EXPLORING THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP AND ORGANIZATIONAL COMMITMENT
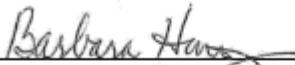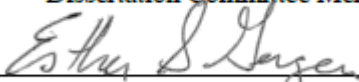
By

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ABSTRACT

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A career in Leadership has a variety of options for those who aspire to lead in any organization. Followers' commitment to the supervisor and the organization can be impacted by their leader's leadership style. The leader-follower relationship may determine the outcome of the organization's success.

This study explored the relationship between servant leadership and organizational commitment while controlling for age, education, gender, and tenure. The study consisted of a convenience snowball sample from a pool of 2,000 participants recruited by electronic means. Data was collected over a month period during Covid-19 and yielded 142 responses returned as usable ($N = 142$). The data was collected via the participants' responses to the survey emailed using Qualtrics®, then gathered and quantified by utilizing Statistical Package for the Social Sciences (SPSS) software. This study used Pearson's Correlation Coefficient analysis to examine the relationship between servant leadership and organizational commitment. The three instruments that were used to gather data in this study were a *Demographic Survey*, the *Servant Leadership Scale* (SLS-7), and the *TCM Employee Commitment Survey*. The researcher developed a questionnaire to gather demographic data. The *Servant Leadership Scale* (SLS-7) measured global servant leadership and the *TCM Employee Commitment Survey* measured each participant's organizational commitment subscales. The results revealed that age and tenure were a strongly intercorrelated at .638. Affective commitment and normative commitment were also strongly intercorrelated at .654. The results for servant leadership revealed strong correlation with affective commitment at .501 and moderate

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correlation with normative commitment at .430. Continuance commitment was weakly

correlated with normative commitment at .172.

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DEDICATION

First and foremost, I dedicate this dissertation to God for all the blessings, strength and guidance through my prayers and the words of wisdom and serenity I received from those who worked on His behalf and strengthened me.

I dedicate this work to my mother Rosaura Estrella Velazquez, husband Eddie Cardona, and to my son Josue Cardona. This journey has been made possible because of your unconditional love and support.

Mom, you have been my inspiration all my life and I know you are watching me from above. This is for you. You always encouraged me to grow, to be independent, self-confident, and to strive for success. Your strength, hope and perseverance inspired me to never give up, to keep going even if I had to start over, to push myself harder than ever before because you believed in me. You instilled in me profound values and beliefs, and most of all my faith in God.

To my husband Eddie, you have always believed in me and supported me in the hard times and in the good times, whether you agree or disagree with my crazy decision to get into debt and pursue a dream. A PhD has always been my dream and thanks to you, it became a reality. You have been the anchor of the family. I am so grateful that you stood by me during this journey. I loved you then, still, and always will.

To my son, Josue, you are the light of my life. Watching you grow into a young man is so fulfilling; I am proud of you. You inspired me to persevere through this process. Your words of encouragement and tender look in your eyes during stressful moments of this journey gave me strength to continue. I hope that my success will serve

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to inspire you to achieve your highest potential and never give up in your future

endeavors. I love you, son.

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Leadership is about building relationship and motivating followers towards achieving common goals in an organization. I had the opportunity to learn, experience and share along my colleagues the concept of leadership and theories from exemplary professors. I was able to do so thanks to Our Lady of the Lake University for offering a face to face doctorate program in leadership. For a long time, I searched for a program that was not through online courses and declined many universities' offers. As a career teacher and experiencing the challenges of online teaching due to Covid-19, I can substantiate that face to face teaching is more effective. Thank you OLLU.

To my cohort, I am grateful for working with all of you. Debates in class, gatherings, and study groups will always be cherished especially my Study Buddy Eduardo Herrera. Eduardo you and your parents welcome us into your home for our study group to meet time after time allowing us to feel like family, thank you, brother. To my friends and partners in crime, Dr. Virginia Barrera, and Dr. Lucy Gutierrez, who were there for me day and night, thank you. You have cried, laughed, and celebrated victories along with me throughout this journey. At times when I felt great challenge, disappointed, and a desire to give up and quit, we supported each other and stuck to our motto "never leave anyone behind." Only true friends share this bond; thank you, friends.

A special thanks to Dr. Tahnee Netro; even after finishing your journey, you, Dr. Jesse Macias, and Dr. Gregorio Camarillo met with me and guided me along to the finish line. I will always be grateful to all of you and your respective families for giving me time away from them to meet during evenings and Saturdays.

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Many thanks to the staff and faculty, the staff that diligently provided the help I needed and when I needed it. Cindy Olvera, you are awesome, responding to emails and messages day and night. Sgt. Stukes, you wear many hats on campus; I salute you. To all faculty, your passion and devotion to share your knowledge and wisdom is greatly appreciated. A special thanks to Dr. Montoya for teaching me stats with such patience and not giving up on me, and Dr. Gergen for sharing some of your valuable time and providing me guidance; you are truly an inspiration. To Dr. Sun, Dr. Green and Dr. Gergen, your kind and honest feedback motivated me to achieve this goal. To, my chair Dr. Barbara Baggerly-Hinojosa, this is our journey, our work, our success. You were with me from the beginning of this tremendous journey polishing the rock until it became a jewel; with bump and bruises we made it to the end; thank you.

Most importantly, I give all my love and thanks to God, my family and those who in one way or another impacted my life and sparked an interest in me for servant leadership.

Por último, quiero dar gracias a Dios por todo lo que me ha dado, lo que soy y seré, por mi ángel de la guarda y espíritus protectores que no me han dejado sola. Gracias a aquellas personas que de una manera u otra impactaron mi vida y despertaron interés en mi sobre el liderazgo de servicio, tal como lo fueron El ministro Emilio Bonilla Carrión, Manolo Carrión, Nicholas Dávila, Jesús María Figueroa y Mario Pérez Escolar, fueron grandes ejemplos de lo que es el liderazgo de servicio. Gracias a mi familia por el apoyo incondicional.

CHAPTER ONE

Introduction

Leadership has been a phenomenon of study within the world and is commonly viewed as the use of power and influence toward goal achievement (Colquitt, LePine, & Wesson, 2015). The influence of power can affect followers' interpretation of events, organization of activities, commitment to key goals, relationship with other followers, access to cooperation and support from others (Colquitt et al., 2015). Studies support the existence of a relationship between leadership and organizational commitment (Ajobiewe, 2017; Clinebell, Skudiené, Trijonyte, & Reardon, 2013; Pierro, Raven, Amato, & Bélanger, 2013). These studies state that the quality and style of leadership significantly impacts the commitment of employees to the organization (Ajobiewe, 2017; Clinebell et al., 2013; Pierro et al., 2013). Other researchers indicate that the ability of the leadership of an organization to mobilize followers and to create and sustain organizational commitment influences organizational outcome (Davis, 2014; Leary, Green, Denson, Schoenfeld, Henley & Langford, 2013; McCormick, 2010). Scholars agree that the success of an organization depends on the organization's leadership and employee's commitment (Barnes, 2011; Carder, 2012; Green, 2014). According to Carder (2012), the commitment to an organization involves a sense of identification with the organization's goals, the feeling of involvement in organizational duties and the feeling of loyalty to the organization.

Various writers advocate servant leadership as a legitimate, modern theory for organizational leadership and consequently influences organizational commitment (Russell & Stone, 2002). Other researchers state that servant leadership may enhance

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commitment to the organization by inspiring followers to take an active role in serving the community in which the organization is embedded (Liden, Wayne, & Henderson, 2008). When many leaders in an organization embrace servant leadership, the organization may succeed in developing a culture of serving others, both within and outside the organization (Liden et al., 2008). Servant leadership can increase employees' commitment to the organization, resulting in the reduction of some of the organizational issues such as employee turnover, a lack of loyalty and devotion, reduced productivity, the lack of commitment to organizational ideals and goals, diminished job satisfaction, and persistent intention to leave the organization (Rimes, 2011). On the other hand, Scuderi (2010) found that servant leadership practices did not impact workers' continuance commitment within the organization, and according to Whorton (2014), there was not a significant relationship between servant leadership and employee engagement.

The popular leadership philosophy servant leadership calls for leaders to solve problems and orchestrate the strategic direction of organizations (Jones, 2011; Negron, 2012; Ricciardi, 2014). The extremely competitive business environment and the various crisis situations all around the world need leadership solutions (Carder, 2012; Green, 2014). The continuous search for superior leadership style arose due to the increasing challenges in retaining staff and motivating them for higher performance (McCormick, 2010; Smith, 2013; Sweet, 2013).

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Background

Leadership is the process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her followers (Gardner, 1993). According to Gary Yukl (2013), leadership is the process of influencing others to understand and agree regarding what must be done and the way to try and do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Peter Northouse (2007) defines leadership as a process by which a leader influences a group of individuals to achieve a common goal. James MacGregor Burns (1978) defines leadership as a process where leaders encourage followers to act for certain goals that represent the values and motivations, the wants and needs, the aspirations and expectations of both leaders and followers. With these definitions in mind, leadership lies within the way leaders see and act on their own as well as their followers' values and motivations (Burns, 1978). Bennis (2009) states that leaders are not born, but made, and usually self-made, as they invent themselves. Leaders innovate, focus on people, inspire trust, focus on the future, originate, and challenge, his or her own person, and do the right thing (Bennis, 2009). Bennis (2009) stresses that to become a leader one must be authentic.

Robert K. Greenleaf coined servant leadership in an essay in *The Servant as Leader* which he first published in 1970. In that essay, Greenleaf stated, "The servant leader is servant first…it began with the natural feeling that one wants to serve first. Then conscious choice brings one to aspire to lead" (Greenleaf, 1970, p. 15). According to Greenleaf (1977), leaders who put the needs of others first were considered servant leaders. Servant leadership emphasizes increased service to others, a holistic approach to

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work, promoting a sense of community and the sharing of power in decision making (Greenleaf, 1977). Greenleaf (1977) proposed that the best leaders were servants first, and the key tools for a servant-leader included listening, persuasion, access to intuition and foresight, use of language, and pragmatic measurements of outcomes. According to Greenleaf (1977), leaders who put the needs of others first were considered servant leaders because they focused on inspiring and developing others to meet the demands of the organization. Greenleaf (1977) examined the individualities and morals displayed in exemplary leaders, known as servant leaders, and discussed how a servant leader's prime inspiration and role was first and foremost to serve others. He explained how leaders positively impacted their organizations when they started with an attitude of service and encouraged service among others (Greenleaf, 1977). Greenleaf (1977) distinguished servant leaders from other leaders by explaining that servant leaders made ethical choices, involved others in making decisions, and encouraged the individual development of all while improving the care and quality of the organization.

Despite the proliferation of servant leadership studies over the years, a lack of coherence and clarity around the construct has impeded its theory development (Eva, Robin, Sendjaya, van Dierendonck & Liden, 2018). After reviewing 285 articles on servant leadership, researchers presented a critique of measures used in servant leadership research, conceded that the *Servant Leadership Scale* (Liden et al., 2008), the *Servant Leadership Behavior Scale* (Sendjaya, Sarros & Santora, 2008) and the *Servant Leadership Survey* (van Dierendonck & Nuijten, 2011) measures were the only measures that had gone through rigorous process of construction and validation (Eva et al., 2018). The review has demonstrated that the servant leadership field has made progress in the

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last 20 years, however, it still has its critics and conceptual and empirical overlap between servant leadership and transformational, ethical and authentic leadership (Eva et al., 2018). Among the extensive list of suggestions for further research on servant leadership, one of the recommendations is to study the influences between servant leadership and organizational commitment (Eva et al., 2018). Organizational commitment has been shown to have positive effects on organizational outcomes including the continuation of employees with the organization, increased retention, increased perceived organizational support, and increased perceived care of employees (Colquitt et al., 2015).

Rimes (2011) recommended that servant leadership can increase employee commitment to organizations resulting in reduction in some of the organizational issues. According to Rimes (2011), some of the organizational issues related to employee commitment include employee turnover, lack of loyalty and devotion, reduced productivity, lack of commitment to organizational ideals and goals, diminished job satisfaction, and persistent intention to leave the organization. Other researchers (Scuderi, 2010; Sokoll, 2014; Whorton, 2014) suggested otherwise, indicating that servant leadership does not necessarily lead to employee commitment, engagement, satisfaction loyalty, and retention. Scuderi (2010) concluded that Servant Leadership did not influence followers' continuance commitment in the organization investigated. Sokoll (2014) suggested that the proof that Servant Leadership influences employee commitment is only to a limited extent and that the proof lacks general acceptance.

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Statement of the Problem

College graduates surveyed across the United States indicated a decreased level of commitment to their jobs and organizations (Gallup, 2014). Researchers have found that people are less committed to their jobs because of a lack of leadership and consequently costs organizations billions of dollars annually due to lost productivity, turnover, absenteeism, and safety issues (Attridge, 2009; Schweyer, 2009).

Since its introduction by Greenleaf (1977), there have been numerous studies on Servant Leadership and Organizational Commitment. Several studies were focused on non-for-profit Christian organizations (Carder, 2012; Rimes, 2011; Ajobiewe 2017). The studies have used different instruments in population, therefore researchers recommend further investigation due to the lack of empirical evidence on Servant Leadership and Organizational Commitment (Eva et al., 2018; Olesia, Namusonge & Iravo, 2013; Parris & Peachey, 2012; Ramli & Desa, 2014; Sokoll, 2014).

Purpose of the Study

The purpose of this study was to further explore the relationship between Servant Leadership and Organizational Commitment when controlling for age, education, gender, and tenure within the organization and to contribute to the body of knowledge building empirical evidence regarding the linkage between Servant Leadership and Organizational Commitment. Is there (a) any relationship between Servant Leadership and affective commitment in today's industry (b) any relationship between servant leadership and continuance commitment in today's industry, and (c) any relationship between servant leadership and normative commitment in today's industry?

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Research Questions

(RQ1) Is there a relationship between Servant Leadership as perceived by followers and their affective commitment when controlling for age, education, ethnicity, experience, gender, occupation, and tenure?

(RQ2) Is there a relationship between Servant Leadership as perceived by followers and their continuance commitment when controlling for age, education, ethnicity, experience, gender, occupation, and tenure?

(RQ3) Is there a relationship between Servant Leadership as perceived by followers and their normative commitment when controlling for age, education, ethnicity, experience, gender, occupation, and tenure?

Conceptual Definitions

Servant Leadership is an approach to leadership manifested through one-on-one prioritizing of followers' individual needs, and interests (Liden et al., 2018). It is an outward reorienting of the concern for self, towards concern for others, within the organization and the larger community (Liden et al., 2018).

Conceptual Definitions for Control Variables

Age

Age refers to the length of time in completed years that a person has lived (U.S. Census Bureau, 2019).

Education

Education refers to the highest level of education attainment completed in terms of the highest degree or the highest level of schooling completed (U.S. Census Bureau, 2019).

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Gender

Gender refers to a social construction whereby a society or culture assigns certain tendencies or behaviors the labels of masculine or feminine (U.S. Census Bureau, 2019).

Tenure

Tenure refers to the length of association with the total number of years the teacher has completed teaching (U.S. Census Bureau, 2019).

Conceptual Definitions for Dependent Variables

Organizational Commitment is the degree to which an employee identifies with an organization (Colquitt et al., 2015).

Affective Commitment

Affective Commitment is the desire to remain a member of an organization due to an emotional attachment (Colquitt et al., 2015).

Continuance Commitment

Continuance Commitment is the desire to remain a member of an organization because of an awareness of the cost associated with leaving it (Colquitt et al., 2015).

Normative Commitment

Normative Commitment is the desire to remain a member of an organization due to a feeling of obligation (Colquitt et al., 2015).

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CHAPTER TWO: REVIEW OF THE LITERATURE

Servant Leadership and Organizational Commitment

Kiker, Callahan, and Kiker (2019) conducted a meta-analysis to examine the relationship between servant leadership and organizational commitment and revealed a positive relationship with 23 studies, 6,884 participants, and an estimated true score correlation of .40.

Hoch, Bommer, Dulebohn, and Wu (2016) conducted a meta-analysis to examine the relationships between positive leadership (Ethical, Servant, and Authentic) with organizational commitment above and beyond the effects of transformational leadership. The findings revealed a positive relationship between servant leadership and overall organizational commitment ($k = 11$, $N = 2,424$, $\rho.55$). This meta-analysis also found a positive relationship between servant leadership and affective commitment ($k = 5$, $N = 1,436$, ρ .41).

Lapointe and Vandenberghe (2015) administered a study to examine the relationships of servant leadership and organizational commitment among other variables to 180 Canadian customer service employees and their managers. The results found that servant leadership was positively related to affective commitment ($r = .26$, $p < .01$), and normative commitment ($r = .29$, $p < .01$).

Bal Tastan and Kalafatoglu (2015) conducted a study to understand the servant leadership's relationship with organizational commitment in Turkish banking, insurance, and education sectors. This study found a positive relationship between servant leadership and the total construct of organizational commitment ($n = 102$, $r = .21$, $p < .05$).

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Ramli and Desa (2014) conducted a study to explore the relationship between servant leadership and organizational commitment of working adults in Malaysia. They found that the combination of various dimensions of servant leadership has a significant impact on affective commitment ($n = 143$, $r = .512$, $p < .01$).

Sokoll (2014) conducted a study to measure the predictive effect of servant leadership on employee commitment to a supervisor, beyond the effect of a supervisor's task-oriented behavior to full-time employees. This study was performed with fulltime employees from a university in the United States. The results showed that servant leadership revealed a significant and positive correlation with employee commitment to the supervisor ($n = 118$, $r = 0.72$, $p < .001$).

Dannhauser and Boshoff (2006) studied the relationship between servant leadership, trust, team commitment, and demographic variables. They administered *Servant Leadership Questionnaire* (SLQ), the *Workplace Trust Survey* (WTS), and the *Team Commitment Survey* (TCS) to salespeople from the automobile industry in South Africa. Demographic information was obtained on the participants' age, tenure, religious affiliation, ethnicity, educational level, language, and gender. A strong relationship was found among servant leadership and team commitment ($n = 417$, $r = .803$).

Age and Servant Leadership

Lapointe and Vandenberghe (2015) conducted a modified version of Liden et al.'s (2015) seven-item Servant Leadership measure, shortened from Liden et al.'s (2008) 28-item multidimensional measure, as well as Bentein, Vandenberg, Vandenberghe, & Stinglhamber (2005) version of Meyer, Allen, & Smith (1993) *Organizational Commitment Scale*, to 261 customer service employees from a cross-section of Canadian

companies representing a variety of industries including telecommunications, insurance, electricity, and marketing services. No relationship was found between the age of the employees and score on the servant leadership measure, *p* > .05.

Koyuncu, Burke, Astakhova, Eren, and Cetin (2014) administered the Liden et al. (2008) 28-item Servant Leadership measure to 221 employees from 14 four- and five-star hotels in Nevsehir, Turkey. No relationship was found between the age of employees and scores on the Servant Leadership measure, *p* > .05.

Miao, Newman, Schwarx, and Xu (2014) administered Ehrhart's (2004) 14-item *Servant Leadership Scale*, McAllister's (1995) five- and six-item *Affect and Cognition-based Trust Scales*, and Meyer et al.'s (1993) 18-item *Organizational Commitment Scale* to 239 public sector employees, all alumni Management in Public Administration (MPA) graduates from China's Zhejiang University. No relationship was found between the age of the participant and score on the *Servant Leadership Scale*, *p* > .05.

Sokoll (2014) administered the Fields and Winston's (2010) *New Parsimonious Measure of Servant Leadership*, Becker, Billings, Eveleth, and Gilbert's (1996) *Supervisor-Related Commitment Instrument*, and Stogdill's (1963) *Leader Behavior Description Questionnaire Subscale – Initiation of Structure* to 118 full-time employees of a U.S. university. No relationship was found between the age of the employees and score on the Servant Leadership measure, *p* > .05.

Horsman (2001) administered the *Organizational Leadership Assessment* (OLA) (Laub, 1999) to participants from 34 community service, for-profit, educational, religious, government, and health care organizations in the Pacific Northwest of the United States and the Canadian province of Alberta. A One-way Analysis of Variance

(ANOVA) was conducted on the following age categories: 20-29 years, 30-39 years, 40-49 years, and 50^+ years. The ANOVA revealed a significant difference among the different age categories, ($N = 608$, $F(3,534) = 4.021$, $p = .008$). The Bonferroni post-hoc analysis revealed that the 30-39 years age group had a significantly different OLA mean score of 202.07, from the 20-29 years the mean score was 220.92, and for the 50+ years age groups which had similar mean scores were 220.34.

Laub (1999) developed the *Organizational Leadership Assessment* (OLA) to assess organizational health involving experts in the construct of servant leadership. The instrument was tested among 828 participants from 41 organizations, one was in the Netherlands and the rest in the United States, representing religious, public agencies, secular non-profit and for-profit organizations. There were no significant differences between age categories and perception of servant leadership found in the study.

Education and Servant Leadership

Koyuncu, Burke, Astakhova, Eren, and Cetin (2014) conducted the Liden et al. (2008) 28-item Servant Leadership measure to 221 employees from 14 four- and five-star hotels in Nevsehir, Turkey. No relationship was found between the education level of employees and scores on the Servant Leadership measure, $p > .05$.

In the Dannhauser and Boshoff (2006) study, followers' perception of servant leadership was measured to 417 salespeople from the automobile industry in South Africa. A *t*-test was administered on composite scores on the *Servant Leadership Questionnaire* (SLQ) to determine if the mean scores differed significantly between the qualification groups (12 years of schooling versus post-school). The *t*-test results were not significant, $t(386) = .250$, $p = .803$ indicating no significant difference within the two

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levels of education.

Gender and Servant Leadership

Salameh (2011) conducted a study among school principals in the country of Jordan focused on teachers' perception of servant leadership practices. The *Organizational Leadership Assessment* (OLA) (Laud, 1999) was administered to a random sample of 432 Jordanian teachers. A Multiple Analysis of Variance (MANOVA) was conducted to investigate followers' perception of servant leadership among school principals based on the teachers' gender, tenure, and educational level. The MANOVA reflected a significant difference in teachers' perception of servant leadership practices based on the teachers' gender (*Wilks' Lambda* (λ) = .49, F (12) = 28.33, p = .000).

In the Dannhauser and Boshoff (2006) study of 417 salespeople from the automobile industry in South Africa a *t*-test was conducted on composite scores on the *Servant Leadership Questionnaire* (SLQ) to determine if the mean scores differed significantly between males and females. The means for males and females were not statistically different. The results showed t (162) = -1.027, p = .306 indicating no significant difference between males and females.

In the Horsman (2001) study, the Analysis of Variance (ANOVA) was conducted on categorical demographic variables and composite scores on the *Servant Leadership Scale* of the *Organizational Leadership Assessment* (OLA) (Laub, 1999). A one-way ANOVA was conducted for gender and composite Servant Leadership scores on the OLA. There was no significant difference in Servant Leadership scores between male and female participants (F (1,538) = 3.572, p = .059).

In the research for the development of the *Organizational Leadership Assessment*

(OLA), Laub (1999) administered an Analysis of Variance (ANOVA) which one of the six categorical demographic variables was gender. There was no significant mean difference in scores on the *Servant Leadership Scale* of the OLA between males and females (F (1,789) = .998, $p > .05$).

Tenure and Servant Leadership

Lafitte (2017) conducted a study among two religious non-profit organizations along the US/Mexico border on measures of followers' perception of Servant Leadership and followers' job satisfaction. *Pearson r* correlation analysis revealed a significant negative relationship between participant tenure and scores on the *Servant Leadership Scale* of the OLA ($N = 152$, $r = -.219$, $p < .01$)

Salameh (2011) conducted a study among school principals in the country of Jordan. This study focused on teachers' perception of Servant Leadership practices ($N = 432$). An Analysis of Variance (ANOVA) indicated significant differences among tenue categories on the OLA Servant Leadership dimension of Builds Community (F (2,430) = 125.56, $p = .000$) and Develops People (F (2,430 = 113.35, $p = .000$). Scheffé post-hoc analysis found that those with less than five years tenure ($M = 3.62$) scored higher than those with five to nine years of tenure ($M = 3.29$), or those with ten or more years of tenure ($M = 3.32$) on the dimension of Develops Others. On the dimension of Builds Community, those with five to nine years of tenure ($M = 4.02$) scored 42 higher than those with less than five years tenure ($M = 3.48$) or those with 10 or more years of tenure ($M = 3.77$).

In Laub's (1999) original field test study for the development of the *Organizational Leadership Assessment* (OLA), tenure categories were investigated for

differences with scores on the *Servant Leadership Scales* of the OLA. Such categories were as follows: less than one year of service, 1-3 years, 4-6 years, 7-10 years, 10-15 years, more than 15 years. The analysis of variance (ANOVA) did not reveal significant differences between tenure categories (F (5,810) = .606, $p > .05$).

Age and Organizational Commitment

Ng and Feldman (2010) conducted a meta-analysis of the relationship of age with job attitudes. The results found that age was positively related to multiple forms of organizational commitment, the greater the employees' age increased, the greater the employees' commitment. The weighted mean correlation ($N = 108,315$, $K = 296$, $r_c = .24$) found that the older the employee the greater the employee's affective commitment. The weighted mean correlation ($K = 33$, $N = 9,652$, $r_c = .22$) found that the older the employee the greater the employee's normative commitment. The weighted mean correlation ($K = 52$, $N = 16,230$, $r_c = .20$) found that the older the employee, the greater the employee's continuance commitment.

A meta-analysis was conducted by Meyer, Stanley, Herscovitch, and Topolnytsky (2002) to study the relationship between the three forms of commitment (affective, normative, & continuance) and age. For age and affective commitment, they found that the older the employee, the greater the employee's commitment ($k = 53$, $N = 21,446$, $\rho = .15$). For age and normative commitment, they found that the older the employee, the greater the employee's commitment ($k = 24$, $N = 9,480$, $\rho = .12$). For age and continuance commitment, they found that the older the employee, the greater the employee's commitment ($k = 36$, $N = 14,057$, $\rho = .14$).

Lapointe and Vandenberghe (2015) conducted a slightly modified, globally

focused version of Liden et al.'s (2015) seven-item servant leadership measure, shortened from Liden et al.'s (2008) 28-item multidimensional measure, as well as Bentein et al.'s (2005) version of Meyer et al.'s (1993) *Organizational Commitment Scales*, to 261 customer service employees from a cross-section of Canadian companies representing a variety of industries including telecommunications, insurance, electricity, and marketing services. No relationship was found between the age of the employee and scores on the *Organizational Commitment Scale* ($p > .05$).

Miao, Newman, Schwarx, and Xu (2014) conducted the Ehrhart's (2004) 14-item servant leadership scale, McAllister's (1995) five- and six-item affect and cognition-based trust scales, and Meyer et al.'s (1993) 18-item organizational commitment scaled to 239 public sector employees, all alumni Management in Public Administration graduates from China's Zhejiang University. No relationship was found between the age of the employees and the organizational commitment scale, $p > .05$.

Education and Organizational Commitment

Meyer, Stanley, Herscovitch, and Topolnytsky (2002) conducted a meta-analysis to assess relations among affective, continuance, and normative commitment to the organization. The results revealed that the higher the employees' education the lessor the employees' affective commitment ($k = 32$, $N = 11.491$, $\rho = -.02$), and continuance commitment ($k = 20$, $N = 6,043$, $\rho = -.11$). As far as normative commitment the results revealed that the higher the employees' education the more the employees' commitment ($k = 12$, $N = 2,606$, $\rho = .01$).

Alnajjar (1999) conducted the 30-item *Organizational Commitment Scale* (OCS) to a mix of 479 government and corporate employees in the United Arab Emirates. The

Pearson Correlation coefficient results showed ($r = .16$, $p < .001$) that the higher the employees' educational level, the greater the employees' organizational commitment.

Gender and Organizational Commitment

Meyer et al. (2002) meta-analyzed 20 effect sizes that had been calculated in previous studies for employee gender (coding: 0 = male, 1 = female) and affective commitment. The study found that male employees scored higher than female employees on both affective and normative commitment respectively ($k = 32$, $N = 11,764$, $p = -.03$); ($k = 16$, $N = 5,982$, $p = -.02$). However, for continuance commitment female employees scored higher than male employees ($k = 22$, $N = 9,530$, $p = .01$).

Kotze and Menon (2007) conducted a six-item modified version of the Allen and Meyer (1990) *Affective Commitment Scale* to 2,232 members of the South African military. A multiple regression analysis was conducted for the predictor variables of age, education, gender, and race. Gender (coding: 0 = male, 1 = female) was a significant predictor of scores on the *Organizational Commitment Scale* where women were found to be significantly lower on organizational commitment than men ($\beta = -.06$, $p < .01$) indicating no significant difference between gender and organizational commitment.

Miao, Newman, Schwarx, and Xu (2014) conducted the Ehrhart's (2004) 14-item *Servant Leadership Scale*, McAllister's (1995) five- and six-item affect and cognition-based trust scales, and Meyer et al.'s (1993) 18-item *Organizational Commitment Scale* to 239 public sector employees, all alumni Management in Public Administration graduates from China's Zhejiang University. The results of a Pearson correlation coefficient found that employee gender (coding: 0 = female, 1 = male) was significantly related to organizational commitment where male scored lower on affective and

normative commitment than female respectively ($r = -.20$, $p < .01$); ($r = -13$, $p < .05$). However, males scored higher on continuance commitment than females ($r = .16$, $p < .05$).

Lapointe and Vandenberghe (2015) conducted a slightly modified, globally focused version of Liden et al.'s (2008) seven-item servant leadership measure, shortened from Liden et al.'s (2008) 28-item multidimensional measure, as well as Bentein et al.'s (2005) version of Meyer et al.'s (1993) *Organizational Commitment Component Scale*, to 261 customer service employees from a cross-section of Canadian companies representing a variety of industries including telecommunications, insurance, electricity, and marketing services. The results found no relationship between the gender of the employees and scores on any of the three subscales of the *Organizational Commitment Scale*, $p > .05$.

Sokoll (2014) conducted the Fields and Winston's (2010) *New Parsimonious Measure of Servant Leadership*, Becker, Billings, Eveleth, & Gilbert's (1996) *Supervisor-Related Commitment Instrument*, and Stogdill's (1963) *Leader Behavior Description Questionnaire Subscale – Initiation of Structure* to 118 full-time employees of a U.S. university. The results found no relationship between servant leadership of the supervisor and employee commitment scores, $p > .05$.

Tenure and Organizational Commitment

Meyer, Stanley, Herscovitch, and Topolnytsky (2002) meta-analyzed 51 effect sizes that had been calculated in previous studies for organizational tenure and organizational commitment. The score correlation ($k = 51$, $N = 18,630$, $\rho = .16$) found that the longer the organizational tenure of the employees the greater the employees'

affective commitment. Further, they meta-analyzed 22 effect sizes that had been calculated in previous studies for the organizational tenure and normative commitment. The score correlation ($k = 22$, $N = 7,905$, $\rho = .17$) found that the longer the organizational tenure of the employees, the greater the employees' normative commitment. Finally, they meta-analyzed 39 effect sizes that had been calculated in previous studies for organizational tenure of employees and continuance commitment. The score correlation ($k = 39$, $N = 13,347$, $\rho = .21$) found that the longer organizational tenure of the employees, the greater the employees' continuance commitment.

Cohen (1993) meta-analyzed 80 effect sizes that had been calculated in previous studies for tenure and organizational commitment. The weighted mean correlation ($k = 80$, $N = 36,877$, $r = .09$) found that the longer the employee tenure, the greater the employee's organizational commitment.

Lapointe and Vandenberghe (2015) conducted a slightly modified, globally focused version of Liden et al.'s (2015) seven-item *Servant Leadership Scale*, shortened from Liden et al.'s (2008) 28-item multidimensional measure, as well as Bentein et al.'s (2005) version of Meyer et al.'s (1993) *Organizational Commitment Component Scale*, to 261 customer service employees from a cross-section of Canadian companies representing a variety of industries including telecommunications, insurance, electricity, and marketing services. The results of a Pearson correlation coefficient found the longer the employees' organizational tenure, the greater the employees' normative commitment ($r = .18$, $p < .05$).

Miao, Newman, Schwarx, and Xu (2014) administered Ehrhart's (2004) 14-item *Servant Leadership Scale*, McAllister's (1995) five- and six-item affect and *Cognition-*

Based Trust Scales, and Meyer et al.'s (1993) 18-item *Organizational Commitment Scale* to 239 public sector employees, all alumni Management in Public Administration (MPA) graduates from China's Zhejiang University. Results of a Pearson correlation coefficient found the longer the tenure with the supervisor, the less Normative Commitment experienced by the employee (r = -.13, p < .05). No relationship was found between the tenure with supervisor and scores on the Affective and Continuance subscales of the *Organizational Commitment Scale.*

Ohana (2014) conducted a three-item survey for Organizational Affective Commitment and gathered organizational size from the 2004 *Workplace Employment Relationships Survey* to 20,936 public and private corporate employees from 1,496 corporations across Great Britain. The results of a Pearson correlation coefficient found the longer the employees' organizational tenure, the lessor the employees' affective commitment (r = -.04, p < .001).

Sokoll (2014) conducted the Fields and Winston's (2010) *New Parsimonious Measure of Servant Leadership*, Becker, Billings, Eveleth, and Gilbert's (1996) *Supervisor-Related Commitment Instrument*, and Stogdill's (1963) *Leader Behavior Description Questionnaire Subscale – Initiation of Structure* to 118 full-time employees of a U.S. university. No relationship was found between the employees' organizational tenure and *Supervisor-Related Commitment Instrument*, p > .05.

Alnajjar (1999) conducted the 30-item *Organizational Commitment Scale* (OCS) to a mix of 479 government and corporate employees in the United Arab Emirates. No relationship was found between employee years in service and score on the OCS, p > .05.

CHAPTER THREE: METHODOLOGY

Overview

The purpose of this study is to examine the relationship between Servant Leadership and Organizational Commitment when controlling for age, education, gender, and tenure. To accomplish this purpose, a convenience snowball sampling was employed via personal contact and social media to include colleagues, acquaintances, and family.

The previous chapters detailed an introduction to proposed areas of research. It included descriptions of research problems with conceptualized key terms important to the present study. A review of related variables to Servant Leadership and Organizational Commitment was presented. Furthermore, the present study is an effort to determine if Servant Leadership was a predictor of Organizational Commitment from a sample of 142 participants from my professional and social media connection.

This chapter will describe the research methodology of this study by (1) providing a sampling plan, (2) describing the instruments being used, (3) providing operational definitions for the independent variables and the dependent variables, (4) describing the overall research design and procedure of the study, (5) and accounting for ethical concerns pertaining to the research proposed.

Sample

The participants in this study consisted of 142 to determine the relationship between Servant Leadership and Organizational Commitment. This sample was a convenience sample of people from my professional and social media. The sample was composed of colleagues, acquaintances, and family. Participants in the

study were voluntary and anonymous. They were invited to participate personally, via colleagues and associates through professional networks and social media.

Instruments

Demographic Survey

The demographic survey was created by the researcher and consisted of the following demographic factors such as age, level of education, gender, and tenure.

Servant Leadership Scale (SLS-7).

The SLS-7 was developed by Liden, Wayne, Meuser, Hu, Wu, & Liao (2015). The questionnaire is designed to measure the global Servant Leadership style (Liden et al., 2015). It consists of seven questions with a 7-point Likert Scale. The instrument measures seven dimensions such as emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. The instrument generates one total score by taking the average of responses to all seven items. Participants were asked to respond to the seven items (Liden et al., 2015).

The instrument reliability is measured by the Cronbach alphas. The closer the number is to one the more confidence there is that the questions in the instrument have internal consistency. Liden et al. (2015) study revealed a Cronbach alpha of .80 and for this study's Cronbach alpha is .91 indicating favorable reliability for group analysis because it is > .50. The Cronbach alphas for the *Servant Leadership Scale -7* (Liden et al. 2015) short form and the current study are shown in Table 1.

METHODOLOGY

Table 1: *Servant Leadership Scale (SLS-7) and Current Study Reliability*

	SLS-7
Measure	Global Servant Leadership
Items	7
Cronbach	.80
This Study Cronbach Alpha	.91

Three Component Model of Commitment (TCM)

The TCM was developed by Meyer et al. (1993). The questionnaire was designed to measure three forms of employee commitment to an organization; the Affective Commitment (desire-based), Normative Commitment (obligation-based), and Continuance Commitment (cost-based). The survey includes three well-validated scales: *Affective Commitment Scale* (ACS), the *Normative Commitment Scale* (NCS), and the *Continuance Commitment Scale* (CCS). The instrument generates an overall score for each of the three components by taking the average of responses of the items within a scale. Each scale consists of six questions with a 7-point Likert Scale. Participants were asked to respond to the 18 questions (Meyer et al., 1993).

The Cronbach alphas for the *Three Component Model of Commitment* (TCM) and the current study are shown in Table 2. Table 2 shows the Cronbach alphas for Affective Commitment .82, Continuance Commitment .74, and Normative Commitment .83. In this study, the Cronbach alpha for Affective Commitment was .86, Continuance Commitment .76, and .83 for Normative Commitment.

METHODOLOGY

Table 2: *Three Component Model of Commitment (TCM) and Current Study Reliability*

Three Comp.	ACS	CCS	NCS
Measure	emotional attachment	commitment based on cost	feeling obligated
Items	6	6	6
Cronbach	.82	.74	.83
This Study Cronbach	.86	.76	.83

Operational Definitions for Independent Variable

The independent variable in this research is S*ervant Leadership*, which measures seven dimensions (emotional healing, creating value for the community, conceptual skills, Empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically). The leadership style was determined using the average score of responses given by participants to the seven items of *Servant Leadership Scale (SLS-7)* (Liden et al., 2015) by using a 7-point Likert Scale of 1 to 7, with 1 being strongly disagreed and 7 being strongly agree. The instrument measured each participants' leader on Servant Leadership.

Operational Definitions for Dependent Variable

The dependent variable used in this research is *Organizational Commitment*, which measures three distinct commitment scales including Affective Commitment, Normative Commitment, and Continuance Commitment. Organizational Commitment was measured by using the *Three Component Model* (TCM) *Employee Commitment Survey* (Meyer et al., 1993). The employees' commitment was determined by using the

average score of responses to each subscale by using a 7-point Likert Scale of 1 to 7, with 1 being strongly disagree and 7 being strongly agree. The instrument measured each participants' commitment to the organization.

Operational Definitions for Control Variables

Age refers to the participant's response to the demographic questionnaire regarding their age.

Gender refers to the participant's response on the demographic questionnaire as male or female.

Education refers to the participant's response to the demographic questionnaire as to the level of education they have completed.

Tenure refers to the participant's response on the demographic questionnaire as the number of years with the organization.

Research Design

This study is a non-experimental study. This study used 142 participants to examine the relationship between Servant Leadership and Organizational Commitment. There were three instruments to gather data in this study. Demographic data were measured by a questionnaire developed by the researcher. The leadership style was determined by the *Servant Leadership Scale (SLS-7)* (Liden et al., 2015) and Organizational Commitment was measured by the *TCM Employee Commitment Survey* (Meyer et al., 1993).

Null Hypotheses

Ho1: There is no relationship between servant leadership as perceived by followers and affective commitment when controlling for age, education, gender, and

tenure.

Ho2: There is no relationship between servant leadership as perceived by followers and continuance commitment when controlling for age, education, gender, and tenure.

Ho3: There is no relationship between servant leadership as perceived by followers and normative commitment when controlling for age, education, gender, and tenure.

Procedure

After Institutional Review Board (IRB) approval, participants were recruited via professional and social media connections to include colleagues, acquaintances, and family. All participants were informed that they could voluntarily repost the invitation to their personal contacts and social media sites. An email instrument survey link using Qualtrics® was provided to participants so they could obtain access to an informed consent. The informed consent provided information on the study such as the title of the study, the purpose of the study, procedures to complete the study, risks associated with the study, and the opportunity to either agree or disagree to participate in the study electronically. Once the informed consent was given by all participants, they were directed to complete the *Demographic Survey*, the *Servant Leadership Scale (SLS-7)*, and the *TCM Employee Commitment* Survey.

Survey responses were accepted if they had informed consent from participants over 18 years of age and were fully completed. Incomplete surveys were omitted from the study.

Data Collection, Analysis, and Findings

A total of 2,000 Qualtrics® survey links were distributed among professional and social networks, emails, and texts. The researcher collected 205 responses of which 142

had sufficient information to be counted as complete ($N = 142$). This accounted for a completed survey response rate of seven percent. This quantitative study was conducted to determine the relationship between the independent variable (Servant Leadership) and the dependent variables (Organizational Commitment). The data was collected via the participants' responses to the *Demographic Survey*, the *SLS-7*, and the *TCM*.

Once the data was collected, the responses were transferred to a Microsoft Excel Spreadsheet to configure the survey responses to transfer to IBM Statistical Package for the Social Sciences® (SPSS) to perform various statistical procedures as well as analyze the results. Data analysis consisted of descriptive statistics procedures, Pearson *r* correlations, multiple regression, analysis of variance (ANOVA), *t*-test, and the confidence levels were established at 95% ($p < .05$). The researcher is only able to establish a relationship between the variables because this is a non-experimental study.

Ethical Considerations

Before any information being provided, all participants were asked to acknowledge the informed consent. Participants were informed with a description of the study and its purpose, an explanation of risks and benefits. Participation in the research study was completely voluntary and anonymous. There was no cost or risk to the participant, and they could withdraw their participation at any point of the research process if they felt the need to do so without penalty. The research study was IRB approved by Our Lady of the Lake University. Permission was granted for each instrument used in the study by individual authors and publishing organizations.

CHAPTER FOUR:

Results

In this chapter, the researcher will describe the analysis conducted by the researcher using descriptive analysis, Pearson *r* correlations, and multiple regression analysis. The study's purpose was to examine the relationship between overall servant leadership and organizational commitment when controlling for age, education, gender, and tenure.

Data Collection

The data was collected utilizing a convenience sample between March 18, 2020 and June 05, 2020. Survey responses were collected from professional and social media connections in an online survey link using Qualtrics®. Participants recruited other participants through snowball sampling. Out of 205 surveys collected, 142 were considered applicable as all questions were answered. The Statistical Package for Social Sciences (SPSS) was used to test the three hypotheses. Descriptive statistics, Pearson *r* correlations, multiple regression, *t*-tests, and analysis of variance (ANOVA) were the statistical methods utilized in the analysis. An alpha level of .5 ($p < .05$) was used in determining level of significance with a confidence interval of 95%. *T*-tests were used to establish the difference between statistically significant dichotomous variables, and an analysis of variance (ANOVA) determined any differences between statistically significant categorical variables.

Demographics Control Variables

Age

The descriptive statistics for age show a total of 142 ($N = 142$) participants answered the age question. The age of participants ranged from 18 to 75 years old. The Mean was 43.93, the Median 44.00, the Mode 38.00, the Standard Deviation 11.05, and the Skewness was .065. Because the Skewness is between ⁻1 and 1, the distribution is approaching normality.

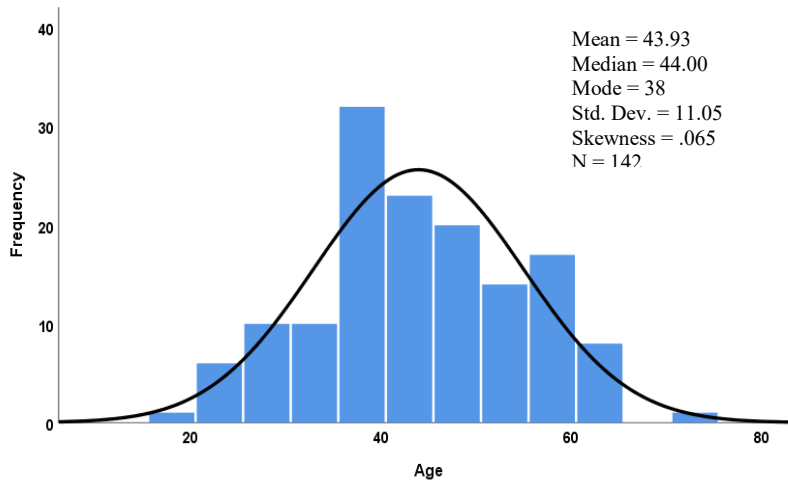Mean = 43.93
Median = 44.00
Mode = 38
Std. Dev. = 11.05
Skewness = .065
N = 142

Figure 1: Distribution of Participants by Age

Education

The descriptive statistics for education show the distribution of a total participants who responded to the education question. Because some categories of education had low representation and may not be representative of the population, high school equivalent and high school were collapsed as well as the categories of some graduate with graduate degree. Of the 142 ($N = 142$) completed surveys, six (4%) of the participants indicated

they had a high school education or equivalent, 18 (13%) indicated they had some college, 21 (15%) indicated they had a Bachelor's degree, 70 (49 %) indicated they had a Master's degree or some graduate courses, and 27 (19%) indicated they had a Doctor's degree.
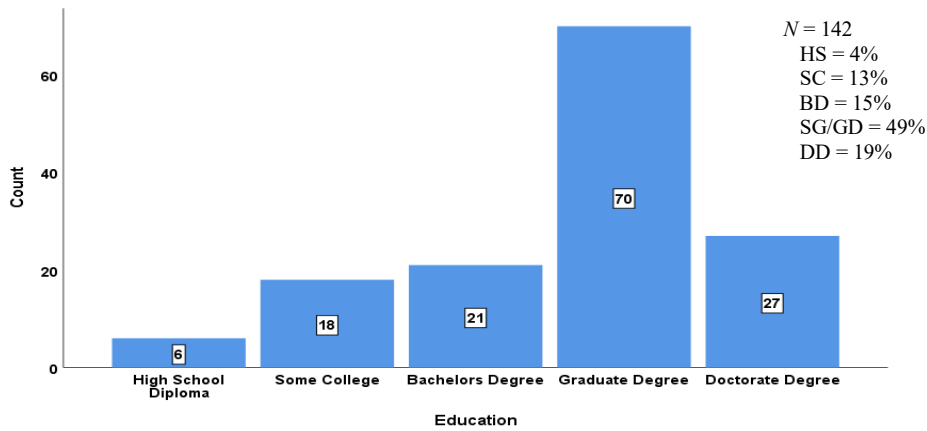

Figure 2: Distribution of Participants by Education

Gender

The descriptive statistics for gender show the distribution of a total of participants between genders of males and females. Of the 142 ($N = 142$) completed surveys, 22 participants identified themselves as males (15%) and 120 participants identified themselves as females (85%).
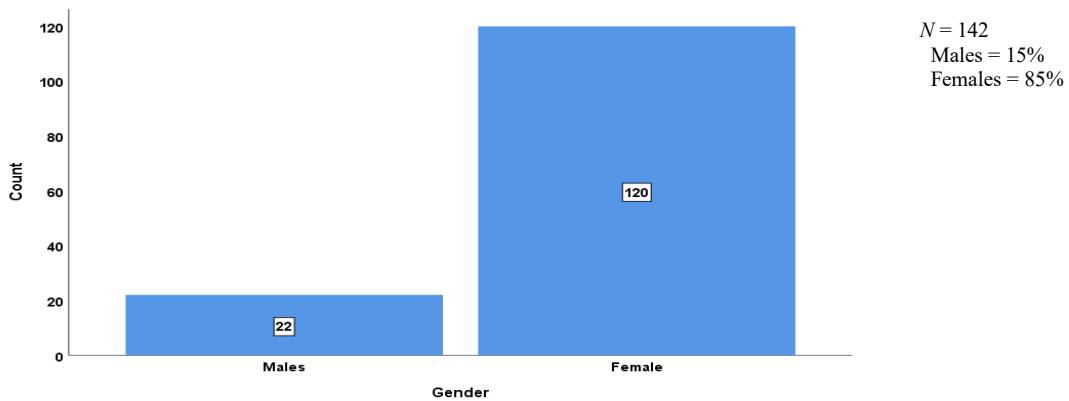

Figure 3: Distribution of Participants by Gender

Tenure

The descriptive statistics for tenure show the distribution of a total of participants (*N* = 142) answered the tenure question. The years with the organization ranged from one to forty-five years. The Mean was 10.52, the Median 8.50, the Mode 3, the Standard Deviation 8.89 and the Skewness was 1.21. Because the Skewness was above one, the Skewed distribution violates the assumption of normality and it may cause a type 2 error where it failed to find significance where it should have found it.
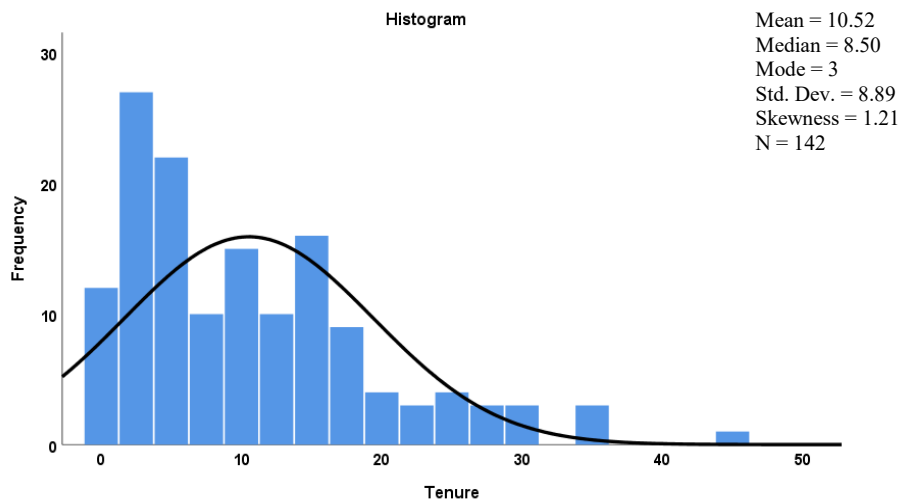

Figure 4: Distribution of Participants by Tenure

Descriptive Statistics for Independent Variable

Servant Leadership

The *Servant Leadership Scale* (SLS-7) was used to evaluate the global servant leadership of the participants (*N* = 142). The SLS-7 (Liden et al., 2015) consists of seven questions with a 7-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Score results are acquired by taking the average of responses to all seven items. The Cronbach alpha for this scale resulted in α = .91 demonstrating a high internal consistency reliability. *Figure 5* shows the distribution of participants (*N* = 142)

answered the servant leadership questions. The Mean was 4.40, the Median 4.71, the

Mode 4.43, the Standard Deviation 1.74, and the Skewness was ‾.51. Because the

Skewness is between ‾1and 1, the distribution is approaching normality.

Mean = 4.40
Median = 4.71
Mode = 4.43
Std. Dev. = 1.74
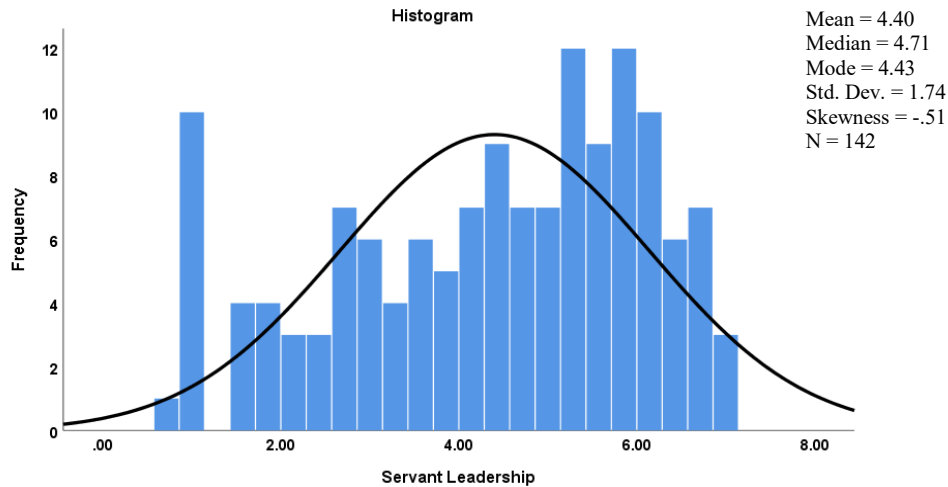Skewness = -.51
N = 142

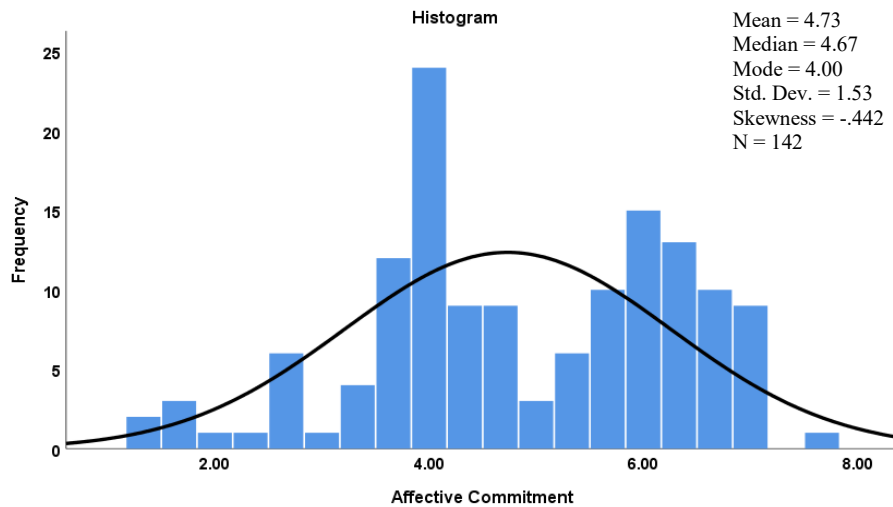*Figure 5*: Distribution of Participants for Servant Leadership

Descriptive Statistics for Dependent Variables

Organizational Commitment

Employees' commitment was measured with the *Three Component Model of Commitment* (TCM) (Meyer et al., 1993). The instrument is an 18-question survey measuring the three subscales: affective continuance and normative commitment. Each subscale consists of six questions. The questionnaire's Likert scale measures from 1 to 7 for items from "Strongly Disagree" to "Strongly Agree." Results showed that the highest mean among the three subscales was Affective Commitment ($M = 4.73$, $SD = 1.53$) followed by Normative Commitment ($M = 4.01$, $SD = 1.65$) and Continuance Commitment ($M = 3.79$, $SD = 1.50$). The internal consistency reliability was conducted for each subscale of commitment. Cronbach alpha reliability included 6-items of

Affective Commitment (α = .86), 6-items of Continuance Commitment (α = .76)

Normative Commitment (α = .83).

Figure 6: shows the distribution of participants (*N* = 142) answered the affective commitment questions. The Mean was 4.73, the Median 4.67, the Mode 4.00, the Standard Deviation 1.53, and the Skewness was ⁻.442. Because the Skewness is between ⁻1 and 1, the distribution is approaching normality.

Figure 6: Distribution of Participants for Affective Commitment

Figure 7: shows the distribution of participants (*N* = 142) answered the continuance commitment questions. The Mean was 3.79, the Median 3.83, the Mode 5.17, the Standard Deviation 1.50, and the Skewness was ⁻.176. Because the Skewness is between ⁻1and 1, the distribution is approaching normality.

Figure 7: Distribution of Participants for Continuance Commitment

Figure 8: shows the distribution of participants ($N = 142$) answered the normative

commitment questions. The Mean was 4.01, the Median 4.17, the Mode 5.00, the

Standard Deviation 1.65, and the Skewness was ⁻.464. Because the Skewness is between
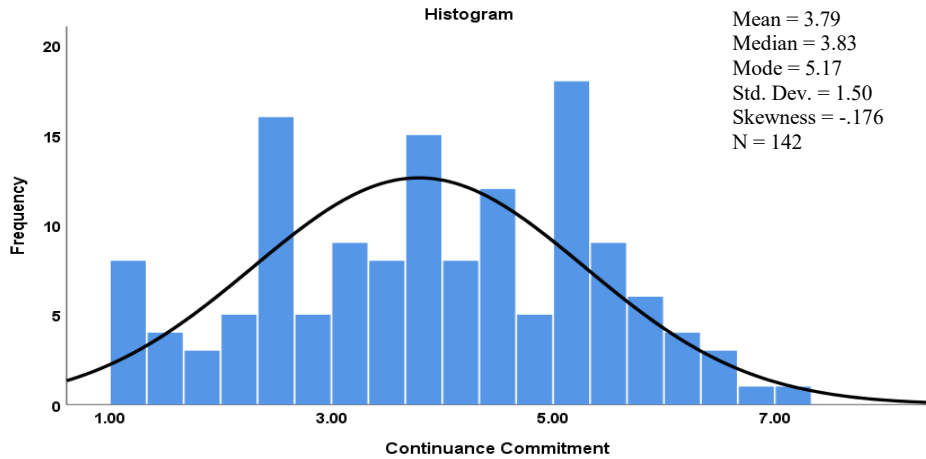
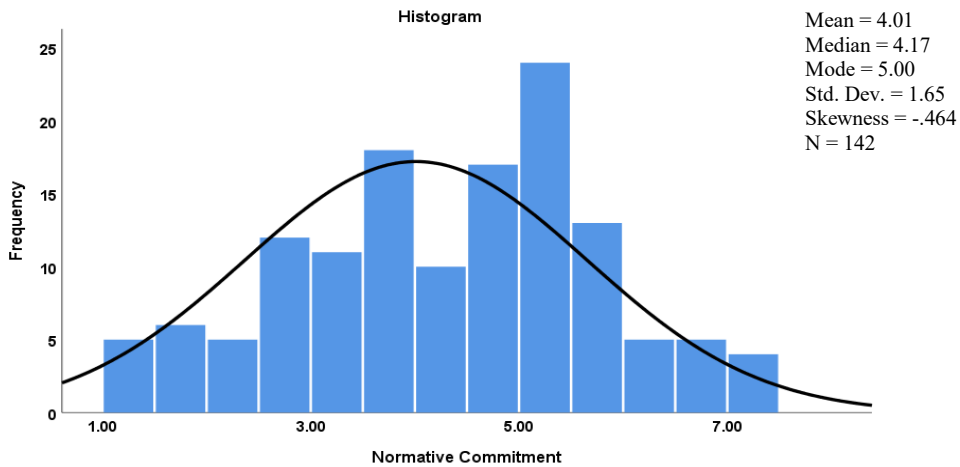⁻1 and 1, the distribution is approaching normality.

Figure 8: Distribution of Participants for Normative Commitment

Bivariate Correlations

The bivariate correlation matrix for the continuous dependent and control variables are show in Table 3. All bivariate correlations shown are significant at the $p = .01$ and $p = .05$ levels. Age had a positive and strong significant correlation with tenure indicating the longer the employee is in the organization, the older they are ($r = .639$). Positive and strong correlated were also indicated with Servant Leadership and Affective Commitment ($r = .501$) indicating that the more emotionally attached the employee is to the organization the higher is the leader's servant leadership. Affective commitment and Normative Commitment were also positively strongly intercorrelated ($r = .654$) indicating that the more the employee feels a sense of obligation, the more attached they are to the organization. Normative Commitment indicated a positive moderate correlation with Servant Leadership ($r = .430$) indicating the more the employee feels obligated to the organization the higher the leader's servant leadership. There was also a positive and weak intercorrelations with Normative Commitment and Continuance Commitment ($r = .172$) indicating that the more the employee felt obligated to stay in the organization, the more the employee felt emotionally attached to the organization. Looking at the intercorrelations between the sub facets of commitment, it is expected the sub-facets to be intercorrelated, however not highly correlated that they might be measuring the same thing instead of separate facets.

Table 3: *Bivariate Correlation Matrix*

	AGE	TEN	SL	AC	CC	NC
AGE	1					
TEN	.639**	1				
SL	.061	-.040	1			
AC	.160	.081	.501**	1		
CC	-.062	.000	-.063	.058	1	
NC	-.013	-.030	.430**	.654**	.172*	1
Weak		Moderate		Strong		

Multiple Regression Analyses

Multiple regression was the statistical analysis used to evaluate this study hypothesis to discover if servant leadership was a predictor of organizational commitment when controlling for age, education, gender and tenure. An ANOVA was used to find any significant differences and a t-test was conducted to analyze the mean differences between dichotomous variables, such as gender.

Null Hypothesis One (Ho1)

The first null hypothesis stated that there is no relationship between Servant Leadership as perceived by followers and Affective Commitment when controlling for followers' age, education, gender and tenure. To identify significant predictors of affective commitment, a multiple regression block design was used to enter continuous and dichotomous variables. In Block 1, a stepwise method was utilized in the regression for control variables: age (continuous), gender (dichotomous), and tenure (continuous).

In Block 2, the enter method was utilized in the regression for the control variable of education (categorical) which was dummy coded. In Block 3, a stepwise method was utilized in the regression for the independent variable of servant leadership. The regression analysis revealed that servant leadership was the only predictor of affective commitment with a p value of less than .05, therefore the null was rejected.

Table 4: *Model Summary for Servant Leadership and Affective Commitment*

Model	R	R Square	R Square Change	Beta β	r_p	df1	df2	Sig.
1	.501[a]	.251		.501		1	140	.000

In this model Servant Leadership explained 25.1% of the total variance ($R^2 = .251$, $\beta = .501$, $p < .05$).
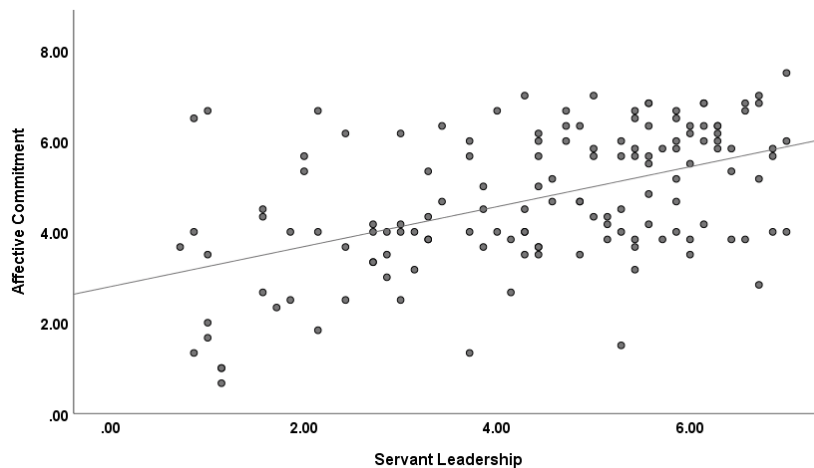

Figure 9: Scatterplot for servant leadership and affective commitment

Servant Leadership explained 25.1% of the total variance ($R^2 = .251$, $\beta = .501$, $p < .05$). Figure 9 is a scatterplot that shows that the higher the score on servant leadership, the higher the score of affective commitment. The regression model summary (see Table

4) indicates that servant leadership significantly contributed to the prediction of affective commitment. Based on the results of the Null Hypothesis is rejected.

Null Hypothesis Two (Ho2)

There is no relationship between Servant Leadership as perceived by followers and Continuance Commitment, when controlling for followers' age, education, gender, and tenure. To identify significant predictors of continuance commitment, a multiple regression block design was used to enter continuous and dichotomous variables. In Block 1, a stepwise method was utilized in the regression for control variables: age (continuous), gender (dichotomous), and tenure (continuous). In Block 2, the enter method was utilized in the regression for the control variable of education (categorical) which was dummy coded. In Block 3, a stepwise method was utilized in the regression for the independent variable of servant leadership. The regression analysis revealed that there were no significant predictors therefore the Null Hypothesis is rejected.

Null Hypothesis Three (Ho3)

There is no relationship between Servant Leadership as perceived by followers and Continuance Commitment, when controlling for followers' age, education, gender, and tenure. To identify significant predictors of continuance commitment, a multiple regression block design was used to enter continuous and dichotomous variables. In Block 1, a stepwise method was utilized in the regression for control variables: age (continuous), gender (dichotomous), and tenure (continuous). In Block 2, the enter method was utilized in the regression for the control variable of education (categorical) which was dummy coded. In Block 3, a stepwise method was utilized in the regression

for the independent variable of servant leadership. The regression analysis revealed that

servant leadership was the only predictor with normative commitment with a *p* value of

less than .05, therefore the null was rejected.

Table 5: *Model Summary for Servant Leadership and Normative Commitment*

Model	R	R Square	R Square Change	Beta β	r_p	df1	df2	Sig.
1	.430[a]	.185		.430		1	140	.000

In this model Servant Leadership explained 18.5% of the total variance (R^2 =
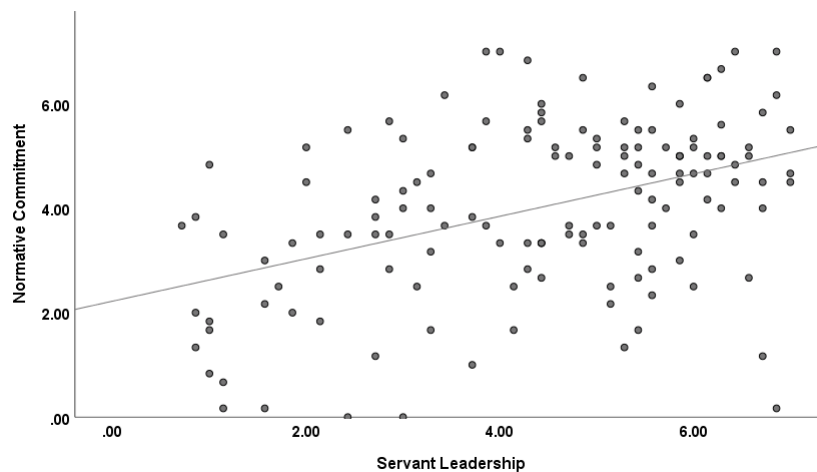
.185, β = .430, *p* < .05).

Figure 10: Scatterplot for servant leadership and affective commitment

Servant Leadership explained 25.1% of the total variance (R^2 = .251, β = .501, *p* <

.05). Figure 10 is a scatterplot that shows that the higher the score on servant leadership,

the higher the score of normative commitment. The regression model summary (see

Table 5) indicates that servant leadership significantly contributed to the prediction of

normative commitment. Based on the results of the Null Hypothesis is rejected.

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CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

The purpose of this study was to explore the relationship between Servant Leadership and Organizational Commitment when controlling for employees' age, education, gender and tenure within the organization. In this chapter, and overview of the findings, discussion, implications for future research, limitations, and conclusion will be discussed.

Findings

Prior studies were consistent in the literature and found positive relationships between servant leadership and all subscales of organizational commitment (Hoch et al., 2016; Callahan et al., 2019; Bal Tastan & Kalafatogle, 2015). The outcome of this study demonstrated that servant leadership was strongly correlated with affective commitment and moderately correlated with normative commitment. Furthermore, affective commitment was strongly correlated with normative commitment. In addition, the multiple regression analysis revealed that servant leadership was the only predictor of affective commitment and normative commitment.

This study included the demographic variable of age, gender, education and tenure. Prior studies in the literature found relationships between the control variables and the three subscales of organizational commitment. Age had mixed results with all three commitments, with a positive relationship and another study showed no significance (Ng & Feldman, 2010; Meyer et al., 2002; Lapointe & Vandenberghe, 2015; Miao et al., 2014). Education had mixed results in which some studies found positive relationship with all three commitments while other studies showed negative relationship with affective

and continuance commitment (Meyer et al., 2002; Alnaijar, 1999). Gender also had mix results with all three commitments in which one study showed that males were more affectively committed than females, however another study showed that female were more affectively committed than males, and yet another study showed that was no significance (Meyer, et al., 2002; Lapointe & Vandenberghe, 2015; Miao et al., 2014) however, with continuance commitment males were more committed than females, and other studies show no significance. Tenure also had mixed results with affective commitment and continuance commitment, one study showed a positive relationship while another studied showed no significance, however with normative commitments studies showed a positive and negative relationship (Meyer, et al., 2002; Miao et al., 2014). Nonetheless, in this study none of the control variables emerged to have a significant relationship with servant leadership nor with any of the organizational commitment subscales.

Implications

In this study, servant leadership was found to be a significant predictor of affective commitment. This suggests that people could be more committed to their jobs because they feel emotionally attached to their work when they see their leader as a servant leader (Colquitt et al., 2015). A servant leader puts the needs of others first and by doing so they tend to engage employees in organizational activities promoting a sense of community, they tend to create a strong teamwork environment, they tend to foster positive work ethics, and they are centered on goals and good values (Greenleaf, 1977). Servant leadership was also found to be a predictor of normative commitment. This might suggest that people could be more committed to their jobs and feel it is an

obligation when they see their leader as exhibiting servant leadership. A servant leader puts others first, the follower's individual needs, and by doing so it may create a sense of obligation from the follower to reciprocate the leader (Greenleaf, 1977; Colquitt et al., 2015). As far as continuance commitment, servant leadership was found not to be a predictor. This suggests that it may not matter the servant leadership behavior of the leader. Continuance commitment is when an employee cannot afford to leave the organization (Colquitt et al., 2015). The cost of leaving to another job and relocating may outweigh the benefits of taking a new job therefore it might not matter the leaders' servant leadership behavior (Colquitt et al., 2015).

Limitations

This study included a convenience, snowball sample which consisted of the researchers' professional and social networks. A convenience sample limits the ability to generalize the results of this study, which in turn limits the ability to generalize to a larger population and by using social network there is no organizational context to work with when looking at the results. In addition, using a snowball sampling can have a potential sampling bias as people refer those whom they know and have similar traits. Participant representation was also limited. Furthermore, Tenure was positively skewed that could underestimate correlations and violates the assumption of normality. Assumption of normality assumes that the data is normally distributed and when it's not, it might cause a type 2 error.

Recommendations for Future Research

Further researchers may consider a larger sample size. Other variables may be considered such as region and ethnicity. In addition to this, collect data from the leaders' perspective. Finally, future researchers may want to consider using different measurements of leadership such as the Servant Leadership Behavior Scale, Servant Leadership Survey among others.

Conclusions

This study examined the relationship between servant leadership and organizational commitment when controlling for age, education, gender, and tenure within the organization. The results of this study revealed that leaders who exhibits servant leadership may influence followers affective and normative commitment. This explains that a servant leadership leader focus on followers' emotions and needs may influence followers' desire to remain in the organization because they are emotionally attached to the organization or may feel an obligation to stay. In the past, studies have stated relevant information. Past studies also stated servant leadership to be a predictor to continuance commitment, however in this study it did not. Past studies also found servant leadership to be a predictor of continuance commitment as opposed to my study revealed no significance.

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APPENDICES

Appendix A

OUR LADY OF THE **LAKE UNIVERSITY**

NOTICE OF APPROVAL TO BEGIN RESEARCH

EXEMPT STATUS

Approval Date: **12/09/2019**

Expiration Date: **12/08/2020**

PI Name: **Brunilda Saldana**

Faculty Advisor: **Dr. Barbara Hinojosa**

Title of Study: **Exploring the Relationship Between Servant Leadership and Organizational Commitment**

The application you submitted for IRB review has been reviewed and determined to be Exempt from further review. Your study qualifies for exemption based on federal guidelines and no follow up with the IRB is required. You may begin data collection.

CHANGES – The PI must receive approval from the IRB before initiating any changes, including those required by the sponsor, which would affect human subjects. Such changes include changes in methods or procedures, numbers or kinds of human subjects, or revisions to the informed consent document or process. In addition, co-investigators must also receive approval from the IRB.

UNANTICIPATED RISK OR HARM– The PI will immediately inform the IRB of any unanticipated problems involving risks to subjects or others, of any serious harm to subjects.

Approved protocols are subject to monitoring by the IRB. The IRB has the authority to inspect any research records and practices associated with this protocol at any time. If you have questions about IRB procedures or monitoring or need assistance from the Board, please contact the Board at IRB@ollusa.edu or (210)434-6711 extension 2402.

CC: IRB

IRB Chair

Appendix B

Saldana Brunilda
Mon 4/22/2019 8:15 PM

• Robert Liden <bobliden@uic.edu>

Dr. Liden

Thank you very much for your permission to use the Servant Leadership Scale, and for the additional resources you sent me.   I will consider your recommendations.

Thank you, again.

From: Robert Liden <bobliden@uic.edu>
Sent: Tuesday, April 16, 2019 9:23 AM
To: Saldana Brunilda
Subject: Re: Inquiry about using the SLS for Academic Research Purposes

Dear Brunilda.

Yes, you may use our scale and it is attached along with a couple of recent articles. If you hope to publish your work, I highly recommend that you collect your own data on-site so that you maintain control of sampling and data collection. Snowball sampling suffers from many problems:

a. Response rates cannot be calculated

b. Students may be guilty of sampling bias

c. Having respondents select a coworker introduces additional possibilities of sampling bias.

d. A most serious possibility with snowball sampling is that those asked to collect data actually fabricate it. This and other problems with snowball sampling are detailed in:

Marcus, B., Weigelt, O., Hergert, J., Gurt, J., & Gelléri, P. (2017). The use of snowball sampling for multi source organizational research: Some cause for concern. *Personnel Psychology, 70*(3), 635-673.

Best of luck with your research,
Bob

On Mon, Apr 15, 2019 at 7:15 PM Saldana Brunilda <bsaldana15fl@ollusa.edu> wrote:
April 15, 2019

Brunilda Saldana
Ph. D. Candidate
Our Lady of the Lake University
Rio Grande Valley Campus
bsaldana15fl@ollusa.edu (university e-mail)
brunisaldana@gmail.com (personal e-mail)

Appendix B

Servant Leadership (SL-7)

Liden, R.C., Wayne, S.J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multilevel assessment. *Leadership Quarterly,* 19, 161-177. [original scale development research]

****

Section A. In the following set of questions, think of _____, your immediate supervisor or manager (or team leader); that is, the person to whom you report directly and who rates your performance. If the person listed above is not your immediate supervisor, please notify a member of our research team.

Please select your response from Strongly Disagree = 1 to Strongly Agree = 7 presented below and enter the corresponding number in the space to the left of each question.

****

Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Neutral 4	Slightly Agree 5	Agree 6	Strongly Agree 7

____1. My manager can tell if something work-related is going wrong.

____2. My manager makes my career development a priority.

____3. I would seek help from my manager if I had a personal problem.

____4. My manager emphasizes the importance of giving back to the community.

____5. My manager puts my best interests ahead of his/her own.

____6. My manager gives me the freedom to handle difficult situations in the way that I feel is best.

____7. My manager would **not** compromise ethical principles in order to achieve success.

APPENDICES

Appendix C

nfo@employeecommitment.com
Sat 11/16/2019 1:13 PM

Saldana Brunilda

TCM Employee Commitment Survey | Academic Download

Name: Brunilda Saldana
Email: bsaldana15fl@ollusa.edu

To download a copy of the TCM Employee Commitment Survey - Academic Package, please click the following link: http://employeecommitment.com/TCM-Employee-Commitment-Survey-Academic-Package-2004.pdf

Academic Users Guide - Dec 2004 - Employee Commitment

2 TCM Employee Commitment Survey Academic Users Guide Based on the Three-Component Model (TCM)

of commitment (Meyer & Allen, 1991; 1997), the TCM Employee Commitment Survey measures three forms of

employee commitment to an organization: desire-based (affective commitment), obligation-based

employeecommitment.com

Appendix C

TCM Employee Commitment Survey

Commitment Scales

Revised Version (Meyer, Allen, & Smith, 1993)

Instructions

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below.

1 = strongly disagree 2 = disagree 3 = slightly disagree 4= undecided 5 = slightly agree 6 = agree 7 = strongly agree

1. I would be very happy to spend the rest of my career with this organization.

2. I really feel as if this organization's problems are my own.

3. I do not feel a strong sense of "belonging" to my organization.

4. I do not feel "emotionally attached" to this organization.

5. I do not feel like "part of the family" at my organization.

6. This organization has a great deal of personal meaning for me.

7. Right now, staying with my organization is a matter of necessity as much as desire.

8. It would be very hard for me to leave my organization right now, even if I wanted to.

9. Too much of my life would be disrupted if I decided I wanted to leave my organization now.

10. I feel that I have too few options to consider leaving this organization.

Appendix C

11. If I had not already put so much of myself into this organization, I might consider working elsewhere.

12. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.

13. I do not feel any obligation to remain with my current employer.

14. Even if it were to my advantage, I do not feel it would be right to leave my organization now.

15. I would feel guilty if I left my organization now.

16. This organization deserves my loyalty.

17. I would not leave my organization right now because I have a sense of obligation to the people in it.

18. I owe a great deal to my organization.

Appendix D

Online Demographic Survey

1. Age _____

2. Level of Education

    High School Equivalent _____

    High School Diploma _____

    Some College _____

    Bachelor's Degree _____

    Some Graduate _____

    Graduate Degree _____

    Doctorate Degree _____

3. Gender: Male _____   Female _____

4. Tenue – Years with the organization _____

Appendix E

This is to certify that:

Brunilda Saldana

Has completed the following CITI Program course:

OLLU IRB Human Subjects Research Training
(Curriculum Group)
OLLU IRB Human Subjects Research Training
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Our Lady of the Lake University

Completion Date 15-Feb-2019
Expiration Date 14-Feb-2022
Record ID 30593858

Not valid for renewal of certification through CME.

Verify at www.citiprogram.org/verify/?w5eac15f5-2ee4-48cb-887c-0ac3de04ebf7-30593858

Appendix F

Our Lady of the Lake University
INSTITUTIONAL REVIEW BOARD

ADULT INFORMED CONSENT FORM

Title of Research Study

Exploring The Relationship Between Servant Leadership And Organizational Commitment

Invitation

You are invited to participate in this research study. The information in this form is meant to help you decide whether or not to take part.

What is the reason for doing this research study?

The reason for doing this research study is to explore how committed is the follower based on the Servant Leader.

What will be done during this research study?

During the study, the participant will take part in answering three questionaires: Demographic Questionaire, Servant Leadership Scale-7 and the Three Component Model of Commitment. The study will take approximately 15 minutes to complete.

Revised May 2017

APPENDICES

What are the possible risks of being in this research study?

There are no risk to you as a participant in this research study.

What are the possible benefits to you?

You are not expected to receive any benefits from participating in this research study.

What are the possible benefits to other people?

This study will contribute to the body of knowledge concerning the relationship between Servant Leadership and Organizational Commitment.

What will participation in this research cost you?

There is no cost to you for participating in this research study.

How will information about you be protected?

All data collected in this study is anonymous, which means that no names or identifying information will be recorded or saved during this study.

Revised May 2017

APPENDICES

What will happen if you decide not to be in this study or if you decide to stop?

Participating in this study is voluntary. If you choose to participate, you may stop participation at any time.

What should you do if you have questions or concerns about this research study?

Who can you contact if you have questions about your rights as a participant?

You can speak to the researcher or you can contact the Our Lady of the Lake Institutional Review Board chair Dr. Carmichael at 210-434-6711, ext. 2402, or by email, at irb@ollusa.edu.