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Trust in Leadership and Affective Commitment as a Mediator between Servant Leadership Behavior and Extra-Role Behavior of Teachers

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ABSTRACT

Objective – The purpose of this study is to investigate the relationship between trust in the leader and affective commitment as a mediator between servant leadership behavior and extra-role behavior. In addition, the study examines, whether person-organization fit has a moderating effect.

Methodology/Technique – In total, 250 teachers of the border area responded to the research questionnaires, which were then analyzed using structural equation modeling with a partial least squares approach.

Findings – The outputs of this study indicate an indirect influence between the principal servant leadership behaviors and extra-role behaviors among teachers, which was mediated by trust in the principal and the teacher's affective commitment to the principal. Furthermore, the results show a significant and direct relationship between servant leadership behaviors towards trust in the principal, affective commitment, and extra-role behaviors. Trust in the principal and teacher's affective commitment also had a significant and direct effect on extra-role behavior. However, the person-organization fit which moderates the effect of servant leadership behaviors on extra-role behaviors did not have a significant or direct effect on extra-role behaviors, in fact, it actually weakened the influence of servant leadership behaviors on extra-role behaviors.

Novelty – The findings of this study suggest that trust in the principal and teacher's affective commitment has an important moderating effect which must be managed to strengthen the relationship between servant leadership behaviors and extra-role behaviors.

Type of Paper: Empirical Paper.

Keywords: Affective Commitment; Extra-role Behavior; Person-organization Fit; Servant Leadership Behavior; Trust in Leader.

JEL Classification: M10. M11. M19.

1. Introduction

Strategies to create employee and leadership behaviors are always changing, particularly following the revolution of information as it demands different leadership behaviors.

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One of the leadership behaviors that has resulted from these changes is the servant leadership behavior (SLB). Nowadays, SLB is able to surpass other forms of leadership, such as transformational leadership (Van Dierendonck et al., 2014). The primary goal of servant leadership, according to the social exchange theory (Blau, 1964), is the welfare of employees (Greenleaf, 1998). Transformational leadership, on the other hand, emphasizes the interests of the organization and motivates employees to sacrifice their interests for group satisfaction (Piccolo and Colquitt, 2006). SLB of school principals and extra-role behaviors of border teachers is indispensable, not only in achieving the goals and objectives of educational institutions, but also in enhancing the identity, character and dignity of the Indonesian state.

Behavior plays an important role in determining the results of an organization and an individual, such as efficiency, profitability, innovation, and job satisfaction (Erturk, 2007; Jha and Jha, 2009). The term "extra-role behavior" (ERB) was first introduced by Katz (1964) and is also commonly referred to as "organizational citizenship behavior" (OCB) by Bateman and Organ (1983). ERB refers to personal conduct that is voluntary and it is incidentally or definitely acknowledged by the official bonus system (Organ, 1988). ERB is very important in supporting the efficacy of organizational functions, particularly over a relatively long period of time. Due to its importance, organizational experts ERB is a popular and important research topic (Jahangir et al., 2004).

Walumbwa et al. (2010) determines that servant leadership (SL) has an affect on ERB (OCB) through different mechanisms. Furthermore, Vondey (2010) states that person-organization fit (POF) has a moderating effect which strengthens the influence of SL on OCB. Likewise, research conducted by Abid et al. (2015) indicates a positive relationship between SL, trust in leadership (TIL) and OCB. Furthermore, Bambale (2014) reveals that SL and OCB have a significant contribution to the effectiveness of organizational functions.

Based on the above literature, the following research gaps are identified. Firstly, it is important to add TIL, and affective commitment (AC), as a mediator to the relationship between SLB to ERB and further test the moderating effect of POF of SLB on ERB to further develop the SL and ERB research models of Vondey (2010). Secondly, the current study is an integrative study of SLB and ERB in different countries and work settings: that is. Indonesia bordering Malaysia, with a particular focus on educational organizations in the border area of West Kalimantan.

2. Literature Review

2.1 SLB and ERB

Leadership has the ability to affect employee behavior. According to Malik and Dhar (2017), if leaders encourage subordinates to perform certain behaviors, then employees tend to show that behavior. Greenleaf (1970) further points out that leaders serve their subordinates first. SLB is a behavior in which superiors continue serving as a 'helper initially' replacing 'superior initially' and placing their juniors as the highest priority, before their own interests (Greenleaf, 1977).

Previous studies suggest that there is a relationship between SLB and ERB. Al-Amri et al. (2016) believes that the link between SLB and ERB contains all features of SL and ERB, with the exception of fearlessness. Gucel and Begec (2012) state that SL has a positive relationship with ERB within an organization or company. Bambale et al. (2015) further states that SLB is positively linked to employee ERB. Thus, this study proposes the following hypothesis:

H1. SLB is significantly related to ERB.

2.2 Mediating the Role of TIL

Trust is an obvious element of successful leadership (Hasel and Grover, 2017). TIL may be defined as the willingness of employees to acquire vulnerability based on definite predictions of the leader's aims (Schoorman et al., 2007). Greenleaf (1977) believes that SL is a predictor of followers' TIL. Podsakoff et al. (1990) founded the intermediary role of TIL between SLB and ERB. Positive perceptions by subordinates of their leader's behavior may affect their willingness to deal with vulnerability (Zhang and Zhou, 2014). TIL is therefore considered a solid foundation to drive employees' ERB (Reychav and Sharkie, 2010). Thus, this study proposes the following hypothesis:

H2: TIL mediates the relationship between SLB and ERB.

2.3 Mediating the Role of AC

A meta-analysis executed by Meyer et al. (2002) reveals that AC is of the strongest indicators of organizational results (attendance, performance, and OCB) and is closely connected with employee performance (stress and work–family conflict). Schappe (1998) states that among the most frequently studied antecedents of ERB (AC, job satisfaction, and procedural justice), only AC describes the unique variance in ERB. Previous studies (Walumbwa et al., 2010) also describe the role of employee commitment to supervisors as having a mediating effect on SL and OCB through the social exchange process. The concept of social exchange, as developed by Blau (1964), explains that social exchanges which generate reward is largely determined by the quality of social interaction. In general, social interaction is described as a behavior that affects those in mutual relationships until a balance is achieved (Andersen, 2009). Therefore, this study proposes the following hypothesis:

H3: AC mediates the relationship between SLB and ERB.

2.4 Moderating the Role of POF

Vondey (2010) suggests that POF moderates SL-ERB. The more aligned the individual values of an employees with their organizations is, the higher the ERB of the employees will be (Cable and DeRue, 2002). In this study, if the values of teachers in schools are aligned with the values of the organization itself, the stronger the relationship between the teacher's SLB and ERB will be. This study therefore proposes the following hypothesis:

H4: POF moderates the relationship between SLB and ERB.

3. Research Methodology

3.1 Sample and Procedure

This research collects data from 250 teachers across 28 educational units at all levels, starting from elementary schools (54.80%), secondary schools (30%), and senior high schools (15.2%) in the border area of Bengkayang Regency, West Kalimantan, Indonesia. Half of the teachers surveyed are employed as state teachers (48.80%) and are female (56.80%). The age of the participants was up to 30 years old (23.60%). Most of the respondents are married (77.20%) and possess a bachelor degree (72.80%).

3.2 Measures

This detailed investigation uses a normal 5-point Likert scale. SLB was measured using the 14 items of the Liden et al. (2008) scale, (Cronbach's α: 0.880). TIL was quantified on a 7-item scale developed by Robinson (2006), (Cronbach's α: 0.856). Further, AC was evaluated on a 5-item scale designed by Meyer et al. (1993), (Cronbach's α: 0.795). POF was estimated on a 5-item scale developed by Cable and DeRue (2002), (Cronbach's α: 0.782). Finally, ERB was quantified using a 10-item scale expanded by Lee and Allen (2002), (Cronbach's α: 0.686).

3.3 Goodness of Fit Index

All of the indices used in this study had met and even exceeded the criteria of appropriateness or model goodness. This indicates that the model is in accordance with the observation data in the field. The results of the fit index calculation using Wrap-PLS 6.0 software are presented in Table 1.

Table 1. A Goodness of Fit Index

Index	Reference value	Real value	Information
Average path coefficient	P less than 0.01	less than 0.001	Fulfilled
Average R-squares	P less than 0.01	less than 0.001	Fulfilled
Average adjusted R-squared	P less than 0.01	less than 0.001	Fulfilled
Average block VIF	Ideally less than equal to 3.3	1.622	Ideal
Average full collinearity VIF	Ideally less than equal to 3.3	2.059	Ideal
Tenenhaus GoF	Small more than = 0.1, medium more than = 0.25, large more than = 0.36	0.464	High
Sympson's paradox ratio	Ideally = 1	1	Ideal
R-squared contribution ratio	Ideally = 1	1	Ideal
Statistical suppression ratio	Acceptable if more than = 0.7	1	Fulfilled
Nonlinear bivariate causality direction ratio	Acceptable if more than = 0.7	0.917	Fulfilled

3.4 Results of the Validity and Reliability Test

The instrument used in this investigation met the criteria of validity (convergent and discriminant). The results of the composite reliability testing show that all items that measured SLB, TIL, AC, ERB, and POF had reliability coefficient values ranging from 0.799 to 0.901. When the values exceed 0.7, then all items of the instrument are reliable. The outputs of the internal consistency test also show that the Cronbach's Alpha coefficient value ranged from 0.686 to 0.88. As it exceeds 0.6, each instrument is said to have a good consistency in measuring the construct (composite).

4. Results

Each hypothesis is supported if the p value is less than 0.05. Figure 1 below presents the Wrap-PLS 6.0 calculation outputs. It shows that H1, H2, H3 are supported, while H4 is not supported.

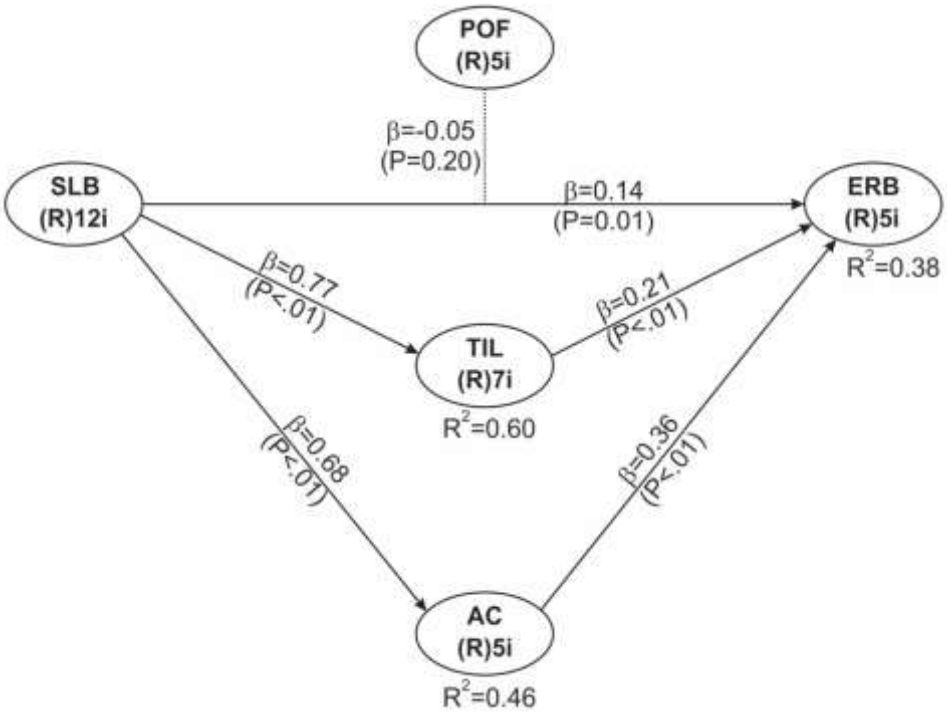


Figure 1. Path Diagram (Research Model)

5. Discussion

The results above show that SLB has a direct and significant effect on ERB, with a loading factor value of 0.139, p-Value of 0.013, and an effect size of 0.065 which is considered low because it is <0.1. These results support previous scientific investigations (Al-Amri et al., 2016; Bambale et al., 2015; Gucel and Begec, 2012). Therefore, if the principal has a higher SLB which is reflected in their behavior (conceptual skills, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community) this will increase the ERB of the teachers in the border areas of Bengkayang of West Kalimantan.

It was also found that there is an indirect effect of SLB on ERB through TIL and AC, with a loading factor value of 0.406, and a p-Value of less than 0.001. Because the p-Value is less than 0.05, H0 is rejected. This means that TIL and AC do mediate the relationship between SLB and ERB, with an effect size of 0.19, which is in the low range. These findings expand on the findings of previous investigation (Podsakoff et al., 1990; Reychav and Sharkie, 2010; Walumbwa et al., 2010; Zhang and Zhou, 2014). TIL and AC of teachers to school principals in the border areas of Bengkayang, West Kalimantan are also considered a mediating factor that has a low effect in the relationship between SLB and ERB. Although TIL and AC include mediation, with a relatively low effect in the relationship between SLB to ERB, this value is greater than the direct effect of SLB on ERB (0.19> 0.065).

The value of the loading factor which shows the influence of POF on ERB is -0.053. Further, the p-Value is 0.199 and the effect size is 0.012. Because the p-Value is greater than 0.05, H0 is accepted. This means that POF has a moderating effect of SLB on ERB but does not have a significant direct effect on ERB, with a relatively low effect size. Further, the negative factor loading shows that person-organization fit weakens the effect of SLB on ERB. This finding is inconsistent with the results of Vondey (2010).

6. Conclusion

TIL and teacher's AC to the principal have a mediating effect on the relationship between SLB and ERB. The findings of this study suggest that trust in the principal and teacher's AC play an important mediating role that must be managed to strengthen the relationship between SLB toward ERB. Furthermore, POF has a moderating effect of SLB on ERB but does not have a significant direct effect on ERB. POF weakens the effect of SLB on ERB. This means that ERB is affected by SLB, but POF is not included as a moderator.

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