

**SERVANT LEADERSHIP AT WEST NEGROS UNIVERSITY:  
IMPLICATIONS FOR FILIPINO HIGHER  
EDUCATION ADMINISTRATION**

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**ABSTRACT**

Using Hale and Fields' (2007) instrument, this study includes the investigation of three factors relating to servant leadership: service, humility, and shared vision; and their relationships to outcome variables, including affective organizational commitment and job satisfaction, at West Negros University. The process for the present study included following-up on a pilot study conducted by West and Bocârnea (2008). In this present study, 168 of 333 possible participants voluntarily completed an associated survey. The participants included faculty and staff members who represented all divisions within the university. The results indicate that: (a) shared vision contributes significantly to both affective organizational commitment and job satisfaction and (b) perceived organizational support fully mediates the relationship between shared vision and job satisfaction.

## INTRODUCTION

As societies and organizations within those societies have changed, questions have persisted, regarding what factors contribute to high levels overall commitment and satisfaction of the members of those organizations (DuBrin, 2015). Affective commitment and job satisfaction have proven especially important to organizations, as scholars have found the existence of positive correlations and predictive relationships between these constructs and effective and productive organizational performance (DuBrin, 2015; Shahid & Azhar, 2013). Additionally, the positive correlations and predictive relationships between these variables have specifically extended to organizations of higher education (Mahmood, Mirza, Khan & Talib, 2011; Metheny, West, Winston, & Wood, 2015).

Scholars have also suggested that different types of leadership have served as important, positive, contributing factors to organizational outcomes (Cafferky, 2012; Yukl, 2018). This has included relationships between both servant and transformational leadership and those same two organizational outcomes (Baek-Kyoo, Yoon, & Chang-Wook, 2012; West, 2010; West, Bocârnea, & Marañon, 2009); with these relationships extending to organizations of higher education, as well (McClellan, 2007; Rubino, 2012; Yavirach, 2012).

Based on these results, the deans, professors, and staff personnel, who represented several of the various programs throughout West Negros University generally acknowledged that they possessed collective desires to: (a) more fully institute servant leadership across the university; (b) improve affective organizational commitment and job satisfaction, because of their impacts on the overall accomplishment of their mission; and (c) study the existing levels of these variables with coverage that includes adequate numbers of members from all departments. They also agreed that results from a comprehensive study could provide them with the support necessary to establish a priority of behaviors to effectively achieve their stated desires.

One goal of this present study included contributing to the overall knowledge and to acknowledge the potential usefulness of valid results to members of the West Negros University faculty and staff, as well as to other administrators and faculty members of similar institutions of higher education. With a representative sample number of members responding in this study, the research question included determining the direct relationships between leaders' service, humility, and shared vision, as functions of servant leadership, with followers' affective organizational commitment and job satisfaction, as perceived by followers; along with determining the mediating contributions of role clarity and perceived organizational support to those direct relationships. We have included a

graphic representation of these relationships in Figure 1, the Conceptual Framework.

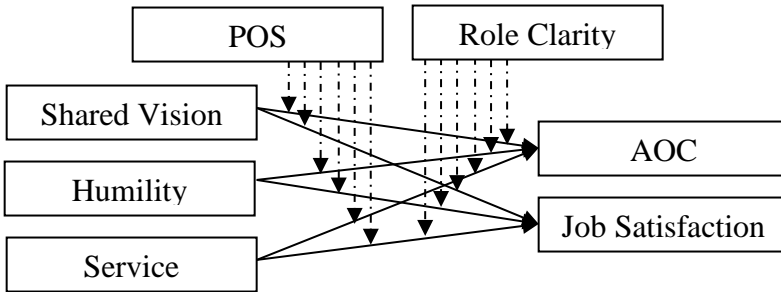


Figure 1. This represents the Conceptual Framework of the study. Shared Vision, Humility, and Service serve as the predictor variables; Affective Organizational Commitment (AOC) and Job Satisfaction serve as the outcome variables; and Perceived Organizational Support (POS) and Role Clarity serve as the mediating (represented by dot dash lines) variables.

This section includes a review of the literature, thereby providing general overview of the concepts and associated constructs included in this present study. This section also includes the list of relevant hypotheses of this present study, derived from the cited literature.

**Servant Leadership.** Although some people have argued that servant leadership originated from the ideologies and through the teachings of Lao Tzu and Jesus Christ – or before (Parris & Peachey, 2013); scholars have generally attributed the development of the concept of servant leadership, in the modern age, to Robert Greenleaf. Greenleaf (1977) explained that the notion of servant leadership originally came to him, from his review and study of the presumed fictional character "Leo," from the book "The Journey to the East," by Hermann Hesse (1956). In this story, Hesse told of acolyte

members of a religious order who banded together from different parts of Europe to complete a spiritual and physical pilgrimage to the east. On their trip, Leo a compilation of most of the menial tasks associated with their journey. Leo always served in a timely fashion, maintained an air of humility, and seemed cheerful, regardless of the undesirability of the impending tasks or objectives. At a point in the trip, Leo leaves the pilgrims and the pilgrimage falls apart. Only later in the story did Hesse reveal that, all along, Leo served as the titular head of their religious order.

In his development of the concept of servant leadership, Greenleaf (1977) did not necessarily take the position that leadership, in general, or servant leadership, in particular, represent values or skill sets reserved for the use of those who occupy the pinnacle positions in organizations. Rather, Greenleaf suggested that the best servant leaders possess servant-focused personal philosophies and ethics, before they become leaders. Greenleaf further implied that servant leaders can best emerge from cultures that embrace the values and ideologies that represent servant-hood, regardless of their positions.

Based primarily on the work of Greenleaf (1977) as a starting point, theorists began to identify and isolate supporting constructs for the concept of servant leadership. Some of these theorists also identified constructs from the Bible and other classical works. They then cross referenced and integrated these new

constructs with those constructs that emerged directly from Greenleaf's work, arguably, in order to develop more comprehensive models of servant leadership. Some of the early, more renowned models of servant leadership include those by Spears (1996); Farling, Stone, and Winston (1999); Patterson (2003); Wong and Page (2003); and more recently, van Dierendonck and Nuijten (2011). An abridged list of the constructs included in the earlier of these models and published by West (2010), include: altruism, appreciation, authenticity [sic authenticity], empowerment, healing, honesty, humility, influence, integrity, love, organizational stewardship, and responsible morality. Despite this wide array of constructs, Hale and Fields (2007) argued that three primary descriptors originally mentioned by Greenleaf consistently present as the primary factors associated with servant leadership. These factors include service, humility, and vision.

Servant leadership appears to have only just emerged from its infantile stages as a leadership theory. Yet from the growing supply of research and case studies, it also appears that a workable, descriptive definition has surfaced. As a unique model of leadership, servant leadership seems to have strayed foundationally from traditional theories, many of which have dictated material profit to their organizations as a top priority. Servant leadership theorists have instead suggested that servant leaders accentuate the human aspect of organizations, through their uses of people-centered management (Austin & Honeycutt, 2011, p.

50). An elucidation of servant leadership reveals that in this singular approach to leading, some theorists have further characterized servant leaders as those who deliberately seek out opportunities to serve others (Winston & Fields, 2015). Thus, it has seemed that servant leaders genuinely desire to empower others through encouragement and integrity, and by actively putting the needs of others above their own. Greenleaf (1977) further explained that these types of efforts result in healthier, wiser, and more productive individuals.

In their comprehensive definition of servant leadership, Hale and Fields (as cited in Schminke, 2010, p. 37) described servant leadership as "an understanding and practice of leadership that places the good of those led over the self-interest of the leader, emphasizing leader behaviors that focus on follower development, and de-emphasizing glorification of the leader." Additionally, theorists have also explained that inspiring growth in everyone around them serves as one of the preeminent traits of servant leaders (Prosser, 2008). Arguably, leading through service, in the development of others, has traditionally represented the mission of educators, throughout history. Even as the role of educators, including those in post-secondary education has tended to shift from one of revealing information and knowledge to one of facilitating the discovery of knowledge; the need for educators to lead and serve in the development of others has not changed (Elzinga, 2001; Hsu & Malkin, 2011; Vannoy, 1993). In fact, members of the higher education community have

identified all three of the servant leadership constructs mentioned by Hale and Fields (2007): service, humility, and vision, as foundationally important to and fundamentally integrated into what it means to work in that profession.

**Service.** In defining the construct of service, Hale and Fields (2007) stated that service includes: "service-orientation, follower development, organizational stewardship, follower empowerment, covenantal relationship, responsible morality, helping subordinates grow and putting subordinates first" (p. 399). Researchers of higher education have specifically linked several of these supporting attributes with desired outcomes in higher education. For example, Hashim and Mahmood (2011) suggested that both public and private universities in Malaysia should rank "service quality as the number one priority..." (p. 1). Similarly, even as far back as in the late 20th century, Cummings (1998) discussed how, at research intensive Michigan State University and the University at Buffalo, faculties and staffs took steps to balance research initiatives with service functions. Cummings specifically reported that the stated goals of the universities included: "seeking to serve their constituencies through both knowledge extension and instructional extension" (p. 69). In a more comprehensive example, in a thesis on the mission of Kenya's Strathmore University, Osiemo (2012) implied that the roles of the university include developing a mindset of service and leadership throughout the university. Osiemo also explained that members of the university's



faculty and staff should model the service-oriented values and subsequent behaviors that they desire to develop within their students. Some specific values that Osiemo cited include: (a) proving oneself useful, by responding to others' needs (p.136); (b) focusing on the development of moral values (p. 138); and establishing service relationships with the people in the communities and societies in which they work (p. 140), among others.

**Humility.** In defining the construct of humility, Hale and Fields (2007) stated that humility includes: "putting the success of followers ahead of the leader's personal gain" (p. 399). They further stated that for the purposes of servant leadership, humility "may include relational power, altruistic calling, emotional healing, moral love, altruism, credibility, voluntary subordination, authentic self, transcendental spirituality, emotional healing, and behaving ethically" (p. 399). Researchers and theorists in higher education have also specifically linked several of these supporting attributes with desired outcomes in higher education. Regarding humility, Osiemo (2012) suggested that it serves as a virtue, embedded in leadership. Regarding this idea, she said: "leadership is service and in service the virtues of magnanimity, humility and justice can be instilled in the students" (p. 140). Similarly, More and Todarello (2013) identified humility as an outcome desired by applicants to the executive MBA program at the Australian Catholic University. In their findings, they noted that the picture of a theorized perspective student included: "...a caring and skilled global citizen, wishing to make a positive

difference to society and characterized by a sense of humility, a heightened sense of awareness, personal transformation and a sense of interconnectedness with others (p. 15). Additionally, the foci of the candidates that they described, regarding self-interest, would include their "moving beyond negative greed as excessive materialism or career pursuit for money's sake" (p. 15). With reference to higher education administration, Harry Payne suggested that humility can serve as one of the "character virtues" that, when combined with intellectual virtues will support "the kind of decision-making that can lead to institutional transformation" (as cited in Ramaley, 2000, pp. 76-77).

**Vision.** In defining the construct of vision, Hale and Fields (2007) stated that vision includes: "having foresight combined with the ability to communicate vision to, and influence followers in, developing a shared vision for an organization. This dimension includes wisdom, persuasive mapping, influence, transforming influence, credibility, creating value for the community, and conceptual skills" (p. 399). Researchers and theorists in higher education have also specifically linked several of these supporting attributes with desired outcomes in higher education. For example, in their study, regarding total quality management in higher education, in Pakistan, Asif, Awan, Khan, and Ahmad (2013) concluded that vision represents one of the "critical success factors" (p. 1883). They went on to suggest that vision and the other critical success factors have implications at all levels of higher education. Similarly, in their case study, regarding the

University of Vermont, Pollock, Horn, Costanza, and Sayre (2013) reported that shared vision serves instrumentally in promoting sustainability in higher education. One of their specific ideas included that: "by focusing on shared values and long-term goals, envisioning exercises can achieve a surprising amount of consensus while avoiding the divisiveness and polarization that often plague open-ended discussions and university governance" (p. 343). Additionally, Osiemo (2012) suggested the existence of a correlation between "shared vision" (p. 136) and leadership and between leadership and success. However, beyond both short-term success and long-term sustainability, Osiemo (2012) also argued that developing skills associated with vision serves as a moral imperative in higher education. These skills include: holding fast to a vision (p. 132), contributing to a vision (p. 135), and creating a vision (p. 136), among others.

### **Affective                      Organizational                      Commitment.**

Organizational commitment represents an attachment that individuals, usually members, establish for a given, corporate entity (West, Bocârnea & Marañon, 2009). These individuals can base their attachments on one or more of several different factors. These factors include their own attitudes or orientations, the goals and objectives that they share with their organizations, the needs they may feel to demonstrate goal and objective alliance with their organizations, and their perceptions of associated costs and rewards (Meyer, Allen & Smith, 1993). Similarly, these factors represent the levels of alignment (otherwise congruence) that members

perceive to exist between their and their organizations' goals and values; and the subsequent willingness they possess to remain associated with and work for their organizations (Mowday, Steers & Porter, 1979).

Theorists and researchers subsequently categorized these factors as affective commitment, continuance commitment, and normative commitment. Affective commitment represents the attachment that individuals feel, due to their perceptions of sharing the same or similar values with their organizations. In other words, regarding content or process (or both), the individuals in question believe that they and their organizations work toward the same best interests. Continuance commitment represents the attachment that individuals feel, due to their perceptions that leaving the organization would cost them too much. In other words, if leaving would result in significant pay cuts, total losses of employment for significant periods, or probable rehiring with other organizations that would fail to use their full potentials, etc., people displaying continuance commitment would likely choose to continue on with their current organizations. Normative commitment represents the attachment that individuals feel toward their organizations, due to perceived moral or ethical obligations to continue on with them. For example, educators displaying normative commitment would feel moral obligations to continue on, developing their students, even if they experienced betrayals of trust with their administrations that would otherwise cause breaks with their organizations (Allen & Meyer, 1990).

Additionally, researchers have found that affective organizational commitment presents as the only one of the three types that leadership predicts (De Cremer, van Dijke & Bos, 2004; McColl-Kennedy & Anderson, 2005); and that personal characteristics, job characteristics, work experience, and structural characteristics serve as antecedents to affective commitment to organizations (Mowday, et al., 1979).

Scholars have suggested that the development and maintenance of high levels of organizational commitment should present as an important goal for institutions of higher education. They have related organizational commitment to both leadership and to overall institutional effectiveness. For example, Siddique, Hassan, Khan & Urooj (2011) proposed that in higher education, supervisors (otherwise leaders) have the wherewithal to provide motivation, to "retain, attract, and stimulate valuable faculty members;" and to achieve higher levels of "job engagement and organizational commitment" from faculty and staff members (p. 185). Additionally, in a study designed to measure factors that influence faculty morale on teaching performance and institutional effectiveness, regarding those who teach undergraduates, St Charles (2002) found that in addition to other factors, organizational commitment directly influences faculty members' motivations to teach.

**Job Satisfaction.** Job satisfaction represents the affective reactions that people develop and maintain,

based on their comparisons of actual and desired outcomes related to their employment. In other words, it serves as organizational members' affective reactions to their jobs, when they compare their perceptions of the desired and actual outcomes associated with their jobs. Particular constructs that support the concept of job satisfaction, include: overall feelings regarding employment specifics; met expectations; gaps between actual and desired rewards; and overall preferences, needs, and motives, as employees (Cranny, Smith, & Stone, 1992; West & Bocârnea, 2008).

In higher education applications, theorists and researchers have shown that job satisfaction directly relates to organizational effectiveness, as well as to members' desires to stay with their particular organizations. For example, as with organizational commitment, Siddique, Hassan, Khan and Urooj (2011) found that both student and faculty members' satisfactions contribute directly to institutional effectiveness. In fact, they cited Gun and Holdaway to specifically conclude that "the most important effectiveness indicator [in institutions of higher education] is teachers and students' satisfaction..." (p. 186). In this study, they also linked "good" leadership with employees' job satisfaction and their job satisfaction with their probability of leaving (p. 190). Similarly, in their case study of Pakistan's University of Sindh-Jamshoro, Syed, Bhatti, Michael, Shaikh, and Shah (2012) concluded that an important relationship exists between job satisfaction and organizational effectiveness. Specifically, they

stated that "faculty satisfaction is the most significant aspect in university education" (p. 89). On the other hand, from students' perspectives, Ham (2003) concluded from surveys of students from Southern Wesleyan University and Western Michigan University that significant correlations exist between the perceived quality of university services, by students, student satisfaction, and the behavioral intentions of students.

### ***Role Clarity and Perceived Organizational Support.***

Perceived organizational support represents the degrees to which members perceive that their organizations demonstrate willingness to reward them and care for their well-being, based on their efforts and the values that their organizations place on them (Eisenberger, Huntington, Hutchinson & Sowa, 1986). Researchers have identified empirical relationships between organizational support and organizational commitment (Hutchison, Valentino, & Kirkner, 1998; Maertz, Griffeth, Campbell & Allen, 2007), between organizational support and job satisfaction (Poon, Salleh & Senik, 2007; Yoon, Seo & Yoon, 2004), and between organizational support and transformational leadership, servant leadership, leadership development, and interpersonal leader behavior (Akroyd, Jackowski & Legg, 2007; Hutchison, Valentino, & Kirkner, 1998; Tangirala, Green, & Ramanujam, 2007, West & Bocârnea, 2008; West, Bocârnea & Marañon, 2009). Specific research into higher education has confirmed the existence of relationships between perceived organizational support and both leadership and organizational commitment. F

or example, in their study of expatriates serving in roles of higher education in Malaysia, Yahya, Mansor and Warokka (2012) reported the existence of a direct correlation between perceived organizational support and both affective and normative organizational commitment. Additionally, through regression analysis they also concluded that perceived organizational support predicts organizational commitment and therefore, plays "a vital role in promoting organizational commitment" (p. 1). Similarly, in a study of a public sector university in Pakistan, Khurram (2009) reported that the perceived organizational support of university teachers, correlated with leader member exchange and with both affective and normative commitment.

Role clarity, the antithesis of role ambiguity, represents the degrees to which members obtain and understand the requirements expected of them, in order to properly carry out their assigned organizational functions (Rizzo, House, & Lirtzman, 1970). Researchers have previously identified the existence of empirical relationships between role clarity and organizational commitment, job satisfaction, and leadership (Allen, Freeman, Russell, Reizenstein, & Rentz, 2001; Joiner & Bakalis, 2006; Shoemaker, 2003; Wood & Fields, 2007). Specific research into higher education has confirmed the existence of relationships between role clarity and both leadership and job satisfaction. For example, in McCurdy's (2014) study of university staff members' organizational commitment and job satisfaction, findings included that, among other factors, providing clear roles



directly contributed to members' job satisfaction. Similarly, in her qualitative study of transforming institutions of learning into learning organizations, Johnson (2011) identified a relationship between role clarity and leadership. Specifically, Johnson reported a felt need of respondents that administrators should take responsibility for initiating processes to develop and maintain role clarity, among other factors; in order to enhance collaboration among subgroups.

### *Research Hypotheses*

We employed the same hypotheses as in a previous study conducted by West, Bocârnea and Marañon (2009) and based on the information mentioned in the literature presented herein. The hypotheses for this study included:

- RH1.** The servant leadership constructs of service, humility, and vision serve as linear predictors of organizational commitment.
- RH2.** The servant leadership constructs of service, humility, and vision serve as linear predictors of job satisfaction.
- RH3a.** Role clarity mediates the relationship between the servant leadership constructs of service, humility, and vision and the outcome variable organizational commitment.
- RH3b.** Perceived organizational support mediates the relationship between the servant leadership constructs of service, humility, and vision and

the outcome variable organizational commitment.

**RH3c.** Role clarity mediates the relationship between the servant leadership constructs of service, humility, and vision and the outcome variable job satisfaction.

**RH3d.** Perceived organizational support mediates the relationship between the servant leadership constructs of service, humility, and vision and the outcome variable job satisfaction. (p. 141)

## METHODOLOGY

This study consisted of a cross-sectional, non-experimental, mid-range analysis, using a post-positive approach in the conduct of an empirical investigation of the perceptions of faculty and staff members from West Negros University; a Christian institution of higher education, in Bacolod, Philippines. The variables within this study included: (a) service, humility, and (shared) vision, as functions of servant leadership and as the predictor variables; (b) affective organizational commitment and job satisfaction, as outcome variables; and (c) perceived organizational support and role clarity, as potential mediating variables.

## *Participants and Analyses*

The 168 volunteers who participated in the study included respondents from each of the divisions in the university. The total population of faculty and staff included 333 members, at that time. The participants in the survey completed hardcopy questionnaires, with the then Dean of the College of Engineering supervising the data collection and coding the data into Microsoft Excel. We then uploaded and analyzed the data using SPSS, v. 16.

The process of analysis began by first reversing the scores of the items, as required. The next step included analyzing for the central tendencies and internal reliabilities of each variable. We followed this by conducting multiple regression analyses between the predictor and outcome variables; and then using regression analyses, again, to check for the effect of mediation, as described by Baron and Kenny (1986).

### *Measures*

We collected data using validated, standardized instruments, combined into a collated questionnaire. We used instruments with permission or clearly in the public domain. The instructions in the questionnaire asked the respondents to only consider their immediate supervisors as their leaders and to only consider West Negros University as their organization, when recording their answers. All instruments in the questionnaire included a seven point Likert-type scale, through which

respondents could mark their levels of agreement. As this study serves as a reexamination of the same predictor and outcome variables considered in the previous investigation (West & Bocârnea, 2008), this study included the same instruments to measure the predictor and outcome variables and it included additional, mediating variables, as well.

To measure the three constructs serving as functions of servant leadership, this study included the use of the Servant Leadership Dimensions instrument, created and validated by Hale and Feels (2007). This instrument consists of six items per each of the service, humility, and vision constructs. In their previous study, West and Bocârnea (2008) reported Cronbach's alpha values for the servant leadership constructs that included: .93 for service, .95 for humility, and .93 for vision. An example of an item included in the instrument includes: [my leader] "models service to inspire others."

To measure affective organizational commitment, this study included the use of the Organizational Commitment Scale created and validated by Meyer and Allen (1997). The instrument used consists of only the eight original and revised items to measure affective commitment. It did not include those items, from the overall scale, used to measure normative and continuance commitment. Previous research has shown that of the three types of organizational commitment, only affective organizational commitment correlates with leadership (Akroyd, Jackowski, & Legg, 2007;

Hutchison, Valentino, & Kirkner, 1998). West and Bocarnea (2008) reported a Cronbach's alpha value of .89 for the affective organizational commitment construct in their previous study. An example of an item included in the instrument includes: "I would be very happy to spend the rest of my career with this organization."

To measure job satisfaction, this study included the use of the Overall Job Satisfaction Scale created and validated by Cammann, Fichman, Jenkins and Klesh (1983). This instrument consists of three items. West and Bocarnea (2008) reported a Cronbach's alpha value of .95 for the job satisfaction construct in their previous study. An example of an item in this instrument includes: "All in all, I am satisfied with my job."

To measure rule clarity, this study included the use of the Role Ambiguity Scale (reversed) created and validated by Rizzo, House, and Lirtzman (1970). This instrument consists of six items. It did not include the eight items, from the overall scale, used to measure role conflict. West, Bocârnea, and Marañon (2009) reported a Cronbach's alpha value of .91 for the role clarity construct in their previous study. An example of an item in this instrument includes: "I know exactly what is expected of me."

To measure perceived organizational support, this study included the use of the modified Perceived Organizational Support Scale, originally created and

validated by Eisenberger, Huntington, Hutchinson, and Sowa (1986), as a 17-item instrument. The instrument used, validated by Wayne, Shore, and Liden (1997), consists of nine items. West, Bocârnea, and Marañon (2009) reported a Cronbach's alpha value of .93 for the perceived organizational support construct, in their previous study. An example of an item in this instrument includes: "The organization is willing to extend itself in order to help me perform my job to the best of my ability."

## **RESULTS**

The results include the statistical outcomes of the data analyses. The first section includes the confidence report and the descriptive statistics, along with the coefficient alphas of each construct. The second section includes the results of the factor analysis of the servant leadership constructs. The third section includes the results of the correlation and the regression analyses.

### *Confidence and Descriptive Statistics*

As related to research studies, the term *confidence* has referred to the confidence intervals that result from analyzing given sample sizes, population sizes, confidence levels, and percentages of likelihood that participants will make given selections. For this study, the collective responses to the questionnaire yielded

confidence that included about a  $\pm 5\%$  margin of error, at the 95% probability level.

Descriptive statistics have traditionally helped people to understand relationships between variables and the foundations upon which they relate. The descriptive statistics shown in Table 1 provides a list of the number of participants who responded to each variable; the average means and standard deviations of each variable; and the internal reliability of each veritable, in terms of Cronbach's alpha. As in previous, similar studies (West & Bocârnea, 2008; West, Bocârnea & Marañon, 2009), respondents reported experiencing relatively high levels job satisfaction and role clarity, compared to perceived organizational support and affective organizational commitment. They also perceived that their leaders generally exercise service more than they develop and incorporate shared vision and that they exercise shared vision more than humility.

Table 1. Descriptive Statistics of the Study.

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Cronbach's <math>\alpha</math></b>
AOC	168	5.95	.82	.92
JS	168	6.08	.86	.72
SLS	168	6.09	.93	.93
SLH	168	5.80	1.03	.93
SLV	168	5.83	1.05	.95
RC	168	6.20	.68	.83
POS	167	5.30	1.06	.89

*Note.* AOC = affective organizational commitment; JS = job satisfaction; SLS = servant leadership service; SLH = servant leadership humility; SLV = servant leadership vision; RC = role clarity; POS = perceived organizational support

### *Factor Analysis of Servant Leadership*

Factor analyses have traditionally helped people to understand relationships between constructs within given variables or between instruments designed to measure similar concepts (e.g., between an instrument designed to measure servant leadership and another instrument designed to measure transformational leadership). For this present study, we conducted a principal components factor analysis to ensure that no overlap occurred, by item, in the measurements of service, humility, and vision, as functions (supporting factors) of servant leadership. As noted in Table 2, all items loaded correctly, at  $> .50$ , on the given factors that they support, except that service 5 and 6 cross-loaded with humility.



Table 2. Rotated Component Matrix.

	Component		
	1	2	3
Service 1	.346	.457	<b>.653</b>
Service 2	.308	.295	<b>.820</b>
Service 3	.229	.362	<b>.797</b>
Service 4	.471	.309	<b>.608</b>
Service 5 (Cross-loaded)	<b>.603</b>	.281	<b>.612</b>
Service 6 (Cross-loaded)	<b>.606</b>	.244	<b>.533</b>
Humility 1	<b>.654</b>	.349	.308
Humility 2	<b>.798</b>	.295	.330
Humility 3	<b>.734</b>	.164	.328
Humility 4	<b>.766</b>	.431	.198
Humility 5	<b>.787</b>	.312	.257
Humility 6	<b>.724</b>	.463	.172
Vision 1	.283	<b>.672</b>	.472
Vision 2	.256	<b>.737</b>	.489
Vision 3	.331	<b>.724</b>	.259
Vision 4	.375	<b>.780</b>	.293
Vision 5	.268	<b>.857</b>	.314
Vision 6	.440	<b>.771</b>	.204

Note: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Since service factor items 5 and 6, valued at .61 and .53, respectively, cross-loaded with the humility factor at .60 and .61, respectively, by decision rule (Kerlinger & Lee, 2000), we dropped those two items from consideration in further analyses.

*Correlations*

Researchers have used Pearson product-moment correlation coefficients to describe the linear dependence between two variables. The greater the absolute values of given relationships (between -1 and +1), the greater the correlation between the associated variables. Researchers have generally presented correlations as descriptive in application, in that correlation does not necessarily infer causation. However, high levels of correlation between variable do infer predictability (Kerlinger & Lee, 2000). Table 3 indicates the existence of correlations found between all of the variables considered in this present study.

Table 3. Pearson Product Moment Correlations.

	<b>AOC</b>	<b>JS</b>	<b>SLS</b>	<b>SLH</b>	<b>SLV</b>	<b>RC</b>
JS	.84**					
SLS	.47**	.42**				
SLH	.44**	.37**	.79**			
SLV	.68**	.56**	.79**	.75**		
RC	.46**	.45**	.51**	.50**	.57**	
POS	.75**	.70**	.52**	.47**	.70**	.51**

Note. AOC = affective organizational commitment; JS = job satisfaction; SLS = servant leadership service; SLH = servant leadership humility; SLV = servant leadership vision; RC = role clarity; POS = perceived organizational support

\*\* Correlation is significant at the 0.01 level (2-tailed)

## *Regression Analyses*

Researchers have primarily used linear regression analyses to predict cause-and-effect behavioral relationships between predictor (independent) and outcome (dependent) variables. They have also typically used reports of variance to identify the percentages of value that predictor variables contribute to the overall outcomes in question (Kerlinger & Lee, 2000). In this present study, the three factors representing servant leadership (service, humility, and vision) served as the predictor variables, while affective organizational commitment and job satisfaction served as the outcome variables. In the first analysis, we discovered that servant leadership accounted for 46% of the variance, in predictive relationship with affective organizational commitment. In the second analysis, we discovered that servant leadership accounted for 31% of the variance, in a predictive relationship with job satisfaction. We recorded these in Table 4, along with other supporting statistical results.

Table 4. Results of the Non-mediated Regression Analyses.

	AOC		JS	
	$\beta$	$t$	$\beta$	$t$
SLS	-.09	-.86	-.01	-.10
SLH	-.12	-1.24	-.11	-.97
SLV	.84	8.58***	.65	5.88***
Adj. R <sup>2</sup>	.46		.31	
F	48.93***		25.87***	

Note. AOC = affective organizational commitment; JS = job satisfaction; SLS = servant leadership service; SLH = servant leadership humility; SLV = servant leadership vision. Using the 1-Step, Enter Method  
 \*  $p < .10$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

As also noted in Table 4, specific results included our having identified the existence of significant relationships between shared vision and organizational commitment,  $\beta = .84, p = .00, < .01$ ; and between shared vision and job satisfaction,  $\beta = .65, p = .00, < .01$ . However, we also found that neither service nor humility demonstrated predictive, cause-and-effect relationships with affective organizational commitment or with job satisfaction, as further noted in Table 4. Because vision predicted both outcomes, but neither service nor humility predicted either outcome, this resulted in our only partially accepting hypotheses RH1 and RH2.

*Mediation*

Researchers have investigated mediating variables to determine if they serve as mechanisms that facilitate the relationships between predictor and outcome variables. In mediated relationships, the primary predictor variables actually influence or govern the mediator variables, which in turn influence or govern the outcome variables (Baron & Kenny, 1986). The method to check for mediation, prescribed by Baron and Kenny (1986) involves: (a) regressing the predictor variables on the potential mediating variable; (b) regressing the predictor variables on the outcome variable; and then (c) regressing the predictor variables, along with the potential mediating variable on the outcome variable. If the potential mediating variable maintains a relationship with the outcome variable, but the predictor variable does not, then (by definition), the potential mediating variable mediates the relationship between the predictor and outcome variables.

In this present study, we did not include service or humility in the analyses for mediation, since in the previous regression analyses, neither construct displayed a predictive relationship with either of the outcome variables (the second step in the process to check for mediation). However, in all cases, vision regressed upon role clarity and perceived organizational support (the potential mediating variables); and upon affective organizational commitment and job satisfaction (the outcome variables).

Role clarity caused a reduction in the absolute value of vision, even though vision maintained a significant relationship with the outcome variables. This indicated partial mediation of role clarity in the relationships between vision and both of the outcome variables (affective organizational commitment and job satisfaction). This further resulted in our only partially accepting hypotheses RH3a and RH3c.

Perceived organizational support caused a reduction in the absolute value of vision, even though vision also maintained a significant relationship with affective organizational commitment. This indicated partial mediation of perceived organizational support in the relationship between vision and affective organizational commitment. This resulted in our only partially accepting hypothesis RH3b.

Perceived organizational support caused a reduction in the absolute value of vision, to the point that vision did not maintain a significant relationship with job satisfaction. This resulted in our fully accepting hypothesis RH3d.

## SUMMARY

The applicable findings of this study included the existence of:

1. Relatively high levels of job satisfaction and role clarity, as compared to levels of perceived organizational support and affective organizational commitment

2. Significant correlations between all variables considered

3. Significant predictive relationships between servant leadership (combined service, humility, and vision) and both of the outcome variables

4. Significant predictive relationships between vision, as a function of servant leadership, and both of the outcome variables

5. No significant predictive relationships between either service or humility, as functions of servant leadership and either of the outcome variables

6. Partial mediation of role clarity in the relationships between vision and both affective organizational commitment and job satisfaction

7. Partial mediation of perceived organizational commitment in the relationship between vision and affective organizational commitment

8. Full mediation of perceived organizational commitment in the relationship between vision and job satisfaction.

## DISCUSSION

The goal of this study included investigating the application of servant leadership at West Negros University. Some of the related objectives included to determine the relationships between the three servant leadership constructs of service, humility, and shared vision with affective organizational commitment and job satisfaction. As in previous studies, the foci included affective organizational commitment and job satisfaction, because these organizational outcomes have related to other organizational outcomes, including organizational effectiveness and willingness to stay. Additionally, members of the faculty and staff at West Negros University expressed interests in having as much of the best outcome information as possible. They reasoned that this would: (a) allow them to make the best decisions regarding leadership behaviors to employ and (b) provide them with valid information to accurately predict the associated outcomes.

In this present study, three major differences emerged from a similar study conducted earlier, by West and Bocârnea (2008). First, in the previous study, both service and humility predicted both affective organizational commitment and job satisfaction. In this present study, although both service and humility correlated with both outcome variables, neither demonstrated a predictive relationship with either outcome variable, when considering all three constructs together. In other words, increasing either service or



humility, as parts of overall servant leadership "packages," will not increase the overall effects of servant leadership, as it applies to either the affective organizational commitment or the job satisfaction of followers. Second, although in the previous study, vision did not demonstrate a predictive relationship with either outcome variable, in this present study, shared vision demonstrated a predictive relationship with both outcome variables. In other words, increasing vision (or, as defined, "shared vision"), as a part of overall servant leadership "packages," will increase the overall effects of applying servant leadership, when it comes to both affective organizational commitment and job satisfaction. Third, where the previous study did not include the analysis of mediating variables, we concluded in this present study that role clarity provided full mediation of the relationship between shared vision and job satisfaction. In other words, it will prove important for those implementing servant leadership to clarify roles for followers, as parts of their visioning (vision sharing) processes; in order to maximize the increase in affective organizational commitment and job satisfaction of followers.

Some specific leader behaviors for sharing vision include soliciting and incorporating followers' suggestions for the future state of the organization, prioritizing organizational goals per subordinates' inputs, and publicizing the efforts made by followers in vision development and realization, among others (DuBrin, 2015; Stacey, 1992, Terry, 1993, 2001, West, 2008). Since

researches have also indicated that in most organizations, some amount of strategic planning occurs at every level (Kast & Rosenzweig, 1985), leaders at all levels should proactively engage in vision sharing behaviors with followers, regardless of any power distance dynamics typically evident in the Filipino culture, as discussed by Hofstede (2000). Doing this will promote the improvement and maintenance of higher levels of affective organizational commitment and job satisfaction, among followers; described as desired outcomes by leaders at West Negros University.

As noted herein, the results of this study indicate that role clarity outweighs any of the particular servant leadership constructs, including shared vision, as it relates to job satisfaction. This does not only mean that leaders who provide followers with clear directions and expectations regarding the followers' roles can anticipate generally higher levels of job satisfaction among those subordinates. It also implies that leaders at West Negros University who desire to improve or maintain subordinates' job satisfaction at the highest levels should choose to provide role clarity first. However, just as with the other findings, this does not suggest an either or prescription. The amount of variance included in the prescriptive regression equations demonstrated additive results (e.g., created more overall impact), as we added additional constructs, regardless if those particular constructs demonstrated statistical significance, as we included additional variable to the equations. In practical terms, this means that even though leaders

who add greater amounts of service and humility to their servant leadership "packages" might not directly cause higher levels of job satisfaction among followers; they likely would improve job satisfaction, if they applied service and humility in leadership efforts that included the improvement of role clarity.

This present study also revealed some important similarities with previous studies (West, 2010; West, Bocârnea & Marañon, 2009). Though not reported in the results section, each of the primary predictor variables regressed on the each of the outcome variables when analyzed using simple regression. Shared vision correlated with affective organizational commitment and job satisfaction at greater levels than did service. Service correlated with affective organizational commitment and job satisfaction greater levels than did humility. These results indicate that leaders should generally work to apply shared vision, then service, and then humility in their dealings with those whom they lead. These results also provide further evidence that leaders who employ all of the behaviors associated with each of the predictor and mediating variables will likely create positive, collective, and synergistic effects that can result in their achieving greater levels of desired organizational outcomes.

## **LIMITATIONS AND CONCLUSIONS**

As with every study, this study included some potential limitations. Some reviewers might question why the study did not include the entire population. As with the previous study, some might also question the generalize-ability of the results to larger organizations, even larger institutions of higher education. The lack of data triangulation could contribute to common method variance, sometimes associated with self-report instruments, and to social desirability response bias. Additionally, other researchers have found additional variables beyond those investigated herein that could have mediated or moderated the primary causal relationships in this present study.

In conclusion, this present study confirms some earlier findings and it also presents important new findings, as well. As in West's (2010) previous study, two items cross-loaded between service and humility, using the Hale and Fields (2007) instrument. Researchers should conduct structural equation modeling on Hale and Fields' instrument, as a means of establishing a confirmatory factor analysis. Additionally, as opposed to leaders using service or humility as the primary influencer of affective organizational commitment or job satisfaction, in this present study, we conclude that they should employ shared vision first and especially in those cases requiring improved job satisfaction, they should incorporate improved role clarity. Although this study reflected the attitudes and perceptions of one

organization, when considered with the results of West, Bocârnea, and Marañon (2009), the overall conclusions suggest that the descriptions and prescriptions that emerge from both of these studies likely apply throughout a large segment of the population of the Philippines. In that regard, future research should investigate the same variables contained in this study to a more random sample of the general working population throughout the Philippines.

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