

The Effect of Transformational Leadership, Servant Leadership, and Spiritual Leadership on Organizational Citizenship Behavior

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Abstract

Purpose - Universities are unique institutions that require different leadership styles to achieve their goals. Therefore, this research examines the effect of transformational, servant, and spiritual leadership on the Organizational Citizenship Behavior (OCB) of lecturers.

Methodology - The research adopted a quantitative approach, using a questionnaire with a Likert scale to collect data. Purposive sampling was utilized to obtain 120 participants. The SEM-PLS analysis was employed to test the research hypothesis.

Findings - The results showed that transformational leadership did not have a significant impact on OCB. Meanwhile, both servant and spiritual leadership had a positive effect on OCB. Among the three leadership styles, spiritual leadership was effective in universities, specifically in developing organizational behavior.

Originality - Previous research on leadership in educational institutions only focuses on one or a few leadership styles. The current research is unique because it examines the influence of three leadership styles on OCB in universities. The variables in the proposed model are new constructs that necessitate further investigation in order to gain a better understanding of their relationship with OCB.

1. Introduction

Education plays a crucial role in fostering attitudes, skills, and knowledge that contribute to the growth of a nation (Guo, Huang & Zhang, 2019; Hanushek & Woessmann, 2020). Its purpose extends beyond intellectual development to encompass the holistic development of individual personality. The current concept of education highlights literacy skills, competencies, and character, emphasizing moral ethics and the cultivation of skills within educational institutions (Khadijah et al., 2021). Particularly in higher education, universities bear the responsibility of enhancing both the quantity and quality of human resources through effective management and dedicated lecturers, who are pivotal components within the higher education system.

Lecturers are professional educators entrusted with the main task of imparting, developing, and disseminating knowledge of science, technology, and art through education, research, and community service. This affirms the strategic function, role, and position lecturers hold in the advancement of higher education, specifically in the era of the industrial revolution 4.0, which demands education to foster creativity, innovation, and competitiveness (Kahar et al., 2020, Sasikirana, Vania Herlambang, 2020) Consequently, the empowerment and quality improvement of lecturers need to face the challenges presented by the evolving local, national, and global landscapes.

Lecturers hold a central role in the realization of higher education performance, which is driven by three key indicators, namely the quality of graduates, the quality of lecturers, and the curriculum. These indicators necessitate higher education institutions to exhibit adaptability to evolving times, have a more direct impact on society and achieve international higher education standards. Given the high expectations of universities in the community, enhancing the role of lecturers as primary contributors and developments of the link to human resources is significant.

According to Higher Education Statistics, the national proportion of lecturers holding functional professorships was barely 2.12%. Moreover, the functional positions of lecturers are closely related to the performance of higher education institutions, as shown in the achievement of national accreditation ratings. Out of the numerous universities in Indonesia, only four have received outstanding ratings and accreditation. This situation underscores the necessity of lecturer development by maintaining a balance between their needs and that of higher education institutions. Effective management of lecturers as prospective human resources within the higher education system is crucial for promoting positive organizational behavior, cultivating behaviors that go beyond the call of duty, and nurturing innovative lecturers. An approach to achieving this is by fostering Organizational Citizenship Behavior (OCB).

OCB, also called Extra Role Behavior, refers to employee conduct aimed at improving organizational performance effectiveness while also considering individual productivity goals (Organ, 1988; Organ et al., 2006; Pearce & Gregersen, 1991). This behavior ultimately affects the survival and progress of the organization, particularly within the present dynamic business environment (Konovsky & Pugh, 1994). OCB is interpreted as individual discretionary behavior that is not directly or explicitly recognized by the formal reward system. However, when aggregated, it contributes to more efficient functioning of organizations (Organ, 1988). This behavior is considered important because it is not governed by predefined standards, yet it influences the assessment of the performance and effectiveness of organizations (Podsakoff et al., 2000). Therefore, building OCB among lecturers is important in effectively responding to the challenges posed by globalization and educational policies.

Lecturers who exhibit OCB tend to have high loyalty toward their respective organizations, thereby producing a sense of comfort and security at work. OCB is behavior-oriented and ideally reflects internalized values, hence it is crucial for organizations to have members who act as responsible citizens because their absence can hinder success or even survival (Markóczy & Xin, 2004). Previous research has shown the positive impact of OCB on both employee performance (Podsakoff et al., 2009; Werner, 1994, Chen et al., 1998; Harvey, Bolino, and Kelemen, 2018) and organizational performance (Katz, 1964; Podsakoff et al., 1997, 2000, 2009; Podsakoff and Mackenzie, 1997; Bolino et al., 2002; Hart et al., 2016 in Harvey, Bolino and Kelemen, 2018). Consequently, organizations that foster a good OCB culture tend to exhibit strong individual and collective performance.

Various organizational factors, including job satisfaction and organizational commitment, can contribute to the emergence of OCB (Bibi, 2021; Farh et al., 2004; Geus et al., 2020; Utami et

al., 2021). However, leadership plays a crucial role in influencing all aspects of work and is heavily dependent on such a role (Overton, 2002). Effective leadership significantly contributes to the success of educational organizations (Alonderiene and Majauskaite, 2015; Bryman, 2007; Jameel, 2019; Osseo-Asare, Longbottom, and Murphy, 2005; Torres, 2019). It is not a mere position but a process (Hughes et al., 1996), through which an individual influences other members of the organization to collaborate in achieving organizational goals (Gibson, 1996). Therefore, leadership is vital for accomplishing goals and fostering innovation in organizational development. Leaders tend to adopt specific systems they deem most effective, commonly called leadership styles.

Previous research has examined several leadership styles in educational organizations, including transactional and transformational leadership (Duraku, 2021; Khan, 2021; Mahdinezhad, 2013), ethical leadership (Ashfaq, 2021; Dinc, 2018; Roberts, 2019), situational leadership (Zohair et al., 2021), servant leadership (Dahleez & Aboramadan, 2022); Hashim et al., 2020), laissez-faire leadership (Ahmed et al., 2021), charismatic leadership (Parco-Tropicales & de Guzman, 2014), distributional leadership (Garcia, 2019), and spiritual leadership (Djaelani et al., 2020, Sholikhah et al., 2019). However, recent trends indicate a focus on investigating transformational, servant, and spiritual leadership. This shift is influenced by organizational changes resulting from technological advancements, environmental and socio-economic changes, as well as the development of philosophical and ethical paradigms (Baek et al., 2019).

The existing research on leadership in educational institutions has only focused on one or a few leadership styles. This shows a gap in knowledge regarding the impact of the three leadership styles on OCB in universities (Van Ameijde et al., 2009). Transformational, servant, and spiritual leadership are complex and multidimensional constructs that have a positive impact on organizations. The variables in the proposed model are new constructs that necessitate further investigation to gain a comprehensive understanding of their relationship with OCB. Consequently, this research aims to examine the influence of the three leadership styles on OCB within educational organizations. The results provide insights into the development and cultivation of effective leadership styles within educational institutions.

2. Research Methods

This quantitative research was performed by testing various theories on several variables measured by numbers and analyzed by statistical procedures (Creswell & Creswell, 2018). Data collection was conducted online through a survey methodology. Based on a positivist approach, which focused on examining empirical rational principles, the research aimed to test hypotheses related to the role of Transformational, Servant, and Spiritual Leadership variables on OCB among university lecturers. In accordance with the concept of Roscoe (1975), which recommended a sample size of at least ten times the number of variables in multivariate research, the current investigation utilized a sample size of 120 lecturers from universities in Bali. The sample was selected using purposive sampling, targeting permanent lecturers who possessed a national lecturer identification number. The validity of the sample was verified through the Pddikti website. The research instrument included the Transformational Leadership questionnaire by Berson & Avolio (2004), which encompassed dimensions such as Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Servant Leadership Questionnaire by Barbuto & Wheeler (2006) was also employed, consisting of dimensions such as Altruistic Calling, Emotional Healing, Wisdom, Persuasive Mapping, Organizational Stewardship, Humility, Visionary, and Service. Additionally, Spiritual Leadership Questionnaire by Fry et al. (2005) was used, comprising dimensions of Vision, Altruistic Love, and Faith/hope. The Organizational

Citizenship Behavior Questionnaire by Organ (1988) and Organ et al. (2006) included dimensions such as Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. All variables were measured using a five-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (5). The collected data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) to test the research hypothesis. SEM-PLS was employed to test the predictive relationship between constructs by examining the presence of relationships or influences among the (Hamid & Anwar, 2019).

Based on the literature, transformational leadership (Abdulrab et al., 2020; Lee et al., 2018; Li et al., 2022; Mamik et al., 2020; Marinda et al., 2019; Noermijati & Azzuhri, 2018), Servant Leadership (Aziz et al., 2018; Ghalavi & Nastiezaie, 2020; Gnankob et al., 2022; Howladar & Rahman, 2021; Wahyu et al., 2019) and Spiritual leadership all affected OCB (Chen & Yang, 2012; W D Hunsaker, 2016; Pio & Lengkong, 2020; A. S. Supriyanto & Ekowati, 2020).

Therefore, the hypotheses of this research were as follows:

H₁: Transformational Leadership positively and significantly affects the Organizational Citizenship Behavior of lecturers in universities.

H₂: Servant Leadership positively and significantly affects the Organizational Citizenship Behavior of lecturers in universities.

H₃: Spiritual Leadership positively and significantly affects the Organizational Citizenship Behavior of lecturers in universities.

The research model was defined as follows:

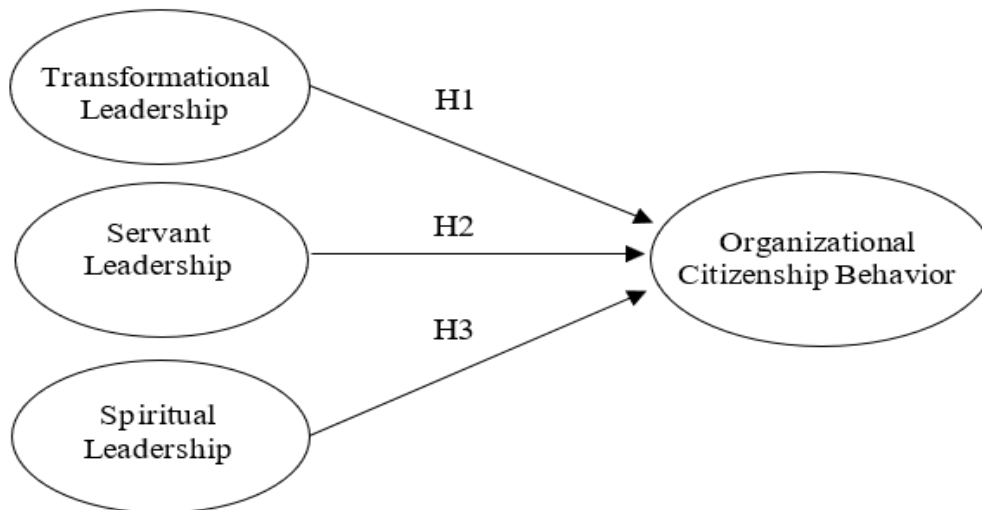


Figure 1. Research Model

3. Results and Discussions

The characteristics of the research respondents were shown in Table 1. Out of the 120 respondents, 60% were female, and the majority of respondents (56.7%) fell within the age range of 30 to 39. The highest proportion of respondents (29.2%) had a working period between 6 to 10 years and 11 to 15 years. Among the respondents, 54.2% held the position of professor. Only 14.2% of respondents had a doctoral education, which was considerably smaller compared to the 85.8% of respondents who had a doctoral education, which was considerably smaller compared to the 85.8 percent of respondents with a master's education.

Table 1. Characteristics of Respondents

Demographics	Classification	Number of Respondents	Percentage (%)
Gender	Male	48	40.0
	Female	72	60.0
Age	20 - 29	5	4.2
	30 - 39	68	56.7
	40 - 49	26	21.7
	50 - 59	13	10.8
	> 59	8	6.7
Education	Master	103	85.8
	Doctor	17	14.2
Years of service	1 - 5	18	15.0
	6 - 10	35	29.2
	11 - 15	35	29.2
	> 15	32	26.7
Functional	Tutor	14	11.7
	Lecturer	23	19.2
	Senior Lector	65	54.2
	Associate	18	15.0
	Professor	0	0

Source: processed data

This research utilized PLS data analysis techniques with the Smart-PLS 3 program. PLS analysis consisted of two sub-models, namely the measurement model (outer model) and the structural model (inner model). The measurement model showed how the manifest variable represented the latent variables, while the structural model presented the estimation power between latent variables or constructs (Ghozali & Latan, 2015). The First Stage of Outer Model Evaluation was performed with reflective indicators, where the loading values, average variance extracted (AVE), and composite reliability (CR), were assessed.

Table 2. Outer Model Evaluation based on Loading, AVE, and CR (First Stage)

Dimension	Indicators	Loading	Composite Reliability	Average Variance Extracted (AVE)	
Idealized influence (II)	-	0.737	0.872	0.695	
		0.873			
		0.884			
Inspirational motivation (IM)	-	0.913	0.921	0.795	
		0.930			
		0.828			
Intellectual stimulation (IS)	-	0.890	0.942	0.843	
		0.938			
		0.927			
Individualized consideration (IC)	-	0.899	0.921	0.796	
		0.911			
		0.866			
Altruistic calling (AC)	II1	0.899	0.919	0.792	
		II2			0.886
		II3			0.884
Emotional healing (EH)	IM1	0.903	0.940	0.840	
		IM2			0.942
		IM3			0.904
Wisdom (W)	IS1	0.903	0.944	0.808	
		IS2			0.887

Dimension	Indicators	Loading	Composite Reliability	Average Variance Extracted (AVE)
Persuasive Mapping (PM)	IS3	0.918	0.951	0.866
	IC1	0.888		
	IC2	0.929		
	IC3	0.950		
Organizational Stewardship (OS)	AC1	0.912	0.919	0.792
	AC2	0.867		
	AC3	0.896		
Humility (H)	EH1	0.906	0.918	0.790
	EH2	0.895		
	EH3	0.901		
Visioner (V)	W1	0.870	0.942	0.844
	W2	0.932		
	W3	0.929		
	W4	0.894		
Service (S)	PM1	0.893	0.927	0.808
	PM2	0.872		
	PM3	0.931		
Vision (VI)	OS1	0.940	0.962	0.895
	OS2	0.952		
	OS3	0.947		
Altruistic love (AL)	H1	0.816	0.907	0.792
	H2	0.835		
	H3	0.840		
Faith/hope (F)	V1	0.874	0.948	0.860
	V2	0.918		
	V3	0.924		
Altruism (A)	S1	0.939	0.904	0.758
	S2	0.842		
	S3	0.877		
Conscientiousness (CON)	VI1	0.893	0.922	0.798
	VI2	0.899		
	VI3	0.952		
Sportsmanship (SPO)	AL1	0.825	0.896	0.742
	AL2	0.837		
	AL3	0.877		
	AL4	0.870		
Courtesy (COU)	F1	0.797	0.850	0.655
	F2	0.837		
	F3	0.792		
Civic Virtue (CV)	A1	0.801	0.893	0.736
	A2	0.912		
	A3	0.857		
	CON1	-	-	-
	CON2	-	-	-
	CON3	-	-	-
	SPO1	-	-	-
	SPO2	-	-	-
	SPO3	-	-	-
	COU1	-	-	-
	COU2	-	-	-
	COU3	-	-	-
	CV1	-	-	-
	CV2	-	-	-
	CV3	-	-	-

Source: processed data

Table 2 showed the loading value, AVE, and CR in the first stage. The loading values of the outer loading factor were above 0.7, indicating that the transformational, servant, spiritual

leadership, and organizational citizenship behavior were reflected by the distribution of dimensional indicators, representing these constructs. The AVE value for the entire construct was 0.50, meaning that all dimensions in the variables effectively represented the indicators. The CR value for all constructs exceeded 0.7, indicating the reliability of the designed instrument.

To examine the discriminant validity, an assessment was conducted using the Fornell-Larcker approach, which compared the square root of a latent variable with the correlation value between the latent variable and others. As shown in Table 3, the square root of AVE for each latent variable exceeded the correlation value with other latent variables. Based on the Fornell-Larcker approach, the instrument or questionnaire demonstrated good discriminant validity.

Table 3. Testing Discriminant Validity based on Fornell-Larcker Approach

	A	AC	AL	CON	COU	CV	EH	F	H	IC	II	IM	IS	OS	PM	S	SPO	V	VI	W
A	0.871																			
AC	0.522	0.890																		
AL	0.626	0.605	0.842																	
CON	0.801	0.445	0.603	0.893																
COU	0.626	0.514	0.548	0.592	0.809															
CV	0.549	0.502	0.524	0.574	0.641	0.858														
EH	0.461	0.781	0.554	0.403	0.476	0.419	0.917													
F	0.551	0.775	0.740	0.512	0.451	0.457	0.759	0.927												
H	0.589	0.773	0.553	0.487	0.554	0.434	0.734	0.682	0.889											
IC	0.509	0.739	0.653	0.453	0.457	0.436	0.693	0.779	0.684	0.892										
II	0.432	0.607	0.610	0.424	0.479	0.572	0.503	0.631	0.501	0.675	0.834									
IM	0.437	0.647	0.625	0.440	0.477	0.542	0.638	0.723	0.591	0.814	0.647	0.891								
IS	0.556	0.696	0.648	0.488	0.446	0.515	0.625	0.730	0.683	0.806	0.630	0.788	0.918							
OS	0.620	0.361	0.603	0.650	0.579	0.574	0.333	0.389	0.407	0.373	0.459	0.345	0.436	0.890						
PM	0.568	0.826	0.670	0.493	0.522	0.489	0.803	0.803	0.787	0.734	0.600	0.711	0.724	0.418	0.931					
S	0.523	0.752	0.610	0.415	0.487	0.454	0.766	0.706	0.780	0.761	0.507	0.645	0.718	0.403	0.785	0.899				
SPO	0.691	0.479	0.604	0.827	0.561	0.653	0.405	0.494	0.430	0.454	0.470	0.450	0.513	0.621	0.512	0.473	0.861			
V	0.570	0.749	0.642	0.495	0.476	0.493	0.720	0.771	0.733	0.761	0.610	0.725	0.715	0.415	0.808	0.828	0.530	0.919		
VI	0.591	0.506	0.746	0.537	0.472	0.607	0.444	0.591	0.471	0.559	0.610	0.551	0.586	0.648	0.525	0.468	0.570	0.486	0.946	
W	0.577	0.796	0.641	0.527	0.485	0.519	0.755	0.824	0.721	0.804	0.630	0.769	0.752	0.430	0.867	0.760	0.499	0.789	0.544	0.899

Source: processed data

After the First Stage of Outer Model Evaluation, the Second was performed. Table 4 showed the loading values, AVE, and CR in the second stage. All loading values were > 0.7 , except for the organizational stewardship (OS) indicator, which had a loading value below 0.7 but still above 0.5. The AVE remained at 0.50, and the CR > 0.7 , indicating that the instrument design was valid and reliable.

Table 4. Outer Model Evaluation based on Loading, AVE, and CR (Second Stage)

Variables	Indicators	Loading	Composite Reliability	Average Variance Extracted (AVE)
Transformational Leadership	Idealized influence (II)	0.805	0.952	0.625
	Inspirational motivation (IM)	0.916		
	Intellectual stimulation (IS)	0.914		
	Individualized consideration (IC)	0.929		
Servant Leadership	Altruistic calling (AC)	0.894	0.974	0.605
	Emotional healing (EH)	0.873		
	Wisdom (W)	0.913		
	Persuasive mapping (PM)	0.934		
	Organizational stewardship (OS)	0.509		
	Humility (H)	0.871		
	Visioner (V)	0.893		
	Service (S)	0.895		
Spiritual Leadership	Vision (VI)	0.874	0.948	0.645
	Altruistic love (AL)	0.937		
	Faith/hope (F)	0.863		
	Altruism (A)	0.872		
Organizational Citizenship Behavior	Conscientiousness (CON)	0.907	0.945	0.536
	Sportsmanship (SPO)	0.888		
	Courtesy (COU)	0.785		
	Civic Virtue (CV)	0.792		

Source: processed data

After evaluating the outer model, the next step was to test the inner model. The complete model depicting the relationship between transformational, servant, spiritual leadership, and OCB of lecturers at universities in Bali Province was presented in the figure below.

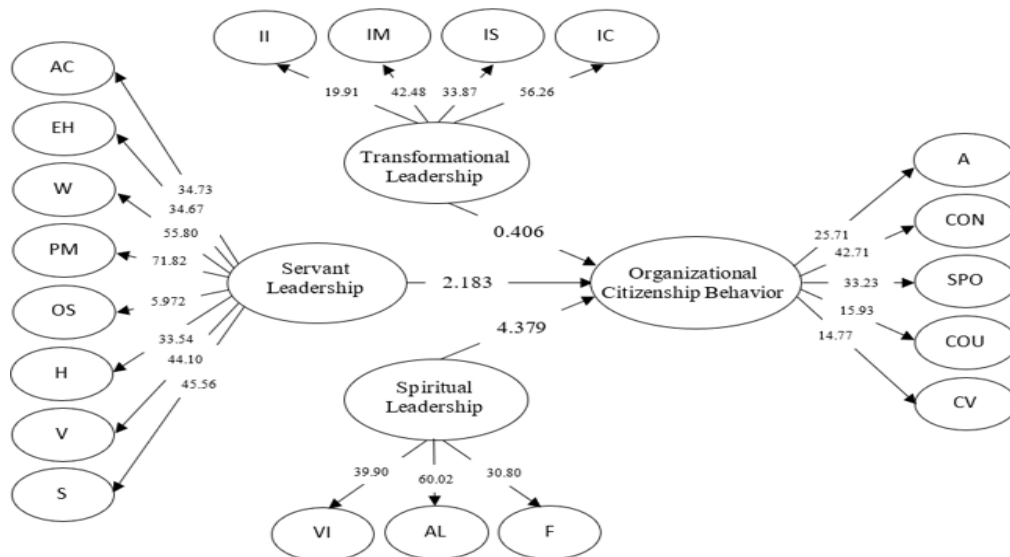


Figure 2. The Structural Model Test Result

The relationship between the research variables could be explained by analyzing the direct effects observed from the results of the path coefficients analysis shown in Table 5. The test results showed that transformational leadership had a positive but insignificant influence on OCB, as evidenced by a P-Value of 0.685 greater than 0.05. Furthermore, the servant leadership variable

had a positive and significant effect on OCB, with a P-Value of 0.029, greater than 0.05. The spiritual leadership exhibited a positive and significant impact on OCB, as evidenced by a P-Value of 0.000, which was greater than 0.05. Among the leadership style tested in this research, spiritual leadership exerted the greatest influence on the OCB of university lecturers, with a coefficient value of 4.379.

Table 5. Significant Test

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Results
Servant Leadership -> OCB	0.320	0.147	2.183	0.029	Significant
Spiritual Leadership -> OCB	0.511	0.117	4.379	0.000	Significant
Transformational Leadership -> OCB	-0.056	0.138	0.406	0.685	Not Significant

Source: processed data

There was no direct positive effect of transformational leadership on OCB of lecturers. These findings indicated that transformational leadership alone was unable to foster OCB among lecturers. Therefore, the first hypothesis, which stated that transformational leadership had a significant and positive effect on OCB, was not proven. This outcome could be attributed to relatively low values observed for the dimensions of the transformational leadership variable, particularly in the dimension of Idealized influence. Conceptually, idealized influence highlighted the importance of leaders serving as role models, whose behaviors could be emulated by organizational members, hence fostering respect and trust in the leader. These results aligned with Whiting (2018), who concluded that while transformational leadership could still be effective in implementing change within educational organizations, its impact was limited to some areas. This made the integration of other leadership styles to be crucial. Calen et al., (2021) analyzed 110 respondents in universities and found no significant direct effect of transformational leadership on OCB. This result was interesting because most other findings showed a positive influence of transformational leadership on educational organizations (Abdulrab, 2020; Nurabadi, 2021; Omar, 2022; Suhana, 2019). Abdulrab (2020) explored the relationship between transformational leadership and OCB among 260 academic respondents at five Malaysian universities, and the results showed a significant positive effect of transformational leadership on OCB.

The second test examined the influence of servant leadership on OCB, yielding significant positive results, hence, the second hypothesis was proven. This showed the need for leaders in universities who respected and valued their members. The results aligned with previous research, indicating the impact of servant leadership on OCB (McCallaghan et al., 2020; Wahyu et al., 2019). Servant leaders prioritized service and provided support and assistance as their primary motivation. According to Spears & Lawrence (2002), a servant leader had an innate desire to serve and place service at the forefront. They developed a similar attitude of service among individuals in organizations, fostering positive OCB behavior. However, the extent of their influence on OCB in this current research was lower compared to the spiritual leadership style.

Spiritual leadership involved the set of values, attitudes, and behaviors that intrinsically motivated individuals to experience spiritual well-being through a sense of calling and membership (Fry, 2003; Fry et al., 2005). The results showed a significant positive effect between spiritual leadership and OCB, confirming the third hypothesis. These findings aligned with the research conducted by Djaelani et al. (2020), Sholikhah et al., (2019), and Supriyanto & Ekowati, (2020). Moreover, the path coefficients showed that the coefficient value for spiritual leadership

was higher than other leadership styles. This suggested that spiritual leadership was more effective in universities compared to transformational leadership and even servant leadership. By emphasizing calling and membership, the application of spiritual leadership contributed to the attainment of spiritual well-being (Benefiel et al., 2014; Hunsaker, 2016; Fry, 2013; Luu, 2022; Ribeiro et al., 2021; Sowmiya & Aiswarya, 2019). These conditions fostered the development of OCB within the work environment, with lecturers willingly taking on roles that exceeded predetermined work standards for personal and institutional development.

Furthermore, Fry (2003) stated that previous leadership theories had focused on the physical, mental, or emotional aspects of human interaction within organizations while neglecting the spiritual component. Spiritual leadership theory served as a response to the call for a more holistic leadership approach that integrated the four fundamental aspects of human existence in the workplace, including body (physical), mind (logical/rational thinking), and heart (emotions, feelings, and spirits). This was particularly relevant as universities adapted to the era of the industrial revolution 4.0, which required education to form creative, innovative, and competitive generations (Kahar et al., 2020, Sasikirana, Vania Herlambang, 2020). In this context, the delivery of life skills-based education was manifested through literacy skills, competencies, and character development, emphasizing moral ethics, virtues, and skills within educational organizations (Khadijah et al., 2021).

4. Conclusions

The current research examined the effect of transformational, servant, and spiritual leadership on OCB. The findings showed that both servant and spiritual leadership had a significant positive influence on the OCB of lecturers at universities in Bali. However, transformational leadership showed no influence on the OCB. Among the three leadership styles tested, spiritual leadership demonstrated a stronger influence. Spiritual leadership provided a positive stimulus to the development of OCB. Furthermore, it served as a holistic leadership that emphasized values, attitudes, and behaviors to intrinsically motivate individuals, and increase the moral obligation of lecturers to carry out tasks beyond those specified by the organization. This implied that implementing spiritual leadership in higher education management could foster the development of OCB among lecturers. It is important to note that this research is limited to analyzing lecturers in higher education in Bali, hence, further investigation with a broader sample is necessary to generalize the findings. Considering the insignificant results, it is advisable to explore the inclusion of additional variables in enhancing the influence of leadership on OCB.

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