2020	Personal growth initiative: The effects of person–organization fit, work empowerment and authentic leadership	The purpose of this study is to investigate the effects of person–organization fit (POF), authentic leadership and work empowerment on PGI.	Data were collected from 235 employees of a leading telecommunication company in South Korea. Most respondents were highly educated male managers in their 30s and 40s. With an overall confirmatory factor analysis, the four-factor measurement model indicated a good fit to the data. The relationships between	The authors found that employees demonstrated a high level of PGI when they perceived themselves fit with the organization and when they were empowered in their work. While the direct effect of authentic leadership was non-significant, supportive, transparent and ethical leadership behavior significantly moderated the	This study may also be applied in Nairobi to determine if authentic leadership will also moderate the emergence of success or if it will actually be directly linked considering contextual differences between Kenya and South Korea.

						variables and the relative importance of each independent variables were tested using hierarchical multiple regression analysis, along with a bootstrapping to examine the mediation effect of work empowerment.	relationship between POF and PGI.	
	Dependent variable	Employee well-being	Rahimnia & Sharifirad, 2014	Authentic leadership and employee well-being: The mediating role of attachment insecurity	The purpose of this study was to investigate the relationship between authentic leadership and three dimensions of employee well-being. These are job satisfaction, perceived work stress and stress symptoms. Attachment insecurity was considered to mediate between authentic leadership and the three aspects of employee well-being.	This study was conducted in the North East of Iran with 212 health care providers who had patient contact. Multiple confirmatory factor analyses were used to confirm the results. They also used structural equation modelling to test the hypotheses.	The study found that authentic leadership negatively impacted attachment insecurity that was shown to affect job satisfaction.	This study was one of the first in North Iran. Such a study can be conducted in Nairobi Kenya to see whether authentic leadership reduces attachment insecurity and hence promoting job satisfaction as an outcome.
			Yang (2013), •	Does ethical leadership lead to happy workers? A study on the impact of ethical leadership, subjective well-being, and life	This study aims to address this issue and explore the influence ethical leadership has on employees by examining job satisfaction, subjective well-	Two groups of independent data were collected and a multi-group analysis was conducted before pooling together for a two-step structural	The results revealed that ethical leadership has a negative direct effect on employee well- being which offers significant findings for the meaning of ethical	This study may be advanced by researching the moderating role of culture when ethical leadership is deployed to produce employee well-being. This

				happiness in the Chinese culture	being at work, and life satisfaction.	equation modelling test.	leadership in the Chinese culture.	study can also be replicated in the Kenyan context.
			Lyu et al., 2019	Effects of authentic leadership on work–family balance in China	The purpose of this paper is to examine the effects of authentic leadership on the work–family balance (WFB) of followers by focusing on the mediating roles of leader–member exchange (LMX) and work-to-family enrichment (WFE) and the moderating role of traditionality in China.	The results indicate that LMX and WFE sequentially mediated the positive relationship between authentic leadership and WFB. In addition, traditionality strengthened the relationship between authentic leadership and LMX.	The results indicate that LMX and WFE sequentially mediated the positive relationship between authentic leadership and WFB. In addition, traditionality strengthened the relationship between authentic leadership and LMX.	This study can also be replicated on employees in Nairobi Kenya to see whether LMX AND WFI mediated authentic leadership to result in work family balance and well-being.
		•	Peus et al., 2011	Authentic leadership: An empirical test of its antecedents, consequences, and mediating mechanisms	The antecedents of individual or group level outcomes of authentic leadership in business as well as research organizations are examined.		The results show that self-knowledge and self-satisfaction are antecedents of authentic leadership and follower satisfaction with the supervisor, organizational commitment and extra effort.	The antecedents of authentic leadership can be researched in Nairobi in connection with employee well-being.
		•	Agote, Aramburu, & Lines, 2015	Authentic leadership perception, trust in the leader, and followers' emotions in organizational change processes	This study tested the proposal that authentic leadership (AL) perception can influence followers' trust and emotions during change.	The study gathered and analyzed the experience of 102 Spanish human resource managers using structural equation modelling	Findings show that AL is directly and positively related to followers' trust in the leader and the experience of positive emotions.	This study can be replicated in the Kenyan context to see if authentic leadership will still have the same effect on employee well-being.

						based on partial least squares		
		•	Shie & Chang, 2022	Perceived principal's authentic leadership impact on the organizational citizenship behavior and well-being of teachers	This study aims to explore how the authentic leadership of school principals' impacts (1) the teacher-school relationship (based on organizational trust, organizational identification, and organizational commitment), and (2) teachers' organizational citizenship behavior. In addition, mediating effects of the teacher-school relationship and organizational citizenship are investigated.	For data collection, senior high/ vocational school teachers in central Taiwan were recruited to participate in a self-reported questionnaire survey. Specifically, 783 valid responses were retrieved.	First, the principals' authentic leadership had a direct effect on teachers' organizational trust, organizational identification, organizational commitment, and organizational citizenship behavior. Second, organizational identification and organizational commitment directly affected organizational citizenship behavior. Third, organizational trust, organizational commitment, and organizational citizenship behavior directly affected teachers' well-being. Finally, organizational trust, organizational commitment, and organizational identification had a mediating effect on the relationship between authentic leadership, organizational citizenship behavior,	This study can also be replicated among senior lecturers of ICT based training organizations in Nairobi to investigate the effect of authentic leadership on the well-being of others.

							and teacher well-being.	
Organizational outcomes	Dependent variable	Innovation and creativity	Groselj et al., 2020	Authentic and transformational leadership and innovative work behaviour: The moderating role of psychological empowerment	The purpose of this paper is to analyse the moderating role of psychological empowerment on the relationships between authentic leadership and innovative work behaviour, as well as transformational leadership and innovative work behaviour.	We have applied the mixed-method research on the selected case study. The quantitative field study was conducted on a sample of 126 employees in a multinational technological company. A series of paired sample t-tests were followed by a hierarchical regression analysis to test the hypotheses. The qualitative study consists of a content analysis of in-depth semi-structured interviews with four leaders.	The research provides further confirmation of the positive relationship between positive leadership and innovative work behaviour. Specifically, the results showed that psychological empowerment moderates the relationship between leadership (authentic as well as transformational leadership) and innovative work behaviour.	This study should be replicated in Nairobi to see whether psychological empowerment may also moderate authentic leadership and the resulting innovative work.
			Chaudhary & Panda, 2018	Authentic leadership and creativity: The intervening role of psychological meaningfulness, safety and work engagement	The purpose of this paper is to develop and test a conceptual model which explains whether and how authentic leadership, through psychological meaningfulness, safety and work engagement, influences employee creativity.	Data were collected from 300 employees working in heavy engineering and automobile industry in India. Regression analysis was used to analyze data with the help of SPSS 24. Serial mediation effects were tested with the help of bootstrapping procedures using SPSS process macro	Psychological meaningfulness and work engagement were found to mediate the relationship of authentic leadership with creativity both independently and in series. Psychological safety failed to transfer the effect of authentic leadership on both work	Interviews should have been conducted to better understand why psychological safety did not result in work engagement and creativity, having the study in Nairobi may reveal other variables.

							engagement and creativity.	
			Sanda & Athur, 2017	Relational impact of authentic and transactional leadership styles on employee creativity	The purpose of this paper is to explore how authentic leadership and transactional leadership styles in Ghanaian telecom firms influence employees' creativity, and the effect that climate for innovation and work-related flow have on such influencing relationship	Guided by the implicit theory of leadership, and using questionnaires, data were collected from 335 employees in five mining firms and analyzed descriptively and inferentially.	The innovative climate mediated the effect of authentic leadership on employees' creativity, but moderated the effect of transactional leadership on the employees' creativity. Work-related flow also moderated the effects of both authentic and transactional leadership styles on employee creativity.	This study was conducted in Ghana. A similar study in the Kenyan context would enforce this concept especially when the context and culture is different.
	Dependent variable	Team trust	Gotsis & Grimani, 2015).	Virtue theory and organizational behavior: An integrative framework	The purpose of this paper is to provide a functional framework encapsulating a wide range of contributions to the ongoing debate on virtue as a critical dimension of contemporary organizations	Extant literature on virtue in organizational settings is properly categorized through a taxonomy articulated around the potential foci, as well as loci of virtuous behavior.	The paper found that ethically grounded managerial initiatives and leaders' responsibilities to further the common good are entwined with endeavours to transform employees into virtuous corporate citizens affirming organizational ethicality	The findings of this study may be applied to investigate if authentic leadership development will result in team-trust as an organizational context in Nairobi.
			Arda et al., 2016	Review of practical implications in authentic	This study tries to analyze recent leadership studies in terms of leaders' behavior in	In this respect, authors investigated leadership studies in five high ranking organizational behavior journals and	The study found that a positive link between authentic behavior and positivity of followers. Another anticipation	The study will attempt to test whether authentic leadership

				leadership studies	particular authentic leaders' behavior.	categorize these studies according to their subjects	regarding relationship between authentic behavior and the positivity of followers is mediation effect of organizational trust.	promotes team trust as an outcome.
			Walumbwa et al., 2011	Retracted: Authentically leading groups: The mediating role of collective psychological capital and trust	This study examined at the group level of analysis the role that collective psychological capital and trust may play in the relationship between authentic leadership and work groups' desired outcomes	The sample consisted of 146 intact (existing) work groups (526 employees and their immediate supervisors) of a large bank located in the Southwest United	The results indicated a significant relationship between both their collective psychological capital and trust with their group- level performance and citizenship behavior	The study was retracted meaning this theory can be tested with adjustments made to see whether authentic leadership results in team trust in Nairobi.
	Dependent variable	Helping behavior	Brummelhuis eel., 2010	Family involvement and helping behavior in teams	This study investigates the mechanisms by which family involvement (family structure, family tasks, family support) affects helping behavior in teams.	The data were collected in 2007 from employees at 24 Dutch organizations using team- based work practices. The questionnaire covered the employees' family life, including time spent on family tasks and their perception of family life, as well as work characteristics (e.g., type of work tasks) and work outcomes (e.g., performance and helping behavior)	Based on a sample of 495 team members, the results show that having a supportive partner and performing care tasks increase helping behavior via enhanced fulfilment and skills.	The study will investigate if relational transparency as an aspect of authentic leadership will also result in helping behavior in organizations in Nairobi
			Chughtai, 2018	Authentic leadership, career self-	The purpose of this paper is to explore the effects of	The sample for this cross-sectional study comprised of 162	Results showed that career self-efficacy fully mediated the	This study can be enriched further by converging

				efficacy and career success: A cross-sectional study	authentic leadership on employees' objective (hierarchical status) and subjective (career satisfaction) career success. In addition, this paper attempts to examine the mediating role of career self-efficacy in these relationships.	Pakistani employees drawn from a leading food and beverage company. Structural equation modelling and the bootstrapping procedure were used to test the research hypotheses.	relationship between authentic leadership and hierarchical status, while it partially mediated the effects of authentic leadership on career satisfaction.	relational transparency, trust and its ability to enhance helping behavior in ITC based organizations in Nairobi.
			Hirst et al., 2015	A multilevel investigation of authentic leadership as an antecedent to helping behavior	The study tested a trickle-down model of how authentic leadership at the department level flows down the organizational hierarchy to encourage team leader authentic leadership and consequently promotes team and individual-level superior directed helping behavior	Analyses of multi-level and multi- source data collected from a total of 487 employees consisting of 122 teams, 47 departments and 4 different working areas of a major public sector in Taiwan.	The study found that intra-team trust completely mediates the influence of team authentic leadership on both teams helping behavior and individual level leader-member exchange.	This study will be replicated in Nairobi ICT based young professionals to determine if authentic leadership results in helping behavior.
			Wirawan et al., 2020	The effect of authentic leadership and psychological capital on work engagement: The mediating role of job satisfaction	This study aims to investigate the effect of authentic leadership and psychological capital (PsyCap) on work engagement via job satisfaction by employing the job demands-	Participants were 307 (52% male and 48% female) employees randomly recruited from a state-owned company in the eastern part of Indonesia. Most participants had completed an undergraduate degree with a mean age of 27.55 (SD 5 7.89). The	The effect of authentic leadership on work engagement was fully mediated by job satisfaction. In contrast, job satisfaction only partially mediated the relationship between	This study will investigate whether authentic leadership will result in helping behavior in Nairobi.

					resources (JD-R) model.	study employed a three-wave data collection technique to rule out any common method biases.	PsyCap and work engagement.	
		Organizational commitment	Peus et al., 2011	Authentic leadership: An empirical test of its antecedents, consequences, and mediating mechanisms	This paper investigates individual as well as group level outcomes of authentic leadership	Participants were asked to rate their leaders. The participants were recruit by means of postings in online professional platforms and took part in online survey assessing the study variables	This study found out that organizational commitment and extra-effort as part of the outcomes of authentic leadership	This study will also focus on investigating if organizational commitment is an outcome of authentic leadership among young professionals in Nairobi.
			Alok, 2013	Authentic leadership and psychological ownership: Investigation of interrelations	In the present study, the author asks two research questions: first, how authentic leadership relates to psychological ownership and second, how dyadic duration influences this relationship. The paper aims to discuss these issues.	Using correlational research design, the author collected cross-sectional data from 182 Indian professionals working in various organizations in India. The author used structural equation modelling to test the study hypotheses.	The results showed that authentic leadership positively influenced organization-based promotive psychological ownership; however, it shared no relationship with preventive psychological ownership or territoriality.	This study will be replicated in Nairobi with the aim of investigating whether authentic leadership results in commitment like it did in the study in India.
			Azanza et al., 2018	Influencing salespeople's work outcomes through authentic leadership	The purpose of this paper is to examine the relationships between sales managers' authentic leadership style and salespeople's	Multilevel regression analysis was used to examine the data from 40 work teams from several Spanish retail companies (190	In line with previous studies, the analyses indicated that sales managers' authentic leadership style as perceived by employees significantly predicted	This study will investigate whether authentic leadership results in organizational commitments in Nairobi based ICT organizations

					positive development.	salespeople and 40 sales managers).	salespeople's work engagement and psychological capital (PsyCap).	
	Dependent variable	Organizational citizenship behavior	Mingyuan & Geng, (2015	A study on the effects of authentic leadership on psychological capital and knowledge sharing in China association for NGO cooperation	This study considered that a non-profit organization could effectively affect the first-line administrators and organizational volunteers, through a leader's authentic leadership style, transform the degree of psychological capital and knowledge sharing intention and further enhance the operating performance of the non-profit organization.	The leaders and administrators in China Association for NGO Cooperation, as the research samples, are distributed the questionnaires, and 428 valid copies are retrieved, with the retrieval rate 71%.	Authentic leadership presents notable correlations with knowledge sharing. Psychological capital appears mediating effects on the relation between authentic leadership and knowledge sharing.	This paper will consider whether knowledge sharing is a component of organizational citizenship behavior and can be then seen as an outcome of authentic leadership in Nairobi.
			Groves & LaRocca, (2011	Responsible leadership outcomes via stakeholder CSR values: Testing a values-centered model of transformationa l leadership	This study was focused on investigating whether value-based leadership has any outcomes	The values-centered leadership model comprised of leader stakeholder and economic values, follower values congruence, and responsible leadership outcomes was tested using data from 122 organizational leaders and 458 of their direct reports	Follower values congruence was strongly associated with transformational leadership, unrelated to transactional leadership, and partially mediated the relationships between transformational leadership and both follower organizational citizenship behaviors and follower beliefs in the stakeholder view	This study will test whether authentic leadership will have similar outcomes with responsible leadership outcomes to result in organizational citizenship behavior among young professionals in mass media in Nairobi County.

							of corporate social responsibility	
			Boateng et al., 2018	Antecedents of authentic leadership and organizational citizenship behaviours in selected institutions in Brong Ahafo region	The main aim was to examine how social and cognitive intelligence link to authentic leadership, and how organizational citizenship behavior acts as an outcome of authentic leadership.	They conducted a descriptive study.	It was discovered that a significant positive relationship existed between authentic leader and organizational citizenship behavior.	This study will conduct to see whether authentic leadership will result in organizational citizenship behavior in Nairobi
			Malik, 2018	Authentic leadership – an antecedent for contextual performance of Indian nurses	The purpose of this paper is to investigate the relationship between authentic leadership and contextual performance of nursing staff while considering the mediating effect of psychological capital and moderating effect of autonomy on this association.	Data were gathered from 41 small and medium-sized hospitals situated in the state of Uttarakhand, India. The sample for the study included 530 nurses and their 146 supervisors. Process macro was used to examine the influence of authentic leadership on contextual performance and the mediating effect of psychological capital and moderating role of autonomy in the relationship between authentic leadership and contextual performance.	Results indicate that authentic leadership is positively linked to contextual performance of nurses. Furthermore, psychological capital is found to mediate the relationship between authentic leadership and contextual performance while autonomy acts as a moderator between psychological capital and contextual performance.	This study will be used to study whether performance is an outcome of authentic leadership among young professionals in mass media in Nairobi County.

Societal impact of authentic leadership	Dependent variable	Corporate social responsibility	Newman et al.,2020	Corporate Social Responsibility in a Competitive Business Environment	A study was conducted to explore the impact of productivity of firms that engage in CSR	This study used a representative sample that exceeded five thousand Vietnamese organizations. They used twelve quantitative measures of CSR which were divided into management and community-based CSR.	This study found that there was a positive link between CSR and the efficiency of organizations	This study will apply this study in Nairobi with the aim of exploring the CSR as a societal outcome of authentic leadership.
			Boulouta & Pitelis, 2013	Who Needs CSR? The Impact of Corporate Social Responsibility on National Competitiveness	The paper sought to improve how CSR is understood and provide scientific results that connect CSR and national competitiveness	They used an eclectic-synthetic approach on international economics, planned management and CSR writings.	The study found that CSR has a positive connection to national competitiveness which was measured by the quality of life (Boulouta & Pitelis, 2013)	This study will focus on exploring the link between authentic leadership and CSR as an outcome that positively improves the quality of life for citizens in Nairobi in specific ways.
			Ataniyazova et al., 2022	New corporate social responsibility brand evaluation in a developing country: Uzbekistan	The study was conducted to measure whether organizations with CSR initiatives had more brand appeal	This study was conducted in Uzbekistan where three hundred and ninety-seven consumers shared their views through an online survey. The test used Brand Potential Index indicators that were regressed on customers purchase motives	The study found out that consumers were willing to purchase costly goods that were of lesser quality from companies that engaged in CSR	This study puts CSR as an outcome but has not explored it as a potential outcome of authentic leadership that is motivated by values and morals in Nairobi where environmental conservation still is a pressing need.

			Gruber & Schlegelmilch, 2015	MNEs' regional headquarters and their CSR agenda in the African context	This study was done to measure the impact of CSR of multinationals deployed by their regional headquarters in Africa and whether they resulted in positive impact.	The study reviewed secondary data analysis of multinationals in Africa and held interviews with the heads of the regional headquarters.	The study found out that these multinationals still had an impact, however they would have more sustainable and transformational impact if they responded to local issues	This study can be deployed in a local context to establish whether multinationals led by authentic leaders from regional headquarters in Nairobi have societal outcomes through CSR that are relevant because they possess balanced processing that makes them open minded and consult to get different perspectives.
			Sanchez-Hernandez et al., 2019	Orientation towards social responsibility of North-West African firms	A study was done in North-West African firms to establish the areas of focus for their CSR direction and approach.	This study utilized questionnaires that were distributed among one hundred and twenty-two managers in Ivory Coast and Guinea-Bissau. It also utilized Partial Least Structural equation modelling to assess the associations.	The study found out that companies in those two countries were drawn towards CSR and especially in the social and economic areas.	It would be important to study the CSR orientation of organizations in Nairobi to see whether they are focused on driving CSR initiatives towards environmental, economic or social needs as an impact of authentic leadership in organizations
Authentic leadership	Independent variable	Self-awareness	Peus et al., 2011	Authentic Leadership: An Empirical Test of Its Antecedents, Consequences,	Specifically, we examine the ante-cedents and individual as well as group-level	Self-awareness is essential to the formation of authentic leadership because leaders who have it are clear about their values	The study found out that self-knowledge and self-consistency were essential to the formation of authentic leadership	The antecedents of self-knowledge and self-consistency have not been tested collectively as self-concept

				and Mediating Mechanisms	outcomes of authentic leadership			which groups them together.
	Independent variable	Relational transparency	Alok, 2013	Authentic leadership and psychological ownership: Investigation of interrelations	The author asks two research questions: first, how authentic leadership relates to psychological ownership and second, how dyadic duration influences this relationship	Their optimal self-esteem helps them to be open and truthful in relationships, i.e. achieve relational transparency.	Relational transparency and self-awareness factorials of authentic leadership influenced belongingness and self-efficacy factorials of psychological ownership beyond what authentic leadership as the second-order factor could account for.	The antecedents of relational transparency are not well explained.
	Independent variable	Balanced processing	Nichols & Erakovich, 2013	Authentic leadership and implicit theory: A normative form of leadership?	This empirical study aims to consider the stability and connection of implicit leadership theories to authentic leadership using performance feedback as a first step in a larger research agenda.	Scenarios were created to operationalize implicit and authentic leadership, manipulate implicit leadership theory between followers and leaders, and discover perceptions of leader effectiveness. The use of scenarios was purposely intended to create anticipatory future research agendas.	Components of authentic leadership may be a part of implicit leadership theory and leadership performance feedback may alter leader and follower implicit leadership theories.	The antecedents of balanced processing that promote performance are not addressed in this research

	Independent variable	Internalized moral perspective	Chang et al., 2020	Authentic leadership and career satisfaction: The meditating role of thriving and conditional effect of psychological contract fulfilment	This study aims examine the impact of authentic leadership on the career satisfaction of hospitality employees through the lens of thriving.	Data are collected using an online survey through the Qualtrics panel service in the USA. Structural equation modelling and an invariance test are conducted to investigate the framework.	The findings show that authentic leadership can determine career satisfaction through the influence of learning and vitality. Authentic leaders impact followers through positive role modelling, which is combined with emotional contagion effects	The antecedents of internal moral perspective are not addressed. It is unclear where people develop values that they can model to others when applied.

Source: Author (2026)

Theoretical Framework

This section discusses the theories that helped conceptualize how authentic leadership emerges in people. These theories helped conceptualize how psychological and sociological factors may result in the emergence of authentic leadership traits. They also helped conceptualize how both the childhood and the adulthood phase critical life events generally help moderate the emergence of authentic leadership traits. The outcomes are also explained by relevant theories.

Theories are critical in research for their epistemic contribution to ideas and concepts that are hard to comprehend. They provide models that help explain the relationships between antecedent, independent, dependent, and moderating variables (Ylikoski & Aydinonat, 2017). In this section, the study focuses on the authentic leadership theory, the theory of authentic self, the psychodynamic theory, Bowen's Family Systems Theory, Social Cognitive Theory, the Structural Theory, Social Influence Theory, and Transformational Leadership Theory.

Authentic Leadership Theory

Authentic leadership theory is credited to Bill George, a leadership scholar who popularised the concept in his 2003 book 'Authentic Leadership' and expounded it later in the book 'True North' in 2007 where he emphasized self-awareness, transparency, ethics, and leading with purpose (Gardner et al., 2021). The theory was later refined by scholars such as Avolio, William, Luthans, May, Walumbwa, and Gardner (2005,2008). Initially, authentic leadership emphasized three things; individual and administrative ownership of activities, existing mistakes, and effects, avoiding the control of subordinates, and a feeling of personal value that exceeded functional expectations (Gardner et al., 2021). Its previous definition painted the picture of a leader

who was seen to have a bold acceptance of personal weakness despite obvious strengths that one possessed. Later on, the concept grew to embrace five critical aspects. These were; seeking goals with passion, living out personal values, leading with personal conviction, having relationships that last, and demonstrating self-control (Margiadi & Wibowo, 2020).

The Authentic Leadership Theory has generated interest among scholars who still lack consensus on its definition. There is still not enough research on the developmental aspect of the theory, its deployment in an organizational context, its outcomes, and also its sustainability around the world (Williams et al., 2021). However, scholars agree that the theory describes behavioural configurations that enhance a leader's awareness of self, ethical perspective, the ability to consider various aspects of an issue, and translucence in relationships. Self-aware leaders possess knowledge about who they are and who they are not.

This means they can easily discern where they will best thrive and what they need to do to complement their weakness. They also have a good idea of their strong points and weak points, and apply that knowledge to their advantage. They are also open and transparent in the way they relate. They remain predictable even in different contexts. They can balance how they process complex issues and situations. This means that they are prudent in their perspective and are aware of long-term consequences. They are also driven by a moral compass that helps them do the right thing even when they possess contradictory feelings (Sarkar, 2019).

The Authentic Leadership Theory is viewed as a construct that is psychologically fashioned to promote the true reflection of a person in any given circumstance. It posits that a person who is authentic functions without disruption and

acts consistently with their values in a way that helps their followers to know themselves and also acts in ways that are consistent with their values (Ilies et al., 2005). What is of great interest is how this theory emerges. It has been suggested that authenticity among leaders emerges from positive psychological capacities for example; being hopeful, optimistic, enthusiastic, and having a belief in self. These affirmative psychological capacities are moderated by critical events in a person that promote the emergence of authentic leadership traits such as being self-aware, translucence in relationships, seeing things from different perspectives and being guided by good morals. What remains unclear is where people develop these psychological capacities.

This theory supports the independent variable which is the developmental life attributes of authentic leadership. It helps form a basis for the psychological and sociological developmental life attributes. This study sought to establish where and how values and mental capabilities like confidence, hope, optimism, resilience, and self-efficacy come from. The theories highlighted in this section helped conceptualize how authentic leadership emerges and the impact it can have once it is deployed.

Theory of Authentic Self

In 1928, Martin Heidegger authored prolific thoughts on phenomenology that began to revolutionize and shape the world's understanding of how human beings exist and how they interact with the world around them based on how they understand it. His thoughts were initially inspired by Edmund Husserl (Jiang & Sedikides, 2022). However, he advanced and transformed these thoughts which were crowned in his book 'Being and Time,' and later on, taken up by other scholars such as Satre and Ponty. He

used an experiential approach instead of the former rationalist approach to study consciousness in its most basic form (Heidegger, 1967).

The radical shift from rational to experiential thinking was foundational in helping people understand the obvious yet elusive aspects of being. For example, a rational view of music focuses on musical notes, chords, and even harmony. However, an experiential view of music focuses on how the music feels and how it moderates emotions such as joy or sorrow and physical excitement in dancing.

Heidegger focused on the nature of being by focusing on people's perception of 'being' and how people experienced 'being' in the universe. He used the word 'Dasein' to express human existence which means being there. This was a deviation from the dualistic view of a human being that viewed humans as an object in their world (Heidegger, 1967). Dasein was a view that perceived humans as part of their location, dispensation, and common way of life of the people (Guenther et al. 2024). It is therefore individual human beings and their unique existence in the various situations they are in. It is critical because it introduced the unique and complex aspect of life or being in the study of human consciousness which initially relied on a rational lifeless and systematic view.

Dasein has three aspects. The first is that it understands itself from a social context which makes a person social or subject to social influences. Second, it has moods that make a person emotional. These emotions moderate our experience. The third is death and this makes us mortal subjects with a limit on our existence. Consequentially some people accept the reality of death while others run away from it. It is here that the aspect of authenticity begins to arise. According to Heidegger, those who accept their mortality are authentic. They accept who they are (Stefan, 2016). To

be authentic is to be aware of one's mortality and also to be unique and uninfluenced by the people around you.

Wilshire's theory of authenticity is heavily influenced by Heideggerian phenomenology. However, Wilshire takes a complete detour and flips Heidegger's concept of authenticity. He borrows the concept of Dasein but radically comes to a different conclusion. The author developed the theory on the core idea that life is like an actor performing to an audience in an auditorium. The actor is like one narrating his own unique and unadulterated script. The theory argues that to be a human being is to be mimetically related to others. This means that people are people because of how other people experience us and cannot be uninfluenced or unaffected by others.

The postulation also argues that we even learn languages and norms from others that help us in our unique understanding and expression of ourselves and learn to be unique or authentic by seeing how others see themselves and become uniquely different or authentic. The postulate uses the mimetic interchange between parents and children that in some way results in learned behaviour or attitudes (Sedikides & Schlegel, 2024). Authenticity, therefore, is an issue of how someone is mimetically in sync with others either as an individual or as influenced by others. Therefore, inauthentic people suppress their true selves to manipulate people's perceptions of themselves. He, therefore, describes authenticity as a mimetically influenced person projecting their true selves and acting in ways that enforce one's uniqueness over time (Smith & Du, 2025).

Wilshire also introduces the critical aspect of God and religion as key components to one's authenticity. He argued that God was the creator who created human beings with the ability to have mimetic relationships with God and other humans. However, humans can eventually develop their uniqueness as enabled,

empowered, and shaped by God. He believed that lacking our connection with God was like losing the centre that holds all aspects of our being together (Smith & Du, 2025). To be authentic from Wilshire's view is therefore a structured pursuit of divine ethical ideals that one's mimetic self genuinely seeks and projects despite the inconsistencies of human nature. The tension between Heidegger's (authenticity as internal, individualistic) and Wilshire's (authenticity as socially constructed through mimesis) formed the heart of this study which included both psychological (internal) and sociological (external) antecedents.

This theory also supports the psychological and sociological developmental life attributes. The theory of authentic self helps us conceptualize how society contributes to a leader's authenticity by shaping and influencing who they are, however, these individuals develop their own morals, attitudes, disposition, and concept of self. Authentic leadership is premised on the idea that leaders should be who they are. That they should lead and act in concert with who they are and not what they want others to think of them. Their followers are confident that their leaders have no pretences or falsehoods. The leader before them is a true representation of who they are.

While the theory widely embraced, the theory has several limitations. One major critique is its essentialist assumption that a stable, unified "true self" exists, whereas contemporary perspectives in Psychology suggest that identity is dynamic, socially constructed, and context-dependent (Schlegel & Hicks, 2021). This raises questions about whether authenticity is fixed or continuously evolving. Additionally, the theory often reflects a Western individualistic bias, emphasizing personal expression and internal consistency, which may not align with collectivist cultures where identity is shaped more by social roles and relationships (Vignoles et al., 2022).

Another limitation is the difficulty of empirical measurement, as the "true self" is inherently subjective and relies heavily on self-report, making it vulnerable to bias and social desirability effects (Smallenbroek et al., 2023). Furthermore, striving for authenticity may sometimes create intrapersonal conflict, especially when personal values clash with professional or societal expectations, suggesting that rigid adherence to the "true self" may not always lead to optimal outcomes (Lenton et al., 2021). These limitations indicate that while the theory provides useful insight into identity and well-being, it requires a more nuanced and culturally sensitive understanding.

The Psychodynamic Theory

The Psychodynamic Theory was propounded by Sigmund Freud in 1900. This theory has been in existence for a long time and was famous among social workers who employed it to help people resolve psychological issues (Nash, 2022). However, criticism of the theory grew in the sixties and seventies for blaming those with psychological issues for their issues. It was also rendered insufficient in explaining challenges relating to chauvinism, hatred towards gays, poverty, and xenophobia (Traylor et al., 2022).

The Psychodynamic Theory was anchored on four core concepts. The first is the drive theory, which credited sexual pleasure and the need for survival as motivators for a person's being. The second is ego psychology, which states that actions are motivated by stimuli as people interact with their environment. The third is object relations, which posits that children learn from repeating actions as modelled by their caregivers. The fourth is self-psychology, which posits that people go through experiences that affect and define their identity. These self-perceptions develop into a

perception of self that affects how they interact and respond and relate to their environment (Traylor et al., 2022).

This theory provides a framework that helps explain the antecedent variables under sociological developmental life attributes. It helps explain the role that sociological influence from the family, school, church, and even culture is critical in the development of being aware of self, relational translucence, balanced processing, and an ethical framework. A person's identity is embedded in repeated beliefs. For instance, a fatherless child growing up in a slum experiencing poverty and substance abuse may either be motivated to rise above the challenges of poverty and be driven to succeed or be motivated by bitterness to venture into crime or drug addiction. If they become leaders, their consolidated worldview will influence their values and actions.

The Psychodynamic Theory has evolved and has matured from its past emphasis on drive and ego as motivators of action. It is currently conceptualized as a culturally sensitive theory that can be applied to different cultures. In the past five years, the theory has been anchored on these four ideas. First, there are background forces such as culture, motives, and biological profile, that influence how a person behaves. Second, personality is also critical to how someone views themselves and in making critical decisions. The third is that people are influenced by their past experiences. Both good and bad experiences can influence bad or good behaviour. The fourth is that people act based on unconscious mental convictions as opposed to conscious decisions. The aim is to assist people to understand themselves better, broaden their choices, deliverance from the past, improve interpersonal relationships, and increase personal confidence and fulfilment (Traylor et al., 2022).

The development of young adults into young professionals has also matured over time even as the theory has matured. Currently, the theory posits that young adults develop psychological capacities from biological, psychological, sociological, historical, and anthropological factors (Steinberg, 2001). This underpins the proposal that a person's values, attitudes, personality, and self-concept are influenced by childhood. According to Northouse (2016), the actions of a leader are determined by motives. This theory underpins the proposal that leaders develop a perception of leadership and ethics based on psychological and sociological factors as influenced by the experiences of their lives.

To better understand the psychodynamic approach, clinical paradigm can be applied. The clinical paradigm consists of four basic premises. The first is that there is a logical explanation or rationale behind every human act that is not easy to detect. This means someone has to investigate and find out the motivation behind the action. The second idea is that a person's mental life, which includes feelings; fears, and motives is not within but lies outside of a person's awareness. However, they still affect someone's choices and actions. Simply put, we all have blind spots and may not be able to explain why we do what we do or feel the way we do. The third premise is the way a person regulates, perceives, and expresses emotion is central to a person's personality. The fourth premise is that human development is both an intrapersonal and interpersonal process. This means that we are products of our past experiences and we are who we are because we were shaped either intentionally or unintentionally by past experiences and relationships. We react or respond to our past experiences and therefore how we live and act is shaped by our past experiences (Northouse, 2016).

Almutairi et al. (2025) sought to study the origins of Psychological Capacities (PSYCAP) in an organizational context. He found that individual differences such as emotions and personality contributed significantly to PSYCAP as a result of proactive personality and self-esteem. This study however sought to go further back to study where proactive personality and self-esteem emerge from. People do not develop personality and self-esteem once they are in an organization. In actual sense, organizational conditions only help manifest pre-existing individual differences. Therefore, the Psychodynamic Theory can help us conceptualize the psychological and sociological developmental life attributes of PSYCAP. Research findings highlighting the developmental life attributes of authentic leadership have suggested that authentic leadership is an antecedent of PSYCAP. This conclusion is confusing and fortifies the basis of this study. These findings have also suggested ethnic identity, gender role orientation, ethnicity, status, organizational conditions, policies, and negative work environment promote the development of authentic leadership (Djourova, 2018).

This theory helps explain the assumption that psychological and sociological developmental life attributes promote the development of dimensions of authentic leadership. The strengths of this theory are anchored on the idea that childhood experiences have an effect on the mental health of adults. It also describes how adults are a combination of who they were and how they were brought up as children. It also resulted in oral therapy as ground breaking technique where psychologists use talking as a means of therapy. The weakness of this theory lies in its lack of empirical proof. It also assumes that people have no personal responsibility for their actions (Nash, 2022).

Bowen's Family Systems Theory

Murray Bowen developed the Family Systems Theory which is also referred to as Bowen Theory (Najah, 2022). It originated in the fifties and the seventies and grew separately from the Family Systems Theory. The theory began with a focus on the patients dealing with mental issues including the family environments that they come from (Calatrava et al., 2022). Since its inception, the theory has been a huge contributor to the treatment of family-related disorders (Alzaobi, 2018). It proposes that a family is an emotional unit with complex interactions that can help shape human values, attitudes, personality, and self-concept. This theory defends the idea that family collaborations can prompt the formation of psychological aspects such as personality, values, self-esteem, and attitudes. Bowen's Family Systems Theory analyses families as social groupings. It posits that the coaction of members in a family will result in certain changes in other members by being in the same familial atmosphere. This means that changes in one person can influence another (Chavkin, 2020). Certain events in a family can provoke self-awareness or create scenarios that reveal one's moral perspective.

Bowen's Family Systems Theory focuses on eight interrelated ideas. These are differentiation, triangles, nuclear family emotional systems, multigenerational emotional processes, the position of siblings, societal emotional processes, and the emotional cut-off (Najah, 2022). Differentiation of self is one of the most critical aspects of this theory. It means that certain members of a family can go through certain events without necessarily being negatively affected by them. They can separate how they feel from the reality of their circumstance, and act rationally rather than emotionally (Calatrava et.al, 2022). It posits that differentiation manifests in people from childhood but is seen more clearly as they transition into adulthood as they

encounter critical life events that moderate the emergence of differentiation (Ray & Johnson, 2016). Highly differentiated people can be close to families facing negative circumstances but emerge unscathed by the negativity. They can connect with family members but maintain their unique identity. The ability to disconnect events and emotions or actions can be seen in authentic leaders who possess balanced processing. Therefore, the role of the family in promoting self-differentiation results in self-awareness, which is an attribute of authentic leadership.

Nuclear family emotional systems suggest that there are four patterns in which families deal with conflicts that emerge. These patterns are emotional functioning, distance, marital conflict, and dysfunction of one spouse. The family projection process suggests that couples in conflict may infect their children with similar issues. The sibling position notes that some children take more responsibility than others. The multigenerational transmission process is similar to family projection as it explains how a family unit impacts the children who develop their levels of differentiation from that of their parents who equally came together with varying levels of differentiation. Societal regression is also affected by the state of families in society and this is seen when levels of violence, substance abuse, vices, or even decision-making are not rational (Calatrava et al.,2021).

This theory has been criticized for being accusatory in its approach. Families of victims felt blamed for the misgivings of their family members, especially the mothers who are seen as the primary caregivers. It is also accused of being overly theoretical and lacking practical techniques to back the theory. Others felt the theory lacked culture, gender, and race sensitivity as most of its terminology was male-oriented and

focused on white patients. The theory was seen to have more theoretical than empirical backing (Brown, 1999).

The recent developments are a result of the criticisms the theory received. Currently, the theory has adopted cultural, ethnic, racial, and gender sensitivity. It has embraced the social dynamics with the admission that family units make up society and mirror the general state of society. The history of a family and its experiences are clinically examined to better understand the patients (Erdem & Sofi, 2018). These ideas summed up in the theory can help us evaluate the moderating role of critical events and family-based experiences and how they contribute to the formation of authentic leaders.

This theory helps explain that sociological developmental life attributes including the role of family, school, church, and culture as sociological developmental life attributes of authentic leadership. The quest to identify antecedents of authentic leadership qualities provokes the idea that they are not accidental. Seeking the origins of these traits will lead one to consider the role of various aspects of socialization in human development. Family members tend to share biological, physical, and emotional similarities. This is credited to caregivers in family settings who mould and shape the character, values, and personality of their children. With this line of logic, the family becomes a major source of inquiry that can be explicated by this theory which provides a model that illustrates how psychological and sociological aspects can be antecedents of authentic leadership traits.

Social Learning Theory

The Social Cognitive Theory was earlier known as the Social Learning Theory. It was formulated by Albert Bandura in the 1960's. He stretched his concept from a behavioural to an observational perspective. He argued that people do not only learn

through repeated training and instruction but also by observation, modelling, and imitation of behaviour. He also suggested that both the environmental and cognitive aspect influence learning and behaviour. Therefore, people's behaviour is not the only demonstration of an educational process because humans can act inauthentically or contrary to their beliefs. The main concept of the Social Learning Theory is that humans can adapt to new behaviour by seeing how other people behave, the surrounding social circumstances, and the rewards or punishments of that behaviour. This was the conclusion of the Bobo Doll research experiment that demonstrated how children learned to beat dolls handed to them because they previously observed an adult beating the same Bobo Doll (Edinyang, 2016).

Nabavi (2014) as cited in in Edinyang (2016) posits that certain environmental conditions provoke social learning. The observer must have some regard for the individual viewed as the model. The observer must also be convinced that the behaviour modelled by the model is worthwhile. Other factors to consider include political, geographic, racial, ethnic, economic, and religious factors.

The Social Learning Theory was criticized for being conceptually and practically weak. It was also difficult to determine the levels of social learning and whether learning was an outcome or a result of a sequence of events. It was also difficult to understand and label whether social learning is a good or bad thing (Muro & Jeffery, 2018). It was also viewed as a difficult concept to understand especially in its ability to predict behaviour. The theory seemed to also assume that people changed with their circumstances, whereby an alteration in circumstances will produce a unanimous change in behaviour in all people or how people are inspired to act the way they do (Patiro et al, 2022).

The Social Learning Theory also distinguished three observational models that are critical to the research context. Societies riddled with unethical leadership have a mix of positive and negative values being modelled by ethical and unethical leaders. Young professionals are learning these behaviours from observation and will be confronted with a choice. According to Edinyang (2016), there are three models of observation presented by Bandura. The first is the live model or a person who models a particular behaviour. The second is a live model that provides verbal instruction or description of desired behaviour. The third is a symbolic model that is usually visible through media, print, and online platforms. These models demonstrate goal-oriented, habitual, and part of personal culture (Bandura, 1971).

The Social Learning Theory helps to explain the psychological developmental life attributes such as values, attitudes, personalities, and self-concept. It helps explain how people assess and motivate themselves to act or behave in a certain way. It also helps to understand how personality, self-concept, and esteem influence the development of positive psychological capacities that make a person an authentic leader (Bandura, 1971). The process of observation includes paying attention, retaining memory of the observed behaviour, reproducing the behaviour, and an incentive to act in the same way (Edinyang, 2016). This concept appreciates that leadership is a process and not an event where young people can progressively apply authenticity as they observe and learn from those who influence them (Nabavi, 2012).

A leader is a culmination of an evolving process riddled with experiences, observations, and lessons from childhood. The many biographies of great leaders are filled with life histories from childhood experiences and interactions. A leader who knows self-acts morally and transparently, and who can deal with complex issues by

separating them into different things does not accidentally become a leader who leads in that way. Such leaders go through a process that enables them to lead in the manner and way that they do. The social cognitive theory is a relevant theory that explains why leaders do the way they do and the things that influence their attitudes, values, actions, and behaviour. It is critical in explaining that authentic leadership has psychological and sociological beginnings.

Kohlberg's Theory of Moral Development

Lawrence Kholberg, an American professor, introduced Kohlberg's theory in the 1950s. His theory portrays moral thought as a criterion for determining actions when presented with moral dilemmas (Belgasem-Hussain & Hussain, 2020). Furthering Piaget's ideas, he formed his theory on moral development by identifying six stages that he divided into three categories of moral development. The first category is the pre-conventional stage. Here children perceive morals as an issue of right and wrong depending on or reinforced by rewards and punishment. They also develop self-interest based on what they gain from different situations. The second category is the conventional stage. In this category, he posits that as children grow older, people begin to desire good relationships and will fit in to achieve conformity. They respect authority to maintain society yet they also value acceptance. The third stage is post-conventional morality. As they grow through young adulthood into adulthood, they become aware of their rights as individuals and seek to keep the social contract. They also develop vague principles of morality (Lokanan & Aujla, 2021).

According to Kohlberg, these stages progressively determine a person's ability to respond to moral dilemmas. This means that a person in the post-conventional stage has grown internal personal convictions of what universally acceptable moral

behaviours are and can act ethically and morally at par with their developed values (Oboh, 2019). This theory helps explain an authentic leader's ability to have balanced processing, and a moral perspective reflects a leader who has attained a post-conventional stage of moral development. It can also be used to illustrate the socio-economic outcomes. This is attributed to Kohlberg's sixth stage of maturity where leaders adopt universal principles and a sense of justice described as a contract with society characterized as an altruistic good towards people. In this stage, leaders do not blindly follow the law for its sake but use it in advocating for people's rights. This level of maturity is about challenging the current trends or old traditional laws for the sake of bettering society at large (Kipper, 2017).

Like other theories, Kohlberg's theory has been criticized for several reasons. The first is its dependence on scenarios and dilemmas that are hypothetical and not realistic. The 'Heinz dilemma' was used to describe Heinz whose wife was diagnosed and hospitalized with unique cancer. Unfortunately, the doctor who had the medicine was selling it for ten times its production cost and this rendered it unaffordable for Heinz. Heinz decided to steal this medicine to save his wife from death. This scenario was used to carve out different levels of moral development (Robert Head, 2025). This approach was also criticized for being gender insensitive. Gilligan argued that considering a female approach would have produced different results due to their affection (Reinstein et al., 2006). It has also been argued that moral judgment in this theory is not linked to behaviour because people with good intentions tend to do bad things (Robert Head, 2025).

The worrying trends of unethical leadership incite the thought that moral-based leadership is becoming extinct. Leadership is the trinity of leadership, leaders, and

followers. Leaders and followers are critically bound by common consequences. If one fails, they have all failed. Leadership is critical in its role as it is the agency of influence that creates vision, purpose, and direction. Followers entrust their leaders with leadership power and authority, and the responsibility to lead morally, ethically, and with integrity (Oswald & Mascarenhas, 2019). How leaders exercise leadership will be evidenced in how they respond to moral dilemmas or opportunities to use their power and influence for personal gain.

This theory can be used to support the psychological developmental life attributes of authentic leadership. It may also be used to understand how the internal moral perspective was a variable in this research. It may also be used to unravel the regulating function of the developmental and professional phase critical life events on the emergence of authentic leadership. The first is the idea that authentic leaders develop over time from childhood to adulthood as they encounter critical life events that give room to mature the key traits. This is the new approach to Kohlberg's theory with the distinction being on a gradual and progressive transition into moral maturity over time as opposed to a step-by-step progression where the current stage of development is always greater than the latter (Kipper, 2017). Second, the developmental life attributes of authentic leadership traits such as ethical perspective and balanced processing can be explained by this theory as it links maturity, reason, and a moral perspective. A leader with balanced processing can separate issues and identify the long-term effects of the action taken. They will have an open mind that can assess issues from different perspectives. They also have a moral compass that directs their actions when moral dilemmas are presented (Northouse, 2016).

Social Influence Theory

Kelman proposed the Social Influence Theory in 1958. In it, he contributed greatly to the idea that people's attitudes and behaviour are shaped by the social circles they exist in. He sighted that humans are incentivized to take on mindsets and actions similar to those in their social circle for three reasons. The first is conformity where people are motivated to adopt attitudes and behaviours because they want to be applauded or affirmed by the group and also the fear of being punished by disapproval. The second is identification whereby people adopt attitudes and behaviours because they desire to be accepted by the group. The third is internalization whereby, an individual identifies with the group's values or identities and feels intrinsically drawn to that group. These three ways were laid out as the ways through which people adapt to their social environments (Kelman, 1958).

Sometimes people become whom they become because they hope to elicit a positive reaction from others, establish a link with others, or when they find shared values (Liu et al., 2019). Value adaptation resulting from social value congruence between society and the individual can explain how societal values can act as a developmental life attribute to an authentic leader's values that result in lifelong changes. Kelman identified social influence as behavioural change that is socially stimulated. The change referred to is a significant one and life-altering as opposed to temporary and insignificant. He added that a person who is socially influenced changes when the change is important, the agent of the change is trustworthy and the process to change is laid out (Kelman, 2017).

The Social Influence Theory, therefore, suggests people are influenced by other people's sentiments, and perspectives, either positively or negatively. The theory

expanded its view to identifying two modes of social influence. The first is information-driven influence while the second is normative-driven influence. Information-driven influence is influenced by scientific and factual information viewed as a representation of the truth. Normative influence is a change usually driven by positive expectations of others or by the need for their approval (Miller & Croft, 2022). Gass and Seiter (2022) and Bagozzi & Lee (2022) posit that the aspect of internalization in the social influence theory begins at the initial years of a person's life, shaped by important caregivers who have a crucial part in the upbringing and shaping the ideas and expectations of a person. This enforces the idea that family members, school teachers, and religious leaders play a critical role in the socialization of leaders and the authentic leadership traits that they adopt.

This theory helps explain the sociological developmental life attributes. It helps understand how core traits of authentic leadership may emerge from social influence gathered from family, school, church, and culture may promote authentic leadership traits. The Social Influence Theory also explains how social environments are created when people conform to, identify and internalize the attitudes, beliefs, and actions at personal, organizational, and even societal levels. This is because people adapt to their social and environmental conditions (Pitesa & Thau, 2013).

Human beings are generally not lone rangers. While they may have aspects of individual uniqueness, they have lots in common with the people around them. It is common to identify someone's country or continent of origin by certain traits such as their accents, religious practices, and actions. This assumption places social developmental life attributes such as the role of family, school, church, and culture as sociological contributors to authentic leadership traits.

Stakeholder Theory

The Stakeholder Theory was initiated in 1984 by Edward Freeman. He detailed his thoughts in a book titled 'Strategic Management'. The main point of this theory is that everyone is affected by the enterprise of a company (Langrafe et al., 2020) therefore organizations should conduct their activities in a manner that will add value not only to the shareholders but to the stakeholders and society as a whole. This was in direct opposition to a concept forwarded by the shareholder theory that advanced the idea that an organization's core duty was to promote the profitability of the shareholders of a company. This view ignored the people that did not hold direct ownership of companies either as stockholders, owners, or employees of these companies. It considered anyone who is directly or indirectly affected by the business as a stakeholder (Parmar et al,.2010). This theory, therefore, views employees, suppliers, customers, neighbours, or government bodies as stakeholders. It emphasized the need for organizations to be aware of the needs of everyone it is working with or is affected by their operations. It is then complemented by how an organization can reasonably fulfil the needs of its internal and external stakeholders (Jaeger, 2021).

The Stakeholder Theory suggests that those who have been entrusted to run or manage companies on behalf of their principals treat their employees and other organizational constituents fairly in an ethical manner. It also guides the owners of these companies to formulate friendly and motivational policies for their stakeholders. It also seeks to engage stakeholders in coming up with sustainable solutions to the things that affect them (Higgins,2010).

It is interesting to note that the concept of community as defined is not accommodated in the list of stakeholders. Stakeholders include, those who own, those

who work, and those who supply, rule over, compete, consume, and advocate for the environment. The concept of engaging a common group of people with common goals or expectations known as a community is foreign though assumed. If it is assumed, it is because it is the latest entry into the list. The theory of stakeholders is born from strategic management. Its normal perception of stakeholders is that their interests are not more important than those of the stakeholders. Even if there are, the needs of the stakeholders are equal and cannot supersede that of the owners or principles (Mahajan et al., 2023).

This study proposed that there are individual, organizational and socioeconomic outcomes that emerge when authentic leadership is deployed. It fronts the idea that organizations led by leaders whose ability to process things from various perspectives and have relational translucence will manifest at the societal level as they pursue the concept of shared prosperity. Therefore, this theory accounted for the socioeconomic outcomes of authentic leadership through the individual success, morality, and their well-being. It also investigated whether commitment, innovation and creativity, helping behaviour, and organizational citizenship will emerge organizationally. In the community, it investigated its socioeconomic impact through a CSR lens. Conceptually it suggests that authentic leadership results in economic and environmental impact. Table 2 summarizes the theories, and their contribution to the specific variables in this study.

Table 2. A summary of the Theories Used in the Study

	Theory	Authors Proponents	Propositions	Contribution to variables
1	**Authentic leadership**	Greek philosophy, Kernins & Goldman Avolio Gardner Walumbwa Peterson	Authentic leaders have self-knowledge, balanced processing, critical thinking, and relational accountability	It supports the Independent Variable develops and the impact moderating variable on the development of authentic leadership.
2	**Theory of authentic self**	Edmund Husserl Martin Heidegger Satre and Ponty	People can align their actions with their values and act authentically. We can be self-aware and avoid the pressure to conform to external expectations.	It supports the Antecedent variable by showing how psychological developmental attributes can result in authentic leadership.
3	**The psychodynamic theory**	Sigmud Freud	It highlights the role of the unconscious mind in shaping behavior. Aspect include drive, ego, object relations and self-psychology	It supports the moderating variable especially the impact of childhood phase critical life events
4	**Bowen's family systems theory**	Murray Bowen	Family relations can influence a person's values through eight interrelated ideas. These are differentiation, triangles, nuclear family emotional systems, multigenerational emotional processes, sibling positions, societal emotional processes, and emotional cut-off.	It supports the antecedent variable sociological developmental life attributes especially the role of relational structures such as those found in family, school and church.

5	**Social learning theory**	Albert Bandura	Social learning theory suggests that people learn by observation, modelling, and imitation of behavior. Both environment and cognitive aspects influence learning and behavior	It supports the antecedent variable sociological developmental life attributes especially the role of culture in society.
6	**Kohlberg's theory of moral development**	Piaget Lawrence Kohlberg	People go through three stages in moral development. The pre-conventional stage, the conventional stage, and the post-conventional morality	It supports the moderating variable and especially why we should split the childhood phase and adulthood phase critical life events.
7	**The stakeholder theory**	Edward Freeman	This theory considered the actions and decisions of those who are directly or indirectly affected by organizations.	It supports the Dependent Variable and the socioeconomic outcomes of authentic leadership at individual, organizational and societal levels.

Author (2026)

Conceptual Framework

A conceptual framework is a diagram that describes variables and indicators in structure form and how they are related to one another. It becomes the lens through which a research problem is viewed. It utilizes a graphical image that is complemented by a narrative that explains the relationship between the variables. It provides limits that narrow the area of research by identifying the key constructs considered in

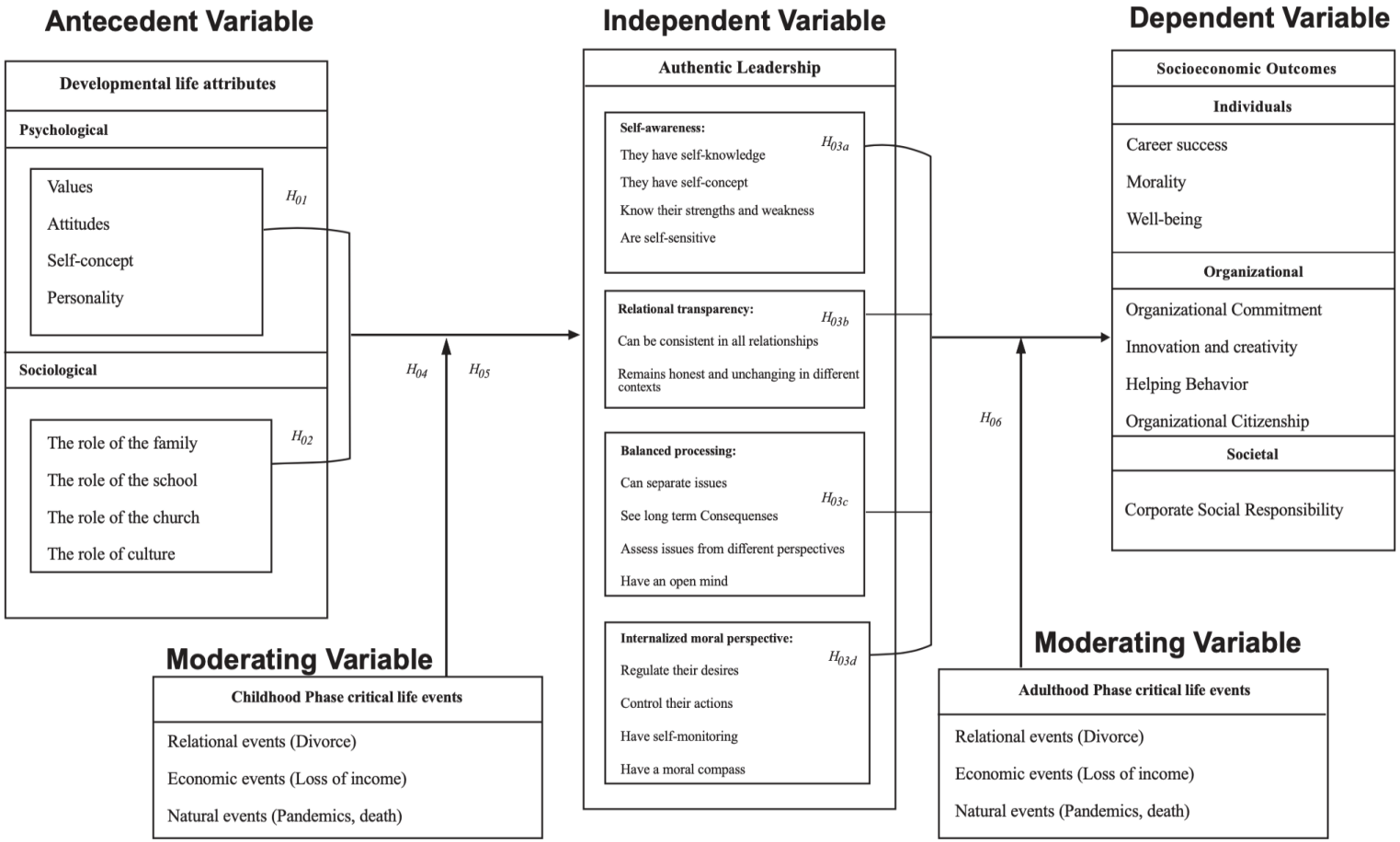
research. This theory is influenced by a meta-theory approach that brings concepts and sub-concepts from various theories to frame the study (Roberts, 2010).

The conceptual framework of this study explains the psychological and sociological developmental life attributes that contribute to the emergence of authentic leadership. It integrates the moderating effect of the childhood phase critical life events on the psychological and the sociological developmental life attributes in promoting the emergence of authentic leadership. It also explains how authentic leadership is moderated by the adulthood phase critical life events to result in socioeconomic outcomes.

There are four types of variables in this study. The first is the antecedent variable which in this study is developmental life attributes with its two indicators the psychological and sociological developmental life attributes. The second is the independent variable which is authentic leadership. The third type of variable is the moderating variable which in this study was the critical life events operationalized using two indicators. The first is the childhood phase critical life events and the second is the adult phase critical life events. The fourth type is the depended variable which is socio-economic outcomes.

The main purpose of this study was to identify if there are psychological and sociological developmental life attributes that are moderated by the childhood phase critical life events to result in the emergence of authentic leadership, which then results in socio-economic outcomes when moderated by adulthood phase critical life events. Therefore, Figure 1 demonstrates how the research was explored.

Figure 1. The Conceptual Framework Diagram



Source: Author (2026)

The Study Hypotheses

The research inquiry proposed three types of variables interrelating to produce different types of linkages. From these interactions, the research suggested the following hypotheses;

Null Hypotheses

Hypothesis H_{01}:There is no significant effect of psychological developmental life attributes on the formation of the attributes of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

Hypothesis H_{02}: There is no significant effect of sociological developmental life attributes on the formation of the attributes of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

Hypothesis H_{03}: There is no significant effect of authentic leadership among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya. Specifically:

Hypothesis H_{03a}:There is no significant effect of self-awareness among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya.

Hypothesis H_{03b}: There is no significant effect of relational transparency among young professionals on socioeconomics outcomes in the mass media industry in Nairobi County Kenya.

Hypothesis H_{03c}:There is no significant effect of balanced processing among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya.

Hypothesis H_{03d}:There is no significant effect of internalized moral perspective among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya.

Hypothesis H_{04}:There is no significant moderating effect of childhood phase critical life events on the relationship between psychological developmental life attributes and authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

Hypothesis H_{05}: There is no significant moderating effect of the developmental phase critical life events among young professionals on the relationship between sociological developmental life attributes and authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

Hypothesis H_{06}: There is no significant moderating effect of adulthood phase critical life events among young professionals on the relationship between authentic leadership and socioeconomic outcomes of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

Chapter Summary

This chapter has provided literature review with the aim of identifying research gaps that exist in the study of authentic leadership. Specifically, it has established that little research has been done on the factors that promote the development of authentic leadership. It has also highlighted the Theory of Authentic Self, Authentic Leadership,

the Psychodynamic Theory, the Bowen's Family Systems Theory to underpin the need to investigate psychological developmental attributes. This chapter has also highlighted the Social Learning theory, Kohlberg's Theory of Moral Development, and the Social Influence theory to describe the need to investigate the sociological developmental life attributes. It then concluded by presenting a conceptual framework and a study hypothesis. The next chapter delves into the research methodology that this study proposes.

Chapter Three: Research Methodology

Introduction

This chapter presents the research methodology that the study adopted. It outlined the research philosophy, design, target population, sample size, sampling procedure and the methods of data collection. Other aspects included in this chapter are pilot study, data analysis and presentation, and ethical considerations. Further the chapter offers a bigger picture or plan of the research (Bastalich, 2019). It is integral to the research design that explains how the research was conducted (Ranjit, 2011), and also offers a glimpse into the ethical challenges and limitations that a researcher is most likely to face (Saunders et al., 2016).

Research Philosophy

The ideas guiding research may be opaque, however, they largely sway how a researcher views the research problem and formulates strategies to investigate the problem. A research philosophy is a set of beliefs and assumptions that guide how the researcher understands the problem at hand and how to study it (Bell et al., 2022). It refers to how the researcher views reality which shapes what is considered to be true knowledge, how the knowledge is obtained and the methods used to obtain and interpret information (Saunders et al., 2023). It is therefore important that any such assumptions be revealed (Creswell & Creswell, 2018). Therefore, this study embraced a pragmatic philosophical approach which helps readers understand both the ontological and epistemological leanings of this research (Grix, 2019). Pragmatism is a pledge by a researcher to remain curious when seeking answers while maintaining that answers to questions can be relative and not final. It accepts that causal linkages are evolving and difficult to identify.

Pragmatic researchers are therefore flexible and vulnerable to unexpected information. This approach refuses to be limited by either a quantitative or qualitative choice by seeking to combine both approaches in the quest to find the truth (Kaushik & Walsh, 2019). Therefore, a pragmatic philosophy embraces a mixed methods approach. The approach was adopted because it accommodates both quantitative or qualitative methods. Besides the philosophy was deemed best because the study required methodological flexibility rather than adherence to a single method. Ontologically, pragmatism holds that reality is constantly evolving, shaped by human experiences and social interactions rather than existing as a fixed, objective entity (Saunders et al., 2019). Epistemologically, pragmatism adopts a flexible stance, rejecting the dichotomy between positivist objectivity and interpretivist subjectivity. Instead, it opines that knowledge is constructed through inquiry, action and the consequences of ideas in real-world contexts (Kaushik & Walsh, 2019).

This study used a mixed methods approach from its inception, data collection, and conclusion through data analysis. This means it employed quantitative and qualitative data in researching and unearthing the phenomena in one research instrument. It sees authentic leadership as an established theory that can be measured quantitatively. It however sees the quest to study its psychological and sociological antecedents as a phenomenon that is continually interpreted and renegotiated due to the lack of consensus on what its antecedents are. It sought to study the nomothetic covariation that exists amid authentic leadership, and the psychological and sociological antecedents that may result in the emergence of authentic leadership. While many variables exist it also enables the simplification of variables by removing those that do not have any causative relationship with the phenomena being researched (Creswell & Creswell, 2018).

The quantitative methods were used more dominantly to provide empirical findings that complemented by qualitative research methods that explained and contextualized the findings. The quantitative methods used structured questionnaires that were structured on a Likert scale. The outcomes of these surveys were examined using descriptive and inferential statistics to describe the characteristics of the respondents, study variables, and linkages between the variables by the test examination of the proposed hypotheses. A questionnaire uses the approach of self-reporting to collect data from participants. Questionnaires can also be used to collect mixed data (Johnson & Christensen, 2014).

The qualitative data was used to provide further explanation of the quantitative data. Qualitative data can be observed but not measured scientifically, therefore, it is still critical to conduct interviews to get a clearer comprehension of how phenomena occur the way it does (Belyh, 2019). The research instrument for the qualitative data was designed for open-ended interview questions and was presented on each variable to extrapolate information from participants which provided qualitative data and to be analysed through content analysis.

Research Design

A research design is a general blueprint that provides a road map on how the researcher intends to answer the research questions. It also contains certain features that provide clarity to both researchers and readers on how the study will be conducted. A research design contains clear objectives informed by the research question or hypotheses. It also identifies where that data will be collected with a clear justification of why it was chosen. It also anticipates some of the constraints that a researcher will face when collecting data. These may include issues related to access to data, the time

required to sufficiently collect data, the location of data collection, and both human and financial resources required (Saunders et al., 2019).

This study employed a convergent parallel design that concurrently collects and analyses information quantitatively and qualitatively. It is a mixed-method design that postulates an extensive examination of the research problem by bringing together the quantitative and qualitative data. As a method, it pursues data collection simultaneously, then compares or relates the findings when interpreting the data (Razali et al., 2019).

The convergent design is appropriate because it assumes that both quantitative and qualitative data provide different types of information. It also assumes that the findings address the same research question but with distinct differences. The quantitative data provides empirical proof while the qualitative data explains what the numbers cannot explain. This design also accommodates the use of interviews, observations, documents, and rewards (Creswell & Creswell, 2018).

Data analysis of a convergent parallel design involves merging two separate data. One approach that is used is referred to as side-by-side comparison where the analysis is documented in the discussion section. The researcher first begins by reporting the quantitative research and then presents the qualitative findings in a way that either goes with or against the research hypotheses according to themes (Dawadi et al., 2021)

The interpretation of the findings is documented in a dialog section. This chapter covers both the quantitative and qualitative results, it also includes a report that compares the results, noting if there is a merging or a variance between the sets of data. If there is no convergence, a researcher can either conduct additional complementary

research or analyse the data afresh. This approach is not known to be weak, but the researcher can list it in the limitations section (Creswell & Creswell, 2018).

The research sought to study the impact psychological and sociological developmental life attributes impact on authentic leadership and its socioeconomic outcomes of the mass media industry among young professionals while being moderated by critical life events. The qualitative data section sought to obtain the views and opinions of the senior management that were used to explain on how and why the phenomenon was observed from the qualitative data through the tested hypotheses.

Target Population

A study population is the total number of units from which samples are intentionally chosen. A unit in this case is representative of specific element within that population. Due to the small size of the population of the study, researchers focus on a representative sample which is a segment of the population that is intentionally chosen for the investigation either through probability or a non-probability approach (Willie, 2024). Mass media is a way of communicating with large groups of people at any given time. It involves print media, television, radio, and social media. The population selected for this study was obtained from all TV stations mass media in Nairobi City County for two reasons. Firstly, according to Media Council of Kenya, 74% of Kenyans watch television. Secondly, professionals who work for TV. According to the Media Council of Kenya (2025) young professionals form a larger percentage of the labour force either directly or indirectly. Thus, young professionals in TV in Nairobi City County were selected at the because of their ability to study the psychological and sociological developmental attributes of authentic leadership and its socioeconomic outcomes when moderated by critical life events

As of 2024, the Communications Authority of Kenya (Communications Authority of Kenya, 2025) estimated that there are 289 TV stations. Out of this, 50 are based in Nairobi City County. The target population of this study was 50 TV stations with each having respondents from nine employees including reporters, news directors, news editor, presenters, sales and marketing, digital and social media, graphics and design, programming and technical staff that are significant in their leadership role, providing a target population of 405 (units of observation) as presented in the table 3 below

Table 3.Population Distribution and Sampling

S/No.	T.V Station	Number of respondents
1	Family	9
2	Switch	9
3	Ebru	9
4	Hope	9
5	Kiss	9
6	Metropol	9
7	Jubilee	9
8	Sasa	9
9	Kameme	9
10	Inooro	9
11	GO	9
12	Kirk	9
13	Njata	9
14	TV 47	9
15	Fanaka	9
16	Bamba	9
17	Havilah	9
18	Look up	9
19	Mizizi	9
20	The Oracle	9
21	Elimu	9
22	Soko	9
23	Real	9
24	Mwenda	9
25	UON	9
26	Nyota	9
27	Raha	9
28	Connect	9
29	Pillar	9
30	Star Africa	9

31	Champion	9
32	Mzalendo	9
33	Design	9
34	KGT	9
35	Meru	9
36	VBN	9
37	Citizen	9
38	NTV	9
39	Boma	9
40	Kweku	9
41	KBC	9
42	KTN	9
43	K24	9
44	Maisha Magic	9
45	Ramogi	9
46	Akili	9
47	Zee World	9
48	GBS	9
49	Tripple p	9
50	UTV	9
Total		**450**

Communications Authority of Kenya (2025)

Sampling Methods

In each media station, the study considered both the unit being analysed and that being observed. The unit being analysed is the media station and the unit of observation is the key departmental leader that are relevant to this research. The departments include news reporters, news directors, news editors, news presenters, sales and marketing, digital and social media, graphics and design, programming and technical staff. This approach brings the total units of observation that formed the total population of respondents to 450. The result is summarized in the Table 4 below.

Table 4. Total number of respondents

No	Strata	Number of TV Stations	No. of units of observation per TV Station	Total No. of potential respondents
1	TV.	50	9	450
	Total			450

Source: Author (2026)

In research, the researcher needs to combine sampling approaches that accommodate the qualitative and quantitative aspects of the study (Onwuegbuzie & Collins, 2015). This study employed a multistage sampling approach. A multistage approach was used to survey a population that is spread within a wide area. It divides the large population into smaller stages (Chauvet, 2015). A multistage approach is based on the tiered structure of natural groups within a population. A sample for a multistage approach is drawn from smaller units at each stage and uses an amalgamation of a stratified, cluster, and simple random sampling. A researcher can use as many stages as necessary to reduce the sample to the required size. A multistage approach places no limit on how to divide the larger population into several groups. It is possible to use as many stages as necessary to reduce the sample to a workable size (Sedgwick, 2015). This study chose this sampling method because of its two main stages (unit of analysis and observation) with their categories to get the sample size that were suitable for this study.

Stage 1

In stage one, the research identified the sector from which the population was drawn. This study focused on young professionals in mass media in Kenya because of the following reasons. The first is because it demographically has a majority of young professionals (Media Council of Kenya, 2025) thus making it convenient for the research to obtain a sufficient number of respondents in the category of interest. The mass media sector which comprises journalists is rich in terms of age demographic for young professionals. Media professionals aged between 18-49 years made up 96.5% of the total workforce. This was consistent with the general research in many parts of the world that documented the dominance of young professionals in journalism (Ireri, 2017).

Secondly, mass media professionals yield great influence on the perception and opinions of people regarding many aspects of their lives through the information they provide. They can influence policy formation on various aspects of people's livelihoods. They are the link between governments and their citizens by defining what is important to the people. This is why those who make policy highly regard the role of media (Mwangi, 2018). Thirdly, they have the challenge of sharing the truth without being biased and thus put to the fore the issue of their values. Journalists have been accused of being accused severally of going against the canons of proper journalism (Hossan et al., 2023). Fourthly, there has been a scholastic emphasis on the moral and ethical importance of journalism in Africa as a whole. Instances of corruption have displayed the disconnect between espoused values and practiced values in African journalism (Ahmed, 2024).

It was therefore of great interest to see how they perceive authenticity and how they enact it in their day-to-day lives. These reasons raise the need to assess whether young professionals possess authentic leadership and even more importantly find out whether any psychological and sociological contributions contributed to its formation. They also generated information that highlighted whether critical life events moderated the emergence of authentic leadership and whether there are socio-economic outcomes of their authentic leadership.

Stage 2

In this stage, specific target groups with data on the antecedent, moderating, and the independent variables were selected for structured interviews. The specific group comprises of young professionals mostly serving as reporters, editors, directors, anchors, managers, and technical staff.

The developmental life attributes of authentic leadership are categorized into two groups. The first is the psychological antecedents which are indicated by values, attitudes, personality, and self-esteem. The second is the sociological antecedent which is the role of family, school, church, and culture. The outcomes of authentic leadership are also divided into three categories, namely; individual, organizational and societal outcomes.

Stage 3

In this stage, a specific target group with data on the possible outcomes brought about by the deployment of authentic leadership among young professionals in the mass media was selected. This target group provided data on the dependent variable which were obtained from officers from finance, human resource, and station managers.

Stage 4

In this stage, the sample size was determined for all the categories. The unit of analysis was determined by using the formula by Daniel (1991). The research determined the sample size (n) of the unit of analysis (mass media companies) using the scientific method that Daniel (1991) suggested. His formula has a 0.05 confidence level and is statistically significant as demonstrated by $P < 0.05$.

$$\text{Sample size} = \frac{\frac{z^2 \times p\,(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p\,(1-p)}{e^2 N}\right)}$$

The sample size (n) is calculated according to the formula: $n = [z^2 * p * (1 - p) / e^2] / [1 + (z^2 * p * (1 - p) / (e^2 * N))]$

Where: z = 1.96 for a confidence level (α) of 95%, p = proportion (expressed as a decimal), N = population size, e = margin of error.

$z = 1.96, p = 0.5, N = 50, e = 0.05$

$n = [1.96^2 * 0.5 * (1 - 0.5) / 0.05^2] / [1 + (1.96^2 * 0.5 * (1 - 0.5) / (0.05^2 * 50))]$

$n = 384.16 / 8.6832 = 44.242$

$n \approx 45$

Therefore, the sample size at the level unit of analysis (TV companies) was 50 organizations. The determination of the sample size for all the categories factored into 9 units of observation. These were (45 * 9) = (Lishoy et al., 2020). (See Table 5 below). Purposive sampling was used to select the 9 respondents in each of the category in the 50 TV stations. In each TV station the study collected data from both young professionals and senior management to identify the critical adulthood events that young professionals have encountered and how it has affected social economic outcomes.

Table 5. Proportionate Sample

No	Strata	No. of or TV stations	Proportionate sample with 9 in each
1	TV	45	405
	Total		405

Source: Author (2026)

Stage 5

The study sought expert opinions from experts who can authoritatively comment on the trends in the industry, the characteristics of the young professionals in the industry, and the general contribution to the organizations and to society. The data obtained for this were in narrative form and the study targeted senior management to

provide qualitative data. A purposive sampling method was used to identify senior managers who are sufficiently knowledgeable in the industry and have worked with young professionals in the industry. This was achieved by conducting interviews with four current or retired personnel of the Communications Authority of Kenya, four young professionals in the League of Young Professionals, and four media consultants in TV. In total, they were 12 and this brought the total number of respondents to 417.

Data Collection Methods

The study utilised primary data which was both qualitative and quantitative in nature. Different method and tools were used to obtain the primary data. Quantitative data was collected electronically by use of questionnaires through google forms. Where the respondents did not respond on the google form questionnaires, the researcher physically delivered questionnaires to the TV stations and collected data from respondents with the help of research assistants. Senior management were considered in the study to provide feedback on social economic outcomes of the respondents and how they were influenced by critical life events that the young professionals had endured. Interviews were conducted on retired CEOs of media houses and the League of Young Professionals. An interview guide was used to facilitate qualitative data collection. Interviews were intended to provide qualitative perspectives on the space of young professionals in the media industry and the challenges encountered. The researcher organised with the respondents on the most appropriate time to conduct the interview. Where the respondent was not available for interview, a telephone interview was conducted.

Instrument Pretesting

To ensure validity and reliability this study conducted a pilot study. The study issued questionnaires to 20 respondents in the TV stations that are not part of the sample. For reliability the study tested the instrument for any errors that may exist and also gauge the ease at which respondents understood the questions and responded in the most accurate way possible. After the errors and adjustments were rectified, the study sought the most appropriate method to ensure that the study had variable reliability.

Reliability of the Research Instrument

For a research tool to be reliable, it has to have a significant reliability rate (Rosli et al., 2021). Reliability in research points to the robustness of a questionnaire and most importantly whether the questionnaire can produce similar results if applied at different times and conditions. It also ensures that similar observations can be arrived at by other researchers and whether there was openness in how the findings were analysed (Saunders et al., 2023).

Researchers have accepted the use of Cronbach's alpha as a test for reliability (Rosli et al.,2021). This study conducted a pilot study to sample the questionnaire and also compute a Cronbach Alpha score of 0.7 and above. Other researchers have placed acceptable values between 0 to 1. The score is more reliable if it is closer to 1 (Sekaran & Bougie, 2013). The pilot study was used to improve the data collection instrument.

Validity of the Research Instrument

Validity in research points to the level an instrument estimates the construct being investigated. The tool used in data collection is considered valid when the instrument used to collect information is consistent with the research problem under investigation.

A research tool must be used to collect data without preconceptions. If the research tool is biased then the results of that research will equally be subjective (Solimun & Fernandes, 2017).

Mixed method research has been lauded as a research method that reaps the benefit of both quantitative and qualitative research. However, it also brings with it threats to validity. Researchers should therefore seek to compensate for what lacks in one method with what is available in the other. Therefore, researchers should ensure there is internal and external validity (Saunders et al., 2023).

This research used face and content validity. It ensured that the respondents of the inquiry were able to relate the research tool to what they know about the subject and what is expected of them. Face validity ensures the respondents have an idea of what is being asked and can therefore provide relevant answers on how it has been ensured. Content validity ensures what the tool contains is consistent with the matter under investigation (Connell et al., 2018). This study ensured there was both face and content validity by ensuring that respondents experience a flow in the questions and that each construct is well addressed to ensure the content is consistent with the subject under investigation. This research also subjected the instrument to review by the experts in this field of research to enhance the validity of the construct (Bagozzi & lee, 2022).

The next step was to ensure construct validity. Construct validity relates to the level of agreement between the concepts and how they are measured (Piedmont, 2024). This was done by testing the theoretical constructs wo establish a correlation with the questions on the research tool. This was achieved by ensuring that all the concepts and variables are measured consistently in a way that the study is relevant to the field of

knowledge it seeks to contribute to. Factor analysis was used to determine construct validity.

Operationalization and Measurement of Variables

Table 6 highlights how the variables in this study were operationalized with their indicators and how they were grouped and featured in the research questionnaires. It also highlights the type of variable, the studies, supporting variables, and the category in which they appeared in the research questionnaire and how they were measured.

The first variable was the antecedent variable which is a variable that comes before the independent variable in research (Ghanad, 2023). An antecedent variable could affect either the independent or dependent variable or both and can help describe how the two interact with one another (Zach, 2020). The purpose of bringing an antecedent variable is to find a causal relationship with an independent variable. It serves the purpose of making clear the stimuli which precede this interaction. It helps bring a better understanding of how an independent variable influences a dependent variable and helps enrich a social aspect of a mixed methods study. An antecedent variable must be related to the independent and dependent variable. When controlled, its relationship with the independent and dependent variable should not disappear (Saunders et al., 2023). Therefore, this study had four variables; the developmental life attributes as the antecedent variable, authentic leadership as the independent variable, critical life events as the moderating variable and outcomes as the dependent variable as displayed in table 6 below.

Table 6 Operationalization and Measurement of Variables

Variable	Operationalization	Indicators	Sources	Measurement criteria
Psychological developmental life attributes.	It is used in this study to refer to the set of psychological factors within the leader that shape the manifestation of the attributes of authenticity as one plays the leadership roles. It will be measured using several constructs.	Values. Attitudes. Personality. Self-concept.	Liden et al., 2016 Kafa & Parshiadis, 2020	Structured questionnaire 5-Point Likert Scale
	Values	Friendship. Good human relations at work. Spiritual Integrity. Religious experience. Good human relations. Religious style of life.	Frost, 2014 Williams et al., 2021 Uiterwijik-Luijk at al., 2017 Vakola et al., 2003	Appendix 2 Section A-C Question 1, 5, 10,12, 16, 17,18, Structured questionnaire 5-Point Likert Scale
	Attitudes	Feeling the need to do the right thing. Feeling positive about trying new ideas. Feeling it is important to be true to self. Feeling the need to be consistently genuine in all circumstances.	Luthans & Youssef-Morgan, 2017	Appendix 3 Question 1-4
	Personality	Take time out for others. Interested in people. Reflects on things. Comfortable around people. Start conversations. Feels others' emotions. Have excellent ideas.	Judge et al., 2002 Komariah, 2016 Shazad et al., 2020 Deng et al., 2020 Boateng et al., 2018 Miao et al., 2018	Structured questionnaire 5-Point Likert Scale Appendix 4 Questions 3,5,8,10,13,15,20,23,25,28, 30,33,35,38,40,43,45,50 Structured questionnaire 5-Point Likert Scale
	Self-concept	Satisfaction with their achievements The consider themselves trustworthy Believe they can overcome difficulties Given a chance, they would not change much in their life. They keep their promises	Spain & Kim, 2017 Ritchie et al., 2010 Piexoto & Almeida, 2010 Cooper & Thatcher, 2010	Appendix 5 Question 1,4,5,8,9,12,13,15,16,19,21

Sociological developmental life attributes	It is used in this study to refer to the set of sociological factors within the leader that shape the manifestation of the attributes of authenticity as one plays the leadership roles. It will be measured using several constructs			
	The role of family	A positive contribution of family to my, self-knowledge, being honest, being able to assess issues from different perspectives, and my ability to regulate my desires	Oboh, 2019 Jodl et al., 2001 Bertrand & Schoar, 2006 Padhy & Rath, 1986	Structured questionnaire 5-Point Likert Scale Appendix 6 Question 1-4 Section i
	The role of school	A positive contribution of school to my, self-knowledge, being honest, being able to assess issues from different perspectives, and my ability to regulate my desires	Ayadi, 2008 Shaked, 2020 Morosi & Grant, 2018 Quagrainie et al., 2018 Reni et al., 2020	Structured questionnaire 5-Point Likert Scale Appendix 6 Question 1-4 Section ii
	The role of the church	A positive contribution of my church to my, self-knowledge, being honest, being able to assess issues from different perspectives, and my ability to regulate my desires	Grandy, 2012 Bigoni et al., 2013 Beukes, 2019 Stuyland, 2010 Kowalczyk, 2012	Structured questionnaire 5-Point Likert Scale Appendix 6 Question 1-4 Section iii
	The role of culture	A positive contribution of my culture to my self-knowledge, being honest, being able to assess issues from different perspectives, and my ability to regulate my desires	Murphy et al., 2019 Vershinina et al., 2017 Jayaweera et al., 2020). Truong,2020 Rahayu & Mustikasari 2020	Structured questionnaire Appendix 6 Question 1 -4 Section iv
Critical life events	It is used in this study to refer to significant events that happen in the lifetime of a person that control the effects of the precursors of authenticity as one			

	plays the leadership roles. It will be measured using several constructs			
	Relational events (Divorce)	Divorce positively contributed to my, self-knowledge, honesty being able to assess issues from different perspectives, and my ability to regulate my desires	Jackson & Fife, 2018 Pantelis et al., 2015 Vignoli et al., 2018 Ramezanzadeh et al., 2022 Piemont, 2019 Luo, 2018 Portugal & Alberto, 2019	Structured questionnaire 5-Point Likert Scale Appendix 6 Question 1-4 Section 1a-4a Subsection i
	Economic events (Loss of income)	Loss of income positively contributed to my, self-knowledge, honesty being able to assess issues from different perspectives, and my ability to regulate my desires	Nyaberi & Kiriago, 2013 Mohamed et al., 2018 Nielsen, 2015 Bester & Kader, 2018 Dihua et al, 2018	Structured questionnaire 5-Point Likert Scale Appendix 6 Question 1-4 Section 1a-4a Subsection ii
	Natural events (Pandemics, death)	Pandemics or death positively contributed to my, self-knowledge, honesty being able to assess issues from different perspectives, and my ability to regulate my desires	Blake et al., 2020 Cleaver et al., 2018 Plaud & Urien, 2020 Dyregrov et al., 2020 Ozbay et al., 2021	Structured questionnaire 5-Point Likert Scale Appendix 6 Question 1-4 Section 1a-4a Subsection iii
Individual socio-economic outcomes	It is used in this study to refer to the individual impact or effects that take place when authentic leadership is deployed on a person. It will be measured using several constructs			
	Morality	A leader's honesty and morality inspired employees to act morally	Liu et al., 2015 Chughtai, 2018 Shahid & Muchiri, 2017 Hannah et al., 2011	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 1
	Career success	A leader's open mind and ability to see long-term consequences inspired employees to succeed in my career	Frost, 2014 Gelaidan et al., 2021 Chang et al., 2020 Majeed at al., 2021 Joo et al., 2020	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 2

	Employee well-being	A leaders authentic leadership practice contributes to a sense of well-being	Rahimnia & Sharifirad, 2014 Yang, 2013 Lyu et al., 2019 Peus et al., 2021 Agote et al., 2015 Shie & Chang, 2022	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 3
Organizational socioeconomic outcomes	It is used in this study to refer to the organizational impact or effects that take place when authentic leadership is deployed to an organization. It will be measured using several constructs			
	Innovation and creativity	The open mindedness and balanced processing of the leaders in our organization has resulted in innovation and creativity	Groseli et al., 2020 Chaudhary & Panda, 2018 Sanda & Arthur, 2017	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 4
	Helping behavior	The relational transparency, open mindedness, and self-awareness resulted in ream trust	Brummerlhuis et al., 2010 Chughtai, 2018 Hirst et al., 2015 Wirawan et al., 2020	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 5
	Organizational commitment	Authentic leadership inspires employees to become committed to their organization	Peus et al., 2021 Alok, 2013 Azanza et al., 2018	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 6
	Organizational citizenship behavior	Authentic leadership has inspired employees to take responsibility and have ownership in the organization	Minguyan & Geng, 2015 Groves & LaRocca, 2011 Boateng et al., 2018 Malik, 2018	Structured questionnaire 5-Point Likert Scale Appendix 7 Question 7
Societal impact	It is used in this study to refer to the social impact or effects that take place when authentic leadership is deployed to the		Newman et al., 2020	Structured questionnaire

	society. It will be measured using a CSR construct. **Corporate Social Responsibility**	Authentic leadership in our organization influenced transformation in society through CSR	Boulouta & Pitelis, 2023 Atanyazova et al., 2022 Gruber & Schlegelmilch, 2015 Sanchez-Hernandez et al., 2019	5-Point Likert Scale Appendix 7 Question 8
Authentic leadership	It is used in this study to refer to a leadership approach that is known to be mediate the antecedents of authentic leadership and the outcomes of authentic leadership. It will be measured using several constructs.			Structured questionnaire 5-Point Likert Scale Appendix 1 Section Question 1, 5, 9, and 13
	Self-awareness	Can identify major weaknesses Can identify major strengths I seek feedback to understand myself	Northouse, 2016	Structured questionnaire 5-Point Likert Scale Appendix 1 Section Question 4,8,12, and 16
	Relational transparency	Sharing feelings openly Letting people know who a person is Not faking oneself Admission of mistakes openly		Structured questionnaire 5-Point Likert Scale Appendix 1 Section Question 3,7,11 and 12
	Balanced processing	Seeking the opinion of others when making decisions Considering dissenting decisions		Structured questionnaire 5-Point Likert Scale Appendix 1 Section Question 2,6,10 and 14
	Internalized moral perspective	Actions are consistent with values Resisting pressure and exercising self-control Guided by personal morals		

Source: Author (2026)

Data Analysis Plan

Data analysis involves an organized method through which data has been collected and organized with the purpose of the research in mind. These processes include editing, coding, sampling, classification, and tabulation of collected data so that it is easy to extrapolate meaningful findings. It involves computing the results to identify linkages between variables (Kothari, 2004). This study applied factor analysis that helped the study to reduce the dimensions and variables that can be studied (Rahman & Reza, 2022).

Factor Analysis

The quest to identify developmental life attributes and socioeconomic outcomes of authentic leadership included several variables and dimensions. For this research to be effective, factor analysis was used. This method is used for dimension reduction to decrease the complexity of large number of variables into fewer factors. It achieves this by extracting the highest mutual variance from all the existing variables into one score. It was also critical in identifying latent constructs, summary of data, selection of variables and construct validity (Goretzko et al 2024).

This study used exploratory factor analysis because it adopts the idea that any variable or indicator may be linked or related to any factor. Factor analysis is an explanatory construct that represents a cluster of variables that associate highly with each other. This builds up to factor loading which is a part of factor analysis that displays variance that is explained by a variable and a specific factor (Goretzko et al 2024). For quantitative research, the data analysis included the respondent's characteristics, frequencies, percentages, and graphs.

This study applied the Principal Component Analysis (PCA) as a method of diminution. The purpose of this was to lessen the number of variables given in a particular cluster, while maintaining as much data from the general data set. This makes the smaller data sets more visible and hence, easier to analyse (Goretzko et al 2024).

Before applying Principal Component Analysis (PCA), the study tested for adequacy of sample size. The Researcher used the Kaiser-Meyer-Olkin (KMO) measure, where values above 0.70 was considered acceptable. According to values closer to 0.90 indicate excellent sampling adequacy (Hair et al., 2021). In addition, Bartlett's Test of Sphericity was considered at a significance level of ($p < 0.05$), confirming that the variables are sufficiently correlated to justify dimension reduction. Finally, the correlation matrix was used. correlation among the indicators ($r \geq 0.3$) was considered acceptable since very weak correlations suggest that PCA will not effectively identify underlying components (Kline, 2023). Together, these checks helped ensure that PCA is applied to data that can genuinely reveal meaningful patterns (Tabachnick & Fidell, 2021).

The Measures of Central Tendency and Dispersion

After the factors were extracted, they were identified and their descriptive characteristics described. The measures of central tendency and dispersion were used. Estimates of central tendency are a general sense of providing helpful information to interested parties. It enables individuals to get a rough idea of the basic traits of the data. The mean, median, and mode are the three ways by which it is measured. The estimates of dispersion include; the range, standard deviation, and variance. The mean is the average or the general picture of the research without indicating specifics. The median is the central observable component when it is arranged either in ascending or

descending order. The mode is a measure that is used when both the mean and the median cannot adequately explain the data. In this case, the mode is used and it refers to the phenomenon that occurs most frequently (Kline, 2023).

Diagnostic Tests

Diagnostic tests are done to establish the viability of a model before it is even put to use. They help in assessing the connection between the model and the data to make the right inferences. They also help in assessing how well the model can envisage the suspected outcomes of research (Chang et al., 2018). Data sets need to comply with the set guidelines for linear regression. These tests are usually conducted before beginning research to confirm the viability of the investigation (Boston University School of Public Health, 2016).

Diagnostic tests are tests for statistical assumptions that are determined by mathematical implications about each statistic. They can aid researchers in predicting whether the outcomes were biased or accurate (Newsom, 2021). These tests include normality, linearity, homogeneity, and multicollinearity. Assumptions about the data sets are important. They bear the power of validity and can influence how we interpret or make sense of the data. It is therefore critical for the assumptions of a research study to be tested before being deployed in the actual research. In this research, the assumptions were tested for normality, linearity, homogeneity, and multicollinearity

Test for Normality

A normality test is a method of checking whether the populations where the samples are collected are distributed routinely. Researchers move with the assumption that the sample sufficiently represents the population. However, this is not always the case. A flawed sample may result in findings that are a misrepresentation of the facts.

The normality of the sample was assessed through SPSS 2023 which possesses very good power properties (Das & Imon, 2016). This was done using the Shapiro-Wilk test once the data is available. The hypothesis tested was that the data was not collected from a normally distributed population. The test discards the hypothesis when the p-value is less than or equal to 0.05 ("Shapiro-Wilks normality test," 2018).

Test for Linearity

The conjecture of linearity is related to continuous variables entered into any type of regression. Linearity means that a linear relationship between the variables is observable. That is the independent variable and the dependent variable are linearly related (Stockemer, 2019). It is simply observed as a linear relationship between X and Y (Boston University School of Public Health, 2016). These can be corrected by excluding outliers. New variables can also be listed in place of those that lack linearity (Saunder et al., 2021). In this study, linearity was tested via probability-probability (P-P) plot as well as Pearson correlation coefficients (r) where a correlation of greater or less than zero indicated presence of linearity.

Test for Homogeneity

Homogeneity stems from the word homogeneous. Homogeneous refers to the characteristic of things that are similar to each other. The opposite of this is heterogeneous meaning that there is a difference in characteristics. This test was conducted using Levene's test, which uses an F-test to test the null hypothesis that the variance is equal among the groups. This was determined if the value is less than 0.05 the two variances are significantly different (Zhou et al., 2023).

Test for Multicollinearity

Multicollinearity is a research occurrence in statistics and especially in multiple regression analysis (Allen, 2017). It occurs when independent variables are linked or related to one another. Ideally, independent variables should be independent of one another. When they are linked, they result in chaotic data that may render it difficult to draw the right conclusions. The whole idea is that each variable should be isolated from the other in a way that each independent variable is separate from a dependent variable and an alteration in one does not result in an alteration in all the variables. Researchers gauge the level of multicollinearity by observing the VIF or variance inflation factor in a regression model. If it is between 1-5 it is considered moderate. However, one that is above 5 is considered significant. (Zhou et al., 2023).

Test of Hypotheses

Two types of hypotheses were tested in the study; directed and moderated. A multiple regression model was used to test for the direct relationship between psychological and sociological antecedents with authentic leadership.

Direct Effect among variables

To assess the direct relationship between the psychological developmental life attributes and authentic leadership, the following multiple linear regression model was applied:

$$Y = \beta_0 + \beta_1 Va + \beta_2 At + \beta_3 Se + \beta_4 Pe_i + \varepsilon$$

Where $\beta_{11}, \beta_{21}, \beta_{31}, \beta_{41}$ = Beta coefficients

Va, At, Se, Pe = Dimensions of Psychological life attributes: Values, Attitudes, Self-Concept, and Personality, respectivel

To assess the direct relationship between the sociological developmental life attributes and authentic leadership, the following multiple linear regression model was applied:

$$Y = \beta_{01} + \beta_{11}Fa + \beta_{21}\,Sc + \beta_{31}\,Ch + \beta_{41}\,Cu + \varepsilon$$

Where:

Y = Authentic leadership

β_{01} = Constant

$\beta_{11}, \beta_{21}, \beta_{31}, \beta_{41}$ = Beta coefficients

Fa, Sc, Ch, Cu = Dimensions of Sociological life attributes: Family, School, Church, and Culture, respectively

ε = Error term

To establish the direct relationship between the authentic leadership and socioeconomic outcomes, the following multiple linear regression model was applied:

$$Y = \beta_{02} + \beta_{51}Sa + \beta_{61}\,Rt + \beta_{71}\,Bp + \beta_{81}\,Im + \varepsilon$$

Where:

Y = Socioeconomic Outcomes

β_{02} = Constant

$\beta_{51}, \beta_{61}, \beta_{71}, \beta_{81}$ = Beta coefficients

Sa, Rt, Bp, Im = Composite indices authentic leadership: Self-Awareness, Relational transparency, Balanced processing, and Internalized moral perspective respectively

Moderated Effect of Hypotheses

This test was used to determine if critical life events impacted the direction and strength of the relationship between the predictor and outcome variables. Three regression models were generated as follows:

Step one:

Three regression models were required to test for the direct effect of the composite indices of psychological, sociological and Authentic Leadership. The equations are shown as

$$\boldsymbol{Y} = \beta_{03} + \beta_{82}\,\mathrm{Psy} + \varepsilon_1$$

$$\boldsymbol{Y} = \beta_{04} + \beta_{83}\,\mathrm{Soc} + \varepsilon_1$$

$$\boldsymbol{Y} = \beta_{05} + \beta_{84}\,\mathrm{AL} + \varepsilon_1$$

Step two:

Three regression models were required to test for the direct effect of the composite indices of psychological, sociological, Authentic Leadership and the moderating variables of childhood and adulthood critical life events. The equations are shown as

$$\boldsymbol{Y} = \beta_{06} + \beta_{85}\,\mathrm{Psy} + \beta_{86}\,\mathrm{CCLE} + \varepsilon_1$$

$$\boldsymbol{Y} = \beta_{07} + \beta_{87}\,\mathrm{SOC} + \beta_{88}\,\mathrm{CCLE} + \varepsilon_1$$

$$\boldsymbol{Y}= \beta_{08}+ \beta_{89}\,AL + \beta_{90}\,ACLE+ \varepsilon_1$$

Step three:

Introducing the moderators and noting the new R Square value (R^2_2) and the significance level ($p < 0.05$) for the interaction term between the independent variable and moderating variable.

$$\boldsymbol{Y = \beta_{09} + \beta_{90}Psy + \beta_{91}CCLEc + \beta_{92}\,(Psy*CLEc) + \varepsilon}$$

$$\boldsymbol{Y = \beta_{010} + \beta_{93}Soc + \beta_{94}CCLEc + \beta_{95}\,(Soc*CLE) + \varepsilon}$$

$$\boldsymbol{Y = \beta_{011} + \beta_{96}AL + \beta_{97}CCLEa + \beta_{63}\,(AL*ACLE) + \varepsilon}$$

Where,

AL, SEO = Composite index for Authentic leadership & Socioeconomic Outcomes respectively

β_{09}- β_{011}- = Constants

$\beta_{90} - \beta_{98}$ = Beta coefficients

Psy = Composite index for Psychological developmental life attributes

So_C = Composite index for Sociological developmental life attributes

*Psy*CCLE* = Interaction of Psychological developmental life attributes and childhood critical life events

*Soc*CCLE* = Interaction of Sociological developmental life attributes and childhood critical life events

*AL*ACLE* = Interaction of Authentic leadership and adulthood critical life events

The moderator hypothesis is supported if the interaction is significant (Valente et al., 2025). Hence, the regression coefficient for the interaction term in each model, β_{43}, $\beta_{53,}$ and β_{63} provided an estimate of the moderation effect on the relationship between the variables. If the coefficients are statistically different from zero, there was evidence that critical life events significantly moderate the relationships. The level of significance of beta coefficient for the interactive terms also establish the magnitude of the moderation (Kothari, 2004). Thus, if $p < 0.05$, the null hypothesis was rejected, and if $p > 0.05$, the null hypothesis was not rejected.

Table 7. Hypothesis Testing

Research Objective	Hypothesis	Statistical Model	Interpretation of test results
Objective 1. To determine the effect of psychological developmental life attributes of authentic leadership on authentic leadership in mass media firms in Nairobi City County, Kenya.	Hypothesis $H_0$1: There is no significant effect of psychological developmental life attributes of authentic leadership on the attributes of authentic leadership among young professionals in mass media firms in Nairobi City County, Kenya.	$\mathbf{Y} = \beta_0 + \beta_1 Va + \beta_2 At + \beta_3 Se + \beta_4 Pe_i +$ Where Y = Authentic Leadership Va, At, Se, Pe =Psychological life attributes: Values, Attitudes, Self-Concept, and Personality, respectively	Note the values of R^2, β_1, β_2, β_3, β_4, and F for the regression model. Reject H_{01} when $p \leq 0.05$, Fail to reject if $p > 0.05$.
Objective 2. To determine the effect of sociological developmental life attributes of authentic leadership on the attributes of authentic leadership in mass media firms in Nairobi City County, Kenya.	Hypothesis $H_0$2: There is no significant effect of sociological developmental life attributes of authentic leadership on the attributes of authentic leadership among young professionals in mass media firms in Nairobi City County, Kenya.	$\mathbf{Y} = \beta_{01} + \beta_{11} Fa + \beta_{21} Sc + \beta_{31} Ch + \beta_{41} Cu + \varepsilon$ Where Y = Authentic Leadership Fa, Sc, Ch, Cu = Sociological life attributes: Family, School, Church, and Culture, respectively	Note the values of R^2, β_{11}, β_{21}, β_{31}, β_{41}, and F for the regression model. Reject H_{02}, when $p \leq 0.05$, Fail to reject if $p > 0.05$.
Objective 3. To determine the effect of authentic leadership on individual, organizational and societal outcomes in mass media firms in Nairobi City County, Kenya.	Hypothesis $H_0$3: There is no significant effect of the of authentic leadership on individual, organizational and socioeconomic outcomes among young	$\mathbf{Y} = \beta_{02} + \beta_{51} Sa + \beta_{61} Rt + \beta_{71} Bp + \beta_{81} Im + \varepsilon$	Note the values of R^2, β_{51}, β_{61}, β_{71}, β_{81}, and F for the regression model. Reject H_{03}, when $p \leq 0.05$, Fail to reject if $p > 0.05$.

	professionals in mass media firms in Nairobi City County, Kenya.		
	Hypothesis $H_0$3a: There is no significant effect of self-awareness on individual, organizational and socioeconomic outcomes among young professionals in mass media firms in Nairobi City County, Kenya.		Reject H_{03}a, when $p \leq 0.05$ for β_{39}. Fail to reject if $p > 0.05$.
	Hypothesis $H_0$3b: There is no significant effect of relational transparency on individual, organizational and socioeconomic among young professionals in mass media firms in Nairobi City County, Kenya.		Reject H_{03}b, when $p \leq 0.05$ for β_{40}. Fail to reject if $p > 0.05$.
	Hypothesis $H_0$3c:	Where Y = Socioeconomic outcomes Sa, Rt, Bp, Imp = Composite indices authentic leadership: Self-	Reject H_{03}c, when $p \leq 0.05$ for β_{40}.

	There is no significant effect of balanced processing on individual, organizational and socioeconomic outcomes among young professionals in mass media firms in Nairobi City County, Kenya.	Awareness, Relational transparency, Balanced processing, and Internalized moral perspective respectively	Fail to reject if $p > 0.05$.
	Hypothesis $H_0$3d: There is no significant effect of internalized moral perspective on individual, organizational and socioeconomic outcomes among young professionals in mass media firms in Nairobi City County, Kenya		Reject H_{03}d, when $p \leq 0.05$ for β_{41}. Fail to reject if $p > 0.05$.
Objective 4. To determine the moderating effect of developmental phase critical life events on the relationship between psychological developmental life attributes and authentic leadership in mass media firms in Nairobi City County, Kenya.	Hypothesis $H_0$4: There is no significant moderating effect of childhood phase critical life events on the relationship between psychological developmental life attributes and authentic	**Step One:** $\boldsymbol{Y}= \beta_{03}+ \beta_{82}\,\text{Psy} + \varepsilon_1$ **Step Two:** $\boldsymbol{Y}= \beta_{06}+ \beta_{85}\,\text{Psy} + \beta_{86}\,\text{CCLE} + \varepsilon_1$ **Step Three:**	Values of R^2, β and F change for regression in Step One to three. The change between $R^2{}_1$ and $R^2{}_2$ is also noted. There is a significant moderation if β_{85} to β_{92} is statistically significant at $p<0.05$

	leadership among young professionals in mass media firms in Nairobi City County, Kenya.	$\boldsymbol{Y} = \beta_{09} + \beta_{90}Psy + \beta_{91}CCLE + \beta_{92}(Psy*CCLE) + \varepsilon$ Where Y = Authentic Leadership *Psy* = Composite index for Psychological developmental life attributes *Psy*CCLE* = Interection of Psychological developmental life attributes and childhood critical life events	If $p < 0.05$, H_{04} is rejected, If $p > 0.05$, Fail to reject $H_0 4$
Objective 5. To determine the moderating effect of the developmental phase critical life events on the relationship between sociological developmental life attributes and authentic leadership in mass media firms in Nairobi City County, Kenya.	Hypothesis $H_0 5$: There is no significant moderating effect of the childhood phase critical life events on the relationship between sociological developmental life attributes and authentic leadership among young professionals in mass media firms in Nairobi City County, Kenya.	**Step One:** $\boldsymbol{Y} = \beta_{04} + \beta_{83}\,Soc + \varepsilon_1$ **Step Two:** $\boldsymbol{Y} = \beta_{07} + \beta_{87}\,SOC + \beta_{88}\,CCLE + \varepsilon_1$ **Step Three:** $\boldsymbol{Y} = \beta_{010} + \beta_{93}Soc + \beta_{94}CCLE + \beta_{95}(Soc*CCLE) + \varepsilon$ Where	Values of R^2, β and F change for regression in Step One to three . The change between $R^2{}_1$ and $R^2{}_2$ is also noted. There is a significant moderation if β_{87} to β_{95} is statistically significant at $p<0.05$. If $p < 0.05$, H_{05} is rejected, If $p > 0.05$, Fail to reject $H_0 5$

		Y = Authentic Leadership *Soc* = Composite index for Sociological developmental life attributes *Soc*CCLE* = Interaction of Sociological developmental life attributes and childhood critical life events	
Objective 6. To determine the moderating effect of professional phase critical life events on the relationship between authentic leadership and individual, organizational and socioeconomic outcomes of authentic leadership in mass media firms in Nairobi City County, Kenya.	Hypothesis $H_0$6: There is no significant moderating effect of adult phase critical life events on the relationship between authentic leadership and individual, organizational and socioeconomic outcomes of authentic leadership among young professionals in mass media firms in Nairobi City County, Kenya.	**Step One:** $\boldsymbol{Y}= \beta_{05}+ \beta_{84}$ AL + ε_1 **Step Two:** $\boldsymbol{Y}= \beta_{08}+ \beta_{89}$ AL + β_{90} ACLE+ ε_1 **Step Three:** $\boldsymbol{Y} = \beta_{011} + \beta_{96}AL + \beta_{97}ACLE + \beta_{98}(AL*ACLE) + \varepsilon$ Where Y = Socioeconomic Outcomes *AL* = Authentic Leadership *Psy*ACLE* = Interaction of Psychological developmental life attributes and adulthood life events	Values of R^2, β and F change for regression in Step One to three. The change between $R^2{}_1$ and $R^2{}_2$ is also noted. There is a significant moderation if β_{84} to β_{98} is statistically significant at $p<0.05$ If $p < 0.05$, H_{06} is rejected, If $p > 0.05$, Fail to reject H_{06}

Source; Survey Data (2026)

Qualitative Data Analysis

This research used a concurrent mixed methods approach. The qualitative aspect of this research was also subjected to the rubric that is relevant to ensuring its effectiveness and efficiency. For this purpose, content analysis was used to determine specific words, and concepts in a particular data set.

Content analysis is a data analysis method that facilitates objective, systematic, and quantitative descriptions of the emerging content of knowledge. It is also commonly described as any step-by-step measurement that is deployed to a text for the study of social sciences. It is systematic, red-taped, and theoretically driven in its analysis of emerging knowledge (Suering & Gold, 2012). Four steps were followed to achieve this.

The first is a demarcation of the literature to be studied followed by assigning a unit of analysis that is laid out. The second is to perform a descriptive assessment to identify the characteristics of the literature. This also helps create an interpretive background. The third is to categorize the collected material according to their different characteristics or emerging themes. The fourth and last stage is to analyse the data based on their themes (Suering & Gold, 2012). This was summed up with visual aids, in particular diagrams and schematics.

Ethical Considerations

This research adhered to the ethical principles outlined in the research methodology. Research helps in the acquisition of new knowledge that is both relevant and applicable. This, however, should not be done in a way that negatively affects people. It should uphold the highest ethical values that seek justice, fairness, and equity.

In pursuing beneficence, the research sought to conduct all its activities with ethical values. Respondents' decisions were protected, respected, and their overall well-being ensured. In seeking respect for persons, the research honoured, and acknowledged all who positively contributed in some way. It also sought to engage those who are capable and conscious of their contributions in a way that promoted their general well-being. There were no manipulation or exploitation of others or undue burdens placed on anyone (Terrel, 2016). Respondents were informed that they could withdraw their participation at any stage of the study as they wished.

The research sought the necessary approvals from the university and organizations participating in the research. In that regard, permission to conduct the research was obtained from PAC University, and NACOSTI. The data collection tools were easily understood by the respondents who had to give written consent and approvals. The information was also held in trust and was in no way used to disadvantage the respondents. Qualitative data is often challenging to collect, especially the critical life events that may be sensitive to share. The study ensured that data shared was done in a way that adhered to the privacy of its respondents.

Chapter Summary

This chapter has described the research methodology employed. Research philosophy was pragmatic, pursuing a mixed method approach. The quantitative dominated more than the qualitative aspect of the research; however, the qualitative aspect were also both complementary and critical to the interpretation of data. The study employed a convergent parallel design in its data collection and analysis. 405 respondents were to provide quantitative data through questionnaires structured on a Likert scale, and their outcomes examined using descriptive and inferential statistics.

Qualitative data collected from 12 TV industry experts using open ended interview questions, which was analysed thematically.

Chapter Four: Results and Discussion

Introduction

This chapter presents the findings derived from the data analysis, systematically addressing the research objectives outlined earlier. It includes a detailed analysis, presentation, and interpretation of the collected data, emphasizing the relationship between psychological and sociological developmental life attributes, authentic leadership dimensions, and their socioeconomic outcomes when moderated by childhood and adulthood critical life events. Each section systematically highlights key findings relevant to the hypotheses, using appropriate tables, figures, and narratives for clarity.

The study collected both qualitative and quantitative data by targeting two broad categories of respondents namely; 405 young professionals and 12 industry experts in the TV industry in Kenya. A convergent parallel design was employed in data collection and analysis. The young professionals were required to provide quantitative data that the research needed for purposes of answering the research hypotheses via structured questionnaires. Due to the research design adopted for the study, the two types of data were collected concurrently. The data analysis procedure followed several steps. Preliminary steps were first undertaken to ensure data adequacy on both types of data after which each of the two types of data were analysed separately using the applicable set of analytical techniques for processing the data into the required information for the research.

The analysis for quantitative data required the researcher to verify if the response rate met the required statistical threshold for analysis after which the instrument was tested for reliability and validity of the data. Exploratory factor analysis

was then performed to assess how each variable was comprised as well as the loadings of each questionnaire items to the respective variable. Measures of central tendency were then used to summarise the data using descriptive statistics such as frequency, mean score and standard deviation. Diagnostic tests were then conducted to ascertain that the data obtained meets the assumptions of the analysis model. Hypotheses testing was then conducted via multiple regression analysis. Descriptive statistics were computed alongside the factor analysis and the corresponding diagnostic tests that should precede inferential analysis for the test of hypotheses.

Qualitative data was collected via interviews using an interview guide. The interview guide was administered to this category of respondents. The 11 industry experts provided qualitative data that the researcher required to interpret the quantitative data. The obtained data was thematically analysed using content analysis. First, obvious themes were identified, in the second step, a descriptive assessment of the data was performed followed by categorisation of data based on emerging themes and finally analysis of the data.

The analysis for qualitative data was undertaken to identify key words and themes emerging from the in-depth interviews. Construction of thematic maps was considered necessary in condensing the voluminous data to bring out an understanding of the message from the 11 industry experts in a way that would help the researcher to integrate the extracted themes into the descriptive and inferential quantitative data.

Thus, the chapter first presents the preliminary assessment of both the instruments used and the data for each type after which the characteristics of the respondents are provided. The presentation of the descriptive and inferential data is done concurrently with the qualitative data.

Response Rate

This section presents the response rate for industry experts and young professionals

Response Rate for the Industry Experts

The researcher targeted twelve key informants who were considered industry experts. Eleven of these were available for the in-depth interviews. The interviews were held in person and the proceedings were recorded using a recording device and the contents were later transcribed. Each of the experts was allowed to respond to thirteen themes that were generated from the study in comparison with the pattern followed for the quantitative data instrument. After the transcription, the responses were summarised to report the thematic areas along which the information was sought, then the key words and themes on attributes of authentic leadership. Table 8 presents the summary of the thematic areas, key words emerging and the themes on the attributes of authenticity.

Table 8. Thematic Responses

Thematic Area	**Key Words**	**Emerging Themes on Attributes of AL**
Characteristics of an authentic leader.	Originality, Geniuses, Honesty, Trust, Real, Self-knowledge.	Consistency, process of formation, leading others to where they have been. Socially acquired but uniquely contextualized by the leader it. Advancing truth without altering it.
Psychological factors contributing to authenticity	Values, attitudes, personality, self-concept and personal values.	Role of family in cultivating values, self-acceptance in enhancing self-awareness, sociological process of mentorship through which values are acquired.
Sociological factors contributing to authenticity.	Family, school, church, national culture.	Family virtues in upbringing. Exposure to leadership opportunities. The role of school in nurturing values towards authenticity. Role of values in providing the identity of each person, validation by teachers and

		family members from childhood to schooling and maturing.
Childhood phase critical life events	Self-awareness, hope, self-efficacy, being independent.	Type of critical life events of job loss or income by parent provoke PsyCap (Hope, self-efficacy, optimism). How critical life events contributed to authenticity by promoting self-introspection. Social learning promoted self-evaluation by looking at other people's critical life events.
Adulthood critical life events	Traits of self-awareness, relational transparency, self-discovery, self-efficacy, beliefs, support system and self-acceptance.	Change of career as a result of critical life events therefore promoting career success and well-being.
Socio-economic outcomes	Authentic leaders communicating their expectations clearly motivated followers to succeed. Followers were also inspired to be moral because of they felt encouraged by the morals of their leader. Proximity to leadership enhanced support. Religious beliefs enhanced morals. Team spirit and empathy also promoted success.	The leader has a role to play in promoting authenticity. Social behaviour from an authentic leader. Follower perception of the support by the authentic leader.
Leaders using CSR for socio-economic impact.	Self-aware leaders enhance the organizations self-awareness of its roles and responsibilities. The leader leads their organization to be aware and in touch with the needs of the organization. An authentic leader meets societal needs in an authentic way.	Authentic leaders marry both the needs of the organization and the community where they exist. They also have a concern for the feasibility and sustainability of the projects.

Source; Survey Data (2026)

The results in the table demonstrated that authenticity in leadership as something deeply personal yet shaped over time through experience and relationships. Authentic leaders are described as genuine, honest, and self-aware individuals who lead

from a place of truth rather than pretence. What stands out is that authenticity is not something one is simply born with but it develops through a continuous process of self-reflection and life experiences. These leaders tend to guide others based on lessons they have personally lived through, making their leadership feel consistent and credible. Their ability to remain truthful without distorting reality builds trust, and this trust becomes the foundation upon which they influence others.

At a deeper level, authenticity is strongly influenced by both psychological and social factors. Personal values, attitudes, and self-concept are often shaped early in life, especially through family upbringing, mentorship, and exposure to environments like schools and religious institutions. These spaces do more than just teach values, instead they help individuals understand who they are and what they stand for. Critical life events, particularly during childhood, play a powerful role in shaping this self-awareness. Experiences such as financial hardship or family challenges often push individuals to reflect inwardly, strengthening qualities like resilience, hope, and independence. As individuals grow into adulthood, similar turning points like career changes or personal struggles continue to refine their sense of self, often leading to greater clarity, confidence, and purpose in leadership.

These internal and social influences eventually translate into tangible outcomes within organizations and communities. Authentic leaders tend to inspire trust and motivation among their followers by communicating clearly and acting with integrity. Their behaviour encourages not only performance but also moral responsibility, as followers often mirror the values demonstrated by their leaders. Supportive relationships, empathy, and strong team spirit further enhance success, especially when leaders remain accessible and genuinely invested in others. Beyond the organization,

authenticity extends into how leaders engage with society. Through initiatives like corporate social responsibility, they balance organizational goals with community needs, ensuring that their actions are both meaningful and sustainable. In this way, authentic leadership becomes not just a personal trait, but a force that shapes positive socio-economic impact.

Response Rate for Young Professionals in Mass Media

The response rate and the reliability of the research questionnaire to ensure the validity and consistency of the data collected were examined. The study sought to collect data from 405 respondents from 50 TV firms selected in Nairobi City County. The questionnaires returned are as shown in Table 9.

Table 9. Response Rate

Questionnaires	Frequency	Response Rate (%)
Returned Questionnaires	233	57.5
Unreturned Questionnaires	172	42.5
Distributed Questionnaires	405	100.0

Source; Survey Data (2026)

Out of the 405 distributed questionnaires, 233 were completed and returned, resulting in a response rate of 57.5%. A response rate of 57.5% is within acceptable threshold for social science research. According to Babbie (2007), a response rate of 50% is considered adequate, while 60% is good, and 70% is very good. This rate provides sufficient data to support meaningful analysis and valid conclusions. Furthermore, Baruch and Holtom (2008) highlight that response rates for organizational studies average around 52%, making this study's rate comparable and representative. Hence, the achieved response rate ensures that the findings are robust and reflective of the population studied.

Reliability of the Research Questionnaire

The reliability test sought to establish the extent to which the questionnaire would produce similar and consistent results in various occasions under similar conditions. Reliability was tested via internal consistency using Cronbach alpha. The reliability results are as shown in Table 10.

Table 10. Summary of Reliability Statistics

Variable	Cronbach's Alpha
Authentic Leadership	.888
Psychological Developmental Attributes	.941
Sociological Developmental Attributes	.946
Critical Childhood Events	.917
Critical Adulthood Events	.857
Socio-Economic Outcomes	.967
Overall Score	.919

Source; Survey Data (2026)

From the table 10 above, the results show that all constructs in the study had a reliability coefficient greater than 0.7 with an average score of 0.919. Therefore, the study concludes that there was internal consistency of the instrument used to obtain responses from the respondents in the survey. Specifically, the study found that authentic leadership had a reliability coefficient of 0.888, psychological developmental attributes, 0.941; sociological developmental attributes, 0.946; critical childhood events, 0.917; critical adulthood events, 0.857; while social economic had reliability coefficient of 0.967.

Young Professionals Respondents Demographic Information

This section reports the demographic profile of respondents participating in the study. The demographic variables explored included; gender, age, marital status, education level, religious affiliation, organizational position, years of experience, organization ownership, and the main scope of services offered. The research

instrument was distributed to two categories of respondents; the young professionals and senior managers holding managerial positions. The analysis for the demographic attributes was done in two phases. The first for all the respondents, then for the senior management personnel.

Table 11.Demographic Information of Young Professionals in TV

Gender		Frequency	Percent
	Male	121	51.9
	Female	112	48.1
	Total	**233**	**100.0**
Age			
	18-23	21	9.0
	24-29	87	37.3
	30-35	125	53.6
	Total	**233**	**100.0**
Marital status			
Valid	Single	95	40.8
	Married	90	38.6
	Separated	22	9.4
	Divorced	17	7.3
	Widowed	9	3.9
	Total	**233**	**100.0**
Education			
Valid	Certificate	7	3.0
	Diploma	58	24.9
	Degree	128	54.9
	Masters	34	14.6
	PHD	6	2.6
	Total	**233**	**100.0**
Religious faith			
Valid	Protestant	48	20.6
	Catholic	70	30.0
	Evangelical	61	26.2
	Islamic	31	13.3
	Hindu	1	.4
	Buddhist	1	.4
	African traditional religion	1	.4
	None religious	20	8.7
	Total	**233**	**100.0**
Position held in the organization			
Valid	News Director	13	5.6
	News reporter	31	13.3
	News editor	35	15.0
	Presenter	37	15.9
	Marketing	28	12.0
	Sales	21	9.0
	Graphics	26	11.2
	Programming and technical	21	9.0
	Digital and social media	21	9.0
	Total	**233**	**100.0**
Number of years you have worked in the organization			
Valid	Less than one year	58	24.9
	1-5 years	99	42.5

	6-10 years	70	30.0
	over 10 years	6	2.6
	Total	**233**	**100.0**
Ownership of the organization			
Valid	Private	202	86.7
	Government	31	13.3
	Total	**233**	**100.0**
Main scope of programs or services offered			
Valid	Secular	192	82.4
	religious	41	17.6
	Total	**233**	**100.0**

Source; Survey Data (2026)

The demographic profile of the study's respondents provides a comprehensive lens for exploring authentic leadership within the mass media sector. The balanced gender distribution (51.9% male and 48.1% female) ensures diverse perspectives on leadership dynamics, crucial for understanding relational and ethical components of authentic leadership. According to Eagly and Carli (2023), gender diversity enhances leadership inclusivity and fosters balanced decision-making, making this demographic composition vital for analysing leadership in a traditionally male-dominated industry.

The majority of respondents fell within the 30-35 age group (53.6%), followed by 24-29 (37.3%), representing young and mid-career professionals. This aligns with literature by Day and Sin (2021) which highlights that early and mid-career stages are pivotal for forming leadership styles and aligning professional behaviours with personal values. This demographic focus allows the study to capture the developmental processes critical to authentic leadership.

A mix of marital statuses, with 40.8% single and 38.6% married, reflects a range of life experiences that shape leadership traits and workplace behaviours. Greenhaus and Powell (2019) emphasize that family responsibilities and relational experiences influence ethical decision-making and relational transparency, key dimensions of

authentic leadership. This diversity provides a nuanced understanding of how personal circumstances intersect with professional roles.

Educational attainment is notably high, with 54.9% holding degrees and 14.6% possessing master's degree, reflecting the intellectual rigor required in the media industry. Northouse (2016) links higher education to reflective and ethical leadership practices, supporting the premise that educated professionals are well-positioned to exhibit the self-awareness and moral grounding central to authentic leadership.

Religious diversity, led by Catholic (30.0%), Evangelical (26.2%), Protestant (20.6%) and Islamic (13.3%), Hinduism (0.4%), Buddhist (0.4%) and African traditional religion (0.4%) affiliations had the highest representation totalling 91.3%. Nevertheless, none religious group had an 8.7% representation. These results highlight the potential influence of religious groups in moral and ethical frameworks on leadership behaviour. Hannah et al. (2021) suggest that such diversity enriches ethical decision-making, a core component of authentic leadership. This aspect is particularly relevant for analysing leadership within culturally and morally diverse organizational settings.

The respondents' roles within organizations, included presenters (15.9%), editors (15.0%), and reporters (13.3%), provided a comprehensive view of leadership across various functions in the mass media sector. Wang et al. (2022) emphasize that job-specific challenges significantly shape leadership approaches, making this distribution critical for understanding how contextual factors influence leadership traits.

Experience levels further emphasize the formative nature of the study's population, with 42.5% having 1-5 years of experience. This aligns with Avolio and Gardner's (2020) assertion that early career stages are critical for cultivating leadership values and behaviours. This demographic composition supports the exploration of how young professionals develop authenticity in their leadership journeys.

The dominance of private organizations (86.7%) among respondents aligns with Denhardt and Denhardt's (2019) findings that private entities often emphasize performance-driven and innovative leadership. Meanwhile, the prevalence of secular programming (82.4%) reflects Walumbwa et al.'s (2018) observation that authentic leaders effectively balance personal and organizational values to navigate diverse operational environments.

Senior Management Characteristics

The demographic information of senior management provides valuable insights into the composition of the study's participants and offers a deeper understanding of their professional and personal profiles. See table 12.

Table 12. Demograhic Information of senior Management

Demographic Variable	Category	Frequency	Percent (%)
Gender	Male	82	53.6
	Female	71	46.4
	Total	**153**	**100.0**
Age	20-30	8	5.2
	31-40	51	33.3
	41-50	76	49.7
	51-70	18	11.8
	Total	**153**	**100.0**
Education Level	Certificate	5	3.3
	Diploma	5	3.3
	Degree	86	56.2
	Master's	47	30.7
	PhD	10	6.5
	Total	**153**	**100.0**
Current Position in the Organization	Chief Executive Officer (CEO)	11	7.2
	Group Managing Director	27	17.6
	Human Relations	67	43.8
	Managing Editor	48	31.4
	Total	**153**	**100.0**

Source; Survey Data (2026)

The gender distribution among senior management reveals that 53.6% were male and 46.4% were female, indicating a fairly balanced representation of perspectives from both genders. This balance is significant, as it ensures diverse viewpoints and acknowledges gender dynamics in leadership. Research suggests that men and women often emphasize different dimensions of leadership, with women frequently prioritizing relational transparency and ethical decision-making, which are key components of authentic leadership.

The age distribution shows that the majority of senior management were aged 41-50 years (49.7%), followed by those aged 31-40 years (33.3%). Smaller proportions were aged 51-70 years (11.8%) and 20-30 years (5.2%). This age profile reflects a predominance of mid-career professionals, who are likely to occupy leadership roles that require a nuanced understanding of organizational dynamics. These respondents are at critical stages in their careers, where they are refining their leadership styles and aligning them with core values and organizational goals.

Regarding education levels, the majority of respondents held a degree (56.2%), with 30.7% having a master's degree, and 6.5% holding a PhD qualification. Smaller proportions had diplomas (3.3%) or certificates (3.3%). This high level of educational attainment underscores the intellectual and professional capacity of the senior management, which aligns with the knowledge-intensive nature of leadership roles in the media industry. Education is closely linked to leadership development, as it fosters critical thinking, ethical awareness, and reflective practices—traits integral to authentic leadership.

The distribution of organizational positions highlights the diversity of roles represented by the senior management. Human relations roles account for the largest proportion (43.8%), followed by managing editors (31.4%), group managing directors (17.6%), and Chief Executive Officers (CEOs) (7.2%). This variety ensures that the study captured a wide range of experiences and leadership perspectives across functional and strategic levels. Human relations roles, in particular, are instrumental to the relational transparency dimension of authentic leadership, as they often involve fostering trust, collaboration, and ethical conduct within teams.

Crosstabulation Analysis of the Demographic Attributes

Cross tabulation was conducted to clearly put the demographics of the respondents to perspective. In this crosstabulation, the respective attributes of the population including age, marital status, education, religious faith, position held in organization, years worked in organization, ownership of organization where they work and the main scope of programs or services in the TV stations were arrayed against the gender of the respondents for both young professionals and senior management. The results were presented as follows:

Young Professionals in Mass Media Cross Tabulated Data

This analysis explores the demographic and professional characteristics of young professionals in the TV in Nairobi City County, with a specific focus on gender dynamics. The study considers variables such as age, marital status, education, religious affiliation, professional roles, years of experience, organizational ownership, and program scope. Gender is a critical lens through which workforce trends in mass media can be understood, as the industry grapples with longstanding issues like representation, pay equity, and role allocation. See table 13.

Table 13. Gendered Distribution of Demographic Characteristics of Young Professionals in TV in Nairobi City County

Variable	Category	Male	Female	Total
Age	18-23	16	5	21
	24-29	50	37	87
	30-35	55	70	125
	Total	**121**	**112**	**233**
Marital Status	Single	54	41	95
	Married	44	46	90
	Separated	12	10	22
	Divorced	8	9	17
	Widowed	3	6	9
	Total	**121**	**112**	**233**
Education	Certificate	2	5	7
	Diploma	34	24	58
	Degree	65	63	128
	Masters	17	17	34
	PhD	3	3	6
	Total	**121**	**112**	**233**
Religious Faith	Protestant	26	22	48
	Catholic	36	34	70
	Evangelical	30	31	61
	Islamic	14	17	31
	Others (Hindu, etc.)	1	1	2
	Non-religious	14	5	19
	Total	**121**	**112**	**233**
Position Held in Organization	News Director	7	6	13
	News Reporter	13	18	31
	News Editor	17	18	35
	Presenter	20	17	37
	Marketing	12	16	28
	Sales	10	11	21
	Graphics	17	9	26
	Programming & Technical	12	9	21
	Digital & social media	13	8	21
	Total	**121**	**112**	**233**
Years Worked in Organization	Less than 1 year	35	23	58
	1-5 years	47	52	99
	6-10 years	35	35	70
	Over 10 years	4 (	2	6
	Total	**121**	**112**	**233**
Ownership of Organization	Private	105	97	202
	Government	16	15	31
	Total	**121**	**112**	**233**
Main Scope of Programs/Services	Secular	102	90	192
	Religious	19	22	41
	Total	**121**	**112**	**233**

Source; Survey Data (2026)

The majority of respondents fell within the 30-35 age group (53.6%), with females (30.0%) outnumbering males (23.6%). This trend suggests that women are

maintaining a strong presence in mid-career roles, a period often associated with career consolidation and advancement. Results further suggest that more women retain their career in media houses for longer as opposed to men who tend to vacate for other opportunities in other industries. Conversely, the lower representation of females (2.1%) in the 18-23 category could reflect barriers to entry or delayed career starts due to societal expectations, as noted by Smith et al. (2022), who highlighted the challenges women face in accessing early-career opportunities in competitive industries. The higher proportion of females in the 30-35 bracket also aligns with findings by Taylor and Johnson (2021), which indicate that women are increasingly breaking through mid-career glass ceilings. This underscores the importance of supportive organizational policies, such as flexible working arrangements, which enable women to balance personal and professional commitments.

Gender differences in marital status reveal that males had a higher representation among single individuals (23.2%) compared to females (17.6%), while married females (19.7%) slightly outnumbered married males (18.9%). This pattern may reflect the dual expectations placed on women to balance professional growth and familial responsibilities. Research by Kumar (2023) suggests that societal norms often place a greater burden on women to assume caregiving roles, potentially influencing their marital and career trajectories. The smaller proportions of separated, divorced, or widowed individuals among both genders (combined 20.6%) align with the relatively young age distribution of the sample. However, the slightly higher representation of divorced and widowed females (6.5%) compared to males (4.7%) may highlight the compounded challenges faced by women in navigating both personal and professional domains.

Educational attainment reveals near parity across genders, with both males (27.9%) and females (27.0%) having similar representation among degree holders. However, males held a slight advantage in advanced education, with 17.6% of males having master's degrees compared to 13.1% of females. This disparity could be indicative of systemic challenges faced by women in pursuing higher education, as noted by Jones (2020), who argued that caregiving roles and societal expectations often delay or disrupt women's educational pursuits. The higher representation of males in technical or specialized roles, such as those requiring PhDs (3.9% vs. 2.6%), further supports the need for greater encouragement of women in pursuing Science Technology Engineering and Mathematics and research-oriented fields. Addressing this gap is crucial for fostering gender equity in media leadership and innovation.

Gender differences in religious affiliation reflect broader societal patterns. Males have higher representation among Protestant (11.2%) and non-religious (6.0%) categories, while females are more prominent in Evangelical (13.3%) and Islamic faiths (7.3%). These variations may influence workplace dynamics, as faith-based values often shape ethical behaviour, collaboration, and decision-making. Chowdhury (2021) highlighted that diverse religious representation in workplaces can foster inclusivity, but also noted the potential for gendered experiences in faith-related workplace interactions.

Gender-based role allocation is evident in the dataset. Technical roles, such as those in Graphics (7.3% male vs. 3.9% female), are dominated by males, while females are more represented in Marketing (6.9% vs. 5.2%). Leadership roles also show a disparity, with males outnumbering females in positions like News Director (3.0% vs. 2.6%). However, parity exists in roles like News Reporter and Editor, where females

(7.7%) are equally or more represented than males. These findings align with Nguyen and Kim (2023), who noted that while gender diversity is improving in media roles, traditional occupational segregation persists. Breaking these patterns requires targeted interventions, such as mentorship programs and diversity hiring initiatives.

Most respondents had 1-5 years of experience (42.5%), with females (22.3%) slightly outnumbering males (20.2%). This reflects the increasing entry of women into the mass media industry during early career stages. However, among those with over 10 years of experience, males (1.7%) outnumbered females (0.9%), indicating potential retention issues for women in longer career trajectories. Research by Brown (2020) emphasized that high turnover in mass media disproportionately affects women, often due to lack of support for work-life balance or the slower progression of women into leadership roles. Retention strategies must address these disparities to create a more equitable work environment.

Private organizations dominate the dataset (86.7%), with nearly equal gender representation. Males slightly outnumbered females in secular programming (43.8% vs. 38.6%), while females were more represented in religious programming (9.4% vs. 8.2%). This could reflect differing interests or cultural expectations influencing program focus. Sharma et al. (2021) noted that private organizations often lead innovation in mass media, and gender diversity within these entities can significantly enhance creative output and audience engagement. However, fostering inclusivity across program types is essential for representing diverse perspectives.

The findings highlight critical gendered patterns in the demographic and professional characteristics of young professionals in the mass media industry. While there is evidence of progress toward gender equity, challenges persist in areas like

leadership roles, advanced education, and long-term retention. Addressing these issues requires intentional strategies, including mentorship programs, diversity hiring, and work-life balance support, to ensure equitable opportunities and outcomes for all genders.

Senior managers Cross Tabulated Data

The following table 14 presents the demographic and professional characteristics of senior management in the mass media sector. These senior management, often occupying influential roles, provide critical insights into the structural and cultural dynamics of the industry. The data highlights patterns in age distribution, educational attainment, and positions held within organizations, analysed through a gendered lens. Understanding these patterns is essential to identifying gaps and opportunities for promoting gender equity, leadership diversity, and professional development among decision-makers and thought leaders in mass media.

Table 14. Gendered Distribution in the Mass Media Sector for Senior Management in TV stations

Variable	Category	Male	Female	Total
Age	20-30	1	7	8
	31-40	30	21	51
	41-50	34	42	76
	51-70	17	1	18
	Total	**82**	**71**	**153**
Education Level	Certificate	5	0	5
	Diploma	2	3	5
	Degree	42	44	86
	Masters	27	20	47
	PhD	6	4	10
	Total	**82**	**71**	**153**
Current Position in the Organization	Chief Executive Officer (CEO)	11	0	11
	Group Managing Director	19	8	27
	Human Relations	32	35	67
	Managing Editor	20	28	48
	Total	**82**	**71**	**153**

Source; Survey Data (2026)

The age distribution among senior management reveals significant gendered patterns. The majority of respondents were aged 41-50, representing 49.7% of the total sample. Within this group, females (27.5%) outnumbered males (22.2%), suggesting that women are increasingly taking up mid-career leadership roles in the mass media sector. This trend may reflect the growing acceptance and encouragement of women in managerial and influential positions, particularly as they build substantial professional experience.

In the 31-40 age group, males (19.6%) dominated compared to females (13.7%), indicating a stronger presence of men in the earlier stages of their leadership journeys. Interestingly, the 20-30 age group shows a higher representation of females (4.6%) compared to males (0.7%), which could indicate that women are entering the mass media field earlier, potentially due to targeted recruitment efforts or increased access to education and training opportunities. However, in the 51-70 age group, males (11.1%) vastly outnumbered females (0.7%), highlighting potential challenges for women in sustaining or advancing their careers into the later stages. These patterns align with broader societal trends where women face barriers to long-term career progression, often due to workplace biases and competing familial responsibilities.

Educational qualifications among senior management reveal both progress and disparities. The data shows that Bachelor degree was the most common qualification, with females (28.8%) slightly outnumbering males (27.5%). This near-parity at the undergraduate level demonstrates that women are increasingly achieving the foundational education necessary to enter and succeed in the mass media industry. At the master's level, however, males (17.6%) surpass females (13.1%), suggesting that fewer women pursue or complete advanced degrees. This gap becomes more

pronounced at the PhD level, where males (3.9%) again outpace females (2.6%). Such disparities in advanced education may limit women's access to research-intensive roles or highly specialized positions that often lead to top-tier leadership. Meanwhile, males dominate certificate-level qualifications (3.3%) compared to females (0%), potentially reflecting a trend where men without formal higher education still advance through technical training or practical experience. Diplomas, however, show a higher representation of females (2.0%) compared to males (1.3%), possibly indicating a preference among women for shorter, focused programs that allow for quicker entry into the workforce. These findings underscore the importance of addressing barriers to advanced education for women, which are often linked to societal expectations or competing priorities.

The data on organizational positions highlights significant gender disparities in leadership roles. Among senior management, all Chief Executive Officer (CEO) positions were held by males, representing 7.2% of the total sample, with no female representation in this category. Similarly, Group Managing Director roles were predominantly male-dominated, with 12.4% males compared to only 5.2% females. This stark underrepresentation of women in top-tier leadership roles reflects persistent challenges such as the glass ceiling, workplace biases, and limited access to mentorship or sponsorship opportunities for women aspiring to executive positions. In contrast, females are more prominently represented in roles such as Human Relations (22.9% compared to 20.9% males) and Managing Editor (18.3%) compared to males (13.1%).

These roles, which require strong interpersonal and communication skills, align with traditional gendered expectations and stereotypes that often confine women to positions perceived as extensions of caregiving or administrative responsibilities.

While this representation demonstrates women's contributions to critical organizational functions, it also underscores the occupational segregation that may limit their opportunities to break into strategic or decision-making roles. The absence of women in CEO roles and their underrepresentation in top management highlights the need for targeted interventions, such as leadership development programs and diversity-focused hiring practices, to bridge the gender gap in executive leadership.

The findings reveal a complex interplay between gender and professional dynamics among senior management in the mass media sector. While women are making inroads in mid-level management and positions requiring interpersonal expertise, significant barriers remain in accessing top-tier leadership and advanced education. Addressing these disparities requires a multifaceted approach, including fostering inclusive organizational cultures, providing support for higher education, and implementing policies that enable women to balance professional aspirations with personal commitments. These efforts are essential for creating a more equitable and representative leadership landscape in mass media.

Factor Analysis

Factor analysis was conducted to identify patterns and relationships among the study variables. The analysis also aimed at identifying the key components measuring the variable; thus, reducing the dimensions measuring the variables to key components that represent the underlying variable. The analysis involved assessing sampling adequacy through the Kaiser-Meyer-Olkin (KMO) measure and testing factorability using Bartlett's test of sphericity. Principal Component Analysis (PCA) was then applied to extract meaningful factors, which provide a clearer understanding of how the

variables align to form cohesive dimensions. The findings, presented in the subsequent sections below.

Factor Analysis for Psychological Developmental Life Attributes

The factor analysis for developmental life attributes highlights the structure and dimensions underlying the construct, providing meaningful insights into how individuals perceive and integrate these attributes. The results are summarized in terms of sampling adequacy, communalities, and variance explained. (See table 15.)

Table 15. Factor Analysis for Psychological Developmental Life Attributes

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.848
Bartlett's Test of Sphericity	Approx. Chi-Square	486.530
	df	136
	Sig.	.000

Communalities	**Initial**	**Extraction**
The importance to me of being self-aware	1.000	.492
The importance to me of relational transparency	1.000	.588
The importance to me of having a balanced processing	1.000	.406
The importance to me of acting morally	1.000	.617
In my approach to life/issues, I am driven by the feeling that I need to understand my strengths and weaknesses	1.000	.440
In my approach to life/issues, I am driven by the feeling that I need to make time for others	1.000	.414
In my approach to life/issues, I am driven by the feeling I need to be positive about trying new ideas	1.000	.485
In my approach to life/issues, the feeling that I need to desire or want to do the right thing in all circumstances drives me	1.000	.521
I consider myself someone who is satisfied with who I am	1.000	.580
I consider myself someone who is satisfied with what I have achieved so far	1.000	.714
I consider myself someone who will remain true to myself in most occasions or circumstances	1.000	.559
I consider myself someone who believes I can overcome complex difficulties.	1.000	.637
I consider myself someone who keeps their word	1.000	.632
I consider myself a relational person who reflects on things that are going on around me	1.000	.625
I consider myself someone who is interested in other people	1.000	.655
I consider myself someone who is balanced in the way I reflect on things	1.000	.534
I consider myself someone who is moral and wants to do what is right	1.000	.551

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.824	16.610	16.610	2.824	16.610	16.610
2	1.765	10.382	26.992	1.765	10.382	26.992
3	1.472	8.657	35.649	1.472	8.657	35.649
4	1.166	6.858	42.507	1.166	6.858	42.507
5	1.126	6.626	49.132	1.126	6.626	49.132
6	1.067	6.278	55.410	1.067	6.278	55.410
17	.381	2.244	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix

	Component					
	1	2	3	4	5	6
I consider myself someone who is interested in other people	.628					
I consider myself someone who is balanced in the way I reflect on things	.617					
I consider myself a relational person who reflects on things that are going on around me	.597					
In my approach to life/issues, I am driven by the feeling that I need to make time for others	.596					
The importance to me of relational transparency	.563					
In my approach to life/issues, the feeling that I need to desire or want to do the right thing in all circumstances drives me	.503					
In my approach to life/issues, I am driven by the feeling that I need to understand my strengths and weaknesses	.412					
I consider myself someone who is satisfied with who I am		.660				
I consider myself someone who will remain true to myself in most occasions or circumstances		.426				
The importance to me of having a balanced processing						
The importance to me of being self-aware			.477			
In my approach to life/issues, I am driven by the feeling I need to be positive about trying new ideas			.470			
I consider myself someone who believes I can overcome complex difficulties.				.557		

The importance to me of acting morally	-.477		
I consider myself someone who is satisfied with what I have achieved so far		.521	
I consider myself someone who is moral and wants to do what is right		-.477	
I consider myself someone who keeps their word			-.545

Extraction Method: Principal Component Analysis.
a. 6 components extracted.

Source; Survey Data (2026)

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.848, indicating a "meritorious" level of suitability for factor analysis (Kaiser, 2019). This high value reflects a well-sampled dataset with strong intercorrelations among variables, ensuring sufficient factor extraction. Bartlett's Test of Sphericity is highly significant (Chi-Square = 486.530, df = 136, Sig. = 0.000), confirming that the dataset's correlation matrix is appropriate for factor analysis.

Communalities represent the variance in each variable explained by the extracted factors, with most values exceeding the acceptable threshold of 0.4 (Walumbwa et al., 2008). High communalities, such as "I consider myself someone who is satisfied with what I have achieved so far" (0.714), "I consider myself someone who believes I can overcome complex difficulties" (0.637), and "I consider myself someone who keeps their word" (0.632), indicate that these variables strongly align with the underlying factors. These results underscore the significance of attributes like self-satisfaction, resilience, and integrity in defining developmental life attributes. Some variables, such as "The importance to me of having balanced processing" (0.406) and "In my approach to life/issues, I am driven by the feeling that I need to make time for others" (0.414), have lower communalities but still contribute meaningfully to the construct. These findings highlight the complexity and breadth of developmental life

attributes, encompassing aspects such as balanced reflection and relational engagement. This aligns with theories emphasizing the diverse dimensions of personal development (Avolio & Gardner, 2005).

The analysis identifies six components with eigenvalues greater than 1, cumulatively explaining 55.410% of the total variance. This exceeds the recommended threshold of 50% in social sciences, indicating that the extracted factors adequately represent the dataset's variability (Hair et al., 2014). The first component accounts for 16.610% of the variance, reflecting its significant role in capturing core attributes, while subsequent components progressively contribute smaller portions. This distribution confirms the multidimensional nature of developmental life attributes, which involve interrelated yet distinct elements such as self-awareness, relational transparency, and moral commitment.

The factor analysis of psychological developmental life attributes identifies six key components, each representing distinct yet interconnected dimensions of values, attitudes, self-concept, and personality. These components provide insight into how individuals develop and integrate moral reasoning, relational engagement, self-awareness, and personal identity into their behaviours and leadership styles.

Component One: Personality and Relational Orientation

This component primarily captures personality traits related to interpersonal relationships, self-reflection, and balance in thought and behaviour. 'Items included:

- "I consider myself someone who is interested in other people" (*personality*).
- "I consider myself someone who is balanced in the way I reflect on things" (*personality*).
- "I consider myself a relational person who reflects on things that are going on around me" (*personality*).

- "In my approach to life/issues, I am driven by the feeling that I need to make time for others" (*attitudes*).
- "The importance to me of relational transparency" (*values*).
- "In my approach to life/issues, the feeling that I need to desire or want to do the right thing in all circumstances drives me" (*attitudes*).
- "In my approach to life/issues, I am driven by the feeling that I need to understand my strengths and weaknesses" (*attitudes*).

This component integrates aspects of personality and attitudes, indicating that individuals who score high in this area prioritize relational engagement, ethical awareness, and balanced thinking. These individuals value transparency, make time for others, and strive to do what is morally right. This aligns with social learning theories (Bandura, 1997), which emphasize that relational orientation and moral reasoning develop through social interactions and self-awareness.

Component Two: Self-Concept and Personal Integrity

This component highlights self-concept, focusing on identity stability, personal fulfilment, and authenticity. Items included:

- "I consider myself someone who is satisfied with who I am" (*self-concept*).
- "I consider myself someone who will remain true to myself in most occasions or circumstances" (*self-concept*).

Individuals high in this component exhibit a strong sense of self and remain true to their values despite external influences. This reinforces the importance of self-authenticity and personal integrity, supporting the work of Avolio and Gardner (2005), who argue that leaders with a strong self-concept are more likely to act consistently and inspire trust.

Component Three: Cognitive Awareness and Ethical Reflection

This component captures values and attitudes related to self-awareness, cognitive adaptability, and ethical decision-making. Items included:

- "The importance to me of having balanced processing" (*values*).
- "The importance to me of being self-aware" (*values*).
- "In my approach to life/issues, I am driven by the feeling I need to be positive about trying new ideas" (*attitudes*).

This component reflects an individual's ability to process information objectively, maintain self-awareness, and embrace new experiences. Those who score high on this factor are likely to be flexible thinkers, open to change, and committed to ethical reflection. This aligns with Peus et al. (2011), who argue that balanced processing is crucial in leadership, as it allows individuals to assess situations fairly and make informed, ethical decisions.

Component Four: Resilience and Moral Commitment

This component represents self-concept and values, particularly how individuals navigate challenges and stay committed to moral principles. Items included:

- "I consider myself someone who believes I can overcome complex difficulties" (*self-concept*).
- "The importance to me of acting morally" (*values*).

Individuals who score high on this component tend to be resilient, confident in overcoming obstacles, and strongly committed to ethical principles. However, the negative loading on moral commitment suggests that some individuals may face dilemmas in applying their moral beliefs in complex situations. This aligns with Gardner et al. (2005), who note that leaders often experience tensions between moral values and practical decision-makin**g**.

Component Five: Personal Fulfilment and Moral Identity

This component highlights self-concept and personality, particularly personal satisfaction and moral self-perception. Items included:

- "I consider myself someone who is satisfied with what I have achieved so far" (*self-concept*).
- "I consider myself someone who is moral and wants to do what is right" (*personality*).

This component suggests that individuals feel accomplished and confident in their achievements but may struggle with consistently maintaining their moral identity. The negative loading on morality may indicate internal conflicts in ethical decision-making or pressure to compromise moral values. This aligns with Northouse (2016), who discusses the need for continuous moral reflection in leadership to maintain ethical consistency.

Component Six: Trustworthiness and Ethical Accountability

This component reflects self-concept and values, emphasizing personal integrity, reliability, and ethical responsibility. Item included:

- "I consider myself someone who keeps their word" (*self-concept*).

While trustworthiness is essential for leadership and personal relationships, the negative loading suggests that some individuals may struggle with consistently fulfilling their commitments. This supports Walumbwa et al. (2011), who argue that leaders build trust by ensuring their actions align with their words, though external pressures may challenge this consistency.

The six extracted components provide a comprehensive framework for understanding psychological developmental life attributes, integrating key dimensions of values, attitudes, self-concept, and personality. Component One emphasizes relational orientation, transparency, and social engagement (Personality & Attitudes). Component Two highlights self-concept and identity stability (Self-Concept). Component Three focuses on balanced decision-making and openness to new

experiences (Values & Attitudes). Component Four represents resilience and moral commitment, with ethical dilemmas (Self-Concept & Values). Component Five captures personal fulfilment but suggests moral complexities (Self-Concept & Personality). Component Six emphasizes trustworthiness but suggests challenges in ethical consistency (Self-Concept & Values).

These findings align with theories of authentic leadership (Avolio & Gardner, 2005), moral leadership (Northouse, 2016), and resilience in leadership (Peus et al., 2021). They suggest that while individuals may demonstrate strengths in relational engagement, self-reflection, and resilience, they may also face challenges in maintaining moral consistency, balancing ethical dilemmas, and ensuring reliability in commitments. To enhance leadership effectiveness, organizations should focus on reinforcing moral identity, strengthening ethical accountability, and developing structured decision-making frameworks that help individuals navigate complex ethical dilemmas while maintaining authenticity and transparency.

Factor Analysis for Sociological Developmental Life Attributes

The factor analysis for sociological developmental life attributes reveals significant insights into how individuals acquire and develop self-awareness, moral reasoning, and relational skills through family, education, and religious contexts. The findings highlight the multidimensional nature of these attributes, underscored by robust statistical measures and theoretical alignment with contemporary literature. See table 16.

Table 16. Factor Analysis for Sociological Developmental Life Attributes

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.834
Bartlett's Test of Sphericity	Approx. Chi-Square	1415.580
	df	120
	Sig.	.000

Communalities	Initial	Extraction
As I grew up, I learned from my family the virtues of self-knowledge	1.000	.483
As I grew up, I learned from my family to interact in an honest way	1.000	.409
I learned from my family how to be balanced	1.000	.458
I learned from my family how to act morally	1.000	.486
From my schooling at basic, secondary, and college levels, I learned the virtues of self-awareness	1.000	.617
From my schooling at basic, secondary, and college levels, I learned the importance of relating in an honest way	1.000	.566
From my schooling at basic, secondary, and college levels, I gained the ability to be objective	1.000	.643
From my schooling at basic, secondary, and college levels, I gained the ability to evaluate my actions	1.000	.635
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired a high sense of self awareness	1.000	.736
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I have learned to relate in an honest way.	1.000	.733
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I gained the ability to be objective	1.000	.744
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired the ability to evaluate my actions	1.000	.741
I learned the virtue of self-awareness	1.000	.561

I learned the importance of interacting in an honest way	1.000	.663
I learned the importance of objectivity	1.000	.788
I learned the importance of determining what is right or wrong	1.000	.770

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.174	32.335	32.335	5.174	32.335	32.335
2	1.822	11.389	43.724	1.822	11.389	43.724
3	1.515	9.469	53.193	1.515	9.469	53.193
4	1.321	8.258	61.451	1.321	8.258	61.451
5	.956	5.974	67.426			
6	.872	5.452	72.877			
16	.235	1.470	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component			
	1	2	3	4
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired a high sense of self awareness	.777			
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired the ability to evaluate my actions	.753			
I learned the virtue of self-awareness	.737			
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I have learned to relate in an honest way.	.714			
I learned the importance of interacting in an honest way	.689			
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I gained the ability to be objective	.687			
I learned the importance of objectivity	.672			
From my schooling at basic, secondary, and college levels, I gained the ability to evaluate my actions	.637			

I learned the importance of determining what is right or wrong	.562		
From my schooling at basic, secondary, and college levels, I gained the ability to be objective	.552		
From my schooling at basic, secondary, and college levels, I learned the importance of relating in an honest way	.483		
From my schooling at basic, secondary, and college levels, I learned the virtues of self-awareness		.536	
As I grew up, I learned from my family the virtues of self-knowledge			.549
I learned from my family how to be balanced			.545
I learned from my family how to act morally			.486
As I grew up, I learned from my family to interact in an honest way			.429

Extraction Method: Principal Component Analysis.
a. 4 components extracted.

Source; Survey Data (2026).

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.834, indicating a "meritorious" level of suitability for factor analysis. This high value reflects strong interrelationships among variables, confirming the appropriateness of the data for uncovering latent structures. Similarly, Bartlett's Test of Sphericity is highly significant (Chi-Square = 1415.580, df = 120, Sig. = 0.000), further validating the dataset's factorability by demonstrating sufficient correlations within the variables.

Communalities reveal the proportion of variance in each variable explained by the extracted factors. The findings highlight that structured environment, such as schools and religious institutions, play a dominant role in refining the role of sociological attributes. Dimensions showing high communalities, such as "I learned the importance of objectivity" (0.788) and "I gained the ability to evaluate my actions" (0.741), underscore the importance of critical thinking and moral evaluation as central aspects of sociological development. Variables associated with religious participation, including "From my involvement, participation, and interaction with the doctrines of my religious faith, I can say that I gained the ability to be objective" (0.744), emphasize

the role of faith-based practices in fostering self-reflection and ethical reasoning. While familial influences remain important, as reflected in variables such as "I learned from my family how to act morally" (0.486), their lower communalities suggest that family teachings are foundational but less pronounced compared to structured educational and religious contexts.

The total variance explained by the extracted factors confirms the multidimensional nature of sociological developmental life attributes. Four components with eigenvalues greater than 1 account for 61.451% of the cumulative variance, exceeding the recommended threshold of 50% in social sciences. The first component alone explains 32.335% of the variance, highlighting its significant contribution, while subsequent components capture additional dimensions. This distribution reflects the interplay between various sources of influence, with family, education, and religious contexts each contributing unique but interconnected aspects of sociological development. Contemporary studies support this complexity, emphasizing that structured environments such as schools and religious institutions enhance critical thinking and ethical reasoning, complementing the moral foundations laid by family (Hannah et al., 2021; King & DeCicco, 2020).

The factor analysis of sociological developmental life attributes identifies four key components, each reflecting a different sociological influence on personal development—religion, school, family, and culture. These components highlight how individuals develop self-awareness, honesty, objectivity, and moral reasoning through socialization within these institutions.

Component One: The Role of Religion and Cultural Norms in Self-Awareness and Ethical Reflection

This component primarily reflects how religious teachings and cultural norms shape self-awareness, moral reasoning, and relational honesty. Items included:

- "From my involvement, participation, and interaction with the doctrines of my religious faith, I can say that I acquired a high sense of self-awareness" (*religion*).
- "From my involvement, participation, and interaction with the doctrines of my religious faith, I can say that I acquired the ability to evaluate my actions" (*religion*).
- "I learned the virtue of self-awareness" (*culture*).
- "From my involvement, participation, and interaction with the doctrines of my religious faith, I can say that I have learned to relate in an honest way" (*religion*).
- "I learned the importance of interacting in an honest way" (*culture*).
- "From my involvement, participation, and interaction with the doctrines of my religious faith, I can say that I gained the ability to be objective" (*religion*).
- "I learned the importance of objectivity" (*culture*).

This component reflects how religion and cultural norms play a central role in shaping ethical awareness, self-reflection, and integrity. Individuals who score high in this factor attribute their ability to assess their actions, remain objective, and uphold honesty to their religious engagement and cultural upbringing. This aligns with Mensa and Adom (2018), who emphasize that religious participation fosters ethical decision-making, and cultural values reinforce self-awareness and social responsibility.

Component Two: The Role of Education in Moral and Cognitive Development

This component highlights how formal education contributes to self-awareness, ethical evaluation, and critical thinking. Items included:

- "From my schooling at basic, secondary, and college levels, I gained the ability to evaluate my actions" (*school*).
- "I learned the importance of determining what is right or wrong" (*culture*).

- "From my schooling at basic, secondary, and college levels, I gained the ability to be objective" (*school*).
- "From my schooling at basic, secondary, and college levels, I learned the importance of relating in an honest way" (*school*).
- "From my schooling at basic, secondary, and college levels, I learned the virtues of self-awareness" (*school*).

This component underscores the role of formal education in fostering cognitive skills, moral reasoning, and ethical interactions. Schools help individuals develop fairness, self-awareness, and the ability to critically evaluate situations. This supports Hofstede's (2001) cultural dimensions theory, which argues that education instils structured moral reasoning and objectivity, equipping individuals with the skills necessary for ethical leadership.

Component Three: The Role of Family in Self-Knowledge and Ethical Values

This component focuses on how family shape's identity, ethical conduct, and relational balance. Items included:

- "As I grew up, I learned from my family the virtues of self-knowledge" (*family*).
- "I learned from my family how to be balanced" (*family*).
- "I learned from my family how to act morally" (*family*).
- "As I grew up, I learned from my family to interact in an honest way" (*family*).

This component emphasizes the foundational influence of family in shaping personal identity, ethical behaviour, and social interactions. Those who score high on this component attribute their moral grounding and balanced decision-making to early family experiences. This aligns with Bowen's Family Systems Theory (1985), which posits that family structures provide the initial framework for self-regulation, ethical decision-making, and relational integrity.

The four extracted components represent a structured framework for understanding sociological developmental life attributes, integrating influences from religion, school, family, and culture. Component One emphasizes how religious teachings and cultural values shape self-awareness, honesty, and ethical judgment (Religion & Culture). Component Two highlights the role of education in fostering moral reasoning, objectivity, and cognitive reflection (School & Culture). Component Three captures the influence of family in shaping identity, ethical behaviour, and relational balance (Family). Component Four reflects how family and cultural teachings contribute to social ethics and balanced interpersonal relationships (Family & Culture).

These findings align with moral development theories (Kohlberg, 1984), social learning (Bandura, 1997), and ethical leadership frameworks (Awasthi & Walumbwa, 2022). They suggest that individuals develop self-awareness and moral reasoning through religious teachings, family upbringing, formal education, and cultural expectations. To enhance ethical leadership and social responsibility, organizations, educators, and policymakers should create environments that reinforce these attributes through structured mentorship, ethical training, and cultural awareness programs.

The factor analysis validates the multidimensional nature of sociological developmental life attributes, highlighting the significant contributions of family, education, and religion in fostering critical skills and values. The high KMO value, significant Bartlett's test, and strong communalities confirm the robustness of the dataset. These findings provide empirical support for understanding how sociological influences shape leadership traits and ethical behaviours, offering valuable insights into their application across diverse contexts.

Factor Analysis for Authentic Leadership

The results of the factor analysis in table 17 for authentic leadership reveal key insights into the data structure, with significant findings across the Kaiser-Meyer-Olkin (KMO) and Bartlett's test, communalities, and total variance explained. These results support the identification of core dimensions underlying the authentic leadership construct. See table 17.

Table 17. Factor Analysis for Authentic Leadership

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.782
Bartlett's Test of Sphericity	Approx. Chi-Square	403.555
	df	120
	Sig.	.000

Communalities	Initial	Extraction
I can list my three greatest weaknesses.	1.000	.632
I can list my three greatest strengths.	1.000	.581
I accept the feelings I have about myself	1.000	.743
I seek feedback as a way of understanding who I am as a person	1.000	.600
My actions reflect my core values.	1.000	.625
I openly share my feelings with others.	1.000	.600
I let others know who truly I am as a person	1.000	.560
Other people know where I stand on controversial issues.	1.000	.565
I rarely present a “false” front to others	1.000	.683
I admit my mistakes to others	1.000	.772
I seek others’ opinions before making up my mind.	1.000	.525
I listen closely to the ideas of those who disagree with me.	1.000	.631
I do not emphasise my point of view at the expense of others.	1.000	.647
I listen carefully to the ideas others before making my decision.	1.000	.756
I do not allow group pressure to control me.	1.000	.567
My morals guide what I do as a leader	1.000	.642

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.460	15.373	15.373	2.460	15.373	15.373
2	1.575	9.843	25.216	1.575	9.843	25.216
3	1.376	8.598	33.814	1.376	8.598	33.814
4	1.310	8.190	42.004	1.310	8.190	42.004
5	1.261	7.878	49.882	1.261	7.878	49.882
6	1.137	7.103	56.985	1.137	7.103	56.985
7	1.013	6.330	63.316	1.013	6.330	63.316
8	.867	5.421	68.736			
9	.798	4.989	73.725			
10	.785	4.909	78.634			
11	.767	4.792	83.426			
12	.627	3.920	87.346			
13	.586	3.664	91.010			
14	.573	3.581	94.591			
15	.456	2.850	97.441			
16	.409	2.559	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix

	Component						
	1	2	3	4	5	6	7
I do not allow group pressure to control me.	.621 IMP						
My actions reflect my core values.	.612 IMP						
I can list my three greatest weaknesses.	.612 SA						
I openly share my feelings with others.	.507 RT						

I do not emphasise my point of view at the expense of others.	.455						
	BP						
I can list my three greatest strengths.	SA	.491					
Other people know where I stand on controversial issues.	RT	.439					
I seek others' opinions before making up my mind.	BP	.413					
I accept the feelings I have about myself	SA		.547				
My morals guide what I do as a leader	IMP		-.519				
I listen closely to the ideas of those who disagree with me.	BP			-.493			
I rarely present a "false" front to others	RT				.587		
I seek feedback as a way of understanding who I am as a person	SA					-.611	
I let others know who truly I am as a person	RT					.438	
I listen carefully to the ideas others before making my decision.	BP						.572
I admit my mistakes to others	RT						.524
Extraction Method: Principal Component Analysis.							
a. 7 components extracted.							

Source; Survey Data (2026)

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.782, indicating a "middling" level of suitability for factor analysis, surpassing the acceptable threshold of 0.70 as outlined by Kaiser (2014). This reflects an improved dataset with well-correlated variables. Bartlett's Test of Sphericity is highly significant (Chi-Square = 403.555, df = 120, Sig. = 0.000), confirming that the correlation matrix is not an identity matrix and that factor analysis is appropriate for this data. Together, these results validate the factorability of the dataset.

Communalities reveal the proportion of variance in each variable explained by the extracted factors, with all variables exceeding the 0.5 threshold (Walumbwa et al., 2008), indicative of strong relationships with the underlying components. High communalities, suggest these items play pivotal roles in defining the construct of authentic leadership. High communalities for items related to admitting mistakes and listening to others support the importance of relational transparency and balanced processing in building trust and fostering ethical leadership (Walumbwa et al., 2008).

The total variance explained by the extracted factors indicates that seven components with eigenvalues greater than 1 account for 63.316% of the cumulative variance. This exceeds the recommended threshold of 50% in social sciences, demonstrating that the extracted components adequately capture the variability in the data (Hair et al., 2014). The first component explains 15.373% of the variance, with subsequent components contributing progressively smaller amounts. This distribution emphasizes the multidimensional nature of authentic leadership, reflecting interrelated but distinct dimensions such as self-awareness, relational transparency, balanced processing, and moral perspective (Avolio & Gardner, 2005).

The factor analysis results indicate that the seven components extracted represent multiple authentic leadership dimensions. Each component encompasses items from different constructs, reflecting the interconnected nature of leadership development. Below is an interpretation of each component, integrating relevant constructs from the study.

Component One: Internalized moral perspective

This component captures aspects of internalized moral perspective. This means that leaders have a moral compass that can be deployed in complex situations to determine right judgement and actions. Two of the items from the original components were retained. However, 1 was borrowed from self-awareness, 1 from relational transparency and 1 from balanced processing. The items included are

- I do not allow group pressure to control me (*Internalized moral perspective*).
- My actions reflect my core values (*Internalized moral perspective*).
- I can list all my three greatest weaknesses (*Self-awareness*).
- I openly share my feelings with others (*Relational transparency*).
- I do not emphasize my point of view at the expense of others. (*Balanced processing*).

This component represents a blend of Internalized moral perspective, self-awareness, relational transparency, and balanced processing. Leaders who score high on this factor are likely to understand themselves deeply, resist unethical group influence, and express their values openly. This aligns with Avolio and Gardner (2005), who suggest that authentic leaders remain true to their beliefs and resist external pressures that might compromise their moral standards.

Component Two: Self-awareness

This component incorporates self-awareness, which is a leader has a deep understanding of who they are, their strengths and weaknesses. This component retained one aspect from the original and extracted 1 indicator each from relational

transparency, balanced processing, self-awareness, and internalized moral perspective. These items include

- "I can list my three greatest strengths" (S*elf-awareness*).
- “Other people know where I stand on controversial issues” (*Relational-transparency*).
- "I seek others’ opinions before making up my mind (*Balanced processing).*
- “I accept feelings I have about myself” (*Self-awareness).*
- *“*My morals guide what I do as a leader” (*Internalized moral perspective*).

Leaders who load onto this component demonstrate confidence in who they are and what they are able to do. They are also able to determine which leadership roles are in tandem with who they are in order to avoid role and value conflict. This aligns with Walumbwa et al. (2011), who emphasize the importance of engaging in balanced decision-making while maintaining honesty and confidence in leadership interactions.

Component three: Relational Transparency

This component captures aspects of relational transparency. It retained two items from the original and borrowed one from self-awareness. Items included:

- I rarely represent a “false” front to others (*Relational-transparency*).
- I seek feedback as a way of understanding who I am as a person (S*elf-awareness*).
- I let others know who truly I am as a person (*Relational-transparency*).

Leaders who load onto this component engage in honesty in different contexts, cultures, or circumstances. It can be said of such leaders that they remain consistent in different circumstances. People working with them can testify the same thing because they remain the same to everyone. They value relationships and seek to maintain them

in a way that is consistent with the rest. Authentic leaders are deliberate about being honest to themselves in all these contexts without changing who they are to appeal to different people (Peus et al., 2021).

Component Four: Balanced processing

This component is aligned with balanced processing, reflecting a leader's ability to consider opposing viewpoints in decision-making. This component retained 2 from the original and borrowed 1 from relational transparency. These items included:

- "I listen closely to the ideas of those who disagree with me" (Balanced-processing).
- "I listen carefully to the ideas of others before making decisions" *(Balanced processing).*
- "I admit my mistakes to others" (Relational transparency)

Leaders who score high in this component prioritize inclusivity and fairness in discussions, even when facing opposition. The negative loading suggests that some leaders may struggle with fully integrating opposing views into their decision-making processes, aligning with Peus et al. (2011), who note that effective leadership requires an openness to dissenting opinions while maintaining confidence in one's decisions.

Each component contributes to understanding how individuals develop into ethical, self-aware, and transparent leaders. The results suggest that leaders who demonstrate a combination of self-awareness, relational transparency, moral integrity, and accountability are better equipped to inspire trust, make ethical decisions, and foster strong organizational cultures. However, internalized moral perspective and self-awareness were the most identified with factors for integration into the extracted components of authentic leadership with 5 items each. It was followed by relational transparency and balanced processing with 3 items, each that were distributed.

These aspects were confirmed by 9 out of 11 industry experts listed in the thematic qualitative interviews who agreed that an authentic leader is a morally guided leader who has a moral approach that stems from having knowledge and confidence in who they are. They also stated this originates from a deep knowledge of self. Key informant P8 was asked who an authentic leader is and the response confirms the findings. She said “The first thing I think of is their character, if I can see consistency from who they are, from their work in their home and down to their leadership spaces be it in the office, or if they are ministers, whoever they are even if they are dignitaries the consistency of their professional and personal life.”

Factor Analysis for Critical Childhood Events

The factor analysis for critical childhood events provides valuable insights into how formative experiences influence personal development, including self-awareness, honesty, and the ability to navigate complex situations.

Table 18. Factor Analysis for Critical Childhood Events

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.790
Bartlett's Test of Sphericity	Approx. Chi-Square	57.727
	df	6
	Sig.	.000

Communalities	Initial	Extraction
The experience of going through parental separation or divorce contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1.000	.474
The experience of going through parental loss of income contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate m desires.	1.000	.493
The experience of going through natural disaster events such as pandemics and famine contributed to my self-knowledge honesty, ability to assess issues from different perspectives and to regulate my desires.	1.000	.500
The experience of going through the death of a family member contributed to my self-knowledge and ability to assess issues from different perspectives	1.000	.637

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.004	50.111	50.111	2.004	50.111	50.111
2	.822	20.545	70.656			
3	.676	16.898	87.554			
4	.498	12.446	100.000			

Extraction Method: Principal Component Analysis.

Source; Survey Data (2026)

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.790, indicating a meritorious level of suitability for factor analysis (Kaiser, 1974). This value surpasses the minimum acceptable threshold of 0.7, suggesting that the dataset was well-suited for identifying latent dimensions. Bartlett's Test of Sphericity was significant (Chi-Square = 57.727, df = 6, Sig. = 0.000), validating that the correlation matrix was not an identity matrix. The significance of Bartlett's test demonstrates that the variables were sufficiently correlated to justify the use of factor analysis (Hair et al., 2014).

Communalities indicate the proportion of variance in each variable explained by the extracted factors, with all variables meeting or exceeding the threshold of 0.4 (Walumbwa et al., 2018). Notable communalities included "The experience of going through the death of a family member contributed to my self-knowledge and ability to assess issues from different perspectives" (0.637), suggesting that such events strongly contribute to the latent construct of personal development. Variables like "The experience of going through natural disaster events such as pandemics and famine" (0.500) and "The experience of going through parental loss of income" (0.493) also show strong alignment, emphasizing the role of adversity in fostering critical skills like self-knowledge, honesty, and perspective-taking.

The total variance explained by the extracted factors confirms the robustness of the analysis. One factor with an eigenvalue greater than 1 account for 50.111% of the variance, meeting the recommended threshold of 50% for social sciences (Hair et al., 2014). This result suggests that critical childhood events are strongly interrelated and represent a cohesive construct. The first factor’s dominance highlights the shared influence of diverse adversities, including parental separation, financial instability, and loss, in shaping personal development.

The Rotated Component Matrix indicates that only one component was extracted, meaning that all the variables loaded onto a single factor. Since a single factor emerged. This outcome suggests that the dataset's variables are highly interrelated and represent a unidimensional construct, where all measured aspects contribute to a single underlying factor. This may indicate that the surveyed attributes reflect a strongly cohesive concept, such as a dominant organizational or leadership trait, rather than multiple distinct dimensions. In practical terms, this finding implies that the measured

variables can be treated as a single unified scale rather than separate subcomponents, simplifying subsequent interpretations and analyses. Industry experts confirmed this in their response to the impact of childhood phase critical life events.

For example, Key informant P7 said, "*Yes, I've interacted with people who after losing their parents in their childhood had a good life then one of the parents, the breadwinner the father passed on, and immediately after that the economic situation of their family just went down completely so that they had the experience of the good life and now they are experiencing terrible life due to lack. So as a result, they decided that they would never allow their children to experience what they experienced as they were young, and as a result, they've worked so hard and they've put in constantly thinking if I am not here today, will my children continue enjoying the benefits of life that they are enjoying or will it become like what I went through when I was young. So as a result of that they are very hardworking people and that incident shaped the way they see the world because they were able to somehow come out of that they believe so much there's nothing they can't overcome.*"

This is an example of two components having a sequential effect. The death of a parent happens and it changes the family dynamics. The spouse who is left behind either by death or divorce will result in grief. This grief may not be identical to that caused by divorce but it still leaves an indelible mark in a family. This death also impacts the economic stability of a family therefore provoking similar introspection, self-efficacy and self-awareness. Shannon et al., (2020) conveys the same idea. The article investigated the role of critical life events in promoting authentic leadership components. The study found that such critical life events significantly promote authentic leadership behaviors.

In conclusion, the factor analysis demonstrates that critical childhood events are a cohesive construct with significant implications for personal development. The high KMO value, significant Bartlett's test, and strong communalities validate the dataset's adequacy for this analysis. These findings align with May et al., (2003) which emphasized the transformative potential of childhood adversities in fostering resilience,

self-awareness, and perspective-taking, providing a robust foundation for understanding how formative experiences shape personal and professional outcomes.

Factor Analysis for Critical Adulthood Events

The factor analysis for critical adulthood events provides a detailed understanding of how significant life experiences in adulthood contribute to self-knowledge, ethical awareness, and perspective-taking. See table 19.

Table 19. Factor Analysis for Critical Adulthood Events

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.702
Bartlett's Test of Sphericity	Approx. Chi-Square	233.508
	df	10
	Sig.	.000

Communalities

	Initial	Extraction
The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1.000	.919
The experience of going through death of a parent or loss of income has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1.000	.524
The experience of going through natural disaster events like pandemics and famine has contributed to my self-knowledge, ability to assess issues from different perspectives and to regulate my desires.	1.000	.623
The experience of going through the death of a significantly close family member has contributed to my self-knowledge, honesty ability to assess issues from different perspectives and to regulate my desires.	1.000	.576
The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1.000	.923

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.074	41.484	41.484	2.074	41.484	41.484
2	1.191	23.814	65.298	1.191	23.814	65.298
3	.873	17.454	82.752			
4	.796	15.920	98.672			
5	.066	1.328	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component	
	1	2
The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	.958	
The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	.956	
The experience of going through death of a parent or loss of income has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	.455	
The experience of going through natural disaster events like pandemics and famine has contributed to my self-knowledge, ability to assess issues from different perspectives and to regulate my desires.		.787
The experience of going through the death of a significantly close family member has contributed to my self-knowledge, honesty ability to assess issues from different perspectives and to regulate my desires.		.742

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Source; Survey Data (2026)

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.702, indicating a "middling" level of suitability for factor analysis (Kaiser, 1974). This value surpasses the minimum threshold of 0.7, confirming that the dataset was adequate for uncovering latent dimensions. Bartlett's Test of Sphericity is significant (Chi-Square = 233.508, df = 10, Sig. = 0.000), validating that the correlation matrix is not an identity matrix and that the variables are sufficiently interrelated to justify factor analysis (Hair et al., 2014). These results establish the reliability of the analysis for identifying underlying patterns in adulthood experiences.

Communalities measure the variance in each variable explained by the extracted factors, with most variables exceeding the threshold of 0.5 (Walumbwa et al., 2018). Particularly high communalities included; "The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires" (0.919) and its duplicate (0.923). These findings emphasize the profound impact of familial disruptions on self-awareness and emotional regulation. Variables such as "The experience of going through natural disaster events like pandemics and famine" (0.623) and "The experience of going through the death of a significantly close family member" (0.576) also demonstrate strong alignment with the latent construct, highlighting the role of loss and adversity in shaping ethical reasoning and resilience. Lower communalities, such as "The experience of going through death of a parent or loss of income" (0.524), while still above the threshold, suggest relatively less influence compared to other variables.

The total variance explained by the extracted factors underscores the multidimensional nature of critical adulthood events. Two components with eigenvalues greater than 1 account for 65.298% of the cumulative variance, surpassing

the recommended threshold of 50% for social science research (Hair et al., 2014). The first component alone explains 41.484% of the variance, capturing the dominant influence of familial and personal loss on self-awareness and relational transparency. The second component contributes an additional 23.814%, reflecting nuanced aspects of ethical behaviour and perspective-taking arising from adversity.

The Rotated Component Matrix identifies a two-factor structure, indicating that experiences of critical adulthood events can be categorized into two distinct dimensions. These dimensions highlight different aspects of personal growth, ranging from self-awareness and ethical reasoning to adaptability and emotional resilience.

Component One: Identity Formation and Ethical Development

This component captures experiences related to parental separation, divorce, and financial hardship, with high factor loadings for statements reflecting self-knowledge, honesty, and the ability to assess situations from different perspectives. These life events shape personal identity by fostering introspection and ethical reasoning. Items included:

- "Experiencing parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives, and self-regulation."
- "Experiencing the death of a parent or a significant financial loss has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives, and self-regulation."

This component suggests that adversity related to family and financial struggles plays a critical role in self-reflection and ethical growth. Individuals who undergo such experiences often develop stronger moral reasoning, relational transparency, and self-awareness, aligning with research on personal growth following life challenges

Component Two: Adaptability and Emotional Resilience

This component groups experiences related to external crises such as natural disasters and bereavement, with strong loadings for events like pandemics, famine, and the loss of a significantly close family member. These experiences primarily contribute to coping mechanisms, emotional strength, and adaptability, as they require individuals to process grief, navigate sudden adversity, and develop resilience. Items included:

- "Experiencing natural disasters such as pandemics and famine has contributed to my self-knowledge, ability to assess issues from different perspectives, and self-regulation."
- "Experiencing the death of a significantly close family member has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives, and self-regulation."

This component highlights the role of unexpected and uncontrollable life events in fostering psychological resilience and adaptability. Individuals who face such hardships are more likely to develop coping strategies and emotional endurance, reinforcing their ability to handle future adversities with greater ease.

The factor analysis confirms that critical adulthood events are a multidimensional construct that significantly shape self-awareness, relational transparency, and ethical reasoning. The high KMO value, significant Bartlett's test, and strong communalities validate the adequacy of the dataset and the robustness of the analysis. These findings suggest that organizations, leadership programs, and personal development initiatives should tailor their interventions based on the nature of adversity individuals have faced. Programs designed for ethical leadership and self-awareness should target those who have undergone familial and financial struggles, while resilience training and crisis management programs may be more beneficial for individuals who have experienced natural disasters or bereavement. Tedeschi and

Calhoun (2004) highlight that experiences of personal hardship foster self-awareness and ethical reasoning, while Masten (2001) emphasizes that resilience develops through external crises. Bonanno (2004) further supports the idea that bereavement and environmental adversity strengthen coping mechanisms. These findings suggest that organizations and leadership programs should tailor interventions accordingly, reinforcing Luthans et al.'s (2006) argument that resilience and ethical leadership require distinct developmental approaches.

Factor Analysis for Socioeconomic Outcomes

The factor analysis for individuals' socioeconomic outcomes provides a detailed examination of the key variables that influence personal and organizational growth. The findings emphasize the multidimensional nature of socioeconomic outcomes and their relevance in assessing workplace behaviours, employee well-being, and organizational performance. See table 20.

Table 20. Factor Analysis for Socioeconomic Outcomes

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.744
Bartlett's Test of Sphericity	Approx. Chi-Square	494.240
	df	66
	Sig.	.000

Communalities	Initial	Extraction
Growth in number of employees promoted to higher job group	1.000	.674
Growth in the moral compliance of journalists	1.000	.692
Growth in the general employee wellbeing and satisfaction	1.000	.664
Growth in organizational commitment	1.000	.682
Growth in innovation and creativity	1.000	.595
Growth in how the staff demonstrate helping behaviour	1.000	.756
Growth in how staff demonstrate organizational citizenship behaviour	1.000	.763
community projects initiated increased in number	1.000	.802
Increased revenue	1.000	.872
More funds obtained through Corporate Social Responsibility (CSR) programs	1.000	.677
Donations for Corporate Social Responsibility (CSR) programs received in kind	1.000	.736
Increase in viewership	1.000	.685

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.837	23.642	23.642	2.837	23.642	23.642
2	2.228	18.569	42.211	2.228	18.569	42.211
3	1.305	10.877	53.088	1.305	10.877	53.088
4	1.155	9.625	62.713	1.155	9.625	62.713
5	1.072	8.932	71.645	1.072	8.932	71.645
6	.762	6.351	77.996			
7	.698	5.819	83.815			
8	.617	5.144	88.959			
9	.464	3.868	92.827			
10	.349	2.907	95.733			
11	.332	2.769	98.502			
12	.180	1.498	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component				
	1	2	3	4	5
Growth in how the staff demonstrate helping behaviour	.801				
Growth in organizational commitment	.736				
Growth in number of employees promoted to higher job group	.728				

Growth in how staff demonstrate organizational citizenship behaviour	.656				
Growth in innovation and creativity	.607				
Increased revenue		.857			
Community projects initiated increased in number		.731			
Growth in the moral compliance of journalists		.522			
More funds obtained through Corporate Social Responsibility (CSR) programs			.784		
Increase in viewership			.616		
Donations for Corporate Social Responsibility (CSR) programs received in kind				.843	
Growth in the general employee wellbeing and satisfaction					.542

Extraction Method: Principal Component Analysis.
a. 5 components extracted.

Source; Survey Data (2026)

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.744, indicating a "middling" level of suitability for factor analysis (Kaiser, 1974). This value exceeds the minimum acceptable threshold of 0.7, confirming that the dataset was adequate for identifying latent dimensions. Bartlett's Test of Sphericity is highly significant (Chi-Square = 494.240, df = 66, Sig. = 0.000), validating that the correlation matrix is not an identity matrix. The significance of Bartlett's test ensures sufficient intercorrelations among variables to justify the factor analysis (Hair et al., 2014).

Communalities, which measure the proportion of variance in each variable explained by the extracted factors, demonstrate strong alignment with the threshold of 0.5 (Walumbwa et al., 2018). Most variables exceed this benchmark, indicating that they are well-represented in the analysis. Notable communalities include "Increased revenue" (0.872) and "Community projects initiated increased in number" (0.802), which highlight the prominence of financial performance and corporate social responsibility (CSR) initiatives in socioeconomic outcomes. Variables such as "Growth in moral compliance of journalists" (0.692) and "Growth in how staff demonstrate organizational citizenship behaviour" (0.763) also show high communalities,

underscoring the importance of ethical conduct and prosocial behaviours. Although "Growth in innovation and creativity" has a slightly lower communality (0.595), it remains above the threshold, reflecting the relevance of creativity in driving organizational success.

The total variance explained by the extracted factors confirms the robustness of the analysis, with five components having eigenvalues greater than 1 and cumulatively accounting for 71.645% of the variance. This surpasses the recommended threshold of 50% for social science research, indicating that the extracted factors effectively represent the variability in the data (Hair et al., 2014). The first component explains 23.642% of the variance, capturing financial and community-focused outcomes as central to the construct. Subsequent components contribute progressively smaller proportions, with the second (18.569%) and third (10.877%) components emphasizing employee well-being and ethical behaviours, further reflecting the multidimensional nature of socioeconomic outcomes.

The factor analysis of socioeconomic outcomes identifies five key components, each representing different dimensions of individual, organizational, and societal growth. These components provide insight into how organizations foster employee development, financial growth, community impact, and corporate social responsibility (CSR) initiatives.

Component One: Organizational Growth and Employee Development

This component reflects internal organizational performance, specifically focusing on employee commitment, career progression, innovation, and citizenship behaviour. Items included:

- "Growth in how the staff demonstrate helping behaviour" (*organization*).
- "Growth in organizational commitment" (*organization*).
- "Growth in number of employees promoted to higher job group" (*individual*).
- "Growth in how staff demonstrate organizational citizenship behaviour" (*organization*).
- "Growth in innovation and creativity" (*organization*).

This component highlights how organizational success is linked to employee engagement, leadership commitment, and innovative work culture. Organizations that promote career development, teamwork, and citizenship behaviour are more likely to experience sustained growth. These findings align with Gottschalg and Zollo (2007), who suggest that organizations fostering commitment and innovation experience higher employee productivity and long-term stability.

Component Two: Revenue and Community Growth

This component captures financial growth and community engagement, highlighting the relationship between revenue generation and corporate impact. Items included:

- "Increased revenue" (*organization*).
- "Community projects initiated increased in number" (*society*).
- "Growth in the moral compliance of journalists" (*individual*).

This component suggests that organizations with increasing revenue tend to allocate resources toward community development and ethical standards. Organizations that emphasize financial success alongside corporate responsibility create sustainable and socially responsible business models. This aligns with Freeman's (1984) Stakeholder Theory, which emphasizes that businesses should serve both financial and social interests to maintain legitimacy and public trust.

Component Three: Corporate Social Responsibility (CSR) Initiatives

This component reflects how organizations allocate financial resources to CSR programs, reinforcing their role in social impact and public engagement. Items included:

- "More funds obtained through Corporate Social Responsibility (CSR) programs" (*CSR*).
- "Increase in viewership" (*society*).

This component emphasizes the importance of CSR investments in improving brand perception, audience engagement, and social impact. Organizations that commit resources to CSR enhance their reputation, attract public interest, and foster community development. This aligns with Carroll's CSR Pyramid (1991), which states that corporate philanthropy strengthens brand equity while addressing societal needs.

Component Four: Philanthropy and Donations

This component focuses on charitable contributions and the organization's role in philanthropy. Items included:

- "Donations for Corporate Social Responsibility (CSR) programs received in kind" (*CSR*).

This component highlights the strategic role of in-kind donations in supporting communities and reinforcing CSR commitments. Companies that provide non-monetary contributions (e.g., products, services, expertise) play a crucial role in sustainable development and community welfare. This aligns with Slack's (2015) research, which suggests that organizations with strong philanthropic engagement enhance corporate reputation and long-term public trust.

Component Five: Employee Well-being and Satisfaction

This component reflects the organization's commitment to improving employee well-being. Items included:

"Growth in the general employee well-being and satisfaction" (*individual*).

This component suggests that employee satisfaction is a critical indicator of organizational success. Companies that prioritize work-life balance, mental health, and employee engagement tend to see better performance outcomes and lower turnover rates. This supports Kithusi's (2015) argument that employee well-being is directly linked to productivity, innovation, and retention rates.

The five extracted components provide a structured understanding of socioeconomic outcomes, integrating elements of organizational growth, financial performance, community engagement, CSR initiatives, and employee well-being. Component One emphasizes organizational growth through employee development, innovation, and citizenship behaviour (Organization & Individual). Component Two links revenue growth to community engagement and ethical journalism (Organization & Society). Component Three highlights CSR investments and their role in increasing public engagement and organizational reputation (CSR & Society). Component Four reflects philanthropy and the role of non-monetary contributions in corporate social responsibility (CSR). Component Five underscores the importance of employee well-being in organizational success (Individual).

These findings align with theories on corporate responsibility (Carroll, 1991; Freeman, 1984), organizational development (Gottschalg & Zollo, 2007), and workplace well-being (Kithusi, 2015). They suggest that successful organizations balance financial growth, employee development, and community engagement to create long-term sustainability and social impact. To enhance organizational effectiveness, companies should integrate CSR, employee well-being programs, and innovation-driven strategies that support both financial and social outcomes.

In conclusion, the factor analysis demonstrates that individuals' socioeconomic outcomes are robustly multidimensional, encompassing financial growth, ethical practices, employee development, and community engagement. The high KMO value, significant Bartlett's test, and strong communalities validate the dataset's adequacy and reliability. This analysis provides a strong empirical foundation for further exploration of the factors influencing socioeconomic outcomes.

Descriptive Analysis

This section provides descriptive statistics on the study variables, including authentic leadership attributes, critical life events, developmental life attributes, and socioeconomic outcomes. The descriptive statistics summarize the characteristics of these variables based on the responses provided by the participants. Respondents were required to rate statements on a scale of 1-5, reflecting their level of agreement or perception regarding each variable. Measures of central tendency, specifically the mean and standard deviation, were used to summarize the data, highlighting trends and variations in responses. Each variable is analysed individually, with the results presented in separate tables followed by detailed discussions. This analysis offers a

foundational understanding of the key themes and patterns relevant to the study's objectives.

Authentic Leadership

Authentic leadership, the independent variable in this study, is a pivotal construct in leadership studies, particularly for its emphasis on self-awareness, relational transparency, balanced processing, and an internalized moral perspective. It has been shown to significantly influence organizational and individual outcomes by fostering ethical behaviour, trust, and productivity (Northouse, 2016; Awasthi & Walumbwa, 2022). The analysis of authentic leadership was operationalized using four key dimensions: self-awareness, relational transparency, balanced processing, and internalized moral perspective, measured through survey items as outlined in Table 21. Each dimension contributes uniquely to the construct of authentic leadership, as shown by the descriptive statistics. See table 21.

Table 21. Descriptive Statistics for Authentic Leadership

Statements	Mean	Std. Deviation
Self-Awareness		
I can list my three greatest weaknesses.	3.554	.894
I can list my three greatest strengths.	4.060	.774
I accept the feelings I have about myself	4.382	.685
I seek feedback as a way of understanding who I am as a person	4.064	.777
My actions reflect my core values.	3.910	.746
Aggregate	**3.994**	**0.775**
Rational Transparency		
I openly share my feelings with others.	2.768	.946
I let others know who truly I am as a person	3.893	.767
Other people know where I stand on controversial issues.	4.202	.813
I rarely present a "false" front to others	4.275	.761
I admit my mistakes to others	4.621	.633
Aggregate	**3.952**	**0.784**
Balanced Processing		
I seek others' opinions before making up my mind.	3.300	.833
I listen closely to the ideas of those who disagree with me.	3.768	.770
I do not emphasise my point of view at the expense of others.	4.120	.745
I listen carefully to the ideas others before making my decision.	4.219	.748
Aggregate	**3.852**	**0.774**
Internalized Moral Perspective		
I do not allow group pressure to control me.	4.124	.936
My morals guide what I do as a leader	4.215	.711
Aggregate	**4.170**	**0.824**

Source; Survey Data (2026)

Self-Awareness

Self-awareness, as a fundamental dimension of authentic leadership, reflects a leader's ability to understand their internal states, strengths, and weaknesses, and how these attributes influence their actions and decisions. The aggregate mean score of 3.994 and standard deviation of 0.775 suggest that respondents exhibit a moderate to high level of self-awareness. The ability to identify strengths, reflected in a mean score of 4.060 (SD = 0.774), indicates a confident understanding of personal capabilities. This is consistent with Gardner et al. (2005), who assert that leaders with heightened self-awareness can align their behaviour with their values and inspire confidence among followers.

The high mean score of 4.382 (SD = 0.685) for accepting one's feelings reveals an advanced level of emotional intelligence, crucial for navigating complex organizational dynamics (Goleman, 2014). Leaders who accept their emotions are better equipped to remain authentic, particularly in challenging circumstances. However, the relatively lower score of 3.554 (SD = 0.894) for acknowledging weaknesses suggests that respondents may experience difficulty in admitting their limitations. This finding aligns with research by Oh et al. (2018), which highlights societal and organizational pressures that often compel leaders to present themselves as infallible, thereby hindering honest self-assessment.

Seeking feedback, as indicated by a mean score of 4.064 (SD = 0.777), demonstrates the respondents' willingness to engage in reflective practices that support growth and learning. This aligns with Northouse (2016), who emphasized the importance of feedback in enhancing self-awareness and improving leadership effectiveness. However, the disparity between the acknowledgment of strengths and weaknesses may point to a developmental gap. This could be mitigated by organizational interventions, such as 360-degree feedback systems, which provide leaders with comprehensive perspectives on their performance, promoting balanced self-awareness (Peus et al., 2021).

Relational Transparency

Relational transparency is a critical dimension of authentic leadership, emphasizing open and honest interactions that foster trust and collaboration. The aggregate mean score of 3.952 (SD = 0.784) reflects a strong tendency among respondents to practice transparency in their professional relationships. Notably, admitting mistakes to others received the highest mean score of 4.621 (SD = 0.633),

underscoring the importance of accountability in leadership. This aligns with Walumbwa et al. (2011), who argued that transparency strengthens relational bonds and builds credibility.

Similarly, the ability to communicate one's stance on controversial issues, as indicated by a mean score of 4.202 (SD = 0.813), demonstrates a commitment to honest and forthright dialogue. Such practices resonate with Malik (2018), who noted that leaders who consistently share their perspectives foster an environment of trust and mutual respect. However, the relatively lower score of 2.768 (SD = 0.946) for openly sharing feelings suggests a reluctance to express vulnerability. This finding is consistent with cultural observations by Hofstede (2001), who argued that transparency is often influenced by societal and organizational norms, which may discourage leaders from exposing their emotions.

The hesitance to share feelings might also stem from concerns about how such transparency may be perceived by others. Galdames and Guihen (2020) observed that leaders in hierarchical or competitive environments are often cautious about revealing personal emotions, fearing it may undermine their authority. Addressing this gap requires cultivating a culture that values emotional openness as a strength, supported by training programs that enhance emotional intelligence and interpersonal communication skills.

Balanced Processing

Balanced processing, which involves objectively evaluating information and considering diverse perspectives, is essential for ethical and effective decision-making in leadership. The aggregate mean score of 3.852 (SD = 0.774) suggests a strong

commitment to this dimension among respondents. The highest mean score of 4.219 (SD = 0.748) for listening to others' ideas before making decisions highlights the respondents' emphasis on inclusivity and fairness. This finding aligns with the work of Nichols and Erakovich (2013), who emphasized the importance of balanced processing in fostering trust and collaboration within teams.

The mean score of 3.300 (SD = 0.833) for seeking others' opinions before decision-making, although relatively lower, indicates room for improvement in actively engaging stakeholders in the decision-making process. This is consistent with Peus et al. (2011), who noted that leaders often struggle to balance diverse viewpoints, particularly in high-stakes situations where their authority may be challenged. Nevertheless, the respondents' ability to avoid emphasizing their point of view at the expense of others (mean = 4.120, SD = 0.745) suggests a strong commitment to fairness and impartiality.

Balanced processing is further supported by literature that underscores its role in ethical leadership. Walumbwa et al. (2011) noted that leaders who practice balanced processing are better equipped to navigate complex ethical dilemmas, ensuring that decisions are not only logical but also aligned with organizational values. To further strengthen this dimension, organizations could implement structured decision-making frameworks that encourage collaborative dialogue and objective evaluation of information.

Internalized Moral Perspective

The internalized moral perspective, which reflects a leader's adherence to their ethical beliefs and values, recorded the highest aggregate mean score of 4.170 (SD =

0.824). This dimension highlights the respondents' strong commitment to aligning their actions with their moral principles, as evidenced by a high mean score of 4.215 (SD = 0.711) for the statement "My morals guide what I do as a leader." This finding is consistent with Northouse (2016), who emphasized that ethical behaviour is central to authentic leadership and inspires trust among followers.

The ability to resist group pressure, as indicated by a mean score of 4.124 (SD = 0.936), further underscores the respondents' moral resilience. Leaders who maintain their values in the face of external pressures are more likely to foster ethical organizational cultures, as highlighted by Gardner et al. (2005). This dimension aligns with the findings of Peus et al. (2011), who noted that leaders with a strong moral compass are less likely to compromise their principles for short-term gains.

The strong emphasis on internalized moral perspective among respondents suggests that they are well-positioned to act as role models, promoting ethical behaviour within their organizations. However, to sustain this dimension, organizations must ensure that ethical leadership is reinforced through policies, training, and recognition programs that reward integrity and principled decision-making.

The descriptive analysis reveals that the dimensions of authentic leadership—self-awareness, relational transparency, balanced processing, and internalized moral perspective—are well-practiced among respondents, with internalized moral perspective emerging as the strongest dimension. These findings highlight the transformative potential of authentic leadership in fostering ethical decision-making, trust, and organizational success. However, areas such as emotional transparency and stakeholder engagement in decision-making require further attention. Addressing these gaps through targeted interventions and a supportive organizational culture can help

leaders fully realize the benefits of authentic leadership. These results align with prior research by Walumbwa et al. (2011) and Gardner et al. (2005), affirming the critical role of authentic leadership in contemporary organizational contexts.

Psychological Developmental Life Attributes

Psychological developmental life attributes are integral in shaping leadership behaviours and the emergence of authentic leadership. These attributes, comprising values, attitudes, self-concept, and personality, are essential antecedents that influence how leaders perceive themselves, relate to others, and make decisions. Leadership research increasingly highlights the role of these attributes in fostering ethical, transparent, and transformational leadership practices. As noted by Walumbwa et al. (2011), authentic leadership emerges from a leader's intrinsic motivations and psychological capacities, which are cultivated over time through personal experiences and reflections.

The importance of these attributes is further underscored by behavioural theories, including Bandura's (1997) Social Cognitive Theory, which posits that personal efficacy and self-perception significantly influence an individual's actions. Similarly, Kohlberg's (1984) Theory of Moral Development emphasizes the evolution of moral reasoning as a determinant of ethical decision-making, a cornerstone of authentic leadership. These attributes are not merely static traits but are shaped and refined through critical life events, social interactions, and organizational contexts, making them dynamic contributors to leadership effectiveness.

In the context of this study, psychological developmental life attributes are examined through four dimensions: values, attitudes, self-concept, and personality.

Values reflect the internal principles that guide behaviour and decision-making, while attitudes encompass predispositions and feelings that drive actions. Self-concept relates to an individual's perception of their identity and abilities, and personality encompasses the stable traits that define behaviour and interaction. Together, these attributes provide a comprehensive understanding of the psychological foundations of leadership. The descriptive analysis presented in Table 22 captures the extent to which these psychological attributes are embodied by respondents.

Table 22. Descriptive Statistics for Psychological Developmental Attributes

Statements	Mean	Std. Deviation
Values		
The importance to me of being self-aware	4.146	0.74
The importance to me of relational transparency	4.009	0.663
The importance to me of having a balanced processing	4.193	0.664
The importance to me of acting morally	4.328	0.655
Aggregate	**4.169**	**0.681**
Attitudes		
In my approach to life/issues, I am driven by the feeling that I need to understand my strengths and weaknesses	4.082	0.539
In my approach to life/issues, I am driven by the feeling that I need to make time for others	4.189	0.781
In my approach to life/issues, I am driven by the feeling I need to be positive about trying new ideas	4.283	0.592
In my approach to life/issues, the feeling that I need to desire or want to do the right thing in all circumstances drives me	4.318	0.574
Aggregate	**4.218**	**0.622**
Self-Concept		
I consider myself someone who is satisfied with who I am	4.167	0.631
I consider myself someone who is satisfied with what I have achieved so far	4.185	0.802
I consider myself someone who will remain true to myself in most occasions or circumstances	4.339	0.542
I consider myself someone who believes I can overcome complex difficulties.	4.451	0.571
I consider myself someone who keeps their word	4.494	0.624
Aggregate	**4.327**	**0.634**
Personality		
I consider myself a relational person who reflects on things that are going on around me	4.064	0.637
I consider myself someone who is interested in other people	4.06	0.981
I consider myself someone who is balanced in the way I reflect on things	4.262	0.673
I consider myself someone who is moral and wants to do what is right	4.416	0.552
Aggregate	**4.201**	**0.711**

Source; Survey Data (2026)

Values

Values serve as the foundational framework that guides individual and organizational decision-making processes. In this analysis, respondents demonstrated a strong alignment with key leadership values, as evidenced by the aggregate mean score of 4.169 (SD = 0.681). The highest-scoring item, "The importance to me of acting morally," achieved a mean score of 4.328 (SD = 0.655), underscoring the centrality of ethics in leadership. This finding resonates with the work of Gardner et al. (2005), who highlighted the transformative role of moral values in authentic leadership by enabling leaders to make decisions that inspire trust and credibility among followers. Moreover, acting morally aligns with Kohlberg's Theory of Moral Development, which emphasizes the progression of moral reasoning as a cornerstone of ethical behaviour in leadership (Kohlberg, 1984).

The high importance placed on balanced processing (mean = 4.193, SD = 0.664) further reinforces the significance of fairness and inclusivity in decision-making. Balanced processing allows leaders to consider diverse viewpoints, fostering a culture of equity and collaboration within organizations (Peus et al., 2021). The mean scores for relational transparency (4.009, SD = 0.663) and self-awareness (4.146, SD = 0.740) indicate that respondents prioritize building genuine relationships and understanding themselves, critical components of authentic leadership. These findings echo the perspectives of Walumbwa et al. (2011), who argued that values act as internal compasses, enabling leaders to consistently align their actions with their principles. To further enhance the role of values in leadership development, organizations can implement reflective exercises, such as value audits or ethical decision-making

workshops. These initiatives help leaders strengthen their alignment with core values, enabling them to navigate complex organizational challenges with integrity.

Attitudes

Attitudes reflect an individual's predisposition to act in a certain way, significantly influencing leadership behaviour and decision-making. The aggregate mean score of 4.218 (SD = 0.622) suggests that respondents possess attitudes conducive to ethical and transformative leadership. The highest-scoring item, "In my approach to life/issues, the feeling that I need to desire or want to do the right thing in all circumstances drives me" (mean = 4.318, SD = 0.574), emphasizes respondents' commitment to ethical behaviour. This aligns with the findings of Peus et al. (2011), who emphasized the importance of ethical attitudes in fostering trust and accountability in leadership.

The mean score for being positive about trying new ideas (4.283, SD = 0.592) reflects a willingness to innovate, a critical trait for leadership in dynamic and complex environments. As noted by Ashkanasy and Dorris (2017), leaders who adopt a positive attitude toward experimentation and innovation are better equipped to navigate organizational challenges and drive transformative change. Furthermore, making time for others (mean = 4.189, SD = 0.781) underscores the relational aspect of leadership, which is vital for building cohesive and collaborative teams. This finding aligns with Goleman's (2014) emphasis on the relational component of emotional intelligence, which enhances leaders' ability to connect with and inspire their teams.

The mean score for understanding strengths and weaknesses (4.082, SD = 0.539) suggests that while respondents prioritize self-awareness, there is room for

deeper introspection. Reflective practices, such as 360-degree feedback and coaching, can help leaders develop a more nuanced understanding of their strengths and areas for growth, enhancing their ability to lead authentically and effectively.

Self-Concept

Self-concept, encompassing how individuals perceive themselves, emerged as the strongest psychological attribute with an aggregate mean score of 4.327 (SD = 0.634). The highest mean score, "I consider myself someone who keeps their word" (4.494, SD = 0.624), highlights a strong sense of integrity among respondents. This finding aligns with the perspectives of Northouse (2016), who emphasized that integrity is a cornerstone of authentic leadership, fostering trust and reliability within teams and organizations.

The ability to overcome complex difficulties (mean = 4.451, SD = 0.571) reflects resilience, a key trait for leaders navigating the uncertainties of contemporary organizational landscapes. Luthans et al. (2007) identified resilience as a critical component of psychological capital, enabling leaders to adapt to challenges while maintaining focus on their goals. Similarly, the high score for remaining true to oneself (mean = 4.339, SD = 0.542) indicates a strong alignment between values and actions, a characteristic central to authentic leadership as highlighted by Gardner et al. (2005).

Satisfaction with personal achievements (mean = 4.185, SD = 0.802) and identity (mean = 4.167, SD = 0.631) further underscore respondents' positive self-concepts. These traits are vital for fostering confidence and self-efficacy, which are critical for effective leadership (Bandura, 1997). To build on this strong self-concept, organizations could offer resilience training programs and leadership development

workshops, which enable leaders to reinforce their self-perceptions and navigate complex environments with authenticity and confidence.

Personality

Personality, defined as the stable traits and characteristics that shape individual behaviour, plays a crucial role in authentic leadership. The aggregate mean score of 4.201 (SD = 0.711) reflects respondents' strong alignment with personality traits conducive to ethical and relational leadership. The highest mean score, (4.416, SD = 0.552), on "I consider myself someone who is moral and wants to do what is right" highlights the centrality of ethics in respondents' personalities. This finding is consistent with the work of Luthans and Youssef-Morgan (2017), who emphasized the role of moral personality traits in fostering authentic leadership.

The ability to reflect on surroundings (mean = 4.064, SD = 0.637) and demonstrate relational interest (mean = 4.060, SD = 0.981) underscores respondents' interpersonal orientation, critical for building trust and collaboration within teams. Goleman (2014) noted that relational traits, such as empathy and social awareness, are essential for leaders to connect with their teams and foster positive workplace cultures. Additionally, the high score for being balanced in reflections (mean = 4.262, SD = 0.673) reflects a commitment to fairness and inclusivity in decision-making, aligning with Walumbwa et al. (2011), who highlighted balanced processing as a key component of authentic leadership.

These findings suggest that respondents' personalities are strongly aligned with the principles of authentic leadership. Organizations can leverage these traits by implementing structured opportunities for leaders to engage in reflective practices, such

as mindfulness exercises and peer discussions, which enhance their ability to lead authentically and ethically.

The analysis of psychological developmental life attributes—values, attitudes, self-concept, and personality—reveals a strong alignment with the principles of authentic leadership among respondents. The emphasis on moral values, ethical attitudes, resilience, and relational focus underscores the respondents' potential to lead ethically and effectively in complex environments. However, areas such as deeper introspection and enhanced reflective practices offer opportunities for further growth. These findings align with the broader literature on authentic leadership, including the work of Walumbwa et al. (2011) and Northouse (2016), which emphasize the critical role of psychological attributes in fostering ethical, relational, and transformative leadership. By investing in targeted developmental programs, organizations can further enhance these attributes, enabling leaders to navigate complex challenges while remaining true to their values and principles.

Sociological Developmental Life Attributes

Sociological developmental life attributes are pivotal in shaping leadership behaviours through social interactions and environmental influences. These attributes emerge from key sociological contexts, including family, school, religion, and culture, which collectively contribute to the development of ethical, relational, and introspective leadership traits. Sociological factors influence how individuals learn to interact with others, evaluate their actions, and align their behaviour with societal norms and expectations. As noted by Bandura and Wood (1989), social learning plays a critical role in shaping individual behaviour, particularly through observation and interaction within familial, educational, and cultural contexts.

The family, as a primary socializing agent, is instrumental in imparting values and behaviours that form the foundation of authentic leadership. According to Bowen's Family Systems Theory (1966), family interactions play a crucial role in developing self-awareness, moral reasoning, and relational skills, which are essential for ethical leadership. Schools further reinforce these attributes by providing structured environments for critical thinking, social interaction, and ethical reflection. Educational institutions serve as platforms for cognitive and moral development, fostering the virtues of self-awareness, honesty, and objectivity (Ayadi, 2008).

Religion also significantly contributes to sociological development by shaping moral frameworks and ethical decision-making. Religious doctrines and practices often emphasize virtues such as honesty, introspection, and moral accountability, which align closely with the principles of authentic leadership (Mensa & Adom, 2018). Finally, culture serves as a broader context for shaping social norms, values, and behaviours. Collectivist cultures, for example, often promote relational transparency and community-oriented behaviours, while individualistic cultures may emphasize self-awareness and moral independence (Hofstede, 2001).

In this analysis, sociological developmental life attributes are examined through four key dimensions: the role of family, school, religion, and culture. Each dimension explores how these sociological contexts influence the development of self-awareness, relational transparency, balanced processing, and moral perspectives. The descriptive analysis presented in Table 23 provides insights into the extent to which these sociological attributes are embodied by respondents.

Table 23. Descriptive Statistics for Sociological Developmental Life Attributes

Statements	Mean	Std. Deviation
The Role of Family		
As I grew up, I learned from my family the virtues of self-knowledge	4.000	0.394
As I grew up, I learned from my family to interact in an honest way	4.249	0.687
I learned from my family how to be balanced	4.283	0.735
I learned from my family how to act morally	4.249	0.586
Aggregate	**4.195**	**0.601**
The Role of School		
From my schooling at basic, secondary, and college levels, I learned the virtues of self-awareness	3.717	0.752
From my schooling at basic, secondary, and college levels, I learned the importance of relating in an honest way	3.781	0.835
From my schooling at basic, secondary, and college levels, I gained the ability to be objective	3.678	0.868
From my schooling at basic, secondary, and college levels, I gained the ability to evaluate my actions	3.76	0.887
Aggregate	**3.734**	**0.836**
The Role of Religion		
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired a high sense of self awareness	3.712	0.923
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I have learned to relate in an honest way.	3.742	0.957
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I gained the ability to be objective	3.828	1.019
From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired the ability to evaluate my actions	3.845	0.961
Aggregate	**3.782**	**0.965**
The Role of Culture		
I learned the virtue of self-awareness	3.373	0.832
I learned the importance of interacting in an honest way	3.438	0.834
I learned the importance of objectivity	3.416	0.966
I learned the importance of determining what is right or wrong	3.403	1.004
Aggregate	**3.408**	**0.909**

Source; Survey Data (2026)

The Role of Family

The family is a critical agent in shaping an individual's foundational values and behaviours. The aggregate mean score for family-related attributes was 4.195 (SD =

0.601), reflecting a strong influence of family on the development of self-knowledge, relational transparency, balance, and morality. The highest-rated attribute, “I learned from my family how to be balanced,” achieved a mean score of 4.283 (SD = 0.735), indicating that family interactions significantly contribute to the ability to maintain balance in thoughts and actions. This finding aligns with Bowen’s Family Systems Theory, which emphasizes the role of family dynamics in fostering self-regulation and emotional stability (Bowen, 1985).

The attributes related to learning morality and honesty from family were also highly rated, with identical mean scores of 4.249 and standard deviations of 0.586 and 0.687, respectively. These results underscore the family’s role as a moral anchor, imparting principles that guide ethical behaviour throughout life. Gardner et al. (2005) highlighted that moral values acquired early in life form the basis of authentic leadership, fostering trust and credibility in organizational contexts.

Learning self-knowledge from family (mean = 4.000, SD = 0.394) also demonstrates the family’s role in nurturing introspection and self-awareness. Although slightly lower than other family-related attributes, this score reflects the foundational role of familial interactions in shaping self-perception and identity. Overall, the findings suggest that family serves as a cornerstone of leadership development, instilling the values and behaviours necessary for ethical and balanced decision-making.

The Role of School.

Schools play a vital role in cognitive and moral development, providing structured environments for learning and social interaction. The aggregate mean score for school-related attributes was 3.734 (SD = 0.836), indicating a moderate to high

influence of educational experiences on leadership development. Among the attributes, “From my schooling, I learned the importance of relating in an honest way” achieved the highest mean score of 3.781 (SD = 0.835), highlighting the role of schools in fostering relational transparency. This finding aligns with Ayadi (2008), who emphasized that educational settings promote ethical behaviour and interpersonal skills through social interactions and collaborative activities.

The ability to evaluate actions, with a mean score of 3.76 (SD = 0.887), reflects the influence of schooling on critical thinking and ethical reflection. These skills are essential for balanced processing, a key dimension of authentic leadership, as noted by Walumbwa et al. (2011). However, the slightly lower scores for self-awareness (mean = 3.717, SD = 0.752) and objectivity (mean = 3.678, SD = 0.868) suggest that while schools contribute to these attributes, their impact may vary based on educational quality and curriculum design. The findings emphasize the importance of integrating leadership development programs into educational systems, focusing on ethical reasoning, critical thinking, and interpersonal communication. By doing so, schools can enhance their role in shaping future leaders who exhibit self-awareness, relational honesty, and ethical decision-making.

The Role of Religion.

Religion plays a significant role in shaping moral reasoning and ethical behaviour, providing individuals with a framework for introspection and accountability. The aggregate mean score for religion-related attributes was 3.782 (SD = 0.965), reflecting a moderate to high influence of religious teachings on leadership development. The highest-rated attribute, “From my religious faith, I acquired the ability to evaluate my actions,” achieved a mean score of 3.845 (SD = 0.961),

underscoring the role of religion in fostering self-reflection and moral accountability. This finding aligns with Mensa and Adom (2018), who observed that religious practices often emphasize ethical behaviour and introspection as cornerstones of personal and leadership development.

The ability to be objective (mean = 3.828, SD = 1.019) and relate honestly (mean = 3.742, SD = 0.957) further highlights the role of religion in promoting balanced processing and relational transparency. Religious doctrines often provide guidance on ethical interactions, encouraging leaders to act with integrity and fairness. However, the slightly higher standard deviations in this dimension suggest variability in respondents' engagement with religious practices or their interpretations of religious teachings. Overall, the findings highlight religion's significant contribution to leadership development, particularly in fostering moral awareness and relational honesty. To maximize this influence, organizations could explore partnerships with faith-based institutions to incorporate ethical reflections and values-based training into leadership development programs.

The Role of Culture.

Culture, as a broader sociological context, shapes societal norms and individual behaviours, influencing leadership development. The aggregate mean score for culture-related attributes was 3.408 (SD = 0.909), the lowest among the four sociological dimensions. Among the attributes, "I learned the importance of interacting in an honest way" achieved the highest mean score of 3.438 (SD = 0.834), reflecting the moderate influence of cultural norms on relational transparency. This finding is consistent with Hofstede's (2001) Cultural Dimensions Theory, which highlights the role of societal values in shaping ethical and relational behaviours.

Attributes related to self-awareness (mean = 3.373, SD = 0.832) and moral discernment (mean = 3.403, SD = 1.004) indicate that culture plays a role in fostering these attributes, though its impact is less pronounced compared to family, school, and religion. The relatively higher standard deviations in this dimension suggest variability in cultural influences, potentially due to differences in respondents' cultural backgrounds or societal contexts. These findings underscore the importance of considering cultural diversity in leadership development programs. By recognizing and integrating cultural values into training initiatives, organizations can create inclusive environments that enhance leaders' ability to navigate complex, multicultural settings with authenticity and integrity.

The analysis of sociological developmental life attributes reveals the critical role of family, school, religion, and culture in shaping leadership behaviours and principles. Families emerged as the strongest sociological influence, particularly in fostering morality, honesty, and balance. Schools and religious institutions also contributed significantly to ethical reasoning and relational transparency, while culture demonstrated a more moderate influence with considerable variability. These findings highlight the interconnectedness of sociological contexts in leadership development, supporting theories such as Bowen's Family Systems Theory and Hofstede's cultural dimensions. By leveraging these sociological influences, organizations can design leadership development programs that integrate familial values, educational experiences, and cultural diversity, fostering leaders who exhibit self-awareness, ethical reasoning, and relational transparency in their practices.

Socioeconomic Outcomes

Socioeconomic outcomes are multifaceted indicators of how individual, organizational, and societal efforts culminate in measurable impacts on human capital, organizational success, and community well-being. These outcomes provide a comprehensive view of the effects of leadership practices, resource utilization, and strategic initiatives. Understanding these outcomes is crucial for assessing the effectiveness of leadership interventions and their alignment with broader organizational goals and societal expectations.

At the individual level, socioeconomic outcomes reflect the growth and development of employees, focusing on parameters such as moral compliance, promotions, and general well-being. These indicators align with theories like the Resource-Based View (Barney, 1991), which underscores the role of human capital in achieving competitive advantage. By fostering personal growth and ethical behaviour, organizations can enhance individual contributions to their collective success.

At the organizational level, outcomes such as innovation, commitment, and helping behaviours highlight the effectiveness of leadership strategies in creating environments conducive to collaboration and creativity. Organizations that prioritize these factors often see gains in performance, as noted by Slack (2015), who emphasized the role of effective resource management in achieving sustainable growth.

At the societal level, outcomes such as community projects, increased revenue, and Corporate Social Responsibility (CSR) initiatives illustrate how organizations contribute to societal progress. These contributions underscore the interconnectedness of organizational practices and societal well-being, reflecting the principles of

stakeholder theory (Freeman, 1984), which advocates for organizations to prioritize the needs of all stakeholders, including communities.

The following analysis delves into the individual, organizational, and societal dimensions of socioeconomic outcomes and providing detailed insights into their implications for leadership and organizational strategy.

Table 24. Descriptive Statistics for Socioeconomic Outcomes- Individual and Organization

Statements	Mean	Std. Deviation
Individual		
Growth in number of employees promoted to higher job group	3.386	.882
Growth in the moral compliance of journalists	3.412	.748
Growth in the general employee wellbeing and satisfaction	3.255	.721
Aggregate	**3.351**	**0.784**
Organization		
Growth in organizational commitment	3.399	.798
Growth in innovation and creativity	3.667	.843
Growth in how the staff demonstrate helping behaviour	3.575	.856
Growth in how staff demonstrate organizational citizenship behaviour	3.111	.721
Aggregate	**3.438**	**0.805**

Source; Survey Data (2026)

Individual-Level Socioeconomic Outcomes

Socioeconomic outcomes at the individual level highlight the growth and development of employees as critical contributors to organizational success. The aggregate mean score of 3.351 (SD = 0.784) indicates moderate progress across metrics such as employee promotions, moral compliance, and general well-being. The growth in moral compliance among journalists, with a mean score of 3.412 (SD = 0.748), emerged as the strongest indicator of individual outcomes. This result aligns with the work of Ombaka et al., (2015), who emphasized that ethical behaviour is central to individual and organizational success. By fostering a culture of integrity and

accountability, organizations can enhance employee performance while ensuring alignment with societal expectations.

The growth in the number of employees promoted to higher job groups (mean = 3.386, SD = 0.882) underscores the importance of career advancement opportunities in motivating employees and enhancing retention. This aligns with findings by Gottschalg and Zollo (2007), who argued that organizations that prioritize employee growth foster loyalty and improve performance. However, the growth in general employee well-being and satisfaction recorded the lowest mean score of 3.255 (SD = 0.721), suggesting that organizations may need to focus more on initiatives that enhance work-life balance, mental health, and workplace satisfaction. As highlighted by Kithusi (2015), employee well-being is a critical driver of productivity and organizational resilience. Addressing this gap could involve implementing wellness programs, providing flexible work options, and fostering supportive leadership.

Organizational-Level Socioeconomic Outcomes

At the organizational level, socioeconomic outcomes capture the collective behaviours, attitudes, and innovations that drive organizational success. The aggregate mean score of 3.438 (SD = 0.805) reflects moderate to strong progress across indicators such as innovation, commitment, helping behaviours, and citizenship behaviours. The growth in innovation and creativity, with the highest mean score of 3.667 (SD = 0.843), underscores the centrality of innovation in organizational success. This result supports the findings of Wandiga et al., (2017) who identified innovation as a key component of operational strategies that enhance competitiveness. Organizations that foster creativity often implement policies that encourage idea-sharing, collaboration, and experimentation, resulting in sustained growth and adaptability.

The growth in staff demonstrating helping behaviour (mean = 3.575, SD = 0.856) highlights the role of collaborative cultures in enhancing organizational performance. Helping behaviours contribute to a cohesive work environment, as noted by Slack (2015), who emphasized the importance of fostering a sense of community within organizations. The growth in organizational citizenship behaviour (OCB), with a mean score of 3.111 (SD = 0.721), recorded the lowest score among organizational outcomes. OCB refers to discretionary behaviours that go beyond formal job roles to support organizational goals. The relatively lower score suggests the need for targeted interventions to reinforce shared values and encourage employees to take initiative beyond their formal responsibilities. Ombaka et al. (2015) highlighted the importance of leadership in shaping OCB through recognition, mentorship, and shared vision.

Societal-Level Socioeconomic Outcomes

Societal-level outcomes reflect the broader impact of organizational practices on communities and society at large. These outcomes, measured using nominal scales, provide valuable insights into how organizations contribute to societal progress through community projects, revenue generation, CSR funding, and audience engagement. The descriptive results were as summarised in table 25.

Table 25. Descriptive Statistica for Societal-Level Socioeconomic Outcomes

	Mean	Std. Deviation
community projects initiated increased in number	2.79	0.953
Increased revenue	2.39	0.919
More funds obtained through Corporate Social Responsibility (CSR) programs	2.08	0.892
Donations for Corporate Social Responsibility (CSR) programs received in kind	2.26	0.818
Increase in viewership	1.76	0.511

Source; Survey Data (2026)

The mean score for increase in community projects initiated was 2.79 indicating that there was an increase in number of projects ranging from 21 to 40 projects. The low standard deviation indicated that there was consensus among respondents on the increase in number of projects funded. These results underscore organizations' contributions to community development, consistent with Kithusi's (2015) findings that community engagement strengthens organizations' social license to operate. The increased focus on community projects reflects the alignment of organizational goals with societal needs.

In relation to increase in revenue, the study observed that the mean score of 2.39 suggesting that the revenue in communities increased by an average of between 51 and 100 million shillings. The standard deviation of 0.919 which was found to be less than 1 suggested that there was general agreement among respondents on increase in revenue. The results highlight the economic benefits of CSR initiatives, aligning with the findings of Slack (2015), who noted that effective resource management enhances financial performance and societal contributions leading to increased incomes.

The study showed that funds obtained through corporate social responsibility programs had a mean score of 2.08 representing 4% to 6% of the budget. The low standard deviation for the variable was 0.892 indicating that there was agreement between the respondents on the contribution of finances obtained through corporate social responsibility programs. The results were consistent with Jaen et al. (2018) who alluded that CSR activities have economic benefits to the community aid to the poor or the needy.

In relation to donations for corporate social responsibility programs received in kind, the study determined that the mean score was 2.26 representing between 4% to

6% of the budget. The low standard deviation of 0.818 indicate that there was agreement between the respondents on the donations for CSR programs received in kind to the total budget of the programmes. These results align with Mensa and Adom's (2018) observation that CSR initiatives foster mutual trust between organizations and communities which leads to more funding.

Finally, viewership growth, a critical metric for media organizations, shows that the mean score for increase in viewership was 1.76 which suggested that viewership of television programmes increased by between 200,000 and 400,000 viewers. This growth highlights the effectiveness of media strategies in expanding outreach and fostering public trust, essential for maintaining relevance and competitiveness in the industry. The results were consistent with the findings of Homer (2022) who stated that organization may benefit from CSR programmes through profitability. CSR programmes also demonstrate responsiveness to the needs of the communities or societies. As such when the television stations improve the quality of their programmes their viewership increases.

The analysis of socioeconomic outcomes underscores the interconnectedness of individual, organizational, and societal dimensions. The relatively high scores for moral compliance, innovation, and community projects highlight the effectiveness of leadership strategies that prioritize ethical behaviour, creativity, and community engagement. However, the lower scores for employee well-being and organizational citizenship behaviours indicate areas for improvement. Addressing these gaps requires a holistic approach to leadership development that emphasizes ethical practices, employee support, and shared values. As noted by Barney (1991) and Ombaka et al. (2015), aligning individual and organizational goals with societal needs is critical for

achieving sustainable success. Organizations must invest in initiatives that enhance employee satisfaction, foster collaborative cultures, and deepen community engagement.

The findings highlight significant progress in areas such as moral compliance, innovation, and community engagement, while also identifying opportunities for enhancing employee well-being and citizenship behaviours. These insights underscore the importance of strategic leadership in driving socioeconomic progress, consistent with theoretical frameworks such as the Resource-Based View and stakeholder theory. By leveraging strengths and addressing gaps, organizations can achieve sustainable success while making meaningful contributions to societal well-being.

Critical Childhood Events

Critical childhood events are significant life experiences that profoundly shape an individual's psychological and behavioural development. These events, such as parental separation, loss of income, natural disasters, and bereavement, can influence self-knowledge, emotional regulation, and the ability to navigate complex issues from diverse perspectives. The analysis presented in Tables 26 and 27 provides insights into the prevalence of critical childhood events among respondents and their perceived impact on personal development. By examining these outcomes, we gain a deeper understanding of how adversity in early life contributes to the development of leadership and interpersonal competencies.

Table 26. Whether the Respondents Experienced Critical Childhood Events

Gone through critical childhood events	Frequency	Percent%
Yes	101	43.3
No	132	56.6
Total	233	100.0

Source; Survey Data (2026)

The analysis in Table 26 reveals that 43.3% of respondents experienced critical childhood events, while 56.6% did not. This significant proportion underscores the pervasive influence of adversity in shaping individual trajectories. For those who encountered such events, the formative experiences likely contributed to enhanced adaptability, self-knowledge, and perspective-taking abilities. These findings align with resilience frameworks, such as Masten's (2001) work on ordinary resilience, which highlights how adversity can act as a catalyst for developing coping mechanisms and emotional strength. The majority who did not report such experiences may have achieved similar competencies through alternative pathways, such as structured environments or mentorship. This reflects the multifaceted nature of human development, as noted by Northouse (2016), who argued that leadership attributes can arise from diverse developmental contexts.

The descriptive statistics in Table 27 illustrate the nuanced impact of different types of critical childhood events.

Table 27. Descriptive Statistics for Critical Childhood Events

Statements	Mean	Std. Deviation
The experience of going through parental separation or divorce contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	3.446	.995
The experience of going through parental loss of income contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate m desires.	3.475	.890
The experience of going through natural disaster events such as pandemics and famine contributed to my self-knowledge honesty, ability to assess issues from different perspectives and to regulate my desires.	3.663	.898
The experience of going through the death of a family member contributed to my self-knowledge and ability to assess issues from different perspectives	4.109	.948
Aggregate	**3.673**	**0.933**

Source; Survey Data (2026)

The descriptive statistics in Table 27 illustrate the nuanced impact of different types of critical childhood events, with an aggregate mean score of 3.673 (SD = 0.933). This indicates that respondents generally perceive these experiences as moderately to strongly influential in shaping key attributes such as self-awareness, honesty, emotional regulation, and the ability to assess issues from diverse perspectives.

Parental separation or divorce was rated with a mean score of 3.446 (SD = 0.995), suggesting a moderate developmental impact. These events often disrupt familial stability, requiring children to navigate complex relational dynamics and emotional challenges. Bowen's Family Systems Theory (1985) posits that such disruptions can foster self-reliance and perspective-taking, particularly when children adapt to changes in family structures. The relatively moderate score indicates that the developmental impact may vary, influenced by mitigating factors such as the presence of supportive caregivers or community resources.

Parental loss of income scored 3.475 (SD = 0.890), emphasizing its role in fostering resourcefulness and emotional regulation. Economic instability exposes children to constraints that necessitate prioritization and resilience, as they learn to balance needs and wants. This finding aligns with the literature highlighting economic hardship as a driver of adaptive capacities, as noted by Gottschalg and Zollo (2007), who identified resource constraints as opportunities for fostering innovative and practical problem-solving skills. For respondents, these experiences likely contributed to their ability to manage uncertainty and assess situations critically, aligning with the balanced processing dimension of authentic leadership (Awasthi & Walumbwa, 2022).

Natural disasters, pandemics, and similar crises were rated with a mean score of 3.663 (SD = 0.898), reflecting their significant influence on personal development. These events often expose individuals to collective adversity, fostering resilience, emotional regulation, and collaborative skills. Ungar (2008) emphasized that such experiences can strengthen community bonds and individual perspective-taking, enabling individuals to develop holistic approaches to problem-solving. Respondents' perceptions of the impact of these events highlight their role in cultivating self-awareness and a balanced worldview, essential for leadership in dynamic contexts.

The death of a family member emerged as the most impactful critical childhood event, with a mean score of 4.109 (SD = 0.948). Bereavement often triggers profound self-reflection and an evaluation of personal values, fostering emotional depth and maturity. This finding aligns with Calhoun and Tedeschi's (1999) theory of post-traumatic growth, which posits that significant loss can lead to heightened self-awareness, emotional intelligence, and ethical reasoning. For respondents, the strong agreement with this statement underscores the enduring impact of loss on shaping their

capacity for introspection and perspective-taking, both of which are foundational for effective leadership.

The findings underscore the transformative potential of critical childhood events in shaping leadership attributes such as self-awareness, relational transparency, and emotional regulation. These experiences resonate with authentic leadership dimensions (Awasthi & Walumbwa, 2022) and highlight the importance of adversity in fostering ethical and empathetic leadership behaviours. However, the variability in mean scores across different events suggests that the impact of such experiences is mediated by contextual factors, such as access to support systems and individual coping capacities. For instance, children who experience parental separation may benefit significantly from counselling or mentoring interventions that help them navigate the emotional and relational complexities of such events.

From an organizational perspective, understanding the influence of critical childhood events can inform leadership development strategies. Organizations could incorporate resilience training, reflective practices, and mentorship programs into their leadership frameworks, enabling individuals to leverage their past experiences constructively. Additionally, fostering a culture of openness about adversity and growth can promote inclusivity, empathy, and a shared understanding of challenges within teams.

Critical childhood events serve as powerful antecedents to the development of self-awareness, emotional regulation, and ethical reasoning—key attributes for effective leadership. The findings highlight the differential impact of events such as bereavement, financial hardship, and natural disasters, emphasizing the importance of resilience and adaptability in personal growth. These insights underscore the need for

organizations to integrate these understandings into leadership development programs, ensuring that leaders are equipped to navigate complexity, foster collaboration, and inspire their teams with authenticity and empathy. By leveraging the lessons derived from critical childhood experiences, organizations can cultivate leaders who are not only resilient and introspective but also deeply attuned to the challenges and opportunities inherent in human interactions and organizational life (Northouse, 2016).

The influence of critical childhood events on current work behaviour is a topic of considerable interest, as early life experiences often shape individual attitudes, resilience, and interpersonal dynamics. Table 28 provides insights into of their team members, illustrating a spectrum of effects ranging from negative to positive.

Table 28. Opinion on Perceived Effects of Childhood Events

Extent of Effect	Frequency	Percent
Extremely negative	5	3.3
Somewhat negative	35	22.9
No impact	74	48.4
Slightly positive	39	25.5
Total	153	100.0

Source; Survey Data (2026)

The findings from table 28 reveal diverse perceptions among senior management about the influence of critical childhood events on team members' current work behaviour, with a spectrum of impacts ranging from extremely negative to slightly positive. These findings underscore the varied ways in which early life adversities shape adult behaviour and align with established theories in psychological and organizational literature. A significant proportion of respondents, (48.4%), indicated that critical childhood events had no discernible impact on work behaviour. This aligns with resilience frameworks, such as Masten's (2001) concept of "ordinary magic,"

which suggests that many individuals possess innate adaptive capacities that enable them to navigate early life stressors without lasting detrimental effects. These individuals may have benefited from protective factors such as stable caregiving, community support, or structured environments, which buffered them against the potential negative impacts of adversity.

Interestingly, 25.5% of respondents reported slightly positive impacts, indicating that some individuals may have transformed adversity into strengths. This finding aligns with the theory of post-traumatic growth (Calhoun & Tedeschi, 1999), which emphasizes that experiences of adversity can lead to enhanced personal development, such as increased resilience, empathy, and relational skills. For these individuals, critical childhood events may have been a source of personal insight, enabling them to exhibit stronger emotional intelligence, problem-solving skills, and adaptability in workplace settings.

Conversely, 22.9% of respondents observed somewhat negative impacts, while a smaller group, 3.3%, noted extremely negative impacts. These findings suggest that unresolved childhood adversities can manifest as challenges in adult work behaviour, such as difficulties in emotional regulation, interpersonal relationships, or coping with workplace stress. Bowlby's (1988) Attachment Theory provides a framework for understanding these effects, highlighting how adverse experiences during formative years can lead to insecure attachment patterns. Such patterns may result in a lack of trust or difficulty in building collaborative relationships, which are essential for workplace success.

The relatively small percentage reporting extremely negative impacts could reflect the rarity of severe and prolonged adversity that remains unresolved into

adulthood. Research by Werner and Smith (1992) on resilience in high-risk children highlights that while some individuals experience enduring challenges, the majority demonstrate significant recovery and adaptation over time when exposed to mitigating factors such as mentorship or social support.

The findings highlight the complex and varied impacts of critical childhood events on work behaviour, ranging from neutral and positive effects to challenges requiring organizational attention. These insights emphasize the need for nuanced approaches to leadership and team management, recognizing that individual histories play a critical role in shaping workplace dynamics. By fostering resilience, leveraging strengths derived from post-traumatic growth, and providing targeted support for employees facing challenges, organizations can create environments where individuals are empowered to thrive and contribute effectively. These findings align with key theoretical frameworks, offering valuable perspectives on the interplay between personal history and professional behaviour.

Critical Adulthood Events

Critical adulthood events represent pivotal life experiences that shape individuals' psychological, emotional, and behavioural development during their mature years. These events, including bereavement, financial hardship, and familial disruptions, influence core competencies like self-awareness, emotional regulation, and ethical decision-making. The analysis presented in Tables 29 and 30 examines the prevalence and perceived impact of these events on personal growth and leadership attributes, highlighting their significance in fostering resilience and adaptive capacities. See table 29.

Table 29. Whether Critical Adulthood Events Were Experienced

Gone through critical adulthood events	Frequency	Percent
Yes	111	47.6
No	122	52.4
Total	233	100.0

Source; Survey Data (2026)

Table 29 reveals that 47.6% of respondents reported experiencing critical adulthood events, while 52.4% did not. This distribution underscores the prevalence of transformative experiences during adulthood, which align with life-course theories emphasizing the cumulative impact of significant events on personal and professional development. For those who faced such events, these experiences likely acted as critical junctures, compelling individuals to confront challenges that shaped their values, emotional resilience, and perspective-taking abilities. As highlighted by Masten (2001), adversity during adulthood often fosters adaptability, self-regulation, and a deeper understanding of personal and social complexities.

Conversely, the 52.4% who did not report critical adulthood events may have cultivated similar competencies through alternative developmental experiences, such as structured mentorship, professional challenges, or positive life transitions. This reflects the diversity of pathways through which individuals achieve growth and highlights the multifaceted nature of leadership development. See table 30.

Table 30. Descriptive Statistics for Critical Adulthood Events

Statements	Mean	Std. Deviation
The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	3.315	1.036
The experience of going through death of a parent or loss of income has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	3.613	.936
The experience of going through natural disaster events like pandemics and famine has contributed to my self-knowledge, ability to assess issues from different perspectives and to regulate my desires.	3.288	.652
The experience of going through the death of a significantly close family member has contributed to my self-knowledge, honesty ability to assess issues from different perspectives and to regulate my desires.	3.730	.786
The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	3.405	1.155
Aggregate	3.470	0.913

Source; Survey Data (2024)

The descriptive statistics in table 30 provide analysis of the impact of various critical adulthood events on respondents' psychological and ethical development. With an aggregate mean score of 3.470 (SD = 0.913), these events are perceived as moderately impactful in shaping attributes such as self-knowledge, honesty, and the ability to assess issues from diverse perspectives.

The experience of parental separation or divorce during adulthood scored a mean of 3.315 (SD = 1.036), indicating a moderate developmental impact. This finding suggests that while such events disrupt familial dynamics, they also offer opportunities for introspection and growth. As Bowen's Family Systems Theory (1985) posits, changes in family structure often compel individuals to reassess their relationships and personal goals, fostering relational transparency and emotional regulation. The relatively lower score compared to other events indicates that the developmental impact

of divorce may be mediated by factors such as the quality of support systems and the context of the separation.

The death of a parent or loss of income recorded a mean score of 3.613 (SD = 0.936), reflecting its significant influence on respondents' ability to navigate adversity and regulate emotions. Economic and emotional losses often require individuals to develop resourcefulness, resilience, and ethical maturity, aligning with findings by Gottschalg and Zollo (2007) that adversity strengthens strategic thinking and self-regulation. Respondents' perceptions of this event underscore its role in shaping adaptive capacities essential for leadership, particularly in managing uncertainty and fostering ethical decision-making.

Natural disasters and pandemics were rated with a mean score of 3.288 (SD = 0.652), indicating their moderate impact on personal development. These crises often expose individuals to collective adversity, fostering emotional resilience and community-oriented behaviours. Ungar (2008) emphasized that such events encourage collaboration and holistic problem-solving, equipping individuals with the skills to assess complex issues and manage collective challenges. The lower standard deviation suggests consistent perceptions of this event's impact, highlighting its universal significance across respondents.

The death of a significantly close family member scored the highest mean of 3.730 (SD = 0.786), indicating a strong developmental impact. Bereavement often triggers profound self-reflection, leading to heightened self-awareness, emotional depth, and an evaluation of personal priorities. This finding aligns with Calhoun and Tedeschi's (1999) theory of post-traumatic growth, which highlights how loss can catalyze personal transformation and ethical reasoning. The high score suggests that

respondents perceive bereavement as a critical event that deeply influenced their emotional and psychological development.

The analysis highlights the transformative potential of critical adulthood events in shaping leadership competencies, particularly self-awareness, ethical reasoning, and emotional regulation. These findings align with the dimensions of authentic leadership as described by Walumbwa et al. (2011), emphasizing the importance of relational transparency, balanced processing, and moral perspectives. The variability in mean scores across events suggests that the developmental impact of critical adulthood experiences is influenced by contextual factors such as social support, coping mechanisms, and individual resilience. For instance, respondents who experienced bereavement reported a stronger impact, likely due to the profound emotional and existential questions it raises, compared to those who faced parental separation, where the impact may be moderated by external factors such as custody arrangements or societal support.

From an organizational perspective, recognizing the influence of critical adulthood events can inform the design of leadership development programs. Organizations could incorporate resilience training, reflective practices, and support networks into their leadership frameworks, enabling individuals to harness their past experiences as sources of strength and insight. Moreover, fostering a culture of empathy and openness about adversity can promote inclusivity and psychological safety within teams, enhancing collaboration and collective growth.

Critical adulthood events play a pivotal role in shaping self-awareness, emotional regulation, and ethical reasoning—competencies essential for effective leadership. The findings highlight the differential impact of events such as

bereavement, economic hardship, and familial disruptions, emphasizing the importance of resilience and adaptability in personal and professional growth. By integrating these findings into leadership development strategies, organizations can cultivate leaders who are resilient, empathetic, and equipped to navigate complexity with authenticity and moral clarity. The analysis underscores the need for a holistic approach to leadership that values individual experiences as critical contributors to broader organizational success and societal impact.

The data in table 31 highlights the perceived impact of critical life events during early adulthood on the current work behaviour of team members, as reported by senior management. These findings reveal the varied ways in which such experiences influence workplace dynamics, ranging from extremely negative to extremely positive outcomes.

Table 31. Opinion on Effects of Adulthood Events

Extent	Frequency	Percent
Extremely negative	11	7.2
Somewhat negative	48	31.4
No impact	44	28.8
Slightly positive	49	32.0
Extremely positive	1	.7
Total	153	100.0

Source; Survey Data (2026)

The data in Table 31 reveals the varied impacts of critical adulthood events on workplace behaviour, ranging from extremely negative to extremely positive outcomes. A significant proportion of respondents (32.0%) indicated that these experiences had a slightly positive influence, suggesting that critical life events often serve as catalysts for personal growth and professional development. This observation aligns with Post-Traumatic Growth Theory (Calhoun & Tedeschi, 1999), which emphasizes how

adversity can foster heightened self-awareness, emotional resilience, and enhanced problem-solving skills. Employees who navigate such challenges successfully often demonstrate adaptability, collaboration, and empathy, traits that are highly valuable in team settings and leadership roles. These findings resonate with Avolio and Gardner's (2005) insights on the transformative potential of authentic leadership.

In contrast, 31.4% of respondents reported somewhat negative effects, highlighting how unresolved challenges can impede emotional regulation, trust-building, and workplace communication. Attachment Theory (Bowlby, 1988) provides a relevant framework for understanding these difficulties, as it suggests that disruptions during critical life stages can affect relational behaviours. These challenges can hinder the formation of secure and effective workplace relationships, a factor also explored by Slack (2015), who noted the organizational impact of unresolved personal struggles.

Interestingly, 28.8% of respondents perceived no significant impact from critical adulthood events, which suggests that other factors, such as strong support systems, professional growth opportunities, or innate resilience, may have mitigated the effects of these experiences. Masten's Resilience Theory (2001) sheds light on this finding, emphasizing that individuals with robust adaptive capacities or access to external support are better equipped to navigate adversity without long-term repercussions.

The extremes of the spectrum, with 7.2% reporting extremely negative impacts and 0.7% reporting extremely positive impacts, underscore the diversity in individual responses to critical life events. Such variation can be attributed to factors like personality, coping mechanisms, and the severity of the events experienced. Werner and Smith (1992) emphasized that prolonged or severe adversities without adequate

support can lead to persistent challenges, while access to positive interventions can transform these challenges into strengths. These findings suggest that individual differences and contextual factors play a crucial role in shaping the outcomes of critical adulthood events.

The findings from Table 31 demonstrate the complex interplay between critical adulthood events and workplace behaviour, underscoring the importance of inclusive organizational strategies. Fostering a workplace culture that emphasizes resilience, empathy, and inclusivity can enable organizations to harness the strengths derived from adversity while addressing challenges faced by some employees. By acknowledging the diversity of experiences and responses, organizations can create an environment that supports all team members in thriving and contributing effectively, ensuring a balanced and productive workplace dynamic.

Diagnostic Test Results

Before presenting the findings on diagnostic tests, it is important to highlight the diagnostic tests conducted on the collected data to ensure the validity and reliability of the multiple regression models. These tests were performed prior to the actual analysis to assess key assumptions underlying the regression framework. The diagnostic tests included assessments for normality, multicollinearity, heteroscedasticity, and independence. Each test served a critical role in verifying that the data met the required statistical conditions, thereby ensuring that the regression models were appropriately specified for accurate analysis and interpretation. By addressing any violations of these assumptions, the study established a solid foundation for deriving meaningful and reliable conclusions.

Normality Test

The normality test evaluates whether the collected data conform to a normal distribution, a critical assumption for many statistical analyses, including multiple regression models. The Shapiro-Wilk test was employed for this study due to its effectiveness in detecting deviations from normality. Table 30 summarizes the results of study variables, with a significance level (Sig.) greater than 0.05 indicating that the data follow a normal distribution.

Table 32. Test for Normality

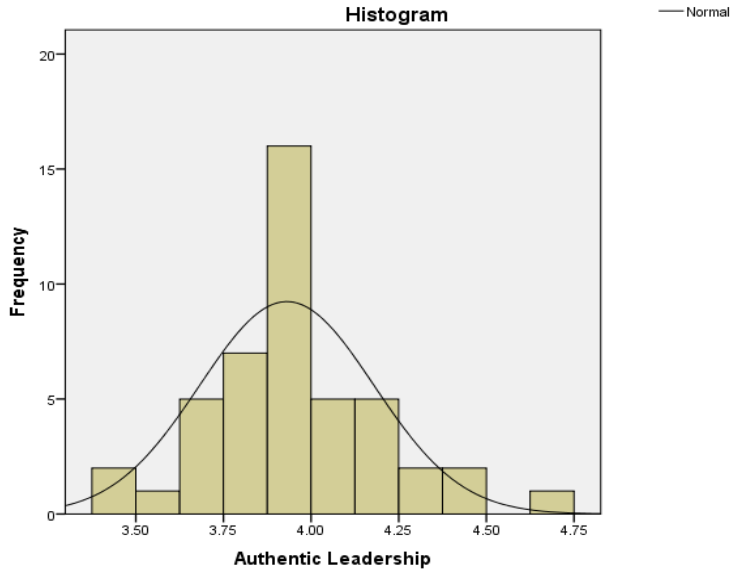
Variable	Kolmogorov-Smirnov[a]			Shapiro-Wilk			Conclusion
	Statistic	df	Sig.	Statistic	df	Sig.	
Authentic Leadership	.163	233	.171	.964	233	.360	Distributed Normally
Childhood Critical Life Events	.170	233	.023	.873	233	.211	Distributed Normally
Adulthood Critical Life Events	.187	233	.166	.937	233	.216	Distributed Normally
Developmental Life Attributes	.097	233	.128	.978	233	.521	Distributed Normally
Socioeconomic Outcomes	.123	233	.200	.969	233	.250	Distributed Normally

Source; Survey Data (2026)

The results in table 32 reveal that all variables—Authentic Leadership, Childhood Critical Life Events, Adulthood Critical Life Events, Developmental Life Attributes, and Socioeconomic Outcomes—have p-values greater than 0.05. These findings suggest that the data for all variables conform to the assumption of normality. This aligns with the insights of Das and Imon (2016), who emphasize the critical role of normality testing in ensuring the validity of inferential statistical models. Additionally, the Shapiro-Wilk test's results are consistent with best practices

highlighted in prior research, which advocate for testing assumptions of regression models to prevent biases and inaccuracies (Boston University School of Public Health, 2016). By confirming normality, this study establishes a robust foundation for subsequent statistical analyses and enhances the credibility of the findings.

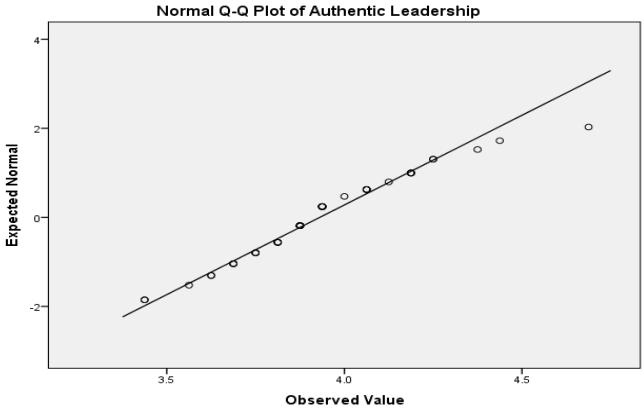
Figure 2 Histogram for Authentic Leadership



Source; Survey Data (2024)

The histogram for authentic leadership in figure 2 below shows that authentic leadership closely follows an overlaid curve showing the data is normally distributed.

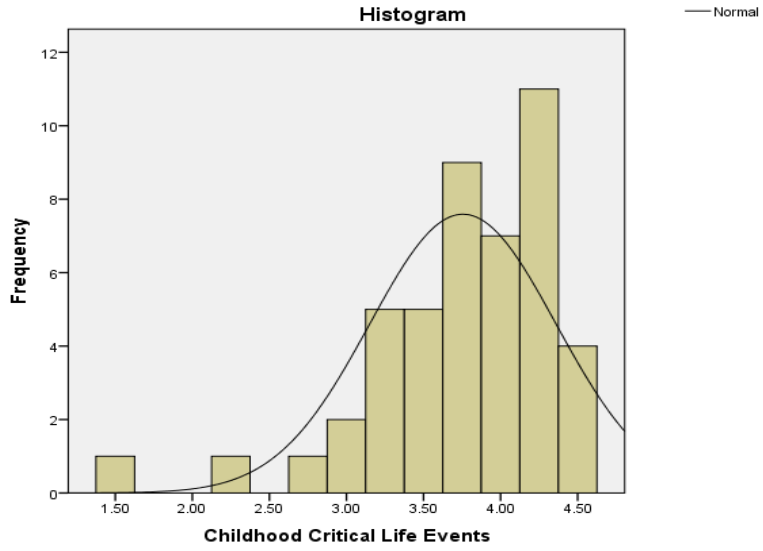
Figure 3 Normal Q-Q plot for Authentic Leadership



Source; Survey Data (2024)

Figure 3 above shows normal distribution of authentic leadership.

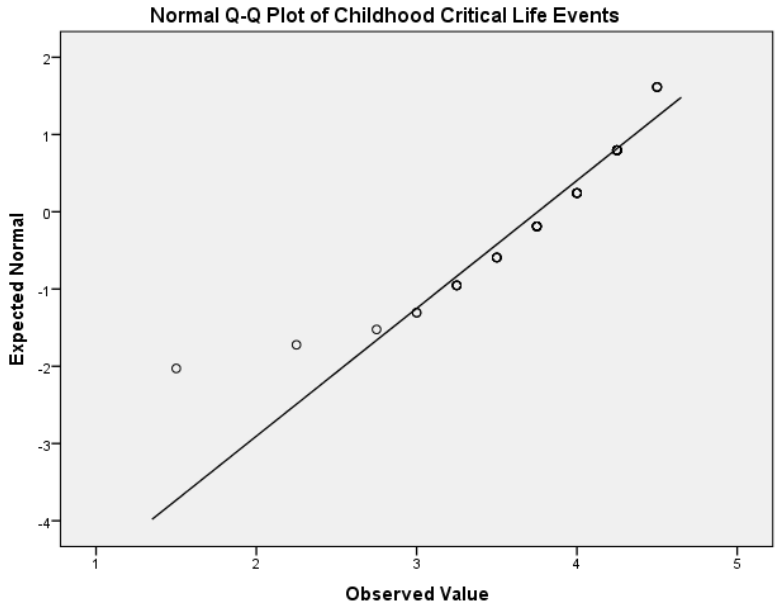
Figure 4 Histogram for Childhood Critical Life Events



Source; Survey Data (2024)

Figure 4 above shows normal distribution for childhood critical life events.

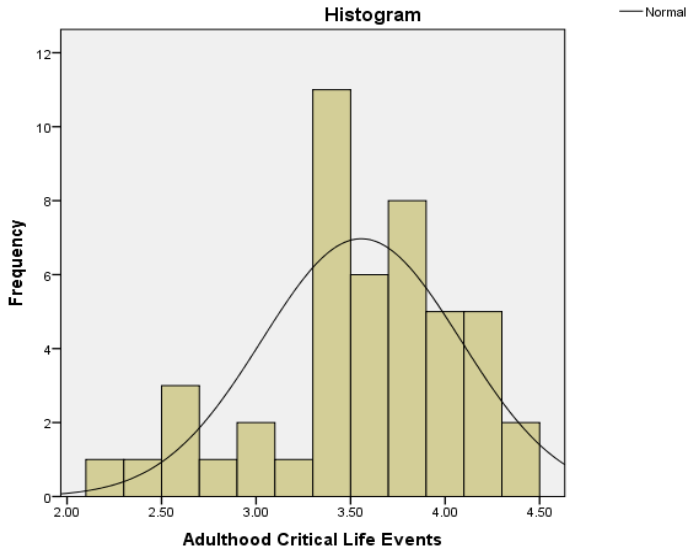
Figure 5 Normal Q-Q plot for Childhood Critical Life Events



Source; Survey Data (2024)

Figure 5 is a QQ plot that shows a normal distribution for childhood critical life events.

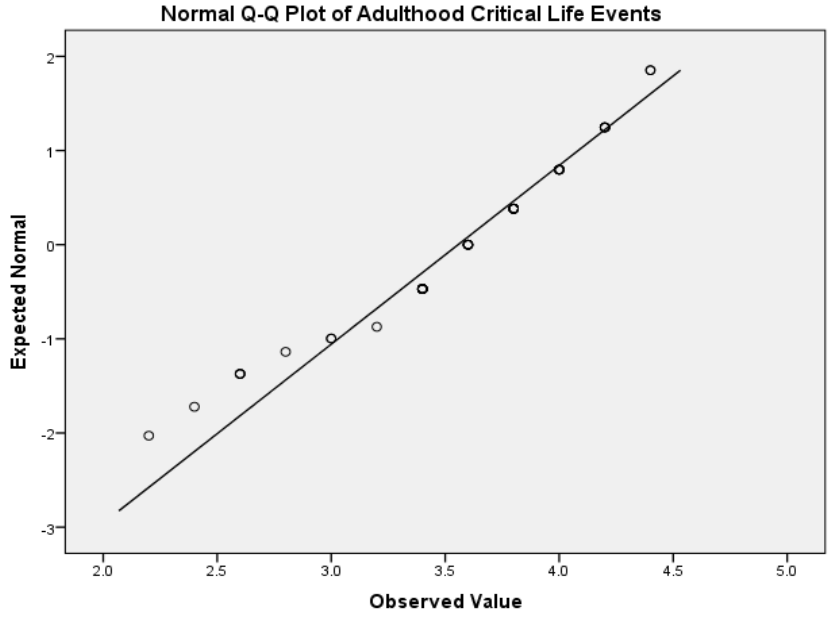
Figure 6 Histogram for Adulthood Critical Life Events



Source; Survey Data (2024)

Figure 6 above is a histogram showing normal distribution for adulthood critical life events.

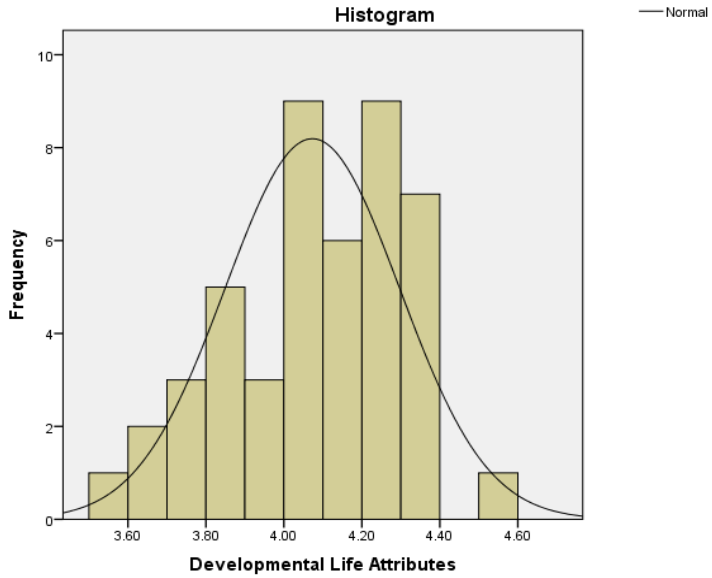
Figure 7 Normal Q-Q plot for Adulthood Critical Life Events



Source; Survey Data (2024)

Figure 7 above shows a normal distribution QQ plot for adulthood critical life events.

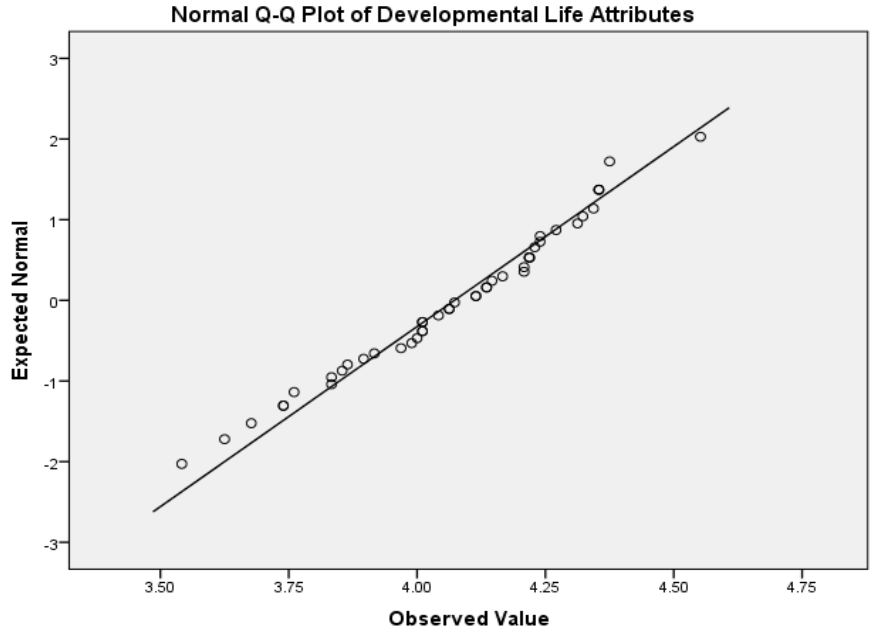
Figure 8 Histogram for Developmental Life Attributes



Source; Survey Data (2024)

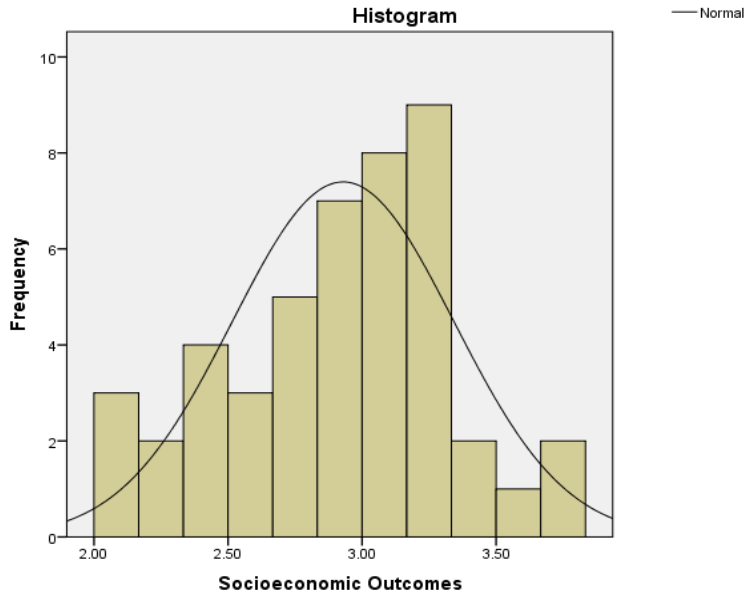
Figure 8 above shows a normal histogram distribution for developmental life events.

Figure 9 Normal Q-Q plot for Developmental Life Attributes



Source; Survey Data (2024)

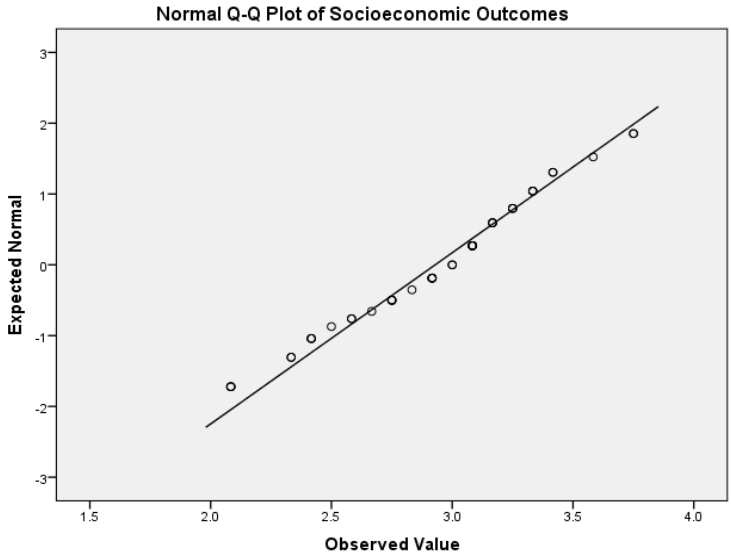
Figure 9 above shows a normal QQ plot distribution for developmental life attributes.
Figure 10 Histogram for Socioeconomic Outcomes



Source; Survey Data (2024)

Figure 10 above shows a normal histogram distribution for socioeconomic outcomes.

Figure 11 Normal Q-Q plot for Socioeconomic Outcomes.



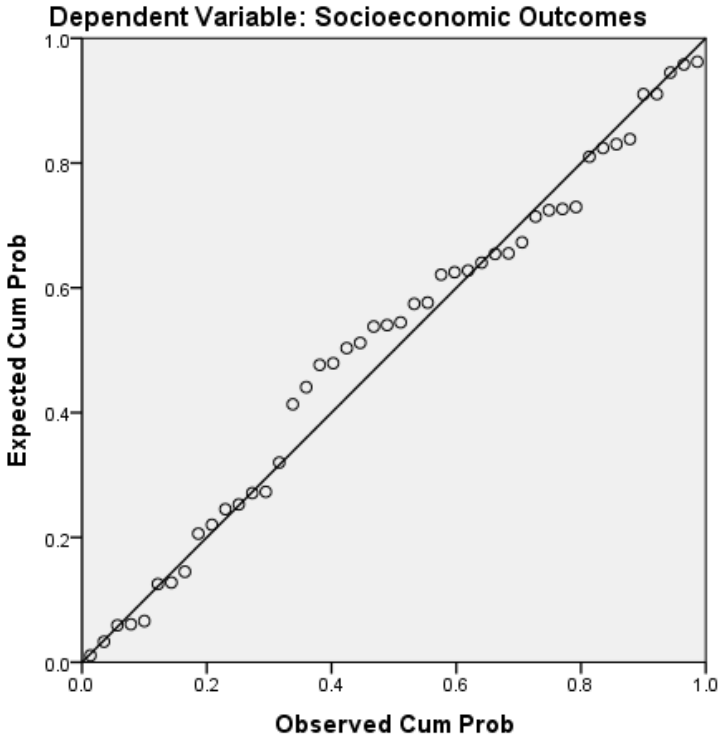
Source; Survey Data (2026)

Figure 11 above shows a normal QQ plot distribution for socioeconomic outcomes

Linearity Test

The graph above in figure 11 represents a linearity test for the study variable using a probability-probability (P-P) plot. This plot is used to visually evaluate the linear relationship between the observed and expected cumulative probabilities of the dependent variable within the regression model. Linearity, a key assumption in regression, ensures that the relationship between predictors and the outcome follows a straight-line pattern, which is critical for reliable predictions and interpretations.

Figure 12 Scatter Plot for Linearity Test



Source; Survey Data (2026)

Figure 12 above shows linearity in the scatter plot.

The points on the P-P plot in figure 12 closely align with the diagonal line, indicating a strong linear relationship between the expected and observed probabilities. This suggests that the assumption of linearity is satisfied for the data. The absence of large deviations or systematic patterns (e.g., curvature or clustering away from the line) supports the validity of the linear regression model. This finding aligns with recommendations in the literature, such as Stockemer (2019), which highlights that a well-aligned P-P plot reflects a strong adherence to linearity assumptions. Furthermore, it ensures that any inferences drawn from the regression analysis will be robust and free from violations that could distort the interpretation of results. This supports the reliability of the regression analysis for predicting socioeconomic outcomes.

The P-P plot demonstrates that observed and expected cumulative probabilities align well with the diagonal reference line, suggesting that the linearity assumption is met. However, to statistically validate this assumption, we computed Pearson correlation coefficients (r) between observed and predicted values for all key study variables. The results are presented in Table 33 below.

Table 33. Correlation Between Observed and Predicted Values

		Socioeconomic Outcomes	Authentic Leadership	Childhood Critical Life Events	Adulthood Critical Life Events	Developmental Life Attributes
Socioeconomic Outcomes	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	233				
Authentic Leadership	Pearson Correlation	.485**	1			
	Sig. (2-tailed)	.025				
	N	233	233			
Childhood Critical Life Events	Pearson Correlation	.466**	.046	1		
	Sig. (2-tailed)	.000	.485			
	N	233	233	233		
Adulthood Critical Life Events	Pearson Correlation	.437**	-.069	.052	1	
	Sig. (2-tailed)	.000	.297	.431		
	N	233	233	233	233	
Developmental Life Attributes	Pearson Correlation	.439**	.064	.239**	.126	1
	Sig. (2-tailed)	.000	.332	.000	.055	
	N	233	233	233	233	233

**. Correlation is significant at the 0.05 level (2-tailed).

Source; Survey Data (2026)

The results in Table 33 showed that the Pearson's correlation coefficients between the dependent variable (Socioeconomic Outcomes) and independent variables (e.g., Authentic Leadership, Childhood and Adulthood Critical Life Events, and Developmental Life Attributes) show moderate to strong positive correlations, all statistically significant at $p < 0.05$. This further supports the presence of linear relationships, meaning the predictors influence the outcome in a consistent manner. These findings align with Stockemer (2019), which emphasizes that high Pearson

correlation values reinforce the assumption of linearity, a crucial requirement for valid regression analysis. Therefore, the linearity assumption is confirmed, affirming that the regression model is statistically sound for analysing Authentic Leadership, Critical Life Events, and Developmental Life Attributes.

Homogeneity Test

The homogeneity test evaluates whether the variances of the dependent variable are equal across groups of the independent variable, a critical assumption for parametric tests such as ANOVA. Levene's Test for Homogeneity of Variances was applied to assess whether the variances for the variables in the study were statistically equal. See table 34.

Table 34. Test for Homogeneity

Variables	Levene Statistic	df1	df2	Sig.
Authentic Leadership	2.034	16	129	.051
Childhood Critical Life Events	1.023	14	51	.446
Adulthood Critical Life Events	3.697	15	58	.312
Developmental Life Attributes	2.559	16	129	.502

Source; Survey Data (2026)

The results presented in Table 34 indicate that the p-values (Sig.) for all variables are greater than the significance threshold of 0.05. Specifically, Authentic Leadership ($p = 0.051$), Childhood Critical Life Events ($p = 0.446$), Adulthood Critical Life Events ($p = 0.312$), and Developmental Life Attributes ($p = 0.502$) all satisfy the assumption of homogeneity of variances. These findings suggest that the variances across groups are not significantly different, validating the assumption necessary for

reliable parametric analyses. This is consistent with recommendations in the literature (Zhou et al., 2023), which emphasize the importance of meeting this assumption to ensure robust and unbiased statistical inference. Consequently, the study can confidently proceed with analyses requiring homogeneity of variances, such as ANOVA, without the need for adjustments.

Multicollinearity Test

The multicollinearity test assesses whether independent variables in a regression model are highly correlated, which can distort the estimation of regression coefficients and weaken the interpretability of the model. Collinearity was evaluated using Tolerance and the Variance Inflation Factor (VIF). A tolerance value greater than 0.1 and a VIF value below 5 are commonly considered acceptable thresholds, indicating no serious multicollinearity issues. See table 35.

Table 35. Collinearity Statistics for Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Authentic Leadership	.857	1.167
Childhood Critical Life Events	.541	1.847
Adulthood Critical Life Events	.525	1.906
Developmental Life Attributes	.826	1.211

Source; Survey Data (2026)

The results in Table 35 show that all variables—Authentic Leadership, Childhood Critical Life Events, Adulthood Critical Life Events, and Developmental Life Attributes—exhibit tolerance values greater than 0.1 and VIF values well below 5. These findings confirm the absence of significant multicollinearity among the predictors, ensuring the regression model's stability and the reliability of coefficient estimates. These results align with Allen's (2017) guidelines, which emphasize that low

VIF values (<5) and high tolerance values (>0.1) are indicative of independent predictors. This suggests that the model is suitable for further analysis without the need for corrective measures.

Findings on Test of Hypotheses

Hypotheses testing was conducted using multiple regression analysis to evaluate both direct and moderated effects. The results were interpreted using adjusted R^2, β values and corresponding p-values at a significance level of $p<0.05$. The variables under investigation were regressed to determine their effects on authentic leadership and its outcomes. Two types of hypotheses were tested in the study: direct and moderated relationships. The following hypotheses were tested in sequential order:

> **H_{01}**: There is no significant effect of psychological developmental life attributes on the formation of authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.
>
> **H_{02}**: There is no significant effect of sociological developmental life attributes on the formation authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.
>
> **H_{03}**: There is no significant effect of authentic leadership on individual, organizational, and socioeconomic outcomes among young professionals in the mass media industry in Nairobi County, Kenya.
>
> Sub-hypotheses:
>
> - **H_{03a}**: There is no significant effect of self-awareness on individual, organizational, and socioeconomic outcomes.

- **H_{03b}**: There is no significant effect of relational transparency on individual, organizational, and socioeconomic outcomes.
- **H_{03c}**: There is no significant effect of balanced processing on individual, organizational, and socioeconomic outcomes.
- **H_{03d}**: There is no significant effect of internalized moral perspective on individual, organizational, and socioeconomic outcomes.

H_{04}: There is no significant moderating effect of childhood phase critical life events on the relationship between psychological developmental life attributes and formation authentic leadership.

H_{05}: There is no significant moderating effect of childhood phase critical life events on the relationship between sociological developmental life attributes and authentic leadership.

H_{06}: There is no significant moderating effect of adult phase critical life events on the relationship between authentic leadership and individual, organizational, and socioeconomic outcomes.

Test of Hypothesis H_{01} (Effect of Psychological Attributes and Authentic on the formation of authentic Leadership)

This section presents the direct effect hypotheses, which examine the effect of psychological and sociological developmental life attributes on authentic leadership, as well as the impact of authentic leadership on individual, organizational, and socioeconomic outcomes. The objective is to establish whether these variables have a statistically significant direct predictive relationship with each other.

The analysis was conducted using multiple regression models. Each hypothesis was tested by regressing the independent variables (psychological and sociological antecedents) onto the dependent variables (authentic leadership and its outcomes). The significance of the relationships was determined using p-values at a significance threshold of $p<0.05$ and adjusted R^2 values to evaluate the proportion of variance explained by the predictors. The results helped indicate whether to reject or fail to reject the null hypotheses for the direct relationships.

The first null hypothesis tested was: Hypothesis H_{01}:There is no significant effect of psychological developmental life attributes on formation of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya. To test the hypothesis, the four components of psychological attributes were regressed against the composite index of authentic leadership. The purpose was to estimate how psychological developmental life attributes predicts the state of authentic leadership among the sampled respondents. The conceptual and theoretical literature pointed to the possibility of psychological developmental life attributes being capable of serving as an antecedent of authentic leadership among leaders. The results of the regression are as shown in Table 36.

Table 36. Simple Regression; Attributes and Authentic Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735[a]	.540	.537	.26062

a. Predictors: (Constant), Personality, Self-Concept, Values, Attitudes

Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.623	4	.906	13.334	.000[b]
	Residual	15.486	228	.068		
	Total	19.109	232			

a. Dependent Variable: Authentic Leadership
b. Predictors: (Constant), Personality, Self-Concept, Values, Attitudes

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.653	.292		9.086	.000
	Values	.222	.044	.321	5.045	.000
	Attitudes	.191	.056	.242	3.411	.001
	Self-Concept	.169	.054	.162	3.130	.002
	Personality	.128	.039	.107	3.282	.006

a. Dependent Variable: Authentic Leadership

Source; Survey Data (2026)

The model summary indicates a strong relationship between psychological developmental life attributes (personality, self-concept, values, and attitudes) and authentic leadership. The R value of 0.735 reflects a strong positive correlation, suggesting that the independent variables are highly predictive of authentic leadership. The adjusted R Square of 0.537 indicates that 53.7% of the observed variations in authentic leadership among young professionals arises from their psychological developmental life attributes of authentic leadership. These results highlight the pivotal role of psychological traits in shaping authentic leadership.

The ANOVA table for the regression model assessing the relationship between psychological attributes (personality, self-concept, values, and attitudes) and authentic

leadership reveals statistically significant findings. The F-statistic (13.334) and its corresponding p-value (Sig. = 0.000) confirm that the model is highly significant at $p<0.05$. This suggests that the relationship between psychological attributes and authentic leadership is not due to random chance.

The coefficients table further elucidates the contributions of each psychological attribute to authentic leadership.

From the results in Table 36, the regression model is summarized as follows:

Authentic Leadership = 2.653 + 0.321 (Values) + 0.242 (Attitudes) + 0.162 (Self-Concept) + 0.107 (Personality)

The findings from the data analysis show substantial evidence that psychological developmental attributes significantly contribute to the development of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya in a positive way. Considering the respective coefficient values and the level of significance for each at $p<0.05$, the reported findings on hypothesis one lead to the conclusion that psychological developmental attributes have a significant statistical effect on the level of authentic leadership observed among young professionals in the mass media in Nairobi County Kenya. The null hypothesis was rejected and therefore the alternate hypothesis was adopted as it was significantly supported by the data obtained from the sample surveyed.

The conclusion obtained from hypothesis one, serves an important role in helping explain the source of the attributes of authentic leadership. The findings indicate that the observed attributes of authentic leadership can be traced to the psychological developmental attributes of values, attitudes, self-concept and

personality. Thus, these psychological attributes can be regarded as antecedents of authenticity among leaders. The research undertook to explain how these psychological developmental life attributes serve as an antecedent of the attributes of Authentic Leadership among young professionals.

The study observes that the level of authenticity obtained when the psychological attributes are held constant stands at 2.653. The regression analysis shows that if all psychological attributes (values, attitudes, self-concept, and personality) are held constant, authentic leadership among young professionals in the mass media industry in Nairobi County would be equal to 2.653. This constant represents the baseline level of authentic leadership when no psychological attributes are considered. Each of the psychological attributes significantly contributes to authentic leadership, with varying levels of impact. Values emerge as the most influential predictor, followed by attitudes, self-concept, and personality. These findings align with the multidimensional framework of leadership development, emphasizing the interplay of psychological traits in fostering authentic behaviours (Walumbwa et al., 2008).

The findings align with Northouse (2016), who emphasizes that self-awareness, internalized moral perspective, relational transparency, and balanced processing are influenced by individual psychological attributes such as values and attitudes. These results resonate with Peus et al. (2011), who assert that values and attitudes provide the moral and ethical foundation necessary for authenticity in leadership, while personality traits influence a leader’s ability to build trust and foster transparent relationships. In view of this empirical evidence from extant research in support of the current study findings, the research undertook to explain each of the components of psychological

attributes to bring out a discussion on the manner it predicts authenticity. The researcher relied on the behaviour of the psychological developmental attributes as depicted in the descriptive statical results reported in conjunction with the conceptual, theoretical and empirical literatures. This was also consistent with the 7 out of the 11 industry experts who confirmed that psychological developmental attributes play a major role in the development of authentic leadership in general.

The factor analysis results indicated that these sub indicators were clustered. The descriptive attributes reported that each of these was considered by young professionals to be important to a great extent (mean ≥ 4) and there was a relatively high level of consensus among young professionals ($SD<1$). The fact that these values are considered to a high level explains the relative moderate level of contribution to Authentic Leadership among young professionals.

The first attribute tested was values. From the coefficients table 16, it is observed that the construct of values had the highest contribution of 0.321 and the highest standardized beta ($\beta=0.321$, $p=0.000$ towards authenticity among the young professionals sampled followed by attitudes. The descriptive statical results were used to explain the emerging phenomenon. The instrument presented to respondents to obtain data on the psychological attributes contained 17 items that were spread across the 4 psychological constructs of values (4), attitudes (4) self-concept (5) and personality (4). The factor analysis however reorganized this set of items into six extracted components from which it was observed that the items that were measured under values were the most prominent in terms of how they were distributed to the other extracted factors. Personality acquired 1 item from values and 3 from attitudes while self-awareness and attitudes obtained 1 item each from values. This serves to

underscore the conceptual and theoretical role assigned by the behavioural scientists on the role of values in determining human behaviour. Robbins (1986) pointed that values lay the foundation for the understanding of human behaviour which manifests in this case when its original set of items seem to contribute towards attitudes, self-awareness and personality.

This is also consistent with Williams et al., (2021) in a study investigating the development and practice of authentic leadership which posited that a leader's values and beliefs promoted the development of authentic leadership. The current study also employed a qualitative approach which was confirmed by the expert views of eleven out of the twelve that were interviewed. This result highlights the centrality of deeply held moral principles and ethical standards in leadership, which serve as a compass for self-awareness and internalized moral perspectives. As highlighted by Avolio and Gardner (2005), values not only underpin ethical decision-making but also reinforce trust and relational transparency in leadership contexts. This reinforces the idea that leaders guided by strong values are more likely to inspire confidence and loyalty, critical attributes in dynamic professional environments such as the mass media industry.

This is consistent with what Frost (2014) posited when exploring the power of values. He used a model of value-based leadership and case study examples such as Apple and Unilever. His findings are also consistent with the findings of this hypotheses. He found out that organizations that have values create a connection with their organizations because of trust and that has a huge impact on organizational success.

Kafa and Parshiadis (2020) also used a mixed methods approach when investigating the interplay between values and leadership styles. The study acknowledged that authentic leadership can be impeded by organizational policies and culture. The seven out of the twelve industry experts acknowledged that while a majority of the young professionals in media may be authentic, the expression of their authenticity may be hindered by organizational policies when for example senior auditors will direct the story telling in a way that favours a different narrative. This is critical because it shows that organizational culture may hinder the expression of authenticity but it also shows that values contribute to the formation of authentic leadership.

The second psychological developmental attribute of Attitudes contributed to authenticity positively by 0.242 (β=0.242, p=0.001). This positive contribution was statistically significant. The reorganized redistribution of items measuring the contribution of attitudes from the exploratory factor analysis for the concept of attitudes resulted in 2 statements being retained while 1 statement was integrated into the concept of values and 1 statement redistributed to personality and self-awareness. The movement of 1 statement from attitudes to values suggests that some statements from attitudes emanate from deep rooted beliefs rather than mere temporary opinions. The literature in behavioural science lists several components of attitudes of cognitive, affective and behavioural with the cognitive being explained through beliefs and thoughts. In terms of functions, attitudes connect very closely to values through the value expressive role/function which occurs in a manner that allows individuals to express their self-concept and core beliefs thus pointing towards a close relationship with self-awareness and personality.

The 2 remaining statements retained were those touching on the drive by the sampled respondents to be consistent and true to oneself and the desire to do the right thing in all circumstances. These two retained items seem to inform the authenticity attributes of having a moral compass. The other redistributed statements could imply that attitudes are critical components of human personality especially when we consider the school of thought that considers attributes of human personality that focus on the stable characteristics that people demonstrate across diverse circumstances (Bleidorn et., 2021). Qualitative data from the industry experts confirmed this when it was noted that a person who was self-aware had an attitude that demonstrated self-efficacy. It also confirmed that a person's values shaped a person's attitude.

Positive attitudes toward challenges and collaboration foster resilience and balanced processing, enabling leaders to address complexities constructively. This aligns with Walumbwa et al. (2011), who highlight the importance of growth-oriented attitudes in shaping leadership behaviours that inspire and engage followers. This finding is also consistent with Jaworski et al. (2022) who were studying the role of life skills in the development of authentic leadership among students in the medical field. They found that attitudes such as self-efficacy, empathy and fairness were instrumental in the development of authentic leadership. This was also consistent with the view of nine out of twelve industry experts who reported that people's attitudes were usually seen in their response to favourable or unfavourable response towards different situations. For example, the response of journalists during the Gen Z protests in June 2024 in Kenya was a good indicator of positive attitudes that enabled them to find their personal social media sites to air out authentic views of the protestors despite the pressure mounted on them. Their positive attitudes enabled them to wisely balance the

dilemma between following the demands of media executives while using private social media pages to still enact their authenticity.

Self-concept was the third developmental psychological attribute tested to understand its contribution to the development of authenticity. It contributed positively with a coefficient of (β= 0.162, p= 0.002), which was statistically significant. A well-developed self-concept promotes self-awareness and alignment between personal goals and professional actions, a hallmark of authentic leadership. The Exploratory Factor analysis results revealed that 2 statements from the original list of items presented to the respondents for the measurement of their self-awareness were retained under self-concept while 3 statements were distributed into personality, self-awareness or integrity. The two retained statements touched on two themes, namely how one considers oneself as someone who is satisfied with who they are and the second one being how one considers oneself as someone who will remain true to self in most occasions or circumstances. These two seem to speak to the attributes of authenticity of self- awareness, and internalized moral perspective. Peus et al. (2011) posits that self-awareness is essential to the formation of authentic leadership because leaders who are self-aware are sensitive to self, and also possess great levels of self-knowledge. The qualitative data from the industry experts in media attested to this. Industry Expert P10 had this comment about the young professionals

"I think self-awareness is very critical because that's how they're able now to express that leadership. So, they're aware. They know what their limitations are and they equally know what they are strong in." He went further to observe that, *"Then working at station 10 the people had a different opinion about him. People said he was stiff, he wasn't performing. But he was one of the most solid news personalities that we had at that point. He commanded a lot of respect because of the way that he carried himself and, how he was able to project that. So, I've encountered so many people and I've also felt even at one point the pressure even to perform but then, I constantly remind myself that I've been this specifically because there's a duty that I'm called to, that's it and*

people will appreciate you because of how you sound, something that is unique to your personality."

Thus, both the quantitative and Qualitative data from industry experts revealed that how a person's self-concept had a major influence on their moral and ethical behaviour. This is consistent with Ilies et al. (2005), who posit that a positive self-concept enhances self-regulation and ethical consistency in leadership practices. The last developmental psychological attribute investigated was Personality. The study reported that it contributes 0.107 (β= 0.107, p= 0.006), playing a significant yet comparatively smaller role in predicting authentic leadership. Traits like conscientiousness and emotional stability contribute to relational transparency and ethical leadership, as noted by Peus et al. (2011). Factor analysis reorganized Personality which initially had 4 statements. However, after reorganization, only 1 statement retained in personality. This shows that many concepts of personality are interconnected with self-concept and self-awareness. This is confirmed by the theory of Authentic Self which shows that an individual's personality is a major component of what becomes their collective self-concept (Komaria, 2016). While personality may not be the dominant predictor, its influence supports the integration of individual traits into leadership development frameworks.

The extracted factors for personality were seven and focused on, how one is interested in other people, is balanced in the way they reflect on things, being a relational person who reflects on things that are going on around them, the drive to make time for others, importance of relational transparency, the desire or want to do the right thing in all circumstances and the drive to understand one's strengths and weaknesses. These extracted factors of personality speak to the attributes of authenticity of relational transparency, balanced processing, Internalized moral perspective and

self-awareness. This finding is consistent with several other studies. Shazad et al. (2020) posited that the big five personality traits, especially agreeableness, conscientiousness, and openness to experience were positively related to authentic leadership style. These traits are synonymous with relational transparency, balanced processing and self-awareness. Komaria (2016) also confirmed the traits personality made significant contributions to authentic leadership especially conscientiousness and openness to experience.

The findings affirm the significant contribution of psychological attributes to authentic leadership, with all variables yielding p-values less than 0.05. The t-statistics for values (5.045), attitudes (3.411), self-concept (3.130), and personality (3.282) further validate their robust role in the model. These results suggest that organizations should prioritize the cultivation of values, attitudes, self-concept, and personality traits to foster authentic leadership. By grounding leadership in psychological antecedents, professionals in the mass media industry can enhance their impact and maintain ethical consistency in their roles.

The adoption of these components was justified by the theoretical underpinning of the theory of Authentic Self and Psychodynamic Theory. The theory of authentic self focuses on the nature of being, and how individuals perceive and exist in a particular place. The aspect of the psychodynamic theory explaining the observed phenomenon is based on its fourth core component. This component posits that people go through experiences that reflect and define their unique identity which later solidifies into a perception of self. The previous researches informing the study include Saggie and Elizur (1996), Williams et.al (2021), and Frost (2014).

These studies focused on how psychological developmental attributes promote the emergence of authentic leadership in a way that is consistent with the findings of these previous researches in confirming that the psychological developmental life attributes contribute to the development of Authentic Leadership among young professionals in the mass media in Nairobi County Kenya.

Test of Hypotheses H_{02} (The effect of Sociological Attributes on the formation of Authentic Leadership)

This section tests the contribution of sociological developmental life attributes on the formation of authentic leadership. The test aimed at determining whether sociological factors—Family, school, religion, and culture—significantly influence the formation of authentic leadership. The objective was to establish whether these sociological variables predict authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.

To test Hypothesis H_{02}, which posited that "there is no significant effect of sociological developmental life attributes on authentic leadership," multiple regression analysis was conducted. The predictors (culture, family, school, and religion) were regressed onto the dependent variable, authentic leadership. The statistical significance of the relationships was determined using a p-value threshold of <0.05. Adjusted R^2 values were analysed to assess the explanatory power of the model. Results were summarised in table 37.

Table 37. Simple Regression: Sociological Attributes and Authentic Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786[a]	.618	.613	.25301

a. Predictors: (Constant), The Role of Culture, The Role of Family, The Role of School, The Role of Religion

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.514	4	1.129	17.631	.000[b]
	Residual	14.595	228	.064		
	Total	19.109	232			

a. Dependent Variable: Authentic Leadership
b. Predictors: (Constant), The Role of Culture, The Role of Family, The Role of School, The Role of Religion

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.858	.206		13.877	.000
	The Role of Family	.068	.024	.089	2.833	.006
	The Role of School	.071	.029	.161	2.477	.014
	The Role of Religion	.066	.024	.193	2.711	.007
	The Role of Culture	.091	.027	.235	3.318	.001

a. Dependent Variable: Authentic Leadership

Source; Survey Data (2026)

The model summary Table 37 shows a strong positive effect of the relationship between sociological attributes on authentic leadership. An R value of 0.786 indicates a high correlation, while the R^2 value of 0.618 signifies that 61.8% of the variation in authentic leadership is explained by the sociological developmental attributes. This is a substantial proportion, suggesting that sociological factors play a significant role in shaping authentic leadership.

These findings align with literature emphasizing the influence of sociological antecedents in leadership development. For instance, Peus et al. (2011) argue that familial upbringing, cultural context, and educational institutions are foundational in shaping an individual's values and relational capabilities, which are central to authentic leadership. Furthermore, Alok (2013) highlights the role of religion and culture in providing a moral framework and fostering relational transparency, both critical components of authentic leadership.

The ANOVA table 37 confirms the goodness of fit of the regression model, with an F-statistic of 17.631 and a p-value of $0.000<0.05$. This indicates that the relationship between sociological attributes and authentic leadership is highly significant and not due to random chance. These results support the theoretical frameworks linking sociological factors to leadership. For example, Northouse (2016) asserts that cultural norms and family values instil foundational beliefs and behaviours that contribute to a leader's internalized moral perspective. Similarly, the role of education and religious institutions in promoting self-awareness and ethical decision-making has been emphasized by Chang et al. (2020). 7 out of the 11 industry experts confirmed these by agreeing that sociological developmental attributes play a key role. However, the role of the family was the strongest contributor as pointed out by the experts.

The regression coefficients in Table 37 provide insights into the individual contributions of each sociological attribute to authentic leadership. The regression equation derived from the table is as follows:

$$\textit{Authentic Leadership} = 2.858 + 0.089\,(\textit{Family}) + 0.161\,(\textit{School}) + 0.193\,(\textit{Religion}) + 0.235\,(\textit{Culture})$$

The constant value of 2.858 indicates that in the absence of these sociological factors, a baseline level of authentic leadership persists, emphasizing the potential influence of other unmeasured variables. Each sociological attribute demonstrates a statistically significant contribution to authentic leadership, with p-values well below the threshold of 0.05, underscoring their importance.

Culture emerges as the most influential sociological attribute, with a coefficient of 0.235 ($p = 0.001$) and a standardized beta value of 0.235. The exploratory factor analysis results in table 16 indicate that even though none of the items used in its measurement were retained in the components matrix, the construct was retained as one of the attributes loading highly to the composite developmental attribute of sociological factors. The contents of the extracted factor matrix indicates that all the four items of culture were integrated into religion and schooling. These touched on the aspects of the respondents leaning on the virtues of self-awareness, honesty interactions, importance of objectivity and determining what is right and wrong. This finding brings out interesting insights on the connection between culture, schooling and religion. This would make schooling and religion as useful instruments for perpetuating cultural values. The study finds this observation consistent with previous research that reports the connection between diverse elements of culture with aspects of schooling and religion.

This finding is consistent with a study inculcating religion and national values in Nigeria in the curriculum for peace and development which found that national cultural values had the ability to decrease the rates of radicalization and enhance social cohesion resulting in an increase of cultural values (Okon & Yusuf, 2023). It reinforces

the idea that intentional religion and schooling can be used as a foundational element in reinforcing a desired national culture.

This finding aligns with Gotsis and Grimani (2015), who emphasize the role of cultural norms and values in fostering inclusive and ethical leadership behaviours. In diverse organizational settings, such as the mass media industry, cultural influences provide leaders with a framework for ethical decision-making and relational transparency, enabling them to navigate complex interpersonal dynamics effectively. These insights highlight the critical need for leaders to be culturally aware and sensitive to the values of the communities they serve.

The role of the school also significantly contributes to authentic leadership, as indicated by its coefficient of 0.161 ($p = 0.014$) and a standardized beta value of 0.161. The exploratory factor analysis results indicate that three of the original set of items were integrated into schooling and religion. The component retained is that which focused on what the respondents learned on self-awareness. Industry expert P7 responded affirmatively when asked about the role of the school. He said, *"True I've seen at times when we are getting people to come on board you notice there are certain schools because of the culture of that school you can tell, you actually take a script and you see how people are writing and the way somebody is projecting themselves you can almost guess this person is coming from this institution and at the beginning we would see that and say it is this institution so we checked at the culture of that institution and you find they are just not being taught the theory of what they are learning they are also being taught other aspects of the wholesome person to a point that when they come they are presenting."* It is also critical to note that the school he referred to was a

religious institution therefore linking the unified role of church and school in enhancing culture.

Educational institutions play a pivotal role in shaping the cognitive and interpersonal skills necessary for leadership. According to Walumbwa et al. (2008), schools provide an environment for developing critical thinking, collaboration, and self-awareness, which are foundational components of authentic leadership. The structured learning and exposure to diverse perspectives in school settings encourage leaders to balance personal integrity with collective goals, enhancing their capacity for balanced processing and relational transparency.

Religion the third sociological attribute also shows a notable contribution to authentic leadership, with a coefficient of 0.193 ($p = 0.007$) and a standardized beta value of 0.193. Religious practices often emphasize core values such as integrity, accountability, and service to others, which align closely with the dimensions of authentic leadership, particularly internalized moral perspective and relational transparency. These findings resonate with Chang et al. (2020), who highlight that leaders grounded in religious principles are more likely to maintain ethical consistency and inspire trust among their followers. The discipline and self-regulation fostered by religious teachings further reinforce leaders' ability to uphold their values in challenging situations.

The role of family, with a coefficient of 0.089 ($p = 0.006$) and a standardized beta value of 0.089, underscores the significance of early socialization in leadership development. Families provide the initial foundation for moral and emotional growth, nurturing attributes like empathy, trust-building, and self-concept. This finding aligns with Peus et al. (2011), who stress that familial influence shapes relational transparency

and internalized moral perspectives, critical components of authentic leadership. Although the influence of family is comparatively smaller than that of culture, religion, and school, it remains a vital contributor to the moral and relational dimensions of leadership.

An industry expert P4 commented on the critical role of family in value formation. P4 mentioned said,

"Every individual is a collection of values and principles and those things are gotten in the course of life. For example, you are a member of a church or school for a number of years. You are taught values and you become a collection of them".

Very well minded (2023) posits Freuds theory of psyche in relation to the interaction between the id, ego and superego. The study shows that societal expectations moderate how the ego moderates an authentic leader's desires that are personal in nature and those that are of the greater good of society. However, it can be a yes or no. You can belong to a school or church but fail to reflect those values. But majorly people are a collection of the things they encounter. The role of family has more influence on character formation than any other but the school and culture also shapes who a person becomes.

A study by Sindwani and Sahai (2021) reported that strict parenting in a liberal sense promoted the development of authentic leadership traits like self-awareness, a moral perspective, a balanced processing ability and relational transparency. The notion of strict parenting is defined by the strict adherence to rules and guidelines that are provided with great levels of support and modelling. This parenting style may provide room for children to internalize values and also practice them.

The findings reported on the basis of conceptualization, theoretical anchorage, descriptive statistics, empirical literature, implications to the study and contributions to

the body of knowledge. In relation to conceptualisation, the conceptualization was in tandem with existing literature which supported the operationalization of developmental life attributes through psychological and sociological attributes. The indicators used in the study had a cumulative factor loading of 55.47% and 61.451% respectively which suggested that they were adequate in conceptualising developmental life attributes. Further, the conceptualization of authentic leadership in terms of self-awareness, relational transparency, balanced processing and internalized moral perspective was in line with existing literature.

The descriptive results of the study indicated that there were high levels of self-awareness, rational transparency, balanced processing and internalized moral perspective among the respondent. This demonstrates confident understanding of personal capabilities among the young professionals. Additionally, the results demonstrated ability of young professionals to accept their feelings, showcased emotional intelligence, acknowledging one's weaknesses while at the same time admitting their limitations.

In relation to the theoretical foundation, the findings of the study support the tenets of Authentic Leadership Theory which focuses on the developmental life attributes of an authentic leader which are influenced by psychological and sociological development. The study results further support the propositions of the theory of Authentic Self which viewed authenticity in terms of how one is mimetically synchronised with others either as an individual, or as influenced by others; thus, suggesting that authenticity is a function of psychological and sociological developmental life attributes emanating from societal influence. By supporting the propositions of the theories, the study expands the application of the theories in

leadership studies by demonstrating that authentic leadership is indeed a function of individuals psychological and sociological development.

The finding concurred with the existing literature which indicated that indeed, psychological and sociological attributes influence authentic leadership. For instance, Alok (2013) postulates that religion and culture is critical in providing a moral framework and fostering relational transparency, both critical components of authentic leadership. Moreover, Northouse (2016) asserted that cultural norms and family values instil foundational beliefs and behaviours. Besides, Chang et al. (2020) opined that education and religion are significant in promoting self-awareness and ethical decision-making. Hence, the alignment of the study findings with the existing literature validates the findings of the current study.

The findings of the study are critical in addressing identified research gaps. For instance, previous scholarship had assumed that authentic leadership occurs naturally or as a personal decision and ignored the fact that it may be influenced by childhood and adulthood events. This study demonstrated that authentic leadership is influenced by both psychological and sociological development. The study thus contributes to the body of knowledge that would help future scholars and the society at large to understand the relationship between a leader and their psychological and sociological developmental attributes.

In summary, the analysis demonstrates the significant and varied contributions of sociological attributes to authentic leadership. These findings affirm the critical role of culture, school, religion, and family in shaping the ethical, relational, and moral aspects of leadership. The alignment with existing literature reinforces the need for organizations to integrate sociological antecedents into leadership development

initiatives, fostering leaders who are culturally aware, ethically grounded, and relationally transparent. This holistic approach can enhance organizational resilience and inclusivity, especially in dynamic sectors like the mass media industry.

Test of Hypothesis Three: H_{03}: Effect of Authentic Leadership on Socioeconomic Outcomes

This section examines Hypothesis H_{03}: Stated as there is no significant effect of authentic leadership among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County, Kenya. The hypothesis was tested using multiple regression analysis, where authentic leadership was represented by its four dimensions: Self-Awareness, Relational Transparency, Balanced Processing, and Internalized Moral Perspective. Socioeconomic outcomes served as the dependent variable. The goal was to evaluate the combined and individual contributions of these dimensions to socioeconomic outcomes and determine the statistical significance of their effects.

Authentic leadership is a multidimensional construct emphasizing ethical and transparent leadership that fosters trust and collaboration (Walumbwa et al., 2008). The study conceptualized socioeconomic outcomes as the tangible and intangible benefits derived from leadership practices, including enhanced employee well-being, organizational innovation, ethical standards, and societal contributions. The analysis explored whether these outcomes were significantly influenced by self-awareness, relational transparency, balanced processing, and internalized moral perspective as dimensions of authentic leadership.

Table 38. Model Summary: Authentic Leadership and Socioeconomic Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.762[a]	0.581	0.573	0.045

[a] Predictors: (Constant), Internalized Moral Perspective, Relational Transparency, Balanced Processing, Self-Awareness

Source; Survey Data (2026)

The model summary reveals a strong positive relationship between authentic leadership and socioeconomic outcomes, with an R-value of 0.762. This indicates a substantial correlation, suggesting that authentic leadership significantly explains high validation in socioeconomic outcomes. The R^2 value of 0.581 shows that 58.1% of the variance in socioeconomic outcomes is explained by authentic leadership dimensions. After adjusting for predictors and sample size, the adjusted R^2 remains high at 0.573, confirming the strength of the relationship. These results are consistent with Walumbwa et al. (2008), who argue that authentic leadership fosters ethical practices, collaboration, and trust, leading to better organizational and socioeconomic performance.

Table 39. ANOVA: Authentic Leadership and Socioeconomic Outcomes

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.799	4	0.450	79.062	0.000[b]
Residual	1.297	228	0.006		
Total	3.096	232			

Source; Survey Data (2026)

The ANOVA results indicate that the overall regression model was highly significant ($F=79.062$, $p<0.05$). This confirms that authentic leadership significantly predicts socioeconomic outcomes and that the observed relationship is unlikely to have occurred by chance. This finding supports Gardner et al. (2005), who emphasize that authentic leadership enhances interpersonal trust and ethical decision-making, contributing positively to socioeconomic metrics

Table 40. Coefficients: Authentic Leadership and Socioeconomic Outcomes

Dimension	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	4.113	0.109	-	37.874	0.000
Self-Awareness	0.215	0.028	0.635	7.679	0.000
Relational Transparency	0.298	0.041	0.621	7.268	0.000
Balanced Processing	0.312	0.043	0.615	7.256	0.000
Internalized Moral Perspective	0.305	0.043	0.610	7.093	0.000

Source; Survey Data (2026)

The regression equation derived from the coefficients table provides a concise representation of the relationship between authentic leadership and socioeconomic outcomes. Using the combined coefficients for the four dimensions of authentic leadership (Self-Awareness, Relational Transparency, Balanced Processing, and Internalized Moral Perspective), the equation is expressed as follows:

Socioeconomic Outcomes= 4.113 + 0.635 (Self-Awareness) + 0.621 (Relational Transparency) + 0.615 (Balanced Processing) + 0.610 (Internalized Moral Perspective)

From the results in table 40, it is observed that the constant had a coefficient of 4.113 indicating that holding all other factors constant at zero, socioeconomic outcomes would be 4.113. This value reflects the contribution of other unmeasured factors influencing socioeconomic outcomes. Results also indicated that self-awareness had a coefficient of 0.635 indicating that for every unit increase in self-awareness, socioeconomic outcomes improved by 0.635 units, while all other predictors were held

constant. Relational transparency had a coefficient of 0.621 alluding that a unit increase in relational transparency led to a 0.621-unit improvement in socioeconomic outcomes, emphasizing the importance of open communication and trust in achieving social and economic goals. These findings are consistent with Freud's and Allport's theories that demonstrate how a leaders self-awareness efforts coupled with a personality type that promotes the desire for improving oneself promote employee creativity. These are studies that agree with Freud's and Allport's theories (Fang & Chang, 2021).

Further, the study established that balanced processing had a coefficient of 0.615. Results suggest that self-awareness contributes the most to socioeconomic outcomes, with a 0.635-unit improvement for every unit increase, reflecting the significance of fair and inclusive decision-making. Besides, the lowest contributor was internalized moral perspective, which had a coefficient of 0.610 indicating that a unit increase in internalized moral perspective results in a 30.5% increase in socioeconomic outcomes, underscoring the role of ethical consistency in leadership.

Hypothesis H_{03a}: Self-Awareness and Socioeconomic Outcomes

Hypothesis H_{03a}:There is no significant effect of self-awareness among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya.

The coefficient for self-awareness (B=0.635, p=0.000) indicates a statistically significant positive effect of self-awareness on socioeconomic outcomes. This means that for every unit increase in self-awareness among young professionals, socioeconomic outcomes improve by 0.635 units. The standardized coefficient

(β=0.635) highlights the substantial predictive power of self-awareness in this model, making it one of the strongest dimensions of authentic leadership.

Self-awareness is a critical leadership trait that enables leaders to reflect on their strengths, limitations, and the impact of their actions on others. This reflection promotes authenticity and alignment between a leader's values and actions, which in turn fosters trust and credibility among followers. As Avolio and Gardner (2005) suggest, self-awareness is foundational for ethical decision-making and organizational success. This finding underscores the importance of introspective leaders in enhancing socioeconomic outcomes, particularly in the mass media industry where ethical dilemmas and dynamic challenges are prevalent.

The rejection of Hypothesis H_{03a} confirms that self-awareness significantly affects socioeconomic outcomes. This is consistent with Gardner et al. (2005), who posit that self-aware leaders foster environments of openness and mutual respect, critical for achieving socioeconomic goals. In the mass media industry, self-awareness enables leaders to navigate complex issues, such as content ethics and societal expectations, while ensuring that organizational practices align with long-term economic and social objectives.

In the current study, the researcher tested the hypothesis using the composite of the factors extracted in the exploratory factor analysis step that regrouped the indicators of each of the components of authentic leadership in terms of their respective unique behavior in the sample selected for the study. Self-awareness as an attribute of authentic leadership among young professionals in the mass media industry in Nairobi City County was characterised by five elements namely,

- "I can list my three greatest strengths" (Self-awareness).
- “Other people know where I stand on controversial issues” (Relational-transparency).
- "I seek others’ opinions before making up my mind (Balanced processing).
- “I accept feelings I have about myself” (Self-awareness).
- “My morals guide what I do as a leader” (Internalized moral perspective).

Industry expert P8 was asked whether they believed self-awareness contributed to the formation of authentic leadership. She said,

“The first thing I think of is their character, if I can see consistency from who they are, from their work in their home and down to their leadership spaces be it in the office, or if they are ministers, whoever they are even if they are dignitaries the consistency of their professional and personal life.”

Hypothesis H_{03b}: Relational Transparency and Socioeconomic Outcomes

Hypothesis H_{03b}: There is no significant effect of relational transparency among young professionals on socioeconomics outcomes in the mass media industry in Nairobi County Kenya.

Relational transparency demonstrated a significant positive effect on socioeconomic outcomes (B=0.621, t=7.268, p=0.000), with a standardized coefficient (β=0.621) reflecting its strong predictive power. This finding means that for every unit increase in relational transparency, socioeconomic outcomes improve by 0.621 units. Relational transparency, as a dimension of authentic leadership, involves open communication, the sharing of true intentions, and consistency between words and actions.

The findings support Luthans and Avolio (2003), who argue that relational transparency fosters trust and collaboration. Transparent leaders create a culture of openness, where team members feel valued and empowered to contribute their ideas.

This trust promotes higher engagement, innovation, and ethical practices, all of which drive socioeconomic success. In the mass media industry, where credibility and stakeholder trust are paramount, relational transparency helps leaders manage public perceptions and maintain alignment between organizational goals and societal values.

The rejection of the null hypotheses H_{03b} signifies that relational transparency is a critical driver of socioeconomic outcomes. As Eagly (2007) suggests, transparent leaders are more effective in fostering accountability and inclusivity, which are essential for meeting the needs of diverse stakeholders. By prioritizing transparent communication, leaders in the mass media industry can enhance both organizational performance and societal impact, thus achieving sustainable socioeconomic growth.

In the current study, the researcher tested the hypothesis using the composite of the factors extracted in the exploratory factor analysis step that regrouped the indicators of each of the components of authentic leadership in terms of their respective unique behavior in the sample selected for the study. Relational transparency as an attribute of authentic leadership among young professionals in the mass media industry in Nairobi City County was characterised by three elements namely;

- I rarely represent a "false" front to others (*Relational-transparency*).
- I seek feedback as a way of understanding who I am as a person (S*elf-awareness*).
- I let others know who truly I am as a person (*Relational-transparency*).

Industry expert P10 highlighted this contributory aspect of relational transparency as an indicator of authentic leadership. He said,

"What I see out of them is there's a lot of empowerments. There is this sense of creating chances and opportunities for people to literally out train their master without them feeling insecure. Somebody who has the ability to look ahead and see what he is able to achieve with the people that they lead by bringing out the best of the potential they have within themselves. I think that is how I would look at authentic leadership because it's not necessarily about the person leading but it is more invested in the people that they lead. And also, if there's an opportunity for them to reproduce who they are and the people they lead and then there's that sort of like ripple effect from whatever these guys are."

Hypothesis H_{03c}: Balanced Processing and Socioeconomic Outcomes

Hypothesis H_{03c}:There is no significant effect of balanced processing among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya.

Balanced processing significantly affects socioeconomic outcomes (B=0.615, t=7.256, p=0.000), with a standardized coefficient (β=0.615). This indicates that for every unit increase in balanced processing, socioeconomic outcomes improve by 0.615 units. Balanced processing refers to a leader's ability to objectively analyze relevant data, consider diverse perspectives, and weigh the ethical implications of their decisions before taking action.

These results align with Northouse (2016), who identifies balanced processing as a hallmark of authentic leadership. Leaders who practice balanced processing demonstrate a commitment to fairness and inclusivity, which are critical for fostering trust and collaboration. In the mass media industry, where decisions often involve competing interests and ethical challenges, balanced processing enables leaders to make informed, transparent, and socially responsible choices.

In the current study, the researcher tested the hypothesis using the composite of the factors extracted in the exploratory factor analysis step that regrouped the indicators of each of the components of authentic leadership in terms of their respective unique behavior in the sample selected for the study. Balanced processing as an attribute of authentic leadership among young professionals in the mass media industry in Nairobi city county was characterised by three elements namely,

- "I listen closely to the ideas of those who disagree with me" (Balanced-processing).
- "I listen carefully to the ideas of others before making decisions" *(Balanced processing).*
- "I admit my mistakes to others" (Relational transparency)

Industry expert P 10 commenting on the role of balanced processing as a contributor to authentic leadership said,

"They don't come through to me as know it all. They are open to multiple ideas. Then they have this ability of filtering or synchronizing this that to come up with a decision that at least, even those who made a contribution much as probably it didn't quite feature prominently, they felt so involved, that their ideas counted. That I was given an opportunity to share what I think, so that's how I look at it."

The rejection of the null hypotheses H_{03c} confirms the importance of balanced processing in predicting socioeconomic outcomes. Ilies et al. (2005) argue that balanced processing allows leaders to integrate diverse stakeholder perspectives, enhancing organizational adaptability and resilience. By promoting a culture of open dialogue and inclusivity, leaders in the mass media industry can address complex challenges while maintaining alignment with organizational values and societal expectations. This, in turn, drives both economic and social performance.

Hypothesis H_{03d}: Internalized Moral Perspective and Socioeconomic Outcomes

Hypothesis H_{03d}:There is no significant effect of internalized moral perspective among young professionals on socioeconomic outcomes in the mass media industry in Nairobi County Kenya.

Internalized moral perspective also significantly predicts socioeconomic outcomes (B=0.610, t=7.093, p=0.000), with a standardized coefficient (β=0.610). This finding suggests that for every unit increase in internalized moral perspective, socioeconomic outcomes improve by 0.610 units. Internalized moral perspective involves adhering to deeply held ethical values, which guide leaders' actions and decisions. This dimension reflects the authenticity and moral integrity of leaders, ensuring consistency between their values and behaviour.

These findings are consistent with Walumbwa et al. (2008), who emphasize that leaders with a strong internalized moral perspective inspire confidence and trust among their followers. This trust enhances team cohesion, ethical decision-making, and organizational performance, which are critical for achieving socioeconomic outcomes. In the mass media industry, where ethical lapses can damage public trust and organizational reputation, leaders with a strong moral compass are essential for navigating complex ethical dilemmas.

In the current study, the researcher tested the hypothesis using the composite of the factors extracted in the exploratory factor analysis step that regrouped the indicators of each of the components of authentic leadership in terms of their respective unique behavior in the sample selected for the study. Internalized Moral Perspective as an

attribute of authentic leadership among young professionals in the mass media industry in Nairobi City County was characterised by five elements namely,

- I do not allow group pressure to control me (*Internalized moral perspective*).
- My actions reflect my core values (*Internalized moral perspective*).
- I can list all my three greatest weaknesses (*Self-awareness*).
- I openly share my feelings with others (*Relational transparency*).
- I do not emphasize my point of view at the expense of others. (*Balanced processing*).

Industry expert P10 contributing to the role of Internalized moral perspective in the formation of authentic leadership said,

"I think so because they have values that shape the world view and, they try to be themselves. You know when people say, what would Jesus do in a situation, but here they are saying, okay, whilst this might have worked elsewhere, what I'm dealing with is very unique, it's very different and I don't deal the way someone else did it. So, I want to do it myself, in the best way because for them they want to achieve the best outcome as possible. So, there's that element of humility and because they're self-aware, they're confident in who they are and the decisions that they can make or the choices that they would go for".

The rejection of the null hypotheses H_{03d} highlights the critical role of internalized moral perspective in predicting socioeconomic outcomes. As Gardner et al. (2005) suggest, leaders who consistently act in alignment with their ethical values foster a culture of integrity and accountability. This cultural foundation is vital for driving socioeconomic success, particularly in industries like mass media, where public perception and stakeholder trust are crucial for long-term sustainability.

The combined analysis rejects H_{03} and all sub-hypotheses (H_{03a}, H_{03}b, H_{03c}, H_{03d}), confirming that authentic leadership significantly influences socioeconomic outcomes. Together, the four dimensions of authentic leadership explain 58.1% of the

variation in socioeconomic outcomes, demonstrating the critical role of ethical, transparent, and inclusive leadership practices. These findings align with the literature, particularly theories by Avolio and Gardner (2005) and Walumbwa et al. (2008), which emphasize the transformative potential of authentic leadership in fostering sustainable organizational and societal success.

The rejection of the null hypotheses H_{03} and its sub-hypotheses confirms that authentic leadership significantly influences socioeconomic outcomes, with each dimension contributing uniquely to this relationship. This study expands the theoretical and empirical understanding of authentic leadership, demonstrating its relevance across cultural and industrial contexts. By situating the research in Nairobi's mass media industry, it highlights the universal applicability of authentic leadership while providing insights into its contextual dynamics.

The findings were consistent with the conceptualisation of the study variables which indicated that the study findings agree with existing literature which supported the operationalization of the authentic leadership in terms of self-awareness, relational transparency, balanced processing and internalized moral perspective. Factor analysis results showed that the selected dimensions of authentic leadership adopted in the study accounted for 63.316% of the cumulative variance indicating that they were adequate in measuring the construct of authentic leadership. Additionally, the results indicated that socioeconomic outcomes are robustly multidimensional encompassing financial growth, ethical practices, employee development, and social responsibility. The indicators of socioeconomic outcomes as measured through individual; organizational and social responsibility attribute had a cumulative loading of 71.645% indicating that they were adequate in measuring the variable.

Extant empirical work was relied upon to explain the manner in which the attributes of authentic leadership used in this study serve as predictors of socio-economic outcomes at the three levels of analysis. Previous research has relied on the operation of AL at the individual and organizational levels to demonstrate the role of authentic behaviours in designing organizational level strategies that bring about societal level interventions that impact both organizations and societies through a Corporate Social Responsibility lense (CSR) which serves to promote the well-being of the larger society. Several studies reveal that individuals developed citizenship behaviors of altruism, civic virtue, and organizational loyalty especially when they perceived their organizations were intentional about CSR (Ataniyazova et al., 2022; Freire et al., 2022; Lewin et al., 2020).

The descriptive results suggested young professionals demonstrated high levels of authentic leadership manifesting through admitting one's mistakes to others, being honest, having a stand on controversial issues and listening carefully. Additionally young professionals demonstrated internalized moral perspective by standing their ground not allowing group pressure to control them as well as being guided by morals.

The findings also supported the propositions of authentic leadership theory which acknowledges that authentic leadership may result from personal values and convictions developed over time from psychological and sociological developmental life attributes. The findings further demonstrate the applicability of psychodynamic theory which explains the role of role of family, school, church, and culture as sociological developmental life attributes of authentic leadership. The applicability of these theories widens the application of the theories in anchoring authentic leadership as a factor of social economic which was earlier missing in literature.

These findings further support the existing empirical literature which found that authentic leadership influences the outcomes of a leader. For instance, Northouse (2016) suggested that authentic leaders inspire others to be authentic. Further, Liu et al. (2015) observed that authentic leadership inspires others to become whistle-blowers because they feel morally responsible to act. Additionally, Chughtai (2018) found that authentic leadership cultivated team trust among members that can in the long term avert a culture of unethical behaviour through the progressive development of moral behaviour leading to success. Elsewhere, Groselj et al. (2020) pointed that authentic leadership promotes innovation and creativity among employees.

This research addresses gaps in the literature by exploring authentic leadership's dimensions individually and their collective impact on socioeconomic outcomes. It also contributes to practice by emphasizing the need for leadership development programs that cultivate self-awareness, transparency, inclusivity, and moral integrity. These findings underscore the transformative potential of authentic leadership in fostering ethical, innovative, and socially responsible organizations.

Test of Hypothesis H_{04}: The Moderating Effect of childhood critical life events

Hypothesis H_{04}:There is no significant moderating effect of childhood phase critical life events on the relationship between psychological developmental life attributes and formation of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

This hypothesis was tested through a two-step regression process. The first step assessed the direct effect of the composite index of psychological developmental life attributes on the composite of authentic leadership, while the second step incorporated

the moderating variable—childhood critical life events—and the interaction term (Psychological Developmental Life Attributes × Childhood Critical Life Events). This process allowed for the evaluation of the independent and interactive contributions of these variables to authentic leadership.

Before testing the hypothesis, composite scores were calculated for both the independent variable (psychological developmental life attributes) and the dependent variable (authentic leadership) to ensure their multidimensional nature was accurately captured. The composite scores were derived as follows:

1. **Psychological Developmental Life Attributes (Psy):**

   The composite score for Psy was computed as the mean of the scores across its four core components—values, attitudes, personality, and self-concept:

   $$\text{PDLA}=\frac{Values + Attitudes + Personality + Self-concept}{4}$$

2. **Authentic Leadership (AL):**

   The composite score for AL was calculated as the average of the scores across its four dimensions—self-awareness, relational transparency, balanced processing, and internalized moral perspective:

$$\text{AL}=\frac{Self-awareness + Relational\ Transparency + Balanced\ Processing + Internalized\ Moral\ Perspective}{4}$$

These formulas ensured that the multidimensional nature of both constructs was adequately integrated into the subsequent analysis.

Step One: Direct Effect Analysis

In the first step, a regression analysis was conducted to test whether psychological developmental life attributes significantly influence authentic leadership among young professionals. This step established the baseline relationship before considering the moderating variable.

Table 41. Model Summary: Authentic Leadership on Psychological Developmental Attributes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300[a]	.090	.086	.27440

a. Predictors: (Constant), psychological developmental life attributes

Source; Survey Data (2026)

The model summary demonstrates a weak but statistically significant positive relationship between psychological developmental life attributes and authentic leadership, with an R-value of 0.300. The R^2-value of 0.090 indicates that psychological developmental life attributes account for 9% of the variability in authentic leadership. While this proportion may appear modest, it underscores the foundational influence of psychological factors such as values, attitudes, and self-concept, as explored in the dissertation. For example, Luthans and Youssef-Morgan (2017) and Peus et al. (2011) emphasize that self-awareness and moral grounding—key psychological attributes—are central to the emergence of authentic leadership. The adjusted R^2-value of 0.086 confirms the robustness of the model, accounting for the sample size and predictors.

Table 42. ANOVA: Authentic Leadership on Psychological Developmental Life Attributes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.716	1	1.716	22.790	.000[b]
	Residual	17.393	231	.075		
	Total	19.109	232			

a. Dependent Variable: Authentic Leadership

b. Predictors: (Constant), psychological developmental life attributes

Source; Survey Data (2026)

The ANOVA table 42 confirms the statistical significance of the regression model ($F=22.790$, $p<0.05$), validating that psychological developmental life attributes significantly influence authentic leadership. These results align with theoretical perspectives suggesting that psychological traits, such as resilience and optimism, act as antecedents to authentic leadership, as posited by Chang et al. (2020). Furthermore, these findings support the assertion that leaders who possess robust psychological attributes are more likely to display relational transparency and ethical consistency, which are vital dimensions of authentic leadership.

Table 43. Coefficients: Authentic Leadership on Psychological Developmental Life Attributes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.592	.288		8.988	.000
	Psychological developmental life attributes	.324	.068	.300	4.774	.000

a. Dependent Variable: Authentic Leadership

Source; Survey Data (2026)

From the coefficients table 43, the fitted regression model for Step One is:

$$AL = 2.592 + 0.300(Psy)$$

Where:

AL: Authentic Leadership

Psy: Psychological developmental life attributes

The coefficients table 43 illustrates that psychological developmental life attributes significantly predict authentic leadership (B=0.300, t= 4.774, $p<0.05$). This indicates that for every one-unit increase in psychological developmental life attributes, authentic leadership improves by 0.300 units. These results validate arguments by scholars such as Peus et al. (2011) that self-concept, shaped during formative years, directly informs leadership behaviours. The findings also resonate with Bowen's Family Systems Theory, which highlights how psychological development within familial settings fosters self-awareness and other dimensions of authenticity.

Step Two: Add Moderator and Interaction Term

This step explores whether childhood critical life events moderate the relationship between psychological developmental life attributes and authentic leadership. Moderators like childhood experiences are often pivotal in shaping how intrinsic psychological attributes translate into observable leadership behaviours. These critical life events may serve as contextual triggers, refining psychological traits such as self-concept, resilience, and moral grounding, which are essential for authentic leadership. By including both the moderator (childhood critical life events) and the interaction term (Psychological Developmental Life Attributes × Childhood Critical Life Events), the analysis examines how these formative experiences influence the

strength and direction of the relationship between psychological attributes and authentic leadership. The results are presented in the tables 44 below.

Table 44. Model Summary for Psychological Attributes, Childhood Events and Authentic Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.450[a]	.203	.199	.255	.203	58.329	1	231	.000
2	.620[b]	.384	.378	.210	.181	45.125	2	229	.000

a. Predictors: (Constant), psychological developmental life attributes
b. Predictors: (Constant), psychological developmental life attributes, Childhood Critical Life Events, Psy*CL

Source; Survey Data (2026)

The inclusion of childhood critical life events and the interaction term significantly enhances the explanatory power of the model. The R^2-value increases from 0.203 in the first model (psychological developmental life attributes only) to 0.384 in the second model, reflecting an additional 18.1% of the variance in authentic leadership explained by the moderator and interaction term. This substantial increase demonstrates that childhood critical life events are essential contextual factors that amplify the effect of psychological attributes on authentic leadership. The adjusted R^2-value of 0.378 confirms that the enhanced model is robust, accounting for both the sample size and the number of predictors. The F-change statistic ($p<0.05$) validates the significance of adding the moderator and interaction term, highlighting the dynamic interplay between intrinsic psychological traits and early life experiences. These results align with Northouse's (2016) perspective that critical life events serve as transformational moments that shape ethical leadership traits such as relational transparency and balanced processing.

Table 45. ANOVA for Psychological Attributes, Childhood Events and Authentic Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.716	1	1.716	22.790	.000[b]
	Residual	17.393	231	.075		
	Total	19.109	232			
2	Regression	1.849	3	.616	8.179	.000[c]
	Residual	17.260	229	.075		
	Total	19.109	232			

a. Dependent Variable: Authentic Leadership
b. Predictors: (Constant), psychological developmental life attributes
c. Predictors: (Constant), psychological developmental life attributes, Childhood Critical Life Events, Psy*CL

Source; Survey Data (2026)

The ANOVA results reaffirm the significance of the enhanced regression model, with the inclusion of childhood critical life events and the interaction term yielding a statistically significant improvement ($F=8.179$, $p<0.05$). This finding suggests that the combined influence of psychological developmental life attributes and early life experiences is a critical determinant of authentic leadership. By integrating childhood critical life events, the analysis captures a broader understanding of leadership authenticity, acknowledging the role of formative experiences in reinforcing or moderating psychological traits. This aligns with Shamir and Eilam's (2005) proposition that critical life events act as catalysts for developing core leadership qualities such as ethical decision-making and relational integrity.

Table 46. Coefficients Psychological Attributes, Childhood Events, and Authentic Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.592	.288		9.000	.000
	Psychological developmental life attributes	.324	.068	.300	4.765	.000
2	(Constant)	2.055	.190		10.816	.000
	Psychological developmental life attributes	.382	.047	.370	8.128	.000
	Childhood Critical Life Events	.396	.047	.338	8.426	.000
	Psy*CL	.150	.039	.137	3.846	.007

a. Dependent Variable: Authentic Leadership

Source; Survey Data (2026)

From the coefficients Table 46, the fitted regression model for Step Two is:

$$AL = 2.055 + 0.370(Psy) + 0.338(CL) + 0.137(Psy \times CL)$$

The coefficients Table 46 provides detailed insights into the contributions of each variable. The unstandardized coefficient for psychological developmental life attributes increases to B=0.370, t=8.128, $p<0.05$ when the moderator is included, indicating a stronger direct effect. Childhood critical life events independently contribute to authentic leadership (B=0.338, t=8.426, $p<0.05$), affirming their significant role in shaping leadership traits. The interaction term (Psy×CL) is also significant (B=0.137, t=3.846, $p<0.05$), confirming that childhood critical life events moderate the relationship between psychological attributes and authentic leadership.

The positive coefficient for the interaction term indicates that childhood critical life events enhance the contribution of psychological developmental life attributes to authentic leadership. These findings resonate with Gardner et al.'s (2005) framework, which highlights the role of significant life events in refining a leader's ethical

perspective, self-awareness, and ability to foster trust. Similarly, Chavkin (2020) emphasized that early relational and moral challenges serve as foundational experiences that shape authentic leadership behaviours. See Table 47.

Table 47. Summary of Regression Parameters for Hypothesis four

Parameter	Model 1	Model 2	Change	Observation
Intercept (β_0)	2.592	2.055	-0.537	Initial intercept value
Psychological Developmental Life Attributes (Psy)	0.300	0.370	+0.058	Contribution of Psy Attributes increases by 0.07 points
Childhood Critical Life Events (CLE)	N/A	0.338		CLE has a significant contribution to AL
Interaction Term (Psy×CLE)	N/A	0.137		Evidence of moderating effect of CLE on the contribution on of Psy to AL
R^2	0.090	0.384	+0.294	The explanatory power of Psy increased by 0.292
Adjusted R^2	0.086	0.378	+0.292	

Source; Survey Data (2026)

The regression results reveal significant insights into the relationship between psychological developmental life attributes (Psy), childhood critical life events (CLE), and authentic leadership (AL). In Model 1, the direct effect of Psy on AL shows a statistically significant positive contribution ($\beta=0.300$, $p<0.05$), supporting the premise that psychological attributes such as values, attitudes, and self-concept play a foundational role in fostering authentic leadership. This finding aligns with Northouse (2016) who emphasizes that psychological developmental attributes enable leaders to align their actions with their values, fostering relational transparency and balanced decision-making.

In Model 2, the inclusion of CLE and the interaction term (Psy×CLE) notably enhances the model's explanatory power, as reflected in an increase in R^2 from 0.090 to 0.384 (ΔR^2=+0.294) and Adjusted R^2 from 0.086 to 0.378 (ΔAdj R^2=+0.292). CLE independently predicts AL (β=0.338p<0.05), affirming its role as a key contextual factor shaping leadership behaviours. This aligns with earlier discussions on the impact of CLEs, such as relational, economic, and natural events, on fostering resilience, self-efficacy, and ethical clarity, as outlined by Chavkin (2020) and Bowen's Family Systems Theory. These life events create transformative opportunities for leaders to develop critical skills like relational transparency and moral grounding, which are pivotal in high-stakes industries like mass media.

The interaction term (β=0.137, p<0.05) indicates that CLE moderates the Psy-AL relationship, enhancing the influence of psychological attributes on leadership outcomes. This supports theoretical frameworks such as Shamir and Eilam's (2005), which emphasize that formative experiences act as catalysts for developing leadership authenticity. By integrating CLE, the results underscore the dynamic interplay between intrinsic psychological traits and contextual experiences, highlighting how leaders' developmental trajectories are shaped by both personal and environmental factors. These findings contribute to a nuanced understanding of leadership formation, particularly in contexts like the mass media industry in Nairobi County, Kenya, where resilience and moral clarity are pivotal for navigating complex, high-pressure environments.

The findings on this hypothesis support the operationalization of the variables. Critical childhood events provide insights into how formative experiences as indicated by death, divorce or separation of parents at young age. The indicators had a cumulative

loading of over 50% indicating their relevance in measuring the variable. As such the conceptualization in the study supports the accuracy of the indicators in measuring the variables.

Descriptive results showed that, approximately 43.3% of young professionals have experienced critical childhood events which are likely to have influenced the developmental outcomes. These events would therefore affect their adaptability to situations, self-knowledge and perspective-taking abilities. Further, young professionals observed that these experiences had a strongly influence in shaping key attributes such as self-awareness, honesty, emotional regulation, and the ability to assess issues from diverse perspectives.

The findings of the study also supported the theoretical proposition of the Psychodynamic Theory which emphasises the ability to resolve psychological issues (Northhouse, 2016). The study findings demonstrated that people's actions are a product of their past experiences and who they are because they were shaped either intentionally or unintentionally by past experiences and relationships. Life events influence the ability of being aware of oneself, relational translucence, balanced processing, and an ethical framework. The successful anchorage of childhood events by the theory, demonstrates its robustness in application to explain how childhood events affect the authenticity of leadership among young professionals in media which was previously missing in literature (Traylor et al., 2022).

The findings were consistent with existing empirical literature. For instance, Pantelis et al. (2015) pointed out that divorce and hostility among separating parents results in sadness and insecurity for the children which may manifest later in their lives through unstable marriages, emotional imbalance or depression and have behavioural

problems. However, Portugal and Alberto (2019) had a contrary opinion that the society accepted divorce as a norm and that children from intact families may suffer communication problems just as those from divorced parents. Nyaberi and Kiriago (2013), showed that loss of a job or income make people demotivated, insecure and uncertain about their future.

Industry expert P1, expressed this sentiment. He said,

"Yes, I have a friend who both parents lost their income and he had to take on responsibilities. He had to look for ways to support his family. He had to wake up and now he is running a business and is earning pretty well. But I also have a lady friend who lost both parents and got more of the negative aspect. She looked for a job and found none and has now resorted to giving her body. She got bitter with her family and become negative".

Hypothesis H_{05}:Test of Moderated Effect of childhood critical life events on the effect of sociological life attributes

Hypothesis H_{05}: There is no significant moderating effect of the childhood phase critical life events among young professionals on the relationship between sociological developmental life attributes and authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.

Step 1: Regression of Authentic Leadership on Sociological Developmental Life Attributes

Table 48. Model Summary for Regression of Authentic Leadership on Sociological Developmental Life Attributes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485[a]	.235	.232	.25159

a. Predictors: (Constant), sociological developmental life attributes

Source; Survey Data (2026)

The first model establishes a positive correlation between sociological developmental life attributes and authentic leadership (R=0.485). The R^2-value of 0.235 indicates that sociological developmental life attributes explain 23.5% of the variance in authentic leadership. The adjusted R^2-value of 0.232 confirms that the model's explanatory power remains robust after accounting for the number of predictors. The results suggest that sociological factors, such as societal influences, cultural norms, and professional networks, significantly contribute to shaping authentic leadership behaviours. This finding aligns with Northouse's (2016) framework, which highlights the role of sociological factors in fostering relational transparency and trust-building among leaders.

Table 49. ANOVA: Authentic Leadership on Sociological Developmental Life Attributes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.488	1	4.488	70.905	.000[b]
	Residual	14.621	231	.063		
	Total	19.109	232			

a. Dependent Variable: Authentic Leadership
b. Predictors: (Constant), sociological developmental life attributes

Source; Survey Data (2026)

The ANOVA confirms that the regression model is statistically significant (F=70.905, $p<0.05$). This indicates that the relationship between sociological developmental life attributes and authentic leadership is highly unlikely to have occurred by chance. These findings echo assertions by Shamir and Eilam (2005), who argued that sociological factors such as group dynamics and societal values are pivotal in shaping leadership authenticity.

Table 50. Coefficients: Authentic Leadership Regressed on Sociological Developmental Life Attributes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.830	.136		20.824	.000
	Sociological developmental life attributes	.300	.036	.485	8.421	.000

a. Dependent Variable: Authentic Leadership

Source; Survey Data (2026)

From the coefficients Table 50, the following regression model was fitted

AuthenticLeadership=2.830 +

0.485(Sociological Developmental Life Attributes)

The coefficients Table 50 demonstrates that sociological developmental life attributes significantly predict authentic leadership (B=0.485, t=8.421, $p<0.05$). This means that for every one-unit increase in sociological attributes, authentic leadership improves by 0.485 units. This finding is consistent with Luthans and Youssef-Morgan (2017), who emphasized the importance of social capital and cultural exposure in enhancing leadership transparency and ethical decision-making.

Step 2 and 3: Adding the Moderator (Developmental Phase Critical Life Events) and the Interaction Term

Steps 2 and 3 explored the role of childhood phase critical life events as a moderator in the relationship between sociological developmental life attributes and authentic leadership. Step 2 examines the independent contribution of critical life events, while Step 3 evaluates whether these events amplify or moderate the effect of

sociological attributes through the interaction term (Soc*AL). These steps provide deeper insights into the interplay between life experiences and sociological factors in shaping leadership authenticity. See table 51.

Table 51. Model Summary of Regression Parameters for Sociological Attributes, Adulthood Events, and Authentic Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.485[a]	.235	.232	.25159	.235	70.905	1	231	.000
2	.580[b]	.336	.328	.22047	.101	22.678	2	229	.000

a. Predictors: (Constant), sociological developmental life attributes
b. Predictors: (Constant), sociological developmental life attributes, Childhood Critical Life Events, Soc * AL

Source; Survey Data (2026)

The inclusion of childhood critical life events and the interaction term (Soc*AL) provides valuable insights into the relationship between sociological developmental life attributes and authentic leadership. The R^2-value increased from 0.235 in Model 1 to 0.336 in Model 2, indicating that the addition of childhood critical life events and the interaction term accounts for an additional 10.1% of the variance in authentic leadership. This substantial increase highlights the significant role of childhood critical life events as a moderator, amplifying the influence of sociological developmental life attributes on authentic leadership.

Furthermore, the F-change statistic for Model 2 ($p<0.05$) confirms that the inclusion of the moderator and interaction term significantly improves the model's overall predictive power. This finding underscores the importance of critical life events

during childhood, which may shape a leader's ability to navigate complex social environments and enhance relational transparency. These results align with Shamir and Eilam's (2005) assertion that critical life events serve as transformative moments that refine leadership authenticity by fostering ethical grounding and resilience. The significant moderating effect observed in this model suggests that childhood critical life events play a pivotal role in enhancing the impact of sociological developmental life attributes on leadership outcomes. This dynamic interplay emphasizes the importance of integrating both sociological and experiential factors into leadership development frameworks. By doing so, organizations can better equip leaders with the tools to leverage their life experiences in fostering authentic and impactful leadership behaviours.

Table 52. ANOVA: Sociological Attributes, Adulthood Events, and Authentic Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.488	1	4.488	70.905	.000[b]
	Residual	14.621	231	.063		
	Total	19.109	232			
2	Regression	4.701	3	1.567	24.908	.000[c]
	Residual	14.408	229	.063		
	Total	19.109	232			

a. Dependent Variable: Authentic Leadership
b. Predictors: (Constant), sociological developmental life attributes
c. Predictors: (Constant), sociological developmental life attributes, Childhood Critical Life Events, Soc * AL

Source; Survey Data (2026)

The ANOVA results for Model 2 reaffirm that the overall regression model remains statistically significant ($F=24.908$, $p<0.05$), despite the limited contribution of the moderator. This suggests that sociological developmental life attributes, childhood critical life events, and their interaction collectively have a meaningful relationship with

authentic leadership. These results align with Shamir and Eilam (2005), who emphasized that critical life events shape leadership authenticity by reinforcing relational transparency and ethical grounding. See table 53.

Table 53. Coefficients for Sociological Attributes, Childhood Events, and Authentic Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.830	.136		20.824	.000
	Sociological developmental life attributes	.300	.036	.485	8.421	.000
2	(Constant)	1.866	0.361		5.169	.000
	Sociological developmental life attributes	0.635	0.163	0.536	3.896	.018
	Childhood Critical Life Events	0.307	0.136	0.312	2.257	.041
	Soc * AL	0.188	0.016	0.188	6.688	.000

a. Dependent Variable: Authentic Leadership

Source; Survey Data (2026)

The regression equation for Model One, which examines the direct effect of sociological developmental life attributes on authentic leadership, was:

Authentic Leadership= 2.830 + 0.485 (Sociological Developmental Life Attributes)

The unstandardized coefficient (B=0.485) and standardized coefficient (β=0.485) indicate a significant positive relationship between sociological developmental life attributes and authentic leadership ($t=8.421$, $p<0.05$). This suggests that leaders who have stronger sociological developmental attributes, such as social connections, cultural influences, and community engagement, are more likely to exhibit

authentic leadership behaviours. These findings align with Gardner et al. (2005), who emphasized the role of social dynamics and relational transparency in fostering leadership authenticity. Similarly, Shamir and Eilam (2005) highlighted that sociological factors provide a foundation for developing trust and ethical behaviour, which are central to authentic leadership. Leaders with a strong sociological foundation can navigate diverse social contexts effectively, enhancing their credibility and relational transparency.

The regression equation for Model Two incorporates the moderator (childhood critical life events) and the interaction term (Soc*AL):

Authentic Leadership = 1.866 + 0.536(Sociological Developmental Life Attributes) + 0.312(childhood Critical Life Events) + 0.188(Soc*AL)

The coefficient (B=0.536, p=0.018) indicates that sociological developmental life attributes have a significant and positive effect on authentic leadership. For every unit increase in sociological attributes, authentic leadership improves by 0.536 units. This finding highlights the importance of social structures and interactions in shaping leadership behaviours, as suggested by Gardner et al. (2005), who argued that societal norms and relationships foster relational transparency and trust—core dimensions of authentic leadership.

The coefficient (B=0.312 p=0.041) suggests that childhood critical life events independently contribute to authentic leadership. These experiences may include career challenges, significant relational changes, or societal transitions, which enhance a leader's ethical perspective and resilience. This finding supports Luthans and Avolio's

(2003) view that critical life events serve as triggers for self-awareness and moral decision-making, thereby fostering authenticity in leadership.

The coefficient for the interaction term ($B= 0.188$, $p<0.05$) confirms that childhood critical life events moderate the relationship between sociological developmental life attributes and authentic leadership. The positive value suggests that the effect of sociological attributes on authentic leadership is amplified when childhood critical life events are present. This aligns with Northouse (2016), who emphasized the importance of contextual experiences in enhancing leadership traits, and with Erikson's (1968) theory of psychosocial development, which posits that life stages contribute to identity formation and leadership behaviours.

Table 54. Summary of Regression Parameters for Hypothesis Five

Parameter	Model 1	Model 2	Change	Observation
Intercept (β_0)	2.830	1.866	-0.964	Initial value decreases when moderator is included.
Sociological Developmental Life Attributes (Soc)	0.485	0.536	+0.051	Significant positive effect; sociological attributes influence authentic leadership.
Childhood Critical Life Events (CLE)	N/A	0.312		Significant independent contribution.
Interaction Term (Sociological × CLE)	N/A	0.188		Significant moderating effect, amplifying sociological attributes' impact.
R^2	0.235	0.336	+0.101	Increase indicates the model explains 10.1% more variance with moderator and interaction.
Adjusted R^2	0.232	0.328	+0.096	Robustness of model improves with the inclusion of moderator and interaction term.

Source; Survey Data (2026)

The findings reveal the significant role of sociological developmental life attributes in shaping authentic leadership. In Model 1, sociological attributes alone account for 23.5% of the variance in authentic leadership (R^2=0.235), with a positive and significant coefficient (β=0.485, $p<0.05$). This aligns with Gardner et al. (2005) and Shamir and Eilam (2005), who highlight the foundational impact of social structures, cultural influences, and professional networks in fostering leadership traits such as relational transparency and ethical decision-making. Leaders with strong sociological

foundations are better equipped to build trust and navigate complex social interactions, enhancing their authenticity.

In Model 2, the inclusion of childhood critical life events and their interaction with sociological attributes increases the model's explanatory power (ΔR^2=+0.101), highlighting their critical moderating role. The positive interaction coefficient (β=0.188, $p<0.05$) indicates that adulthood critical life events amplify the impact of sociological attributes on authentic leadership. This finding resonates with Erikson's (1968) psychosocial development theory and Luthans and Avolio's (2003) work, which suggest that critical life events act as transformative experiences, fostering resilience, ethical grounding, and relational transparency.

The independent contribution of childhood critical life events (β=0.312, $p<0.05$) further supports their role as pivotal triggers in leadership development. These events may enhance leaders' ability to draw on sociological attributes to navigate complex relational and professional challenges, as posited by Northouse (2016) and Luthans and Youssef-Morgan (2017).

The findings on this hypothesis supports the operationalization of the variables. Critical childhood events provide insights into how formative experiences as indicated by death, divorce or separation of parents at young age. Critical childhood events indicated by events such as divorce, loss of income or death accounted for over 65% of cumulative loadings. As such the conceptualization in the study supports the accuracy of the indicators in measuring the variables.

Descriptive results showed that 47.6% of respondents reported experiencing critical childhood events which were perceived as moderately impactful in shaping

attributes such as self-knowledge, honesty, and the ability to assess issues from diverse perspectives. Results showed that young professionals were most affected by death of close family members which contributed to their self-knowledge, honesty ability to assess issues from different perspectives and to regulate their desires. As such with the negative influence that the childhood events have, they may significantly influence authenticity of the professionals in leadership and their outcomes. 8 out of 11 industry experts indicated knowing someone who had experienced a critical life event during their childhood. They indicated that these events provoked deeper self-reflection and a crystallization of self-efficacy beliefs that result in promoting authentic leadership traits

The finding of the study also supports the tenets of Kohlberg's Theory of Moral Development which opines that authentic leaders develop over time from childhood to adulthood as individuals encounter critical life events that give room to mature the key traits. Since the study successfully demonstrated that adult hood events do affect leaders' authenticity, the study extends the applicability of the theory among young professionals in the media industry which was previously missing in literature.

The study findings supported conclusions made by previous scholars. For instance, Erikson's (1968) concluded that childhood critical life events amplify the impact of sociological attributes on authentic leadership. Additionally, the findings are consistent with the findings of Shamir and Eilam's (2005) who asserted that critical life events serve as transformative moments that refine leadership authenticity by fostering ethical grounding and resilience.

In conclusion, the results demonstrate a dynamic interplay between sociological attributes and critical life events, underscoring the importance of integrating both sociological and experiential factors in leadership development programs. By

leveraging these insights, organizations can cultivate leaders who are not only authentic but also resilient and socially adept.

Hypothesis H_{06}: Test of Moderating effect of Adulthood phase critical life events

Hypothesis H_{06}: There is no significant moderating effect of adulthood phase critical life events among young professionals on the relationship between authentic leadership and socioeconomic outcomes of authentic leadership among young professionals in the mass media industry in Nairobi County Kenya. This hypothesis examines whether adulthood critical life events moderate the relationship between authentic leadership and socioeconomic outcomes among young professionals in the mass media industry in Nairobi County, Kenya. The analysis is conducted in two stages: (1) testing the direct relationship between authentic leadership and socioeconomic outcomes and (2) incorporating adulthood critical life events as a moderator alongside the interaction term to evaluate the moderated effect.

Step 1: Direct Effect Model

Step 1 explores the direct relationship between authentic leadership and socioeconomic outcomes. This analysis assesses whether authentic leadership alone significantly predicts the variance in socioeconomic outcomes, highlighting the foundational role of authentic leadership in fostering trust, collaboration, and ethical decision-making that drive socioeconomic success.

Table 55. Model Summary- Authentic Leadership and Socioeconomic Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.450[a]	0.203	0.198	0.09550

a. Predictors: (Constant), Authentic Leadership

Source; Survey Data (2026)

Table 55 presents the model summary for the direct effect of authentic leadership on socioeconomic outcomes. It evaluates the proportion of variance in socioeconomic outcomes explained by authentic leadership. The R^2-value of 0.203 indicates that authentic leadership explains 20.3% of the variance in socioeconomic outcomes, with an adjusted R square of 0.198 confirming model robustness. These results suggest a strong and positive direct relationship, consistent with Gardner et al. (2005), who emphasized the importance of authentic leadership in fostering relational transparency and socioeconomic growth.

Table 56. ANOVA- Authentic Leadership and Socioeconomic Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.620	1	0.620	56.364	.000[b]
	Residual	2.476	231	0.011		
	Total	3.096	232			

a. Dependent Variable: Socioeconomic Outcomes
b. Predictors: (Constant), Authentic Leadership

Source; Survey Data (2026)

The ANOVA table 56 evaluates the overall significance of the regression model for authentic leadership as a predictor of socioeconomic outcomes. It tests whether the relationship observed is statistically significant. The regression model is statistically significant ($F=56.364$, $p<0.05$), confirming that authentic leadership has a meaningful impact on socioeconomic outcomes. This aligns with Shamir and Eilam (2005), who argued that authentic leadership behaviours contribute to improved organizational and societal outcomes.

Table 57. Coefficients- Authentic Leadership and Socioeconomic Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.110	.105		39.113	.000
	Authentic Leadership	.200	.045	.450	4.486	.001

a. Dependent Variable: Socioeconomic Outcomes

Source; Survey Data (2026)

Table 57 provides the regression coefficients for authentic leadership as a predictor of socioeconomic outcomes. It explains the strength and significance of the direct relationship.

Socioeconomic Outcomes= 4.110 + 0.450(Authentic Leadership)

The coefficient (B=0.450, $p<0.05$) indicates that for every one-unit increase in authentic leadership, socioeconomic outcomes improve by 0.450 units. These results align with Gardner et al. (2005), who emphasized the role of authentic leadership in fostering relational transparency and building trust within teams and organizations. Similarly, Shamir and Eilam (2005) highlighted that authentic leaders' ethical and consistent behaviours positively influence their ability to navigate organizational and societal challenges, which in turn enhances socioeconomic outcomes. This foundational role of authentic leadership underscores its importance in achieving both individual and collective success.

Step 2 and 3: Moderated Effect of Adulthood Critical Life Events

Steps 2 and 3 investigate the moderating effect of adulthood critical life events on the relationship between authentic leadership and socioeconomic outcomes. Step 2 incorporates adulthood critical life events as an independent predictor, while Step 3 evaluates the interaction term (AL×CLE) to determine whether these events amplify the impact of authentic leadership on socioeconomic outcomes.

Table 58. Moderation Analysis Adulthood Critical Life Events Socioeconomic Outcomes on Authentic Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.450[a]	.203	.198	.09550	.203	56.364	1	231	.000
2	.580[b]	.336	.328	.07650	.133	26.601	2	229	.000

a. Predictors: (Constant), Authentic Leadership
b. Predictors: (Constant), Authentic Leadership, Adulthood Critical Life Events, AL*CLE

Source; Survey Data (2026)

Table 58 shows the model summary for the moderated effect analysis, including adulthood critical life events and the interaction term. It evaluates the improvement in the model's predictive power. The R^2-value increases from 0.203 to 0.336, indicating that the addition of adulthood critical life events and the interaction term explains an additional 13.3% of the variance in socioeconomic outcomes. These findings are consistent with Shamir and Eilam (2005), who highlighted that critical life events act as reflective moments that refine a leader's moral compass and relational skills, enabling them to adapt their leadership behaviours effectively in complex environments.

This highlights the importance of adulthood critical life events as a moderator, amplifying the effect of authentic leadership. The significant F-change ($p<0.05$) confirms the improved model fit. This aligns with Luthans and Avolio (2003), who posited that critical life events serve as triggers for self-awareness and resilience, fostering a deeper alignment between a leader's values and actions. The integration of adulthood critical life events as a moderator reflects their dynamic influence on leadership, as also supported by Gardner et al. (2005), who emphasized that authentic leaders achieve greater trust and relational transparency when their leadership is informed by meaningful life experiences.

Table 59. ANOVA: Adulthood Critical Life Events Socioeconomic Outcomes on Authentic Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.620	1	0.620	56.364	.000[b]
	Residual	2.476	231	0.011		
	Total	3.096	232			
2	Regression	.596	3	.199	18.190	.000[c]
	Residual	2.501	229	.011		
	Total	3.096	232			

a. Dependent Variable: Socioeconomic Outcomes
b. Predictors: (Constant), Authentic Leadership
c. Predictors: (Constant), Authentic Leadership, Adulthood Critical Life Events, AL*CLE

Source; Survey Data (2026)

The ANOVA results for the moderated model ($F= 18.190$, $p<0.05$) reaffirm that the overall regression model remains statistically significant. These findings highlight the importance of integrating contextual experiences such as critical life events in understanding the nuanced effects of authentic leadership. Critical life events in adulthood, such as career transitions or personal milestones, may serve as reflective opportunities that enhance a leader's relational capacity and ethical decision-making,

thereby amplifying their positive impact on socioeconomic outcomes. The findings align with Luthans and Avolio (2003), who posited that critical life events act as triggers for self-awareness, resilience, and authenticity. These events allow leaders to refine their relational and ethical capacities, enhancing their effectiveness. Similarly, Shamir and Eilam (2005) emphasized that such experiences shape leadership authenticity, fostering trust and transparency.

Table 60. Coefficients Critical Adulthood Life Events, Socioeconomic Outcomes on Authentic Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.110	.105		39.113	.000
	Authentic Leadership	.200	.045	.450	4.486	.001
2	(Constant)	3.578	.956		3.743	.000
	Authentic Leadership	.249	.056	.360	4.446	.001
	Adulthood Critical Life Events	.205	.063	.280	3.254	.013
	AL*CLE	.150	.036	.220	4.167	.005

a. Dependent Variable: Socioeconomic Outcomes

Source; Survey Data (2026)

The regression equation for Model 1 is:

Socioeconomic Outcomes= 4.110 + 0.450 (Authentic Leadership)

The unstandardized coefficient (B=0.450) indicates that for every one-unit increase in authentic leadership, socioeconomic outcomes improve by 0.450 units. The standardized coefficient (β=0.450) reflects the strength of this relationship, highlighting that authentic leadership is a significant predictor (t=4.486, p=0.001) of socioeconomic outcomes. These results suggest that authentic leaders foster trust, collaboration, and ethical decision-making, which contribute to socioeconomic benefits such as organizational efficiency, team performance, and societal impact.

This aligns with Gardner et al. (2005), who emphasized that authentic leadership enhances relational transparency and builds trust among team members. Similarly, Shamir and Eilam (2005) highlighted the role of authenticity in strengthening ethical consistency, which is critical for achieving improved socioeconomic outcomes. These findings affirm the foundational importance of authentic leadership in driving outcomes that benefit both individuals and organizations.

Model 2: Moderated Effect of Adulthood Critical Life Events

The regression equation for Model 2, which includes the moderator and interaction term, is:

Socioeconomic Outcomes= 3.578 + 0.360(Authentic Leadership) + 0.280(CLE) + 0.220 (AL*CLE)

Authentic Leadership (B=0.360, p = 0.001). The coefficient for authentic leadership indicates that for every one-unit increase in authentic leadership, socioeconomic outcomes improve by 0.360 units. This reflects the foundational role of authentic leadership in fostering trust, collaboration, and ethical decision-making, which are critical for socioeconomic success. Gardner et al. (2005) emphasized that authentic leadership enhances relational transparency and trust, creating an environment conducive to positive socioeconomic outcomes. Similarly, Shamir and Eilam (2005) highlighted that authenticity in leadership promotes ethical consistency and fosters stronger connections within teams and organizations, driving socioeconomic growth.

Adulthood Critical Life Events (B=0.280, p= 0.013). The positive coefficient for adulthood critical life events suggests that these experiences independently

contribute to improved socioeconomic outcomes. This finding underscores the transformative role of critical life events in shaping leaders' relational and ethical capacities. Luthans and Avolio (2003) argued that critical life events act as triggers for self-awareness and resilience, enhancing a leader's ability to align their actions with their values. These events, such as career transitions or personal milestones, allow leaders to reflect on their experiences, fostering deeper relational transparency and stronger ethical frameworks, as supported by Shamir and Eilam (2005).

Interaction Term (AL*CLE, B=0.220, p=0.005). The significant interaction term indicates that adulthood critical life events amplify the effect of authentic leadership on socioeconomic outcomes. Leaders with strong authentic leadership traits benefit more from critical life events, which act as reflective opportunities to refine their leadership style. This aligns with Erikson's (1968) psychosocial development theory, which identifies adulthood as a critical stage for identity consolidation and ethical development. Shamir and Eilam (2005) further emphasized that critical life events enhance leaders' ability to navigate complex challenges, making their leadership behaviours more impactful in achieving positive outcomes. The interaction term highlights the dynamic interplay between leadership behaviours and personal experiences in shaping socioeconomic success.

Table 61. Summary of Hypothesis Six Regression Parameters

Parameter	Model 1	Model 2	Change	Observation
Intercept (β_0)	4.110	3.578	-0.532	Initial value decreases when moderator and interaction term are included.
Authentic Leadership (AL)	0.450	0.360	+0.049	Significant positive effect; foundational role in predicting socioeconomic outcomes.
Adulthood Critical Life Events (CLE)	N/A	0.280		Significant independent contribution to socioeconomic outcomes.
Interaction Term (AL*CLE)	N/A	0.220		Significant moderating effect, amplifying the impact of AL on outcomes.
R^2	0.203	0.336	+0.133	Inclusion of moderator and interaction term explains an additional 13.3% of variance.
Adjusted R^2	0.198	0.328	+0.130	Model robustness improves significantly with the inclusion of moderator and interaction.

Source; Survey Data (2026)

The analysis reveals a significant relationship between authentic leadership (AL), adulthood critical life events (CLE), and socioeconomic outcomes. In Model 1, authentic leadership alone explains 20.3% of the variance in socioeconomic outcomes (R^2=0.203), with a positive and significant coefficient (β=0.450, $p<0.05$). This highlights the foundational role of authentic leadership in fostering trust, collaboration, and ethical decision-making, which are critical drivers of socioeconomic success. These findings align with Gardner et al. (2005) and Shamir and Eilam (2005), who

emphasized that authentic leaders enhance relational transparency and trust within teams, driving collective success and improved socioeconomic outcomes.

In Model 2, the inclusion of CLE and the interaction term (AL×CLE) significantly enhances the model's explanatory power (ΔR^2=+0.133, R^2=0.336). The positive coefficient for CLE (β=0.280, $p<0.05$) indicates that critical life events independently contribute to socioeconomic outcomes. These events serve as transformative experiences that refine a leader's relational and ethical capacities, as posited by Luthans and Avolio (2003). Personal milestones and career transitions provide reflective opportunities that strengthen leaders' ability to navigate complex organizational and societal challenges, fostering trust and transparency.

The interaction term (AL*CLE, β=0.220, $p<0.05$) confirms that CLE moderates the relationship between AL and socioeconomic outcomes, amplifying the positive effects of authentic leadership. This dynamic interplay aligns with Erikson's (1968) psychosocial development theory, which identifies adulthood as a critical stage for consolidating ethical values and relational skills. Shamir and Eilam (2005) further argued that critical life events enhance leaders' ability to adapt and refine their leadership behaviours, enabling them to achieve greater socioeconomic impact.

The findings on this hypothesis supports the operationalization of the variables. Critical adulthood events provide insights into how formative experiences as indicated by death, divorce or separation of parents at young age. The indicators had a cumulative loading of over 50% indicating their relevance in measuring the variable. Critical adulthood events indicated by events such as divorce, loss of income or death accounted for over 65% of cumulative loadings. As such, the conceptualization in the study supports the accuracy of the indicators in measuring the variables.

Descriptive results showed that, 47.6% of respondents had experienced critical adulthood events which moderately influenced their authenticity as leaders. These findings point to the fact that critical adult hood life events do affect authenticity of leaders. The findings also support the theoretical foundation of Kohlberg's theory which stated that adulthood events affect individual leader's authenticity. The study further supported the provisions of stakeholder theory which purports that if the interests of all stakeholders, including leaders are met, the performance of the firm will improve.

The theory further implies that organizations led by leaders who have the ability to focus on various perspectives and have relational translucence will manifest at the societal level as they pursue the concept of shared prosperity. Thus, by anchoring the study variables in the media, the study expands the application of the theories which was earlier missing in the industry. 7 out of the 11 industry experts indicated that they knew a colleague who had experienced critical adulthood events during their career. These events positively provoked them to make the most of their lives mostly through self-awareness and self-acceptance. These aspects were integrated into their career thus provoking individual success, organizational success and societal impact.

Empirically, the study fills the gap by showing the relationship existing between authentic leadership and social economic and the moderating effect of adulthood events on the relationship. The study had earlier identified that a contextual gap existed since no study existed among young professionals in the media industry in Kenya highlighting the relationship between the variables.

Overall, the findings underscore the importance of integrating both leadership traits and life experiences in leadership development frameworks. Adulthood critical life events not only shape leaders' personal growth but also amplify their effectiveness

in fostering socioeconomic success. Organizations can leverage these insights by supporting reflective practices and resilience-building programs to enable leaders to maximize their potential and achieve sustainable outcomes.

Summary on Test of Hypotheses

Table 62 summarizes the test results for the study hypotheses based on the analysis and discussions presented.

Table 62. Summary of the Test Results for the Study Hypotheses

Hypothesis	Findings	Decision	Conclusion
H_{01}: Psychological developmental life attributes have no significant effect on authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.	P = 0.000 < 0.05	Reject H_{01}	Psychological developmental life attributes significantly affect authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.
H_{02}: Sociological developmental life attributes have no significant effect on authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.	P = 0.000 < 0.05	Reject H_{02}	Sociological developmental life attributes significantly affect authentic leadership among young professionals in the mass media industry in Nairobi County, Kenya.
H_{03}: Authentic leadership has no significant effect on individual, organizational, and socioeconomic outcomes among young professionals in the mass media industry in Nairobi County, Kenya.	P = 0.000 < 0.05	Reject H_{03}	Authentic leadership significantly affects individual, organizational, and socioeconomic outcomes among young professionals in the mass media industry in Nairobi County, Kenya.
H_{03a}: Self-awareness has no significant effect on individual, organizational, and socioeconomic outcomes.	P = 0.000 < 0.05	Reject H_{03a}	Self-awareness significantly affects individual, organizational, and socioeconomic outcomes.
H_{03b}: Relational transparency has no significant effect on individual, organizational, and socioeconomic outcomes.	P = 0.000 < 0.05	Reject H_{03b}	Relational transparency significantly affects individual, organizational, and socioeconomic outcomes.
H_{03c}: Balanced processing has no significant effect on individual,	P = 0.000 < 0.05	Reject H_{03c}	Balanced processing significantly affects individual,

organizational, and socioeconomic outcomes.			organizational, and socioeconomic outcomes.
H_{03d}: Internalized moral perspective has no significant effect on individual, organizational, and socioeconomic outcomes.	P = 0.000 < 0.05	Reject H_{03d}	Internalized moral perspective significantly affects individual, organizational, and socioeconomic outcomes.
H_{04}: Childhood phase critical life events have no moderating effect on the relationship between psychological developmental life attributes and authentic leadership.	P = 0.007 < 0.05	Reject H_{04}	Childhood phase critical life events significantly moderate the relationship between psychological developmental life attributes and authentic leadership.
H_{05}: Childhood phase critical life events have no moderating effect on the relationship between sociological developmental life attributes and authentic leadership.	P = 0.000 < 0.05	Reject H_{05}	Childhood phase critical life events significantly moderate the relationship between sociological developmental life attributes and authentic leadership.
H_{06}: Adulthood phase critical life events have no moderating effect on the relationship between authentic leadership and socioeconomic outcomes.	P = 0.005 < 0.05	Reject H_{06}	Adulthood phase critical life events significantly moderate the relationship between authentic leadership and socioeconomic outcomes.

Chapter summary

This chapter consists of the research based on the data that was obtained from data collection in the field. Firstly, data representing the demographic characteristics of the respondents and those of the TV organizations in Nairobi City County that were sampled for the study. Factor analysis results were presented on all the extracted factors that were sampled in relation to the variables of the study. The corresponding measures of central tendency and dispersion were also provided and interpretations provided bases on the 5 point Likert scale on the primary data.

Diagnostic tests were performed to ascertain compliance of the data to multiples regression assumptions were reported where no conformity was found. Inferential analysis was undertaken to test the hypotheses and answer the research questions and

objectives of the study. The findings of each objective and hypothesis used, interpretations were made in line with the findings and the implications raised based on extant conceptual, theoretical and empirical literature. Useful insights on the new knowledge were curated to show how they address the emerging gaps.

Chapter Five: Summary, Discussions and Conclusions

Introduction

This chapter provides a summary, conclusion and recommendations of the study. The purpose of the study was to determine the role of developmental life attributes of authentic leadership in predicting its socioeconomic outcomes as moderated by childhood and adulthood critical life events, among young professionals in television in Nairobi County. The first two objectives of the study determine and establish the influence of two dimensions of developmental life attributes, psychological and sociological on authentic leadership respectively. The third objective evaluate the effect of each of the dimensions of authentic leadership on its socioeconomic outcomes. These included; a) self-awareness, b) relational transparency, c) balanced processing, and d) internalized moral perspective. The fourth objective investigated the moderating effect of childhood phase critical life events on the relationship between psychological developmental attributes and authentic leadership. The fifth was to assess the moderating effect of childhood phase critical life events on the relationship between sociological developmental life attributes and authentic leadership. The sixth ascertain the moderating effect of adulthood critical life events on the relationship between authentic leadership life events and socioeconomic outcomes.

The quantitative aspect of the study recorded a response rate of 57.7% whereby, 233 of the 405 questionnaires were completed and returned. The qualitative aspect of the study recorded a 91.7% of the interviews conducted whereby, 11 out of the 12 industry experts were interviewed. The respondents provided quantitative and qualitative data that was analyzed and presented in chapter four of the study. The data provided information on the characteristics of the respondents as well as the variables in the study. The data also revealed insights into how it conformed to the assumptions

underlying the statistical inference analysis tools used in the form of diagnostic tests. The inferential analysist that was taken assisted in clarifying the objectives of the research through the test of direct effects and the moderated effects. The findings as outlined in the fourth chapter are summarized, discussed and emerging implications leading to conclusions are presented in this chapter.

Summary of the findings

The concurrent mixed methods study explored the influence of developmental life attributes and the moderating role of critical life events in shaping authentic leadership among young professionals in TV and its subsequent impact on socioeconomic outcomes. The study obtained data using structured questionnaires for quantitative data and interviews for qualitative data. The data obtained was analysed using descriptive and inferential statistics. The biographic data on the characteristics of the respondents and the organizations from where the samples were obtained were analyzed and reported using frequencies, percentages and frequency tables. Exploratory Factor analysis was done to assess how each variable was comprised as well as the loading of each questionnaire items to the respective variables. The analysed data according to these statistics were presented in the previous chapter and summary of the main highlights of the different types of findings are presented in the remaining subsections of this section.

Summary of findings on descriptive characteristics

The research obtained responses from 233 respondents drawn from 405 TV firms selected in Nairobi. The respondents comprised of young mass media professionals and senior managers who comprised of news directors, reporters, editors, presenters, marketing, sales, graphics, programming, and digital and social media. In

terms of gender, there was a fairly balanced representation between male and female. The male gender was at 53.6% and that of the female was at 46.4%. This means the views of the respondents was well balanced viewpoints. In terms of age, the majority of senior managers were between 41-50 years at 49.7%. This showed a predominance of mid-career professionals who are next in line for top positions. Educationally, the respondents who had had university degrees were at 56.2% with those with masters and PhD decreasing respectively.

This reflects a high level of educational attainment and professional capacity of the respondents. Education is known to foster critical thinking and also likely to enhance ethical awareness and reflective practices that may promote authentic leadership. The distribution of organizational roles showed that presenters had the highest number comprising 15.9% of the total. In senior management, those with human resource roles were the highest 43.8%. This was advantageous to the investigation because it benefited from the trust, collaboration and well of information in ethical conduct collected by human relations. 11 out of the 12 intended key informants provided a deeper understanding on the state of the developmental life attributes of authentic leadership and its outcomes while being moderated by critical life events.

Summary of Exploratory Factor Analysis

Factor analysis was conducted to identify patterns and relationships among the study variables. The analysis also aimed at identifying the key components measuring the variables thus reducing the dimensions measuring the variables to key components that represent the underlying variable.

The antecedent variable psychological developmental life attributes identified six key components, each representing distinct yet interconnected dimensions of values, attitudes, self-concept, and personality. Component One emphasizes relational orientation, transparency, and social engagement (Personality & Attitudes). Component Two highlights self-concept and identity stability (Self-Concept). Component Three focuses on balanced decision-making and openness to new experiences (Values & Attitudes). Component Four represents resilience and moral commitment, with ethical dilemmas (Self-Concept & Values). Component Five captures personal fulfilment but suggests moral complexities (Self-Concept & Personality). Component Six emphasizes trustworthiness but suggests challenges in ethical consistency (Self-Concept & Values).

The antecedent variable of sociological developmental life attributes identified four key factors. The four extracted components provided a comprehensive framework for understanding sociological developmental life attributes. Component One emphasizes how religious teachings and cultural values shape self-awareness, honesty, and ethical judgment (Religion & Culture). Component Two highlighted the role of education in fostering moral reasoning, objectivity, and cognitive reflection (School & Culture). Component Three captured the influence of family in shaping identity, ethical behaviour, and relational balance (Family). Component Four reflects how family and cultural teachings contribute to social ethics and balanced interpersonal relationships (Family & Culture).

The independent variable; authentic leadership extracted seven components. Each component contributes to understanding how individuals develop into ethical, self-aware, and transparent leaders. The results suggested that leaders who demonstrate a combination of self-awareness, relational transparency, moral integrity, and

accountability are better equipped to inspire trust, make ethical decisions, and foster strong organizational cultures. However, internalized moral perspective and self-awareness were the most identified with factors for integration into the extracted components of authentic leadership with 5 items each. It was followed by relational transparency and balanced processing with 3 items each that were distributed.

The dependent variable; socioeconomic outcomes, extracted five components. Component One emphasized organizational growth through employee development, innovation, and citizenship behaviour (Organization & Individual). Component Two linked revenue growth to community engagement and ethical journalism (Organization & Society). Component Three highlighted CSR investments and their role in increasing public engagement and organizational reputation (CSR & Society). Component Four reflected philanthropy and the role of non-monetary contributions in corporate social responsibility (CSR). Component Five underscored the importance of employee well-being in organizational success (Individual).

The first moderating variable; critical childhood events, provided valuable insights into how formative experiences influence personal development. The factor analysis extracted one component namely; death, suggesting that critical childhood events are strongly interrelated and cohesive constructs. The second moderating variable; critical adulthood events, extracted two components. The factor analysis confirmed that critical adulthood events are a multidimensional construct that significantly shapes self-awareness, relational transparency, and ethical reasoning.

Summary of findings on Hypotheses

The findings underscored the interplay between psychological and sociological developmental life attributes in developing authentic leadership, and its socioeconomic

outcomes, as well as the moderating role of critical life events at childhood and adulthood levels. It was evident that authentic leadership significantly influences socioeconomic outcomes, emphasizing relational transparency, self-awareness, balanced processing, and internalized moral perspective.

The study was underpinned by several theoretical perspectives, including the Authentic Leadership Theory, the Theory of Authentic Self, the Social Learning Theory, Bowen's Family Systems Theory and the Stakeholder Theory. It employed quantitative methods to examine the direct and moderated effects of variables, generating data from young professionals specifically? in the mass media industry in Nairobi County, Kenya. Using regression analysis, the study established that authentic leadership and its developmental life attributes significantly impact individual, organizational, and socioeconomic outcomes.

Hypothesis 1: Summary of Findings on the Effect of Psychological Developmental Life Attributes

The first objective of this study sought to determine the contribution of psychological developmental life attributes to authentic leadership among young professionals in the mass media industry in Nairobi County Kenya. To answer the objective, hypothesis 1 of the study was tested which found that psychological developmental life attributes, including values, attitudes, self-concept, and personality, play a pivotal role in shaping authentic leadership. Values emerged as the most influential predictor, emphasizing the importance of deeply held ethical principles in guiding self-awareness and relational transparency. Attitudes, characterized by positive outlooks and resilience, significantly contributed to the leader's ability to inspire and engage followers. Self-concept enhanced alignment between personal goals and

professional actions, reinforcing ethical consistency. Although personality traits such as conscientiousness and emotional stability had a lesser impact, they still contributed to relational transparency and trust-building.

These findings corroborate with Gardner et al.'s Model of 2005, which positions psychological attributes as central antecedents of authentic leadership. They suggest that leadership development programs should prioritize fostering self-awareness, ethical values, and resilience. Organizations can benefit from nurturing these traits in leaders to create a foundation for sustainable, authentic leadership.

Hypotheses 2: Summary of Findings on the Effect of Sociological Developmental Life Attributes

The second objective of this study sought to determine the effect of sociological developmental life attributes on authentic leadership among young professionals in the mass media industry in Nairobi County Kenya. To answer the objective, hypothesis two of the study was tested and found that sociological developmental life attributes—including family, church, school and culture—significantly influence authentic leadership. Culture was the most prominent predictor, emphasizing the role of societal norms and values in shaping relational transparency and ethical decision-making. Family and religious upbringing provided a moral framework, promoting internalized moral perspectives, while schools contributed to the development of critical thinking and interpersonal skills.

These findings align with Northouse's (2016) emphasis on the sociocultural dimensions of leadership, which are crucial for fostering trust and ethical behaviours. They suggest that organizations should incorporate cultural awareness and relational

skill-building into leadership development initiatives. Educational institutions should focus on embedding leadership principles in their curricula to prepare future leaders for complex organizational environments.

Hypotheses 3: Summary of Findings on the Effect of Authentic Leadership and Socioeconomic Outcomes

The third objective of this study sought to determine the effect of authentic leadership on individual, organizational and socioeconomic outcomes among young professionals in the mass media industry in Nairobi County Kenya. To answer the objective, hypothesis 3 of the study tested the effect of self-awareness, relational transparency, balanced processing, and internalized moral perspective on socioeconomic outcomes and found a significant effect of authentic leadership on socioeconomic outcomes. Self-awareness was the most impactful dimension, fostering trust and open communication within organizations.

These findings expand the theoretical understanding of authentic leadership by linking it with tangible socioeconomic outcomes through a stakeholder theory lens. The stakeholder theory suggests that everyone is affected by the enterprise of a company (Langrafe et al., 2020). It also highlights the need for organizations to be aware of the needs of everyone it is working with or is affected by their operations. It is then complemented by how an organization can reasonably fulfil the needs of its internal and external stakeholders (Jaeger, 2021). It is also consistent with literature on self-awareness that described how leaders who are self-aware are predictable because they know what they can or cannot do (Peus et al., 2021). This creates a sense of trust among followers in an organization resulting in employee wellbeing because people trust predictable people (Rahimnia & Sharifirad, 2014).

As a result, they suggest that organizations should prioritize leadership development programs that emphasize authenticity, trust-building, and ethical decision-making to enhance organizational performance and societal impact.

Hypotheses 4 and 5: Summary of Findings on the Moderating Effect of Childhood Critical Life Events

The fourth objective of this study sought to determine the moderating effect of childhood phase critical life events on the relationship between psychological developmental life attributes and authentic leadership. To answer objective 4 the study found that critical life events, in childhood and adulthood, moderated the relationship between psychological and sociological life developmental attributes and authentic leadership. Childhood critical life events amplified the contribution of psychological traits such as values, attitudes, self-concept, and personality to the formation of authentic leadership.

The fifth objective of this study sought to investigate the moderating effect of childhood phase critical life events on the relationship between sociological developmental life attributes and authentic leadership. To answer objective 5 the study found that childhood Critical life events, in childhood, moderated the relationship between psychological and sociological life developmental attributes and authentic leadership. Childhood critical life events enhanced the development of psychological traits such as values, attitudes, self-concept, and personality in the formation of authentic leadership.

Hypothesis 6: Summary of Findings on the Effect of Adulthood Critical Life Events

The sixth objective of this study sought to study the moderating effect of adulthood phase critical life events on the relationship between authentic leadership and socioeconomic outcomes. To answer objective 6, the study found that critical life events in adulthood including divorce, loss of income, pandemics and death, enhanced the relationship between authentic leadership and socio-economic outcomes. These experiences served as transformational moments that refined leaders' ethical decision-making and relational transparency.

The findings validate Shamir and Eilam's (2005) proposition that critical life events are instrumental in shaping leadership authenticity. They highlight the importance of creating support systems within organizations to help leaders navigate these pivotal experiences. Reflective workshops and mentorship programs can enable leaders to leverage critical life events for personal and professional growth.

Implications of the research findings

Implications of the findings on Hypothesis 1

The findings on hypothesis one of the study raised two implications. The first Implication touches on How psychological antecedents contribute to the formation of AL. The manner in which it contributes is in a positive way. This was observed through the adjusted R square = 0.537= 53.7% of the observed variation in AL derived from psychological developmental attributes. The beta coefficients for all the components of psychological developmental attributes were all positive.

The second implication from hypothesis one regards the relevance of the underpinning extant theories of authentic self, psychodynamic theory which are drawn

from the field of psychology in explaining the emergence of AL. The study reported that the positive contribution of psychological attributes could be explained using the postulates of the two theories. Thus, the scholarship in leadership needs to consider and integrate the contribution of the multidisciplinary set of theories in understanding the behaviour of the leaders exhibiting different leadership styles.

Implications of the findings on Hypothesis 2

The findings on this hypothesis raised three implications. The first Implication is based on the significance of the sociological antecedents to the formation of AL attributes. The study reported a relatively high adjusted R squared of 0.613 indicating that sociological factors have a relatively higher degree of contribution to the formation of AL attributes in comparison with the psychological antecedents. The factors the study used point to the importance of the role of the family, church, school, and culture in whose context the authentic leader grows and develops their potential. All these factors were positive and demonstrating high contribution to AL with culture registering the highest degree of contribution.

The second Implication from hypothesis two derived from the demonstrated complementarity among the theories underpinning both the psychological and sociological developmental attributes in explaining the formation of Authentic Leadership attributes. (While the contribution of the psychological developmental attributes was underpinned by the theory of Authentic Self and Psychodynamic Theory, in explaining the contribution of the sociological developmental attributes, the study argued that the Authentic Leadership Theory and the Authentic Self-Theory were suitable in explaining the contributions of the sociological developmental attributes to the formation of authentic leadership.

The third and last implication on hypothesis two is on the contribution of the study towards providing validated empirical evidence that demystifies the illogical explanation on the source of the attributes of authenticity in leadership. The research had identified this aspect of the source of authenticity as a knowledge gap as extant scholarship tended to suggest that authenticity was as a result of natural occurrence. The evidence provided from both psychological and sociological antecedents points to a relatively high percentage of the variation in authenticity being attributed to psychological and sociological developmental attributes. Thus, the study provides validated empirical evidence that authenticity in leadership has potential to develop out of the experiences that expose the leader's psychological and sociological faculties to shape their leadership practice.

Implications of the Findings on Hypothesis 3

Two implications were raised for hypothesis 3 The first implication touches on the socioeconomic value that derives from the deployment of various attributes of AL. Towards this, the study measured the socioeconomic construct through indicators measured at three levels of organizational analysis of individual, organizational and societal. At the individual level the indicators were morality, career success, well-being, while at the organizational and societal the measures were organizational commitment, helping behaviour, organizational citizenship behaviour and corporate social responsibility programs. The study reported that the level of socioeconomic development attained as a result of the deployment of AL was at the mean score value of 2.26-3.44. The referential analysis indicated that the deployed level of AL as reported by the mean accounted for 57.3 of the registered variation in socioeconomic development by the sample mass media organizations in Kenya.

The second Implication regards the varying degrees of the effect of the deployment of the various dimensions of AL. Four dimensions of AL were extracted in the exploratory factor analysis. Even though all were predictively positive in their contribution to socioeconomic outcomes, the specific contribution of each of the four varied. Self-awareness had the highest effect followed by relational transparency, then balanced processing and lastly the internal moral perspective. This would be useful information in providing managers with those qualities they need to lay emphasis on when developing professionals who are in the young professional's category.

Implications of the Findings on Hypothesis 4 and 5

The study raised one implication from hypothesis 4 & 5 touching on the role played by childhood critical life events on the contribution of psychological and sociological antecedents to the formation of the attributes of AL. The study reported that both the explanatory power as well as the effect of psychological and sociological developmental attributes were enhanced as the index of child hood critical life events were introduced as a moderating factor. The effect of psychological developmental attributes improved by 0.07 while the level of variation in the amount of AL formed improved by 0.095, while that of sociological developmental attributes improved by 0.051 and 0.096 respectively. This indicated that the childhood experiences strengthen the degree of contribution of the psychological and sociological developmental attributes to the formation of authentic leadership attributes among the sampled leaders. Thus, critical childhood life experiences are relevant for consideration when developing programs for developing authentic leaders.

Implications on the Findings on Hypotheses 6

The findings on this hypothesis raised two Implications. The first implication arises from the mixed empirical role of the adulthood critical life events. These critical life events were clustered into two phases, childhood and adulthood. The researcher was interested in understanding how the adulthood critical life events affect the contribution of the formed level of authentic leadership towards socioeconomic outcomes. The mixed experience was observed in the difference in the manner the construct of authenticity behaved when adulthood critical life events was introduced as a moderating factor. The effect of the construct on socioeconomic outcomes was positive but declined by 0.09 while the explanatory power displayed by the adjusted R^2 improved by 0.13. This first implication led to the second implication of the findings on hypothesis 6.

Implication 2 on the findings on hypothesis 6 was based on the observed behaviour in the effect of AL on socioeconomic outcomes when practising young professionals experience adulthood phase critical life events. It was observed that the effect of authentic leadership declined when the composite value of adult phase critical life events was introduced. This was interpreted to mean that when these events or their memory is brought to the attention of the young professionals, the contribution to socioeconomic outcomes by authenticity declines. This point is vital to the management of the organizations to pay attention to coping mechanisms by the practicing young professionals when they face these interruptions arising from the critical life events.

Conclusions

The findings from the analysis of primary qualitative and quantitative data indicated that the level of socioeconomic outcome attained was to a moderate degree while the level of authentic leadership embraced and adopted was to a high extent. The psychological sources contributing to this authenticity were considered important to a high extent as well as the level of importance of sociological developmental attributes. The critical life events both at childhood and adulthood were perceived to have affected the respondents in a relatively positive way. Based on these descriptive characteristics and the results on the test of hypotheses the study makes several conclusions.

First, psychological and sociological developmental life attributes serve as valid sources of the attributes of authentic leadership. Even though both contribute positively, sociological developmental attributes have a relatively higher level of contribution to the formation of authenticity among young professionals in the mass media in Kenya.

Second, authentic leadership traces its nature from its psychological and sociological sources based on the exposure individuals have experienced from their contexts of birth, growth and development. The components of authentic leadership most of which are related to one's personality in nature vary in the degree to which they trace their source from the psychological and sociological developmental attributes.

Third, authentic leadership has a positive effect on the socioeconomic outcomes of organizations brought about by the deployment of authenticity by the young professionals. Even though all the components contribute positively, the level of contribution varies.

Finally, critical life events that an individual experiences in their childhood and adulthood phases of life contribute to the level of authentic leadership that they form as well as the corresponding outcomes of their practice of authenticity. Thus, both childhood and adulthood critical life events strengthen the level of authenticity formed from its psychological and sociological antecedents as well as the outcomes of authenticity in the form of individual, organizational and societal socioeconomic developmental outcomes.

Contributions of the Study to Knowledge

This study on the role of authentic leadership on socioeconomic outcomes in the mass media used mixed methods approach to help in identifying the psychological and sociological sources and explain how it predicts the socioeconomic outcomes, and how that will change when critical life events are introduced. The findings reported using both qualitative and quantitative data alongside the interpretations and implications make several contributions to the body of knowledge in leadership and its anchoring disciplines. The specific contributions are discussed under the sub-headings of contextual, empirical, theoretical, and conceptual contributions.

Contextual Contributions

The study focused on young professionals who work in Television in Kenya. Two contributions are worth noting. First, how the mass media has embraced and adopted the attributes of authenticity in its operations. The study reported that a relatively high level of authenticity measured at the means score of 0.888 is embraced in this industry, thus closing the existing gaps with regard to how an important sector that contextually serves the role of a watchdog has paid attention to key attributes that would be driving factors for authenticity in society. Secondly, the study drew a sample

of respondents from young professionals in the age brackets of 18-35. It is observed that this represents a diversity of generations; thus, helping to provide scientific evidence on how authenticity has been adopted by members of different generations serving or supporting the operations of the mass media industry as it plays it watchdog role and at the same time bring about valuable and beneficial socioeconomic outcomes in a society in which it operates.

Conceptual and Theoretical Contributions

The study makes three contributions towards an understanding of the conceptualization of authentic leadership and its theoretical anchorage. The fist contribution draws from consolidation of the diverse attributes of authenticity into a single set of indicators drawn from multidisciplinary literature that were tested and validated. Towards this, the study contributes towards identifying a validated list of the indicators of authentic leadership cutting across self-awareness, relational transparency, balanced processing and internalized moral perspective.

The second contribution leans towards insights brought out by the study on the source of the attributes of authenticity. Extant scholarship has argued that the attributes of authenticity could be traced to natural occurrences. This study however conceptualized that contrary to the natural occurrence authenticity could be traced to psychological and sociological developmental attributes that characterize both the natural and sociological contexts in which one grows and develops.

The proposed hypotheses testing for the contribution of both psychological and sociological developmental attributes to the formation of authentic leadership were meant to identify the degree of variation in the level of authentic leadership that would

derive from the psychological and sociological developmental attributes and have been confirmed to a high degree.

Thirdly the study provides useful insights on the behavior of authentic leadership when confronted by critical life events that have potential to shape one's personality. These critical life events clustered into childhood and adulthood even though contributing to varying degrees, they stand to strengthen the level of authenticity that forms from psychological and sociological developmental attributes as well as its contribution to organizational outcomes that tend towards socioeconomic outcomes. Thus, the study makes a strong case for organizations to invest in authenticity.

The last contribution is based on the theoretical anchorage of the sources of authenticity and the phenomenon it brings about when deployed in organizations. In the attempt to explain the findings, the study indicated that multidisciplinary theories drawn from the behavioral sciences provide useful insights in explaining how authenticity forms, the nature it takes as a component of human personality, and how it will predict socioeconomic outcomes that are supported by the individual behaviors of the leader who demonstrate authenticity. Further, while there are two streams of the sources of authenticity, psychological and sociological, they are identified areas of complementarity across the theories that anchor each stream.

Empirical Contributions

There are several contributions. The first contribution derives from adoption of a mixed method-oriented research design that supported a robust methodology touching on population, research data and data analytical techniques. Adoption of this approach has provided validated and credible empirical findings that a generalizable across other situations because of the robustness of statistical and qualitative data.

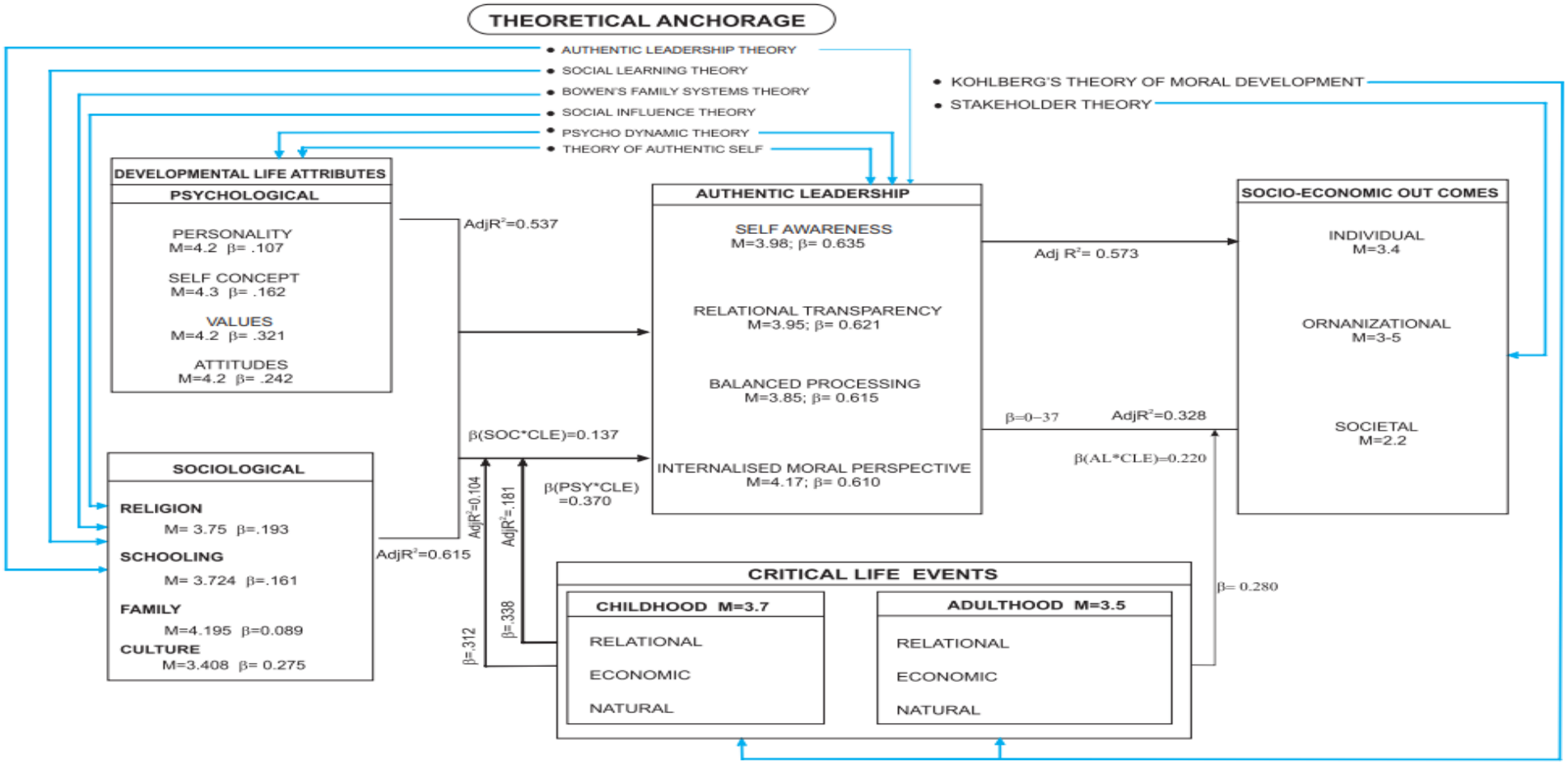
Second, validation of the conceptualized research hypotheses on the phenomenon initiated by authentic leadership. The study has provided insights on the percentage of the variation on the level of authenticity formed among young professionals that derive from both psychological and sociological developmental attributes. Even though the degrees vary, the level is relatively high. In addition, evidence has been provided on how the level of authenticity formed from the developmental attributes predict socioeconomic outcomes for the TV organizations supported by young professionals who are sampled and whose level of authenticity has been ascertained by use of measures of central tendency and confirmed to be at the level of 0.967.

Over and above this, how the sources of authenticity and authenticity itself predict the corresponding outcomes when subjected to critical life events has been explained using the moderating effects hypotheses. The study provides evidence that childhood critical life events strengthen the level of authenticity that is formed from both psychological and sociological, while the adulthood critical life events strengthen the predictive power of authenticity on its socioeconomic outcomes.

The last contribution touches on validation of the adopted conceptual framework for the study. The researcher applied exploratory factor analysis to extract components that load highly on each construct, computed measures of central tendency to understand their characteristic behavior in the context and among the samples collected and used the set of extracted to test hypotheses in a way that would lead to a comprehensive explanation of the phenomenon involving the sources of and the outcomes of the attributes of authentic leadership. Towards this, the study presents the validated conceptual framework which has been revised to reflect the EFA descriptive

statistics, test of hypotheses, anchoring theories and the qualitative data are summarized in figure 13

Figure 13 Adjusted Theoretical and Conceptual Framework



Suggestions for future research

Contextually the study only sampled TV stations based in Nairobi City County. There is need to consider studying this phenomenon in different counties in Kenya to determine whether there are any differences that may emerge. Conceptually the study relied on four constructs of authentic leadership. The construct on psychological developmental life attributes only used four elements. These are values, attitudes, personality and self-concept. The construct on Sociological developmental life attributes used four elements. These are the role of the church, school, family and culture. There is a possibility of others and this should be explored in future research. More constructs can be used. For example, the construct on psychological developmental life attributes can explore the role of peoples Intelligence Quotient, unique or outstanding talents or giftings. The construct on sociological developmental life attributes can explore the role of artificial intelligence, internet exposure or even going deeper to study and compare how different education systems produce generational differences and how it impacts the authenticity of an individual.

Methodologically, regression analysis is a great tool. However, it comes with its own limitations. Regression analysis assumes that relations between variables are linear. It also has higher chances of exhibiting multicollinearity and may result in vague correlations between variables that can give better insights when isolate. It is also incapable of showing the path and causal analysis. This study suggests structural equation modelling which can handle complex models better.

The study also recommends policy changes that will implore human relations departments to consider providing opportunities for employees to access counseling services especially when they go through adult hood critical life events. The study has

revealed that adulthood critical life events have lesser moderating impact on authentic leadership probably because there is little or no assistance when adults experience these critical life events.

Chapter Summary

This chapter concludes by summarizing its main findings, conclusions and discussions. It began with a brief overview of what was discovered through the analysis of the data, which provided clear proof of what was collected. The significance of the conclusions and how they are connected to the theory, practice and policy recommendations are presented. The discussions founded on the evidence presented in the findings, are linked with the literature. Emerging or unexpected findings are also reported and analyzed from the literature provided. The chapter ends by providing suggestions that will guide future research into the study.

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Appendices

Appendix I: Research Questionnaire for Young Professionals in Mass Media

SECTION 1

This questionnaire is developed to collect data for academic purposes only. The study seeks to establish the influence of young professionals' developmental life attributes on authentic leadership and its socioeconomic outcomes in mass media in Nairobi County, Kenya. All information provided will be treated with utmost confidentiality. Do not indicate your name or any form of identification on the questionnaire. Answer all questions by either filling in the blank spaces or ticking the option that applies.

SECTION 2: DEMOGRAPHIC INFORMATION

a) Respondent:

1) Gender:
   Male [ ] Female [ ]

2) Age (Years):
   18-23 [ ] 24-29 [ ] 30-35 [ ]

3) Marital Status:
   Single [ ] Married [ ] Separated [ ]
   Divorced [ ] Widowed [ ]

4) Education Level
   Certificate [ ] Diploma [ ] Degree [ ]
   Masters [ ] PhD [ ]

5) Religious faith
   Protestant [ ] Catholic [ ] Evangelical [ ] Islamic [ ]
   Hindu [ ] Buddhist [ ] African Traditional religion [ ]
   None religious [ ]

6) Position held in the organization:

   News Director [ ] News Reporter [ ] News Editor [ ]
   Presenter [ ] Marketing [ ] Sales [ ]
   Graphics [ ] Programming and technical [ ]
   Digital and social media [ ]

7) Number of years you have worked in the Organization
   Less than 1 year [ ] 1-5 years [ ]
   6-10 years [ ] over 10 years [ ]

8) Ownership of the Organization:
   Private [ ] Government [ ]
   Other (Please specify) … ……

9) Main Scope of Programs or Services offered:
Secular [ ] Religious [ ]

SECTION 3: AUTHENTIC LEADERSHIP

This section seeks to obtain your opinion on your level of authentic leadership attributes. For each of the statements listed below, indicate the extent to which you agree with each, in a scale of 1-5 where; 1= Strongly disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly agree

Item	Statement	Response				
		1	2	3	4	5
1	I can list my three greatest weaknesses.					
2	My actions reflect my core values.					
3	I seek others' opinions before making up my mind					
4	I openly share my feelings with others.					
5	I can list my three greatest strengths.					
6	I do not allow group pressure to control me					
7	I listen closely to the ideas of those who disagree with me					
8	I let others know who I truly am as a person					
9	I seek feedback as a way of understanding who I am as a person.					
10	Other people know where I stand on controversial issues					
11	I do not emphasize my point of view at the expense of others.					
12	I rarely present a "false" front to others					
13	I accept the feelings I have about myself.					
14	My morals guide what I do as a leader.					
15	I listen very carefully to the ideas of others before making decisions.					
16	I admit my mistakes to others.					

SECTION 4: PSYCHOLOGICAL DEVELOPMENTAL ATTRIBUTES

This section seeks to obtain your opinion on several psychological factors that are likely to have contributed to your authentic leadership attributes. For each of the factors, there are several statements for you to indicate how important each listed item is in a scale of 1-5 where; 1= Not Important at all 2= Slightly Important, 3= Somewhat Important, 4=Important, 5= Extremely Important

No.	Statement	Response				
	a) Values:	1	2	3	4	5
1	The importance to me of being self-aware (i.e., in terms of understanding my thoughts, feelings, strengths and weaknesses, and uniqueness)					
2	The importance to me of relational transparency (i.e., in terms of interacting in an honest way, sharing my thoughts, being religious, genuine, and straightforward)					
3	The importance to me of having a balanced processing (i.e., analyzing options before making decisions, being fair and unbiased)					
4	The importance to me of acting morally (i.e., determining right or wrong, being religious, and judging what is morally acceptable)					
	b) Attitudes:	1	2	3	4	5
5	In my approach to life/issues, I am driven by the feeling that I need to understand my strengths and weaknesses (i.e., being consistent and true to myself).					
6	In my approach to life/issues, I am driven by the feeling that I need to make time for others (i.e., by interacting with others in an honest way, share my true thoughts with them and remain genuine in all circumstances.)					
7	In my approach to life/issues, I am driven by the feeling I need to be positive about trying new ideas, (i.e., by considering different viewpoints, and being unbiased)					
8	In my approach to life/issues, the feeling that I need to desire or want to do the right thing in all circumstances drives me.					
	c) Self-concept	1	2	3	4	5
9	I consider myself someone who is satisfied with who I am.					
10	I consider myself as someone who is satisfied with what I have achieved so far.					
11	I consider myself as someone who will remain true to myself in most occasions or circumstances					

12	I consider myself as someone who believes I can overcome complex difficulties.					
14	I consider myself as someone who keeps their word					
	d) Personality:	1	2	3	4	5
14	I consider myself as a relational person who reflects on things that are going on around me					
15	I consider myself as someone who is interested in other people					
16	I consider myself as someone balanced in the way I reflect on things					
17	I consider myself as someone who is moral and wants to do what is right					

SECTION 5: SOCIOLOGICAL DEVELOPMENTAL ATTRIBUTES

The following statements measure the extent to which sociological developmental attributes have contributed to your development as an authentic leader. For each of the statements given, indicate the extent to which you think the statement accurately characterizes your real-life experience in a scale of 1-5 where; 1= Strongly disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly agree

No.	Statement	Response				
	a) The role of family:	1	2	3	4	5
1	As I grew up, I learned from my family the virtues of self-knowledge (i.e., understanding my feelings, understanding my strengths and weaknesses, appreciating what makes me unique.)					
2	As I grew up, I learned from my family to interact in an honest way (i.e., Sharing my true thoughts, being genuine, and being straightforward).					
3	I learned from my family how to be balanced (i.e., being analytical, fair and unbiased when processing issues.)					
4	I learned from my family how to act morally (i.e., evaluating my actions, determining what is right or wrong when presented with moral dilemmas, and judge what is morally acceptable.)					
	b) The role of school:	1	2	3	4	5
5	From my schooling at basic, secondary, and college levels, I learned the virtues of self-awareness, (i.e., understanding my strengths and weaknesses, appreciating what makes me unique).					

6	From my schooling at basic, secondary, and college levels, I learned the importance of relating in an honest way, (i.e., sharing my true thoughts, being genuine and straightforward.)					
7	From my schooling at basic, secondary, and college levels, I gained the ability to be objective, (i.e., analytical, fair and unbiased when processing issues.)					
8	From my schooling at basic, secondary, and college levels, I gained the ability to evaluate my actions, (i.e., determine what is right or wrong when presented with moral dilemmas, and judge what is morally acceptable.)					
	c) The role of religion:	1	2	3	4	5
9	From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired a high sense of self awareness (i.e., understanding my strengths and weaknesses, appreciating what makes me unique)					
10	From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I have learned to relate in an honest way, (i.e., share my true thoughts, and be genuine and straightforward.)					
11	From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I gained the ability to be objective, (i.e., analytical, fair and unbiased when processing issues.)					
12	From my involvement, participation and interaction with the doctrines of my religious faith, I can say that I acquired the ability to evaluate my actions, (i.e., determine what is right or wrong when presented with moral dilemmas, and also judge what is morally acceptable)					
	d) The role of culture:	1	2	3	4	5
13	I learned the virtue of self-awareness, (i.e., understanding my feelings, strengths and weaknesses, and appreciating my uniqueness) from the belief systems, norms and core values, rituals, and practices in my community.					
14	I learned the importance of interacting in an honest way, (i.e., share my true thoughts, being genuine, and straightforward) from the belief systems, norms and core values, rituals, and practices in my community.					
15	I learned the importance of objectivity, (i.e., critical analysis, fairness and being unbiased when processing issues) from the belief systems, norms and core values, rituals, and practices in my community.					
16	I learned the importance of determining what is right or wrong, (i.e., when presented with moral dilemmas, and to					

	judge what is morally acceptable) from the belief systems, norms and core values, rituals, and practices in my community.					

SECTION 6: CRITICAL CHILDHOOD EVENTS

This section seeks to obtain information on how you may have been affected by any critical life event during your childhood and your opinion on how any of these events affect your work as a young professional in your organization either positively or negatively. The critical life events could be significant events in the life of a person that may significantly impact on who a person is and what they do

For each of the listed events, indicate the extent to which you think it affected you in a scale of 1-5 where; 1 = Extremely negative, 2 = Somewhat negative, 3 = No effect at all, 4 = Somewhat positive, 5= Extremely positive.

NOTE: If you did not experience any critical life event as a child for example divorce, loss of income or death please indicate here and ignore the section below. None [ ]

No.	Statement	Response				
	In the course of my childhood (Age 1-17), I could say that I have experienced critical life events that have changed the way I look at the world and life in general. I could say that:					
1	The experience of going through parental separation or divorce contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
2	The experience of going through parental loss of income contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
3	The experience of going through natural disaster events such as pandemics and famine contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
4	The experience of going through the death of a significantly close family member contributed to my self-knowledge, and ability to assess issues from different perspectives.	1	2	3	4	5
5	The experience of going through the death of one or both parents contributed to my self-knowledge, and ability to assess issues from different perspectives	1	2	3	4	5

SECTION 7: CRITICAL ADULTHOOD EVENTS

This section seeks to obtain information on how you may have been affected by any critical life event during your adulthood and your opinion on how any of these events affect your work as young professional in your organization either positively or negatively. The critical life events could be significant events in the life of a person that may significantly impact on who a person is and what they do.

For each of the listed events indicate the extent to which you think it affected you in a scale of 1-5 where; 1 = Extremely negative, 2 = Somewhat negative, 3 = No effect at all, 4 = Somewhat positive, 5= Extremely positive.

NOTE: If you did not experience any critical life event as an adult for example divorce, loss of income or death please indicate here and ignore the section below.
None [ ]

No.	Statement	Response				
	In the course of my adulthood (Age 18-35), I could say that I have experienced critical life events that have changed the way I look at the world and life in general. I could say that:					
1	The experience of going through parental separation or divorce has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
2	The experience of going through loss of income has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
3	The experience of going through natural disaster events like pandemics and famine has contributed to my self-knowledge, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
4	The experience of going through the death of a significantly close family member has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5
5	The experience of going through the death of one or both parents has contributed to my self-knowledge, honesty, ability to assess issues from different perspectives and to regulate my desires.	1	2	3	4	5

Thank you for your cooperation and support.

Appendix II: Research Questionnaire (2)

SECTION 1

This questionnaire is developed to collect data for academic purposes only. The study seeks to establish the influence of young professionals' development life attributes on authentic leadership and its socioeconomic outcomes in mass media in Nairobi County, Kenya. All information provided will be treated with utmost confidence. Do not indicate your name or any form of identification on the questionnaire. Answer all questions by either filling in the blank spaces or ticking the option that applies.

SECTION 2: DEMOGRAPHIC INFORMATION

b) Respondent:

10) Gender:
Male [ ] Female [ ]

11) Age (Years):
20-30 [ ] 31-40 [ ]
41-50 [ ] 51-70. [ ]

12) Education Level
Certificate [ ] Diploma [ ]
Degree [ ] Masters [ ]
PhD [ ]

13) Current position held in the organization:

Chief executive officer [ ] Group Managing Director[ ] Human Relations [ ]
Managing editor [ ]

SECTION 3: CRITICAL LIFE EVENTS AMONG YOUNG PROFESSIONALS

This section is presented to you to obtain your experience working with young professionals working in the media industry, based on their exhibited behaviour which could be as a result of their past or present life experiences. The statements seek to obtain your opinion on the critical life events you may be aware of that have happened in the lives of the young professionals in their childhood and adulthood as well as how these critical life events are likely to have impacted their current behaviour while working. Critical life events are any significant events in the life of a person that significantly impact who a person is and what they do. These events are job loss by parents, death of parents, divorce of parents, and natural disasters.

The section has two different statements with the method of response indicated against each statement

a) In the course of my work in the media house, I could say that I am aware of some of the staff in my team having experienced critical life events during their childhood in the areas of	Response				
	1. None	**2. Small**	**3.Avarage**	**4.High Percentage**	**5.Very high percentage**
1. Divorce of parents.	1	2	3	4	5
2. Job loss of parents.	1	2	3	4	5
3. Death of parents.	1	2	3	4	5
4. Death of close family members.	1	2	3	4	5
5. Natural disasters.	1	2	3	4	5
	Response				
b) In the course of my work in this media house, I could say that I am aware of some of the staff in my team have experienced critical life events during their early adulthood to present in the area	**1. None**	**2. Small**	**3.Avarage**	**4.High Percentage**	**5.Very high percentage**

1. Divorce of parents.	1	2	3	4	5
2. Job loss of parents.	1	2	3	4	5
3. Death of parents.	1	2	3	4	5
4. Death of close family members.	1	2	3	4	5
5. Natural disasters.	1	2	3	4	5

SECTION 4: OPINION ON THE POSSIBLE EFFECT OF CRITICAL LIFE EVENTS AMONG YOUNG PROFESSIONALS

A. For those team members I am aware of having experienced critical life events in their childhood, I could say these events had an impact on their current work behavior that tends towards… (tick √ the most appropriate box)

1. Extremely negative. [ ]
2. Somewhat negative. [ ]
3. No impact. [ ]
4. Slightly positive. [ ]
5. Extremely positive. [ ]

B. For those team members I am aware of having experienced critical life events in their early adulthood to present, I could say that these events had an impact on their current work behavior that tends towards … (tick √ the most appropriate box)

1. Extremely negative. [ ]
2. Somewhat negative. [ ]
3. No impact. [ ]
4. Slightly positive. [ ]
5. Extremely positive. [ ]

SECTION 5: SOCIOECONOMIC OUTCOMES

This section seeks to obtain information from you on how the media house has performed in the last five years from the level of employee analysis, through business development to community service. You are kindly requested to indicate the extent to which the media house has registered growth in the listed areas of employee, organizational and societal outcomes in a scale of 1-5 where; **1** = No Growth at all, **2** = Growth by 1-20%, **3** = Growth by 20-30%, **4** = Growth by 30-50% **5** = Growth by over 51%

No.	Statement	Response				
	a) Individual outcomes:	1	2	3	4	5
1	Growth in number of employees promoted to higher job group					
2	Growth in the moral compliance of journalists					
3	Growth in the general employee wellbeing and satisfaction					
	b) Organizational outcomes:	1	2	3	4	5
4	Growth in organizational commitment (that is demonstrated by how loyal and attached the employees are to their organization).					
5	Growth in innovation and creativity					
6	Growth in how the staff demonstrate helping behavior (that is by how they help workmates who are struggling with their work-related tasks.)					
7	Growth in how staff demonstrate organizational citizenship behavior (that is by going beyond their formal jobs to help others in their workplace)					
	c) Societal outcomes: For the next **section C** below, indicate how the media house has contributed to social economic outcomes in terms of community projects, increased revenue, funds dedicated to CSR, improved brand reputation, and increased viewership. (Please tick the number that closely relates to your answer).					
8	Community projects initiated increased in number	1) (1-10 projects) 2) (11-20 projects) 3) (21-40 projects) 4) (41-60 projects) 5) 61 projects and above)				
9	Increased revenue in Ksh.	1) 1 - 50 million) 2) 51million - 100 million) 3) 101 million - 150 million)				

		4) 150 million - 200 million) 5) 201 million and above
10	More funds obtained through Corporate Social Responsibility (CSR) programs	1) (1%-3% of the budget). 2) (4%-6% of the budget). 3) (7%-9% of the budget). 4) (10% - 15% of the budget). 5) 16% -20% of the budget).
11	Donations for Corporate Social Responsibility (CSR) programs received in kind equivalent to…	1) (1%-3% of the budget). 2) (4%-6% of the budget). 3) (7%-9% of the budget). 4) (10% - 15% of the budget). 5) 16% -20% of the budget).
12	Increase in viewership	1) (1000-200,000 viewers) 2) (201,00-400,000 viewers) 3) (401,000-800,000 viewers) 4) (801,000-1000,000 viewers) 5) (Above1,00,000 viewers)

Appendix III: Qualitative Interview/Focus Group Guide Format

1. Interview Information

- **Interviewee Code**:
- **Organization**:
- **Position**/ (Role served in the organization)
- **Date**:
- **Time**:
- **Location**:
- **Interviewer**

2. Research Objectives/Purpose

- The focus of the study is to investigate how developmental life attributes contribute to the formation of authentic leadership among young professionals in the mass media and its subsequent effect on socioeconomic outcomes. The study is guided by six objectives.
  1) To determine the effect of psychological developmental life attributes on authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.
  2) To establish the effect of sociological developmental life attributes on authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.
  3) To evaluate the effect of authentic leadership among young professionals on socioeconomic outcomes in the mass media in Nairobi County Kenya.
  4) To investigate the moderating effect of the childhood phase critical life events on the relationship between psychological developmental life attributes and authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.
  5) To assess the moderating effect of the childhood phase critical life events on the relationship between sociological developmental life attributes and authentic leadership among young professionals in the mass media industry in Nairobi County Kenya.
  6) To ascertain the moderating effect of the adult phase critical life events on the relationship between authentic leadership and its socio-economic outcomes among young professionals in the mass media industry in Nairobi County Kenya.

3. Introduction and Consent

- This questionnaire is developed to collect data for academic purposes only. The study seeks to establish industry expert opinion on the influence of young professionals' development life attributes on authentic leadership and its socioeconomic outcomes in mass media in Nairobi County, Kenya. All information provided will be treated with utmost confidence. Do not indicate

your name or any form of identification on the questionnaire. Answer all questions freely.

4. Interview Questions

A. Developmental life attributes on authentic leadership

- **Q1**: How would you describe an authentic leader?
- **Q2**: Would you agree that an authentic leader is one who

a) Is largely aware of their weaknesses and strengths in the workplace.
b) Works in such a way that their personal values impact their day-to-day roles.
c) Considers and accommodates different approaches when making decisions.
d) Tries their best to be honest with themselves and those they interact with in work.

- **Q3**: In view of the recent Gen Z protests, do you feel young professionals in mass media exhibited authentic leadership in how they have aired out the views of the Gen Z's and called out inconsistencies among those in the political class?

B. Psychological developmental life attributes

- **Q3**: What do you think makes someone authentic?

- **Q3 a.** Would you agree that a person's personal values, attitudes, personality, and self-concept (who they think they are) contribute to a person's ability to be an authentic leader?

C. Sociological developmental life attributes

- **Q4**: Does the family, school, church or even national culture play a significant role in shaping authentic leaders?
- **Q5**: If so, why and how?

D. Effect of childhood phase critical life events

- **Q6:** In your encounter with young professionals, did you know of any person whose parents a) divorced or separated (b) lost their jobs and income or (c) died when they were young?

- **Q7:** In your experience, did any of these things positively contribute to them becoming authentic leaders?

E. Effect of adult phase critical life events

- **Q8:** In your encounter with young professionals in mass media, did you or do you know of any person whose got divorced or separated (b) lost their jobs and income or (c) lost someone close to them during their career?

- **Q9:** In your experience, did any of these things positively contribute to them becoming authentic leaders?

F. Social economic outcomes of authentic leadership

- **Q8:** Are there any benefits of working under an authentic leader? In your opinion, do people who work with authentic leaders have a better chance at (a) succeeding in their careers, (b) equally becoming moral, and (c) generally having a sense of well-being?

- **Q9:** Do you those working under authentic leaders exhibit more (a)commitment to their organizations, (b) promotes innovation and (c) creativity, (d) helping behavior and (d) a deep sense of organizational citizenship?

- **Q10:** Do authentic leaders use CSR as a vehicle to bring about socioeconomic change?

5. Probing Questions (Optional)

- Follow-up questions or prompts to delve deeper into responses. Examples include:
    - Could you explain that further?
    - Can you give an example of that situation?

6. Closing Remarks

- Ask if the interviewee has any final thoughts or would like to add anything.
- Thank them for their time and participation.

7. Post-Interview Notes

- **Key Observations**: (Your notes on non-verbal cues, overall tone, and important points)
- **Summary of Interview**: (Brief summary of what was discussed)

Appendix V1: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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Date of Issue: **18/July/2024**

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