IMPACT OF SERVANT LEADERSHIP ON ORGANIZATIONAL COMMITMENT AMONG COLLEGE TEACHERS

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Abstract

The main objective of this paper is to study the impact of Servant Leadership on Organizational Commitment among College teachers working in Arts & Science Colleges located in Tiruchirappalli district. Although correlation between leadership styles and Organizational Commitment is a well known concept, this research will look at the relationship between servant leadership and organizational commitment among college teachers. Information gathered from respondents was analyzed using descriptive, chi square and correlation analysis. The findings of the study confirmed that there is a huge relationship between servant leadership and organizational commitment.

Key words: Servant Leadership, Organizational commitment, Arts & Science Colleges, College, Teachers

I. Introduction

The contents in this chapter include background of the study, statement of the problem, significance of the study and research objectives.

1.1 Background of the Study

In recent years, the topic of leadership has attracted extensive inquiry, discussion, and debate. Due to the intricacy of leadership, despite all the attention it has received, there is still no one described (Lussier & Achua, 2007). This distinctive quality of leadership is what draws researchers, organizations and business professionals to the subject. As environmental, social, and contextual tendencies changed over time, so did leadership methods, theories, and techniques.

Since many years, many commercial companies have been researching this important field of learning. Many leadership-related study findings have been published in Western nations. Even though India has a wealth of excellent business schools and talented people, there is a dearth of study on novel models of leadership here. Many academics contend that while attempting to apply Western leadership theories in non-Western nations, caution must be exercised because not all principles may be appropriate for effective leadership in these nations.

Due to the changing attitudes and roles perceived in the workplace, servant leadership has become more prominent in management literature, academic study and society at large.

In discussing servant leadership, Laub (1999) notes that, "a new leadership is needed: leadership that is not trendy and transient, but a leadership that is rooted in our most ethical and moral

teaching; leadership that works because it is based on how people need to be treated, motivated and led.

Rarick and Nickerson (2009) utter that a leader as per Gita ritual is a humanistic leader, a person who acts without self-gain and who has great individual concern for his followers. The Bhagavad Gita, while quoting the qualities of a superior person, says that "he is the one who hates no creature, who is friendly and sympathetic to all, who is free from affection and egoism, unbiased in pleasure and pain, and forgiving" (Sivananda, 2000: 12:13). Thus, the Bhagavad Gita teaches some significant concepts of servant leadership.

Journey to the East, written by Hesse, prompted Greenleaf to say about the concept of servant leadership, as rich in ancient Eastern religious tradition, primarily the Hindu tradition (Sendjaya et al., 2008). Trompenaars and Voerman (2010), in the book Servant Leadership across Cultures, cited examples from Indian culture to show that servant leadership was prevalent in ancient India. The Mahabharata, written by Rishi Veda Vyasa, the other being the Rāmāyana, the Bhagavad Gita - the most revered Hindu manuscripts are evidences in Indian literature that servant leadership was propagated and practiced in India.

Since servant leadership is the only paradigm that views the leader as a servant, it provides a unique viewpoint on the leadership literature by putting more emphasis on the needs of followers than just the organisation. In other words, servant leadership entails the leader putting others before himself (Greenleaf, 1977). With self-confidence in business leadership shaken, Liden, Wayne, Zhao, and Henderson (2008) added to this perspective by stating that "interest has been ever-increasing in the growth of leaders (globally) who set aside their own interest for the betterment of their followers and organizations" (p. 161), which is consistent with Patterson's (2003) theory of servant leadership, which contains seven distinct constructs: agápao love, humility, altruism, vision, trust, empowerment, and service. The framing of these seven constructs created a base for more precise research on servant leadership.

The level of competition facing organizations in the twenty-first century has increased both locally and globally. The fundamental element for any organization's survival and success as it prepares to meet this environmental issue is the effective and efficient utilization of its human resources. Also, management must hold onto its top talent and keep them engaged to the company in order to attract great workers. It's crucial to comprehend the idea of commitment in this regard.

One of the most crucial factors in the analysis of organizational behavior is organizational commitment. The true assets of any firm are committed personnel. Dedicated workers will invest their time, money, endurance, patience, loyalty, and creativity in improving their company(Conner, 1993). According to numerous studies, employees who are very committed to the organization will be more useful to the company than those who are less committed. According to Andy Neely (2001), employee organizational commitment accounts for 17 percent of the variation in company productivity and 13 percent of the variation in profitability among businesses.

Dimensions of Organizational Commitment

An employee's level of organizational commitment, which serves as a proxy for their connection with the company and influences whether or not they choose to stay on as employees, is described as a psychological state. A corporate commitment model with three components was created by Meyer and Allen in 1993. The three forms referred in the model are affective, continuance and normative commitment.

Affective commitment: It is defined as an emotional attachment towards the organisation.

Continuance commitment: It is explained by the perceived cost associated with leaving the organisation.

Normative commitment: This term describes the sense of duty to stay with an organization.

Positive attitude towards the business do not automatically convert into organizational commitment. It involves the conviction that the work done by the company and each employee matters and is much more active than that.

According to a number of studies, managers who employ servant leadership foster an organizational atmosphere that encourages open communication and information sharing, which fosters greater employee loyalty and trust. They also discovered that this results create a more social workplace, better decision-making, greater output, higher general morale, and a lower rate of employee turnover.

Concept of Organization

According to Yeo, organizations are attempting to maintain their competitiveness and occasionally are just trying to live (2003). Managers are compelled to implement cost-cutting strategies like downsizing, reengineering, cutbacks, and outsourcing work. As stated by Ashmos and Duchon, (2000; Cash, Gray, and Rood, (2000) Garcia-Zamor, (2003) and Laabs, (2001), such actions necessitate completing the same amount of work with fewer human resources and with employees who are insecure, demoralized, and lifeless (1995). According to research by Goldstein and Behm (2004), organizations are succeeding and aiming for even higher success levels, which call for maximising the potential of their people resources. In both cases, the challenge, according to Chien (2004), is figuring out how to completely develop an organization's capabilities through people.

While managers are reaching for higher productivity, employees are searching for ways to find meaning in their work. The workplace accounts for a significant percentage of people's lives; thus, employees are looking for it to sustain them through personal, social and community fulfillment and that is shown in a study by Looby and Sandhu, (2002).

1.2 Statement of the Problem

In general, organizational commitment is considered to be an important and a vital factor in any organization. An organization remains in a society if and only if the members of the organization put their hands together and work for the goals of an organization. The most important of all the

factors is how well an employee perceives an organization. What kind of service does an employee offer? What amount of satisfaction does he get. These are all a few issues prevailing in an organization. According to Stress (1975), organizational commitment is considered to be an useful measure of organizational effectiveness.

In our society, everyone is committed to the task they are involved, yet the commitment of college teachers are viewed as critical. Students of today are the citizens of tomorrow. They are being shaped and moulded by these teachers. The kind of life the teachers live today will determine what kind of citizens they make tomorrow. Thus, the study of organizational commitment on the part of teachers is important because this leads to a lot of changes in a college atmosphere. The present day college teachers are generally characterized by joy, frustration, tension, stress, etc. When teachers' are preoccupied, their commitment to the organization in which they belong gets affected.

There has been a growing concern in recent years over the teachers who leave colleges without providing information in some cases. This has gripped almost every colleges and university campus. The present system of administration, wages, type of treatment of the teachers, involvement of political parties, etc. could prevent teachers involving in their task. Thus, this study was undertaken after identifying the above research problem and an attempt is undertaken to understand the determinants of college teachers' organizational commitment more particularly their servant leadership style.

1.3 Significance of Study

- Understanding college teachers' commitment is crucial because it has an impact on both their classroom success and the growth of their students.

- Students' moral and mental health would be reflected in their level of dedication to their work, which would enable them to have a better future and a better job.

- In order to comprehend college teachers' commitment to the organisation, it is important to understand how they see themselves and their institution.

- The results of the current research will offer some important information that will help in sorting out variables relating to organisational commitment.

- The current research would offer some helpful information and aid in closing the gaps.

1.4 Research Objectives

The objectives of this Study on "Impact of Servant Leadership on Organizational Commitment among College Teachers working in Arts & Science Colleges in Tiruchirappalli district" are:

1. To analyze the effect of Servant Leadership on Organizational Commitment.

2. To study the level of Servant Leadership in Arts & Science Colleges at Tiruchirappalli District.

3. To study the relationship between Servant Leadership and Organizational Commitment of teachers working in Arts & Science Colleges in Tiruchirappalli District.

4. To identify the factors that contribute towards college teachers' organizational commitment and servant leadership.

II Hypothesis

The hypothesis formulated in the study are as follows:

1. There is no relationship between college teachers' organizational commitment and servant leadership.

2. College teachers having varied leadership styles do not differ in their organizational commitment.

3. Male and female College teachers do not differ in their organizational commitment.

4. Married and unmarried College teachers do not differ in their organizational commitment.

5. College teachers from rural and urban areas do not differ in their organizational commitment.

6. College teachers age does not influence their organizational commitment.

7. College teachers work experience does not influencetheir organizational commitment.

III Review of Literature

Greenleaf (1977) cited in Reed, Vidaver-Cohen & Colwell (2011, p. 416) placed servant leadership in an organizational leadership context argued that servant leaders are those who manage organizational challenges by subordinating personal interests to those of organizational stakeholders and see leadership as an opportunity for doing service to individuals, organization and community rather than as a vehicle to attain personal power and prestige. Patterson (2003) cited in Shekari & Nikooparvar (2012, p. 55) added to the discussion on Servant Leadership by defining servant leaders as those leaders who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are secondary. Flint (2011, p. 1) defined a servant leader as "men and women who bring their purpose, passion, and character combined with their God-given skills and abilities for leadership, bring out the best in people, helping a business to develop and implement a sustainable process for success". The words servant and leader are ordinarily viewed as being opposites and coining the term servant leadership creates a paradox (Spears, 2010, p. 26), or an "oxymoron", as they are two different roles to be performed by a single person wherein a leader is expected to do the both - serve and lead (Rachmawati & Lantu, 2014, p. 388). The concept of servant leadership was constructed from two terms, leader and servant, which are perceived as Shekari and Nikooparvar (2012, p. 55) who highlighted that servant leadership is an emerging model of leadership characterized by its strong follower-centric, altruistic, moral/ethical and spiritual values.

IV. Research Methodology

4.1 Research Design

This study used an approach of descriptive analysis which the survey technique is used to collect data from the respondents, understand and predict some aspects of the behavior of the population. It used a quantitative approach to measure and analyse the effect of servant leadership on Organizational Commitment among College Teachers working in Arts & Science Colleges in Tiruchirappalli District.

4.2 Target population:

The present study is a descriptive research. The study was conducted among the college teachers working in various Arts and Science colleges affiliated to Bharathidasan University, located in Tiruchirappalli district. Permission from the authorities of each institution was obtained to conduct the study. The investigator met the selected college teachers in person and the date and time was fixed so as to collect data. The questionnaire booklet was distributed to all the professionals who were selected for this study. The study is conducted to understand the impact of servant leadership on college teachers organizationalcommitment.

4.3 Data Collection Techniques/Instrument

Data was collected by means of questionnaire given to the target respondents. The questionnaire was designed to measure college teachers view on servant leadership and organizational commitment.. Two questionnaires were chosen to measure servant leadership and organizational commitment.

The data was collected with the help of standard questionnaire. The servant leadership (SLS) developed by Patterson used to collect data for assessing servant leadership among college teachers. The instrument consists of 8 factors: Empowerment, standing back, accountability, forgiveness, courage, authenticity, humility and stewardship consisting of 30 items. All the participants were instructed to answer each item being asked in two questionnaires.

4.4 Sampling:

Convenience Sampling has been adopted for this study.

4.5 Limitations of study:

The research study was made over a limited period of time and confined to one geographical area. The researcher was constrained by time and financial resources normally required to undertake a research of a bigger magnitude over a long period of time.

V Data Analysis and Interpretation

The data was analyzed using SPSS 16.   First of all, the reliability of items in the questionnaire was tested.   The value of cronbach's alpha (α) (reliability coefficients) for 30 items of servant leadership comes out to be 0.*917* which depicts the reliability of the data as the value more than 0.6 generally indicates satisfactory internal consistency reliability as said by Malhotra, N.K. & Dash, S. (2009).   All data were analyzed using Statistical Package for Social Sciences (SPSS 16).

5.1 Data Analysis and Interpretation:

This chapter displays the investigation, interprets the study and examines the impact of servant leadership style on college teachers organizational commitment.   The analysis and interpretation is based on the information supplied by the samples of 120 respondents selected from total population.

5.2 Interpretation of Results

Once the finished overviews were checked, the researcher coded the responses in every questionnaire. All information gathered were entered by the researcher. The data analyzed using SPSS version 16 is taken for factual examination. The outcomes were interpreted by utilizing the methods using servant leadership dimensions and the dimensions of organizational commitment.

Category	No. of respondents	% of respondents	Demographic factors
Female	96	80	
Male	24	20	Gender
Transgender	0	0	
Upto 30 yrs	22	18	
31-40 yrs	38	32	Age
41-50 yrs	49	41	
Above 50 yrs	11	9	
Married	88	73	Marital Status
Unmarried	32	27	
PG	28	23	
M.Phil	34	28	Education
PhD	58	49	
0 – 10 yrs	38	32	
11 – 20 yrs	63	53	Experience
21 – 30 yrs	19	15	

Table 1 shows total number of college teachers in each servant leadership styles and their percentage

Servant Leadership	N	%
Emotional Leading	21	18
Creating value for the community	12	10
Conceptual skills	16	13
Empowering	20	17
Helping subordinates grow and succeed	19	16
Putting subordinates first	17	12
Behaving ethically	15	14
Total	120	100

Table.1 indicates college teachers belonging to each style of servant leadership and their percentages. The highest number falls (21) in emotional healing and the corresponding percentage is 1 8 . The lowest number falls(12) in creating value for the community and the corresponding percentage is 10. This result is to assess the areas in which one has strong servant leadership behavior and areas in which one many strive to improve.

Table 2 Shows co-efficient of correlation between emotional healing, creating value for the community, conceptual skills and empowering of servant leadership and organizational commitment

Servant leadership	Organizational commitment					
	Affective		Continuance		Normative	
motional Healing	r	sig	r	Sig	r	Sig
	0.53	0.01	0.41	0.01	0.31	0.01
Creating value for the community	0.31	0.01	0.36	0.01	0.06	Not Significant
Conceptual skills	0.46	0.01	0.32	0.01	0.25	0.01
Empowering	0.37	0.01	0.26	0.01	0.04	Not Significant

VI. Findings

- Majority (80%) of teachers are female.

- Majority (49%) of teachers possess PhD.

- Majority (41%) of teachers belong to the age group of 41 – 50 years.

- 88% of the teachers are married.

- 53% of the managers possess 11 – 20 years of experience.

- There exists a significant positive correlation between affective commitment, continuance commitment, normative commitment and emotional healing.

- There exists a significant positive correlation between affective commitment, continuance commitment and creating value for the community whereas the relationship between normative commitment and creating value for the community is not statistically significant.

- There exists a significant positive correlation between affective commitment, continuance commitment, normative commitment and conceptual skills.

- There exists a significant positive correlation between affective commitment, continuance commitment and empowering whereas the relationship between normative commitment and empowering is not statistically significant.

VII. Suggestions

- Steps must be taken to reduce power distance leading to greater servant leadership.

- Steps must be taken to motivate college teachers and new initiatives must be encouraged.

- Steps must be taken to avoid lengthy procedures.

- Extra efforts must be taken to introduce user friendly procedures.

- Training programmes may be arranged so that modern leadership styles may be followed.

- The college teachers may be nominated in various committees, quality circles, task forces and awarded so that positive attitude may be created leading to greater organizational commitment..

VIII. Conclusion

Leadership styles of College teachers need a drastic change as they are dealing with future generation. The nature of interpersonal relationship of teachers with the students, the extent of personal consideration given, the degree of trust kept and the workload assigned to them can directly influence the teachers towards students and management. Servant Leadership is still low and power distance is high in India which indicates that when this distance decreases, servant leadership will increase leading to greater organizational commitment. Teachers must be made to work in stress free environment so that friendliness and cheerful relationships can be kept with them. All these can be made possible who can transform the organization and also the students.. The traditional styles must give way to modern styles leading to greater organizational commitment.

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