

**THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP FACTOR
AND JOB SATISFACTION FROM THE JUNIOR OFFICERS
PERSPECTIVES**

By

SHAIFUL AMRI BIN AHMAD SAFIAN

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ABSTRACT

The objective of the study is to determine to what extent do the officers perceive their supervisors practice servant leadership behavior that consist six (6) components in the working environment. The study is essential in order to identify the relationship between the servant leadership components such as values people, develop people, builds community, displays authenticity, provides leadership and shares leadership with job satisfaction among junior officers from the Diplomatic and Administration Scheme (Grade M41). Furthermore, the study also is conducted to examine the job satisfaction level among junior officers from the Diplomatic and Administration Scheme in various ministries in Putrajaya Federal Territories. The respondents of the study consist of 383 officers Gred M41 and the data are analyzed by using SPSS version 16 Windows. The main test conducted for the research Pearson's Correlation and Multiple Regression. The Pearson's Correlation showed that each of the servant leadership factors are was correlated with job satisfaction. Multiple Regression test showed that job satisfaction is significantly influenced all six (6) of the servant leadership factors. Finally, the results also showed that job satisfaction is positively influenced by servant leadership.

ABSTRAK

Objektif kajian ini adalah untuk menentukan sejauh manakah pegawai-pegawai muda memahami tingkah laku *servant leadership* penyelia mereka yang terdiri enam (6) komponen utama di dalam persekitaran kerja di agensi kerajaan. Kajian ini adalah penting untuk mengenal pasti hubungan antara komponen *servant leadership* seperti menghargai orang lain (*values people*), membangunkan orang lain (*develops people*), membina masyarakat (*builds community*), memaparkan keaslian (*displays authenticity*), menyediakan kepimpinan (*provides leadership*) dan berkongsi kepimpinan (*shares leadership*) dengan kepuasan kerja (*job satisfaction*) di kalangan pegawai muda daripada Skim Perkhidmatan Tadbir dan Diplomatik (Gred M41). Selain itu, kajian ini juga dijalankan untuk mengkaji tahap kepuasan kerja di kalangan pegawai muda daripada Skim Perkhidmatan Tadbir dan Diplomatik dalam pelbagai kementerian di Wilayah Persekutuan Putrajaya. Responden kajian ini terdiri daripada 383 pegawai Gred M41 dan data dianalisis dengan menggunakan perisian SPSS versi 16 *Windows*. Ujian utama yang dilakukan untuk penyelidikan ini adalah korelasi *Pearson* dan Regresi Berganda. Korelasi *Pearson* menunjukkan bahawa setiap faktor-faktor *servant leadership* mempunyai hubungan dengan kepuasan kerja. Namun ujian regresi berganda menunjukkan bahawa kepuasan kerja dipengaruhi dengan kesemua faktor-faktor *servant leadership*. Akhirnya, keputusan juga menunjukkan bahawa kepuasan kerja secara positif dipengaruhi oleh *servant leadership*.

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CHAPTER 1

INTRODUCTION

1.1 Background of study

Organizational effectiveness has always linked with good and dedicated employees (Meyer & Allen, 1997). Employees who are committed in their task will execute any task in any situation and are expected to have a high level of job satisfaction. Some researchers suggest that job satisfaction is influenced by many organizational factors, including salaries, job autonomy (Lange, 2012), job security and workplace flexibility (Masuda et al., 2012).

Motivation is identified as one of the components of job satisfaction, and it can be described through Herzberg's Motivation-Hygiene Theory (Graham 1998). In the Herzberg theories, jobs situations factors are divided into factors that lead to job satisfaction and job dissatisfaction (Droussiotis & Austin, 2007). The job satisfaction factors (motivator) include the work itself, achievement, advancement, recognition, responsibility, and opportunity for growth. Through Herzberg's Motivation Theory, salary, relationship with supervisor, relationship with subordinates, relationship with peers, supervision, company policy and administration, working conditions, factors in personal life, status and job security are among factors that affecting job dissatisfaction (identified as the hygiene factors) (Tietjen & Miers, 1998). Another important factor that contributes to the job satisfaction is leadership (Mosadegh & Yarmohammadian, 2007). Skansi,

2000 stated that leadership is one of the management functions, where it mostly directed towards people and social relationship. It is also concluded as the process of influencing people so that they will achieve the goals of the organization.

Every organization usually leads by a leader where they usually manage the team in order to achieve organizational or individual goals. An effective leader differs according to generations due to a change in the environment in which leaders lead (Klein, 2007). It is known that generally organizational tends to implement the 'policy' that separate between work and personal life. However, the current trend shows that people are seeking for better ways of integrating work with their own personal and spiritual growth (Washington, 2007). Angelo et al., (2004) suggested that an effective leader always work with professional and personal leadership behavior. In professional leadership behavior, an effective leader feels that it is necessary to setting a mission, planning a strategy to achieve objective and aligning procedures/process. However through personal leadership behaviors, leaders always practice the behavior on building trust, caring for people and acting morally.

Changes within the work environment and procedures can create a feeling of uncertainty in employees (Boswell et al., 2005). Leaders need to have control in order to manage their subordinates especially in implementing change (Kan & Parry, 2004). If a leader did not have a good relationship with the subordinates, it will affect their job satisfaction and other organizational outcome. However, leaders within organizations can adopt personal leadership styles to affect employee job satisfaction, commitment and productivity. Leadership plays an

important part in understanding organizational behavior because it is the leader who directs the employees to achieve goals (Robbins & Judge, 2013).

Gill (1998) suggested that Malaysian managers are found to be more direct in giving orders and warnings, less to divide task and 'sharing their power', and are more likely to be transactional. In the contrary, Ansari (2004) reported that Malaysian leaders lean more towards participative and consultative styles. The finding is parallel with Abdullah (1992) where he found that Malaysian leaders are less likely to practice aggressive behavior to convey a sense of dissatisfaction and anger. There are various leadership styles that define a leader such as transformational, transactional, and servant leadership.

Transformational leaders inspire followers to overcome their self-interest for the good of organization (Robbins & Judge, 2013). Transformational leadership is a process of cultivating employee's commitment to organizational objectives and then empowering them to accomplish those objectives. Basically, transformational leadership can help to enhance the employee's performance (Stone & Russel, 2003). According to Bass (1999), transformational leaders manage to control their employees in a few ways. The leader can be charismatic to their followers who bring a great power of influence and in other way, the leader may intellectually stimulate the employees. However, Bass also conclude that a charismatic leader is not necessarily a transformational in terms of the effect to their followers.

Farling et al., (1999) conclude that the Robert Greenleaf's servant leadership perspective is indeed parallel with transformational leader's perspectives. However, there is a difference between transformational and servant leaders. According to few researchers, the servant leaders are usually described to be beyond transformational leaders where they are more focus in identifying the others need and serving others. Moreover, transformational leaders aim to align their own and others' interests for the good of an organization, or society (Bass, 2000; Patterson, 2003 & Liden et al., 2008).

According to Spears (1996), servant leadership is about teamwork, which seeks to involve every individual in a group for decision making while holding the ethical and caring behavior. He also stated that it is about enhancing the growth of people and at the same time improving the quality of an organization. Liden et al., (2008) also conclude that servant leaders are focus towards serving others, building community in the working environment, and ultimately cultivating servant leadership behaviors among their followers which these behaviors are not captured by transformational leadership. However, Laub (1999) simplified servant leadership as a model where it include six (6) factors such as values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership.

Human resource or people are one of a critical source to gain competitive advantage where each individual have their strategic role in an organization (Salkey, 2005). In order to gain a competitive advantage, leaders have to make sure that their followers have the potential to support the activities to achieve

organizational goals. Through servant leadership behavior, servant leaders usually develop their followers by providing a learning experience and growth to develop their potential. The servant leaders also have a tendency to lead by example, encourage work-life balance and promoting others to do so (Laub, 1999). Develops people or employees is one aspect of jobs satisfaction (Latif, 2011).

Servant leader's values people around them by believing in them, putting the subordinate's interest first and listening to what the people needs (Laub, 1999). Values are the core element in servant leadership where leaders who appreciate and value others reflect desired relationship between leaders and followers (Russel, 2001). Sendjaya and Pekerti (2010) stated that all the servant leadership factors contribute to trust. In addition, trust is one of the factors that contribute to job satisfaction and employees performance (Robertson et al., 2012).

Building community in an organization is one of the factors that contribute to servant leadership behavior (Laub, 1999). The servant leader builds the environment by enhancing the relationship, emphasizing teamwork and valuing the differences between others. Building community is the key to employee's development and directly contributes to the job satisfaction (Rodley et al., 2006). Servant leaders show authenticity in their leadership behavior where they usually willing to be transparent and consistent with the ethical behavior (Laub, 1999). They usually promote open communication and accountable into others which then contribute to trust between the relationship of employees and leaders (Sendjaya and Pekerti, 2010).

Shared leadership is being implemented by the servant leaders through empowering followers and sharing the status as a leader. According to Menon (2014), shared leadership is being implemented within the concept of transformational leadership that proves servant leadership is transformational leadership. In order to justify the shared leadership behavior in the servant leadership model, Laub (1999) stated that servant leaders will use persuasion to influence others instead of coercion. The servant leaders often lead with personal influence over position authority, so they do not seek for the special status as a leader. According to Wood and Fields (2007), employees job satisfaction and job outcomes are positively affected by shared leadership.

Provides leadership is necessary for a servant leader in order to give a direction to the followers and inspires them to work effectively and efficiently to achieve the organizational objectives. Laub (1999) define provides leadership as envisioning the future and clarifying goals by taking initiatives to encourage others to follow their steps showing that servant leaders support their follower by providing support to achieve the selected goals. Cheung and Wong (2011) in their research conclude that the support given to the follower may enhance the creativity and in addition affect the employee's satisfaction.

1.2 Problem statement

Malaysian government has implemented various plans and transformation programs to make sure Malaysia can achieve its Vision 2020 which is just a few years to come. One of the government transformation program is to enhance their

service quality. According to YBhg. Tan Sri Ali Hamsa, “The civil service is now exposed to critical assessment by the people. Furthermore we are still facing with the people’s perception that the government agencies are still facing bureaucracy issue, underperformance, not transparent and lack of accountability” (Hamsa, 2014).

To ensure the achievement of each program, organizations must focus on their human resource management such as performance management and pay (Willems, Janvier, & Henderickx, 2004). It is one of an important factor so that the workers can work efficiently and effectively. This method has been proposed by the Civil Service Department (JPA) through the New Public Service Remuneration system (SBPA) but was opposed by the Congress of Unions of Employees in the Public and Civil Services (Osman, 2011). The implementation of SBPA only lasted for 12 days after it was implemented in the 1st January 2012, and it was repeal by the State Secretary of Malaysia for review (Hassan, 2012). The repeal of this system has given a negative impact on the civil service image.

In spite of various transformations to ‘commercialize’ public sector, there are still a few differences in terms of the human resource management approach (Boyne et al., 1999) especially the policies in the voluntary retirement schemes (VRSs), ‘golden handshakes’ to employees in downsized firms and performance-related pay to compensate and retain efficient employees (Budwar & Boyne, 2004). Important characteristics of public employees that are distinct from their private counterparts are feelings of benevolence and self-sacrifices (Halepota &

Shah, 2011). Public sector employees also have different job motivations and work values (Steijn, 2005).

Motivation through incentives or pay can only give a temporary effect on the employee's job satisfaction (Inbarasu, 2008). Incentives or rewards may only motivate employees to seek more rewards and does not maintain the organization performance. Some researchers suggested that the followers may experience more fear, uncertainty, and less motivated if feel they are unfairly treated (Cropanzano & Greenberg, 1997; Colquitt et al., 2001). This is one of the reasons that job satisfaction is not only related to the extrinsic factor of a job but it also includes the intrinsic factor where it involves interpersonal relationship and supervision (Graham and Messner, 1998). Basically, the servant leadership behavior can influence employee's job satisfaction through enhancing the relationship between leaders and followers.

Previous studies have showed that there is a relationship between leadership behavior (transformational and transactional leadership) towards employee job satisfaction in various settings such as education, business organizations, public sector and healthcare (Griffith, 2004; Morrison et al., 1997; Mosadegh et al., 2006; Hussain & Riaz, 2010). Additionally, there are various studies that have examined the effects of leadership behavior towards job satisfaction in the western settings (Bartolo & Furlonger, 2000; Politis, 2005; Yaghoubipoor et al., 2013; Yang et al., 2012; Haider & Riaz, 2010; Mosadegh & Yarmohammadian, 2006; Angelo et al., 2004).

Servant leadership is originated through the spiritual (religious) perspective base on Robert Greenleaf readings. According to Khaliq (2009), servant leadership approach is a moral leadership approach that stress on values, morality, ethics, virtues, principles, spirituality, and authenticity in order to encourage leaders to serve their followers and help them to reach their maximum effectiveness. According to Islam, every individual is a leader and everybody occupies a position of leadership (at least a small group which also includes family) (Ahmad, 2009). In Islam, it is also stated that the Muslim leaders should promote kindness and care towards others, implement consultations with others and truthful with each other (Marbun, 2013). Raynor (2009) also stated that a leader must use the power given to them ethically but if it is used wrongly (e.g: tyranny, autocracy, and coercion), it will dissatisfy their followers and worst the followers will be rebellious. He also concludes that good leaders always collaborate with everybody inside or outside of the organization (employees, customers, suppliers, and all the other stakeholders) and in the meantime, leaders need to manage their conflicting interests so that everybody is willing to contribute for the benefits of the organization.

The studies of servant leadership outside Malaysia had been focused on education, religious organizations, healthcare, profit (companies) and nonprofit organizations (Miears, 2004; Chen, 2002; Washington, 2007). According to Amadeo (2008) and Swearingen (2004), there is a correlation between servant leadership and job satisfaction. However, the study of the

relationship between servant leadership and job satisfaction is still limited in the eastern context especially in Malaysia.

1.3 Research Objectives

As leadership behavior is one of the important factors that contribute to the job satisfaction, there is a need for the management to identify the alternative leadership style in order to create job satisfaction in the organization. Job satisfaction is important so that the employees can contribute efficiently to their work for the success of government transformation program. Literature has shown that servant leadership was widely implemented by the leaders outside Malaysia in the education, healthcare, and monastery setting. The purpose of this study is to examine the perceptions of servant leadership style from the employee's perspective and to analyze the relationship between servant leadership styles with job satisfaction. These will provide an insight into how it affects job satisfaction among the civil servant especially the administrators. Hence, the research question that this study attempt to answer is as follows:

1. In the Malaysian context, to what extent do the officers perceive their supervisors practice servant leadership behavior that consist six (6) components in the working environment?; and
2. Is there exist a significant relationship between the components of servant leadership that is values people, develop people, builds community, displays authenticity, provides leadership and shares leadership with job satisfaction among junior officers?

1.4 Research Question

This study will examine the extent of servant leadership correlates with the job satisfaction and how it reacts on the job satisfaction of junior officers. The degree of job satisfaction among junior officers was also assessed. The following research questions gave direction to the study:

1. To what extent do the junior officers in the public sectors perceived that there is a practice of servant leadership in their organization?
2. What is the level of job satisfaction perceive by the junior officers?
3. Do there exist a significant relationship between the servant leadership and the job satisfaction?

1.5 Significant of study

Past study have shown that leadership behavior have a relationship with job satisfaction. However, the focus of each leadership style is different from the others for example the transformational leadership focus towards organizational goals while servant leadership is focusing on the followers. This study is limited to identifying whether there is a significant relationship between six (6) factors of servant leadership style (values people, develop people, develops community, display authenticity, provides leadership and shares leadership) towards job satisfaction among administrators in Malaysia.

1.6 Scope of study

The purpose of this study is to investigate the relationship between servant leadership and six (6) of its factors (values people, develop people, develops community, display authenticity, provide leadership and shares leadership) towards job satisfaction among junior officers of Administrative and Diplomatic Service (PTD) officers (Grade 41) in ministries. This study emphasizes on ministries because these organizations have been decided to implement public service transformation plan. Specifically, PTD officers Grade 41 are selected because this group is the implementers in ensuring the success of transformational programs.

1.7 Organization of remaining chapter

This thesis consists of five chapters. Chapter One presented the introduction that contains research background, problem statement, research objectives, research questions, significant of the study and scope of the study together with the definition of key terms. Chapter two addresses previous literature relating to variables and research framework for the study. Chapter three discussed the methodology used in the study including research design, instrumentations, operational definition and data analysis techniques. Chapter four described the analysis for the data that have been receive through the respondent and lastly Chapter Five describe the results of the analysis, the findings and the conclusion for this research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Job satisfaction is a positive emotional condition that originated from the appraisal of one's job or experience (Locke, 1976). It suggested that employees build their attitude towards their jobs by taking consideration their feelings, beliefs and behaviors (Robbins & Judge, 2013; Akehurst et al., 2009). This positive feeling can contribute to the individual job performance (Judge et al., 2001) and organizational effectiveness (Meyer & Allen, 1997). Spector (1997) also define job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". They are various aspect which affect job satisfaction such as supervisory traits, interpersonal relationships, work environment, tasks assigned, potential for development, policy and administration, remuneration, recognition and empowerment (Castelo & Cano, 2004; Yaghourbipoor et al., 2013). Employee's job satisfaction has a direct impact on a company's productivity, efficiency, and ultimately the profit towards the company (Robbins & Judge, 2009; Lo & Ramayah, 2011).

Job Satisfaction is one of the important factor which desired by an organization where the level of job satisfaction will determine the level of absenteeism, turnover and also can affect the job performance and extra-role behaviors (Oshagbemi, 2003). There are numbers of research that are related to

job satisfaction which examined the contribution of demographic characteristics such as age, gender, tenure, and education (Crossman & Abou-Zaki, 2003; Droussiotis & Austin, 2007; Graham & Messner, 1998; Linz, 2003).

Oshagemi (2003) stated that among factors that contribute to the job satisfaction are the work itself, the colleagues, supervision, working conditions, company policies and procedures and opportunities for self-development. These factors are related to the Herzberg Theory and Locke's Theory on motivation and job satisfaction (Graham & Messner, 1998; Tietjen et al., 1998). According to Herzberg Theory, there are two key factors that contribute to job satisfaction/dissatisfaction where the first key (motivators factor) is a criteria of a job that cause a happy feeling and satisfaction of a job while the other key (called hygiene-factor) which indirectly related to the job consist of the condition surrounding the job (Graham & Messner, 1998).

Employee's job satisfaction can be achieved through several methods. The managers can work closely with employees to improve work processes (Robbins & Judge, 2009). By working closely with others, it will help to create more effective communication between managers and employees (Hynes, 2010). Low job satisfaction has a negative impact towards the organization, such as increasing costs, decreasing profits and eventually affecting customer dissatisfaction (Jassem et.al, 2010).

Leadership behavior has a significant impact on the work environment, work outcomes and the productivity of organization especially if it was favored

by the employees (Kritsonis, 2004). Lin and Tseng (2013) conclude that the result of the previous study have shown that different leadership behavior have a different impact on the employee's job satisfaction. Base on the research, it is important for a leader to have an ideal leadership style to influence their followers in order to achieve the organizational objectives. One of the leadership styles that are focus towards followers is servant leadership (Farling et al., 1999).

The first empirical study regarding the servant leadership style was introduced by James A. Laub (Dierendonck 2010) where he explained that servant leadership consist of six (6) important factors such as develops people, values people, builds community, display authenticity, provides leadership and shares leadership (Laub, 1999). However, the research on the servant leadership style have been extended by many researchers and they have come out with a different factors and measures but still have the same meaning (Dierendonck, 2011) to the model of servant leadership.

Page and Wong (2000) has identified the twelve (12) factors for servant leadership. The factors was organized into four (4) principals where it is classified as orientation being (integrity, humility and servant hood), people orientation (caring for others, empowering others and developing others), task orientation (visioning, goal setting and leading) and process orientation (modeling, team building and shared decision making). However it was reduce to only five (5) which consist of (a) servants heart, (b) serving and developing others, (c) consulting and involving others, (d) inspiring and influencing others and (e) modeling integrity and authenticity after it was revised (Page et al., 2007)

Russell et al., (2002) through his servant leadership model, conclude that the factors that describe servant leadership are (a) vision, (b) honesty, (c) integrity, (d) trust, (e) service, (f) modeling, (g) pioneering, (h) appreciation of others and (i) empowerment. He stated that if more people practice servant leadership style, many people will benefit from it since it offers potential to positively transform interpersonal work relations and organizational life.

Liden et al., (2008) on the other hand stressed that servant leadership focus on individuals integrity, identifying other's needs and serving others. Through their model, they have identified seven (7) factors of servant leadership that is (a) conceptual skills, (b) behaving ethically, (c) empowering, (d) helping subordinates to grow and succeed, (e) putting subordinates first, (f) emotional healing & (g) creating value for the community.

There is an amount of research founded that there is a relationship between servant leadership and job satisfaction. Walumbwa et al., (2010) stated that servant leadership is a factor to improve employee's attitude and cultivates organizational climate of service and self-efficacy. In the western context, there is a correlation between servant leadership and job satisfaction (Herbert, 2003; Inbarasu, 2008). (Herbert, 2003; Klein, 2007; Amadeo, 2008; Inbarasu 2008; Cerit, 2009; Johnson, 2008; McKenzie 2012 & Hunter et al., 2013). Klein (2007) findings stated that there is a moderate correlation between job satisfaction and servant leadership.

2.2 Job Satisfaction

Employees' job satisfaction is described as an important factor of an organizational success and poor job satisfaction among employees can hinder the organization performance (Voon et al., 2011). According to Wofford (2003), there are more than 3,000 articles and studies that deal with job satisfaction, and several theoretical frameworks have been developed to explain job satisfaction.

Rad and Yarmohammadiann (2006) stated that job satisfaction is an attitude of an individual towards their jobs and a positive feeling about one's job resulting from the assessment of its characteristic (Robbins & Judge, 2013) and it is basically related to whether somebody feels positively or negatively about their job be if the intrinsic or extrinsic aspects of the job (Alam & Mohamad, 2010). Job satisfaction can also be associated with the relationship between managers and subordinates (Graham, 1998) or the response of workers to actual job outcomes that closely match desired outcomes (Michael & Dael, 2007).

Job satisfaction also may refer to workers that can balance satisfaction and dissatisfaction to form a collective satisfaction (Lin & Tseng, 2013). Employees with a high level of job satisfaction are willing to work more effectively and develop a high performance behavior. Thus, this is important in order to understand the contribution of employee's satisfaction towards organizational performance and how it will affect service delivery (Cerit, 2009). Past scholars have also agreed that employee's happiness is closely related to productivity of the employees (Hebert & Sherri, 2003).

According to Jassem et al., (2011), lower absenteeism and turnover, productivity and organizational commitment, and organizational effectiveness can be influenced by job satisfaction. Job satisfaction also influences by the human interest related to needs of employees such as how the employees feel they deserve to be treated and fulfilling the psychological and physical well-being. McKee (1991) stated that the leadership style of supervisors made a difference in levels of job satisfaction. Employee's job satisfaction in the factors of self-esteem, development opportunities, accomplishment, job expectations, respect, fair treatment, amount of supervision, informed in job, and participation has strong connection with the manager's relationship behavior (Graham, 1998).

Job satisfaction is a dynamic state where it is always be influenced and modified through the employee's personal characteristics and the current working environment (Lam, 1994). Abuduaini (2009) stated that job satisfaction is a complex and multi-dimensional phenomenon which it perceived differently to different people. This showed that the job satisfaction is a one of the tedious phenomenon that need to be understand by researchers since the people characteristic and environment characteristic are different. Moreover, since job satisfaction can be explained to be related to the employee's attitude, the job satisfaction may be affected by the feelings of an individual's towards their achievement.

In the case of low job satisfaction, it may affect the low-quality service and performance of an employee's (Rogers et al., 1994). It may also give an effect

on the negative outcome, increasing the cost, decreasing productivity, withdrawal behavior and may sometime affect the customer satisfaction (Jassem et al., 2010).

The Hierarchy of Needs Theory has been use by researchers to identify the relationships between motivations and job satisfaction (Robbins & Judge, 2013). Based on the theory, as a human beings there is five (5) hierarchy of needs that will satisfy an individual's such as, self-actualization, self-esteem, social, safety and physiological. Leaders must be alert and understand the dynamics between personal hierarchy of needs and employee job satisfaction before they apply the theory in the workplace (Chu, 2008).

As for example, employees must first obtain their physical needs and feel physically able to execute new, more challenging tasks before individuals can pursue higher achievement. They must feel safe and secure to be innovative (safety), have a sense of community (social), believe in self, own strengths and competencies (esteem), and exist with integrity and honor (self-actualization) (Robbins & Judge, 2013). Related to this, it means an employee will probably feel secure if the actions taken by the managers have considered the employee views and did not compromise any of their needs.

Based on Herzberg Theory of Motivation, there two (2) factors that give an effect to job satisfaction is the motivation factors (satisfiers) and the hygiene factors (dissatisfiers) are called dissatisfier (Tietjen & Myers, 1998). Herzberg has conclude that there are five (5) items under the motivation factors (achievement, recognition, work itself, responsibility and opportunity for advancement) and five

(5) items under the hygiene factors (policy, supervision, salary, interpersonal relationship and working condition (Graham & Messner, 1998). Job satisfaction is basically consisted a various construct that includes the employee's feeling regarding the intrinsic and extrinsic job elements.

There are numerous factors that affect job satisfaction depending on the individuals or employees in the respected organization. Among of those factor are working conditions, workplace flexibility, coworkers, recognition, communication, degree of professionalism, interpersonal relationships, achievement, autonomy, positive affectivity, supervisory support, organizational climate, job security and working within a team environment (Rad & Yarmohammadian, 2006).

Referring to the importance of supervisor factor in the Herzberg Theory, Syptak (1999) stated that an organization should consider being extra careful when appointing a manager or supervisor since it can affect the job dissatisfaction. This is because since the supervisor is working most of the time with their subordinates, the approach technique and the quality of the supervisor will affect the satisfaction of the employees.

Leadership is classify as an important predictor and plays an important role in affecting job satisfaction. As a management function, leadership is mostly focus towards people and social interaction, plus it also important in order to influence people to achieve organizational goals (Skansi, 2000). Since there is various leadership styles that are practice by managers in various department, the

effect of each leadership style may be differ between others. This is similar with a finding where different leadership style will create a different working environment and affecting the employee's job satisfaction (Bogler, 2001; Timothy & Ronald, 2004).

2.3 Servant Leadership

2.3.1 Historical Overview of Servant Leadership

The term of "Servant leadership" was first introduced by Robert K. Greenleaf in his article "The Servant as a Leader" where it has attract many people who are concerned with leadership, service, management, and spiritual growth (Spears, 1996). Since the important agenda in servant leadership is to serve the people within a group, organization or community, this does not mean servant leaders are not successful but it provides the means for organizations to value their people and to be successful (Laub, 1999; Patterson, 2003; Liden et al., 2008; Mckenzie, 2012).

Robert K. Greenleaf developed the term 'servant leadership' after attracted to the concept of Leo's leadership while he was reading the novel "Journey to the east" (Laub, 1999). The novel is a story of a journey by a group of peoples on a spiritual mission. The main character of the story is Leo where he accompanies the party as the group servant, and he support others in the group with his caring spirit. After Leo disappears, the group falls apart, the journey was abandoned and they realize they cannot make it without Leo (Spears, 1996). Laub (1999) quoted that Greenleaf define servant leader as

“The servant-leader is servant first ... it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is the leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature”

According to Spears (1996) (Executive Director, The Robert K. Greenleaf Center for Servant-Leadership, Indianapolis, USA), Greenleaf also stated in his book, “The Servant as Leader”, that servant leaders begins with

“The natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely them- selves to become servants? And, what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived?”

Servant-leadership encourages leaders to balance out between leading and serving in their daily activities (Spears 1996). According to Russell (2002), base on the Greenleaf’s writings there is 10 factors that contribute to the servant leadership behavior which consist of listening, empathy, healing, awareness,

persuasion, conceptualization, foresight, stewardship, commitment to growth people and building community.

A literature review on a few papers found that there are a few researchers that reported the factors contributing to servant leadership. Russel & Stone (2001) reported that through their overall literature review, there are nearly 20 distinguishable factors that can be contribute to the servant leadership including the factors that explain by Greenleaf. However, he explained that the factors are listed in some form of another and can be reorganized according to the same meaning. According to him, the 20 factors can be distributed into two (2) fractions which nine (9) of it is classified as functional factors (vision, honesty, integrity, trust, service, modeling, pioneering, appreciations of others, empowerment) and there are other factor classified as accompanying factors (communication, credibility, stewardship, competence, visibility, influence, persuasion, listening, encouragement, teaching and delegation).

Servant leadership is a person-centered leadership approach where leaders support employees in the achievement of their full potential by engaging in personal relationships with subordinates in order to understand and support their personal motivations (Laub, 1999 & Liden, 2008). The focus of servant leaders is to enhance followers and leaders rely on face to face communication to gain understanding of the individuals abilities, needs, desires, goals, and potential (Page & Wong, 2000; & Liden, 2008).

Servant leadership is not new concept that originated directly from Greenleaf since the general concepts of have existed for centuries based on the relationship between people (McKenzie, 2012). It is suggested that this leadership style is the most effective overall leadership approach to support performance management coaching for teams (Duff, 2013). Many researchers have developed their measures based on the interpretation of Greenleaf's writings (Dierendonck, 2010) where the overview of the available instrument is described as in the **Appendix A**.

2.3.2 Components of Servant Leadership

Most of the businesses objective is relying on the assumption that fiscal outcomes are the main objective followed by customer service but through servant leadership model it is contrast since by enhancing customer service the profitability will naturally be influenced (McKenzie, 2012). As stated before, there are a few models that have been used to measure the level servant leadership levels in organizations.

Laub (1999) conclude that servant leadership can be measured by six (6) factors that is (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership and (f) shares leadership and these are explained as independent variables in this study. The instrument developed by Laub (1999) was widely used in the research of servant leadership topics (e.g: Horseman, 2001; Hebert & Sherri, 2003; Joseph & Winston, 2005, Johnson, 2008; Han et al., 2009; McKenzie, 2012). Patterson (2003) have identified eight

(8) factors that defines servant leadership that is (a) love, (b) vision, (c) humility, (d) altruism, (e) service, (f) trust, and (g) empowerment which is also conclude servant leadership as an extension version of transformational leadership. The similarities between servant leadership factors (key characteristic) are summarized as in the **Appendix B**.

A. Values people and relationship with Job Satisfaction

According to Russel (2003), values are the basic element of servant leadership which values of good leaders is honesty and integrity. McKenzie (2014) reported that in the relationship between servant leaders and the followers, the leaders will cultivates trust by valuing the abilities, concerns, and desires of the followers. He also stated that Covey describe “valuing others includes not only behaving altruistically, but caring for others in a manner that how they want to be cared for”.

Laub (1999) define ‘values people’ as believing in others (followers) by putting others interest first through listening to others that in this case performing a non-judgmental listening. In order to serve and satisfy others, leaders need to understand what is the needs of their followers. Dierendonck (2010) explained that there are similarities between ‘values people’ and ‘emotional healing’ that have been used by other researchers. John and Daniel (2006) defines ‘emotional healing’ as the leaders ability to identify when and how to performed the healing process when the employees faced difficulties in any circumstances. Weymes

(2003) conclude that the main objective of leadership is to influence feelings and emotions in order to create an emotional attachment towards the organization.

According to Hynes (2011), by valuing people, leaders stressed listening as one of the necessary steps to get the accurate information regarding the employee's or other people needs. Rick et, al. (1997) stated that values people have a positive correlation with job satisfaction that also correlates with the job performance. John and Daniel (2006) also reported that 'values people' give significant roles in enhancing the employee's job satisfaction. By valuing people, leaders may listen to understand their employees desires and 'values people' around them so they can use it to inspire employees and increase their performance to achieve personal and organizational goals.

B. Develops people and relationship with Job Satisfaction

'Develops people' is stated as providing followers the opportunities for learning, growth and leading others through management by example (Laub, 1999 & Han et al., 2010). Liden et al., (2008) stated that 'develops people' is 'demonstrating genuine concern for others' career by providing support and mentoring which he categorized it under the factor of 'empowering'. Dierendonck (2010) have identified that there is a similarity between 'develops people' and empowerment in the view of servant leadership behavior. Empower and developing others is included in the motivational concept focus on enabling people.

According to Hales and Klidas (1998), 'develops people' is known as sharing knowledge, information and power with their subordinates. However, Elbeyit et al., (2011) explained that 'develops people' is closely related to management techniques and instruments such as communication, trust and participative management. The development and growth of followers were expressed by Greenleaf as being a significant role of a servant leader and extended the values of the individual demonstrated by their behavior (McKenzie, 2012).

Dierendonck (2010), stated that 'develops people' or 'empowerment' emphasizes the delegation of responsibility to increase motivation and giving people a clear goal to strive. It also important for the subordinates to get the feeling of holding responsibilities in order to share the knowledge and to ensure that people develops the necessary skills on the necessary task. These shows that in servant leadership, the leaders understand what is the future role of their subordinates and in order to prepare them towards the future, leaders need to develop their subordinates.

Developing subordinate can be performed through formal and informal session. Formal session may involve training classes, seminar or knowledge sharing session held by the management. However through informal session, leaders got to be creative in order to give understanding to their subordinates and inspire them to learn and grow in the dynamics of daily work experience (Zoe & John, 2001). Through informal session, leaders will use their organizational

influence in order to provide opportunity for the subordinates to gain visibility in the organization and at the same time develops them towards a better individual.

Managers and researchers agree that employee's involvement and empowerment of employees (developing people) can enhance the competitive advantage to the organization (Siegall and Gardner, 2000). Based on a study employees empowerment can give a positive effect to motivation (Janssen et al., 1997), performance (Col, 2008) and organizational commitment (Han et al., 2009). According to Andre and Morris (2012), the more the managers empower their subordinates, the more employees will feel positive towards their management; therefore, more employees will feel satisfied.

Empowerment consist a wide range of activities and the way of the activities are performed in accordance to its content will give a result on how the task are performed and the level of job satisfaction that employees will get (Elbeyit et al., 2011). A piece of research shows that in Malaysian context, there is a positive relationship between 'develops people' and job satisfaction (Lo & Ramayah, 2011). Elbeyit et al., (2011) also conclude that the relationship between empowerment and job satisfaction This result is similar with other finding where the employees who develops by their leader is more satisfied with their job rather people who did not obtain the same 'privileges' (Van, 2008).

C. Builds Community and relationship with Job Satisfaction

Community is a group of individuals with diverse characteristics who share common perspectives, social ties, and engage in joint activities within the

geographical locations or settings (McQueen, 2001). This means communities are existed in the working environment which either it can be consider as a big community or being separated into a small community depending on the group identity and led by a leader, manager or supervisor. Although there is a gap between leaders and followers, the followers role can be categorized into three (3) that is workmate, co-worker and colleague (Danielsson, 2013) which also shows the importance of follower in the working environment not only as subordinates who follow orders but also as ‘partners’ and members of a group.

‘Builds community’ is defined as enhancing relationship by emphasizing teamwork (Laub, 1999). This is a very important factor since with the dynamic environment it is hard to exclude that there is a variety of cultures and viewpoints especially in a multi-cultural community. It is important for the leaders in such environment to foster relationship creating a community that worked together to achieve organizational goals especially in well-diversified community.

Dierendonck (2010) define that ‘builds community’ is related with the stewardship and accountability. According to him, stewardship in the servant leadership factor is closely related with social responsibility teamwork and loyalty. According to Andre and Morris (2012), stewardship in other word is about understanding the organizational role in a larger concept of society and promotes the spirit of teamwork among entities in the organization. Teamwork has a close similarity with ‘builds community’ described by the Laub’s servant leadership model. Teamwork can be defined as “the attitude of an employee to cooperate and collaborate with other colleagues to improve performance and

quality plus it requires the ability to work under minimum supervision” (Bazerman, 2005).

Working with others especially in teams is necessary in order to achieve an objective and improve organizations (Jones, 2006). Through teamwork or in this case ‘building community’, organizations may achieve various outcomes such as job efficiency, increasing in productivity and other organizational duties through teamwork (Benravazi and Silong, 2013). Lack of collaboration and communication among the supervisors and subordinates may lead to dissatisfaction and it will then contribute to the lack of motivation in work (Poon, 2004). Dow et al, (2001) summarized that leaders who support employee involvement and participation can increase their employee’s job satisfaction. The result is also similar with another finding where there is a significant relationship between the social ties builds through ‘builds community’ factors and job satisfaction (Damiano & Nunzia, 2014).

Study by Morgan et al., (2010) in UK has reveal that ‘builds community’ can cause behavioral change toward supervisors and subordinates and also improve the job satisfaction among the workers. This shows that when individuals in the organization appreciate their roles as a team and working interdependently in order to achieve the targets, it will help to foster the job satisfaction among employees.

D. Displays authenticity and relationship with Job Satisfaction

Laub (1999) described 'displays authenticity' as willing to be transparent, open to any input from others and have a consistent ethical behavior which maintaining the integrity and trust. McKenzie (2012) reported that leaders who are willing to accept others view have elements of authenticity in servant leadership. Spears (2002) stated that an authentic desire to understand others and a willingness to remain open to the individual are one of the criteria of effective listening that are necessary for leaders.

Additionally, Dierendock (2010) describe that there is a similarities between 'display authenticity' in Laub's servant leadership model and other researchers definition such as 'authentic self' (Sendjaya and Pekerti, 2010; Wong and Davey, 2007). Sendjaya and Pekerti (2010) described 'authentic self' refers to the idea when the leaders being truthful and transparent through humility and accountability behavior towards their subordinates.

The exchange of behaviors between leaders and subordinates are known to be the roots of trust in the organization especially in relationship between leaders and subordinates (Sendjaya and Pekerti, 2010). For this particular reason, the openness and supportive communication between leaders and subordinates which consist within the idea of authentic behavior may contribute to trust. Bercerra and Gupta (2003) explained that an authentic behavior of leaders is an essential instrument to transfer information where the information forms trust between the parties. According to Burke and Wilcox (1969), the leaders who are open

(transparent and truthful) to any information in communication have a close relationship with the follower's satisfaction.

Previous researchers found that there is a significant relationship between 'authentic' behavior and employee's job satisfaction (Cunningham & McGregor, 2000; Wulandari & Burgess, 2011). The relationship of an authentic behavior and job satisfaction have also been described by Guohong (2010) where based on the research she concludes that it can help employees to become satisfied in their job and carrier advancement. Through authentic behavior, Rommel et, al. (2012) conclude that if followers trust their leaders the employees will gain satisfaction in their jobs thus it will enhance job performance. Mehta and Pillay (2011) also conclude that 'displays authenticity' have a significant relationship with job satisfaction.

E. Provides leadership and relationship with Job Satisfaction

'Provides leadership' is the intuition to set a direction for a group by clarifying goals to achieve the vision and taking the initiative to be the example for others (Laub, 1999). The servant leaders need to have the necessary knowledge and skills in order to initiate any actions to achieve the organizational objectives. The element of 'provides leadership' can also be found in the transformational leadership elements such as vision, foresight and providing encouragement which are considered as the top elements in transformational leadership (Robbins and Judge, 2013).

Dierendonck (2011) explained that ‘provides leadership’ have the same meaning with vision leaders (Dennins and Bocarnea, 2005) and inspiring or influencing others (Page and Wong, 2007) in the servant leadership model. According to Searle and Hanrahan (2011), vision is a critical factor to influence followers and from the followers view leaders need to have clear vision in order to guide them towards future success. Related to this, they reported that leaders need to have vision to drive actions and performance towards achieving organizational objectives. In leadership, leaders characteristic that involve ‘inspire’ is interpreted by Goffee and Jones (2006) where they explained that a leader should passionately empathize with people and capitalize on their own uniqueness in order to become inspirational. Alex (2013) highlighted that inspiration is closely related and “complemented each other” although the concept are view to be different.

Base on the recurrent meaning relates to vision and inspiration, it did not just associated with ‘energy’ and excitement (Engen, 2005) to the followers but the result would also measureable in term of action and outcome (Searle and Hanrahan, 2011). According to Alex (2013), inspiration can be expressed through the power to drive others to achieve organizational goals and increase organizational performance. Thrash and Elliot (2003) explain that inspiration can give effect to motivation where it has a long term effect toward motivation which viewed as motivational state.

Dierendonck (2012) categorized the ‘provides leadership’ factors as ‘courage’ where it reflects the idea of ‘pioneering’. According to Russel and

Stone (2002), 'pioneering' is defined as creating a new approach to any actions by relying on values and beliefs. The servant leaders who uphold the principle of 'pioneering' will be the first to take the risk of implementing new ways, allow followers to exercise their abilities, and dares to admit failure which is also perceived as leaders that have 'courage' (Andre and Morris, 2012).

According to Mehta and Pillay (2011), 'provides leadership' have a positive relationship with job satisfaction. To provide helps and direction, leaders must appropriately state their targets so their followers may understand the leader's actions and create a sense of direction (Mckenzie, 2012). Since the leader is focused on serving the follower, servant leaders 'provides leadership' to their follower in order to guide others to act for the best interest of the organization.

F. Shares leadership and relationship with Job Satisfaction

Laub (1999) describe this factor as by sharing their powers with the followers through empowerment. He also suggested that the servant leaders did not seek special status or expect honor while being a leader. The leaders who promote 'shares leadership' willing to share their status, releasing control over their subordinates but at the same time facilitate their subordinate in order to inspire them to strive for their organizational and individual achievement.

Dierendonck (2010) concludes that there are similarities between 'shares leadership', 'humility' (Dennis and Bocarnea, 2005; Wong and Davey (2007) and 'putting subordinates first' (Liden et. at, 2008) in other models of servant leadership. Dennis and Bocarnea (2005) define 'humility' as the behavior of

showing respect and appreciation to the subordinates and acknowledge their contribution in the organization. However, Sun (2013) describe 'humility' as factors that influence leaders to put the subordinates needs as the priority beyond the leaders him/herself in order to make sure subordinates gain the benefit more than them. Morris et al., (2005) indicates that 'humility' is a modest behavior which includes openness of a leader towards any advice, critics, giving primary focus on the followers needs and promoting collective responsibility in order to complete the task given.

Leaders perceived with high humility are willing to be accountable to their subordinates, to receive criticism from others, to learn from others and to put ahead the subordinates first after the task is successfully completed to make sure they (subordinates) get the appreciation from others (Dierendonck and Nuitjen, 2011; Andre and Morris, 2012). Through a humble leader, subordinates may learn that displaying vulnerability and uncertainty are the essential behaviors in the workplace to achieve individuals and organizational success (Owens and Heckman, 2012).

Mehta and Pillay (2011) found that 'shares leadership' has a significant relationship with job satisfaction. Shares leadership proves to be affective on improving employees satisfaction (Michael & Dael, 2007) since employees appreciate managers who are being open and vulnerable (Andre and Morris, 2012). Current organizations shows that practices of collaborative decision making through shared leadership (responsibility and accountability) can contribute to the organization success (Tucci, 2008). Young et al., (2007) also

reported that if employees are involved in decision making processes, there is an increased of commitment and dedication level to the organization. Michael and Dael (2007) summarize that the higher a leader promotes ‘shares leadership’, the higher it will affect sub-ordinates job satisfaction.

2.4 Social Exchange Theory

According to few researchers, one of the essential theory that can be relate to explain the relationship between servant leadership and job satisfaction is the social exchange theory (Liden et al., 2008; Hunter et al., 2013). Blau (1964) proposed that voluntary actions or extra effort are being implement by individuals that are motivated in returns what they receive through others. Through social exchange theory it is suggested that the follower’s satisfaction may be related to the leadership behavior and indirectly boost up the employees desires to contribute back to the organization and leaders (Hunter et al., 2013).

Liden et al., (2004) stated that a leader is the ‘icon’ of an organization where they are often viewed by the employees as a model for them to be inspired. Servant leader’s focus on follower’s self-interest in order to drive the organization and this action would respond by the followers in trusting their leaders. Servant leader encourages their subordinates to plan for future achievement and build trust with subordinates (Chan and Mak, 2014). Again, when subordinates feel that they are receiving benefits from the leader, they feel motivated to trust their leader (Whitener et al., 1998) and gain satisfaction in their job.

Existing findings suggest the subordinates who are being inspired by their leaders would likely to work closely with their leaders and developed themselves in order to meet the leaders or organization expectation (Bauer and Green, 1998; Ashforth and Saks, 2000). Farling et al., (1999) stated that servant leadership would affect the follower's vision, trust and credibility thus the subordinates would feel motivated to increase their job satisfaction (Spreitzer and Mishra, 1999).

2.5 Relationship between Servant Leadership and Job Satisfaction

The definition of an 'ideal leader' is described as a person who uses their power in their respective position to motivate their followers in order to achieve organizational goals and vision (Dierendonck et al., 2009). Leadership theories stress on the importance of listening to followers, valuing, appreciating, and empowering them to achieve organizational goals while Ilies et al., (2005) described that a 'good leadership' as the leaders ability to make the appropriate decisions, motivate others, build commitment and mobilize tangible or intangible resources for organizational success. Andre and Mirna (2012) stated that nowadays the organizations are seeking for people- centered leaders who use their power ethically sensitive and positive way.

Related to that, Liden et al, (2000) show that organizations with people-centered leaders usually have employees that are more committed, satisfied, and better performance in their work. Andre and Mirna (2012) suggest that the most recent people-centered leadership behavior is servant leadership where it still has

a few numbers of study in organizational outcome but however have gain popularity and focus by practitioners and consultants (Spears, 1998).

Servant leadership is a factor that affects employee performance and job satisfaction (John & Winston, 2005; Politis, 2012; Bobbio et al., 2012 & Chan & Mak, 2014). It is an understanding and practices of leadership that focused on the follower interest first rather than the leader self-interest Laub (1999). He also concluded that the more employees' perceives the principles of servant leadership being implemented in the workplace, the level of job satisfaction would be higher.

Hunter et al., (2013) stated that employees who perceived their leader practicing servant leadership qualities were more likely to work in teams and assist each other with task-related and interpersonal matters. Rai & Prakash (2012) stated that servant leaders always promote their followers to take leadership responsibilities and influence each other towards knowledge sharing and creativity. In line with that, Jones (2012) suggests that servant leadership can enhance the organizational productivity including increased fiscal strength by decreased turnover and increased job satisfaction.

According to Mehta and Pillay (2011), dimensions of servant leadership behavior, display authenticity, shared leadership, values people and provides leadership are positively related with job satisfaction; however, develops people and builds community are negatively correlated with job satisfaction. Inbarasu (2008) also stated that only 'builds community' factor did not show a significant relationship with job satisfaction in the research.

Overall, employees who work with servant leaders experience high levels of job satisfaction (Cerit, 2009; Zhang et al., 2012; & McKenzie, 2012). Johnson (2008) and Amadeo (2008) also concluded that there is a positive correlation between job satisfaction and the six (6) constructs of servant leadership. Miers, (2004), Anderson (2005), Washington (2007), and Cerit (2009) conclude that there is a significant positive relationship between servant leadership and job satisfaction. This showed that the servant leadership behavior is one of a factor that can influence others and also can give a positive affects toward job satisfaction.

The characteristics needed in understanding the principles of servant leadership are well explained by Laub (1999) and it is associated with employee's job satisfaction and improved organization outcomes in profit oriented organizations (Kool & Dierendonck, 2012 & Jones D., 2012) or in the non-profit organizations (Mosadegh & Yarmohamadian, 2006, & Sun. Y.T. Peter, 2013).

The researchers who give critiques on servant-leadership theory argued that the relationship between servant leadership and job satisfaction in organization are not significant since most people are always attracted incentives and rewards; not the quality of life guided by faith (Inbarasu, 2008). However in reality, some of managers and supervisor might not have the 'power' to do so especially in the government sector (such as Malaysia) since they usually are tied to the centralize procedure especially for the salary factor. As an effect this will be difficult for a manager or supervisor to motivate their subordinates through the

extrinsic factor and therefore leaders should search into another area to influence their subordinates that is through the intrinsic factor.

Few researchers explained that the role of the leader will directly influence the employee motivation and job satisfaction (Tietjen, Myers, Beach, College, & Beach, 1998). Servant leadership focuses on the follower instead of organizational objectives thus this will result to a positive job behavior among employees (Liden, 2008; & Travis & John, 2011). This study will assess the degree to which junior officers perceive servant leadership behaviors in ministries in Putrajaya Federal Territories. The relationship between servant leadership and their job satisfaction will also be evaluated.

CHAPTER 3

METHODOLOGY

3.1 Introduction

As described in the previous chapter, this study tries to identify the relationship between servant leadership as independent variable and job satisfaction as the dependent variables. This chapter will describe the research design, measurement/instrumentation, data collection and sampling and technique of data analysis

For the purpose of the research, Organizational Leadership Assessment (OLA) is used in order to identify the level of servant leadership practiced within the organizations. The Minnesota Satisfaction Questionnaire (MSQ) is adopted in order to assess the job satisfaction level of junior officers.

3.2 Research Framework and Hypothesis

The variable of interest in this study is the servant leadership and its construct (values people, develops people, displays authenticity, builds community, shares leadership and provide leadership) as the independent variables and the job satisfaction as the dependent variable. The literature review shows that the leadership style, in this case servant leadership, can be assumed to influence job satisfaction. The relationships between the variables are show as in Figure 2.1.

3.2.1 Research Framework

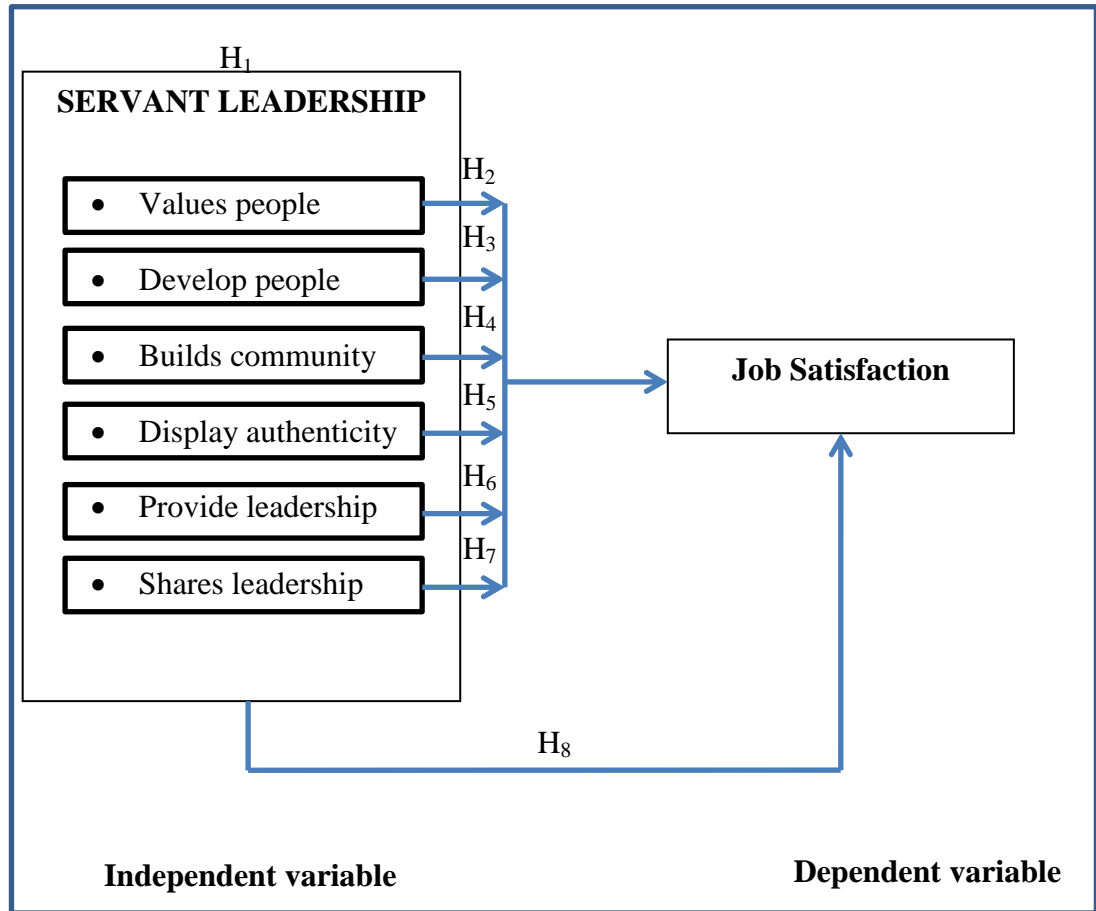


Figure 3.1
Theoretical framework

3.2.2 Dependent Variable

Job satisfaction can be defined as an attitude of an individual towards their jobs and a positive or negative feeling about one's job resulting from the assessment of its characteristic (Robbins & Judge, 2013) and it is basically the intrinsic or extrinsic aspects of the job (Alam & Mohamad, 2010). Based on Herzberg's Motivation-Hygiene Theory, it consider intrinsic and the extrinsic as the general measurement for job satisfaction (Graham 1998; Stumpf, 2003, &

Walker 2009). Job satisfaction can be measured with two (2) ways which first is to measure the level of job satisfaction and the second way is to measure using facet scales. Facet scales are intended to cover separately the principal areas within a more general domain (Hebert, 2003). In this study, job satisfaction is measured via level job satisfaction.

3.2.3 Independent Variable

Servant leadership is a set of practice or behavior by a leader to enhance the lives of individuals and builds better organizations (Laub, 1999). Based on the model developed by Laub (1999), servant leaders should have shown six (6) components that will describe the servant leadership behavior that is values people, develop people, builds community, display authenticity, provide leadership and shares leadership. Each of the definition has been elaborate as in the previous chapter.

3.2.4 Hypothesis

1. Servant Leadership Level.

Servant leadership behavior is the primary subject in this study. For this study, the servant leadership factors; (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership and (f) shares leadership are being identified as the necessary factors implemented by the supervisors.

H₁: The level of Servant Leadership components is exhibited by the supervisors.

2. The relationship between Servant Leadership factors and Job Satisfaction.

The relationships of each factor of Servant Leadership behavior and Job Satisfaction are being studied in order to answer the research question as in the previous chapter. These relationships can help to give more understanding on how servant leadership behavior can affect the job satisfaction among the junior officers. Below are the hypotheses for the relationship between the variables.

A. Values people

H₂: There is a significant relationship between ‘values people’ in servant leadership and the job satisfaction.

B. Develops people

H₃: There is a significant relationship between ‘develops people’ in servant leadership and the job satisfaction.

C. Builds Community

H₄: There is a significant relationship between ‘builds community’ in servant leadership and the job satisfaction.

D. Displays Authenticity

H₅: There is a significant relationship between ‘displays authenticity’ in servant leadership and the job satisfaction.

E. Provides Leadership

H₆: There is a significant relationship between ‘provides leadership’ in servant leadership and the job satisfaction.

F. Shares Leadership

H₇: There is a significant relationship between ‘shares leadership’ in servant leadership and the job satisfaction.

3. Relationship between Servant Leadership and Job Satisfaction

H₈: There is a significant relationship between servant leadership and the job satisfaction.

3.3 Research Design

A research design is a necessary plan identifying the methods for collecting and analyzing the data. It is important to ensure the answer to the research questions is valid and reliable. Research design refers to decisions regarding the purpose of the study, location of the study, the type of instrument and investigation and the level of data will that be analyzed (Sekaran and Bougie, 2009).

3.3.1 Type of Study

The design of the study is a quantitative study. This research was designed to identify the relationship among servant leadership and its construct on job satisfaction. This is a correlational study because it involves independent variables which are consider to be dimensions of servant leadership namely as

develops people, values people, displays authenticity, builds community, shares leadership and provides leadership. These independent variables may or may not affect the officer's job satisfaction.

In gathering the information related to the research questions, a questionnaire was distributed as the main instrument for data collection from the respondents. The advantage of using questionnaire is because it is relatively low in cost. The questionnaire forms were either sent personally to the respondents or to the colleagues of targeted respondent in various ministries in Putrajaya.

3.3.2 Unit of Analysis

Sekaran and Bougie (2009) stated that the unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage. For the research purpose, the data's are gathered from each individual and each officer are treated as an individual data source. Therefore, in this study the unit of analysis were the Administration and Diplomatic Officers Grade M41 who working under various ministries in Putrajaya. The proposed study applied a quantitative research to measure the presence and whether there exist a relationship between the variables.

3.4 Definition of Key Terms

Servant leadership: a leadership style characterized by a principal motivation of the leader to serve the needs of others. In practice, characterized by the following six traits in a leader who: values people, develops people, builds

community, displays authenticity, provides leadership, and shares leadership (Laub, 1999).

Values people: believing in others (followers) by putting others interest first through listening to others which in this case performing a non-judgmental listening. In order to serve and satisfy others, leaders need to understand what is the needs of their followers (Laub, 1999).

Develops people: to provide followers the opportunities for learning, growth and leading others through management by example (Laub, 1999).

Builds community: to enhance relationship by emphasizing teamwork although there is variety of cultures and viewpoints especially in the multi-cultural community (Laub, 1999).

Displays authenticity: willing to be transparent, open to any input from others and have a consistent ethical behavior which maintaining the integrity and trust (Laub, 1999)

Provides leadership: an intuition to set a direction for a group by clarifying goals, to achieve the vision and taking the initiative to be the example of others (Laub, 1999).

Shares leadership: sharing their powers and status with the followers through empowerment (Laub, 1999)

Supervisor: Someone who is responsible for the performance of the groups of employees who report directly to him/her (Zoe & John, 2001)

Junior officer: Government officer grade 41 with service period of 1-8 years in the respective scheme.

Job satisfaction: a positive feeling about one's job resulting from an evaluation of its characteristic (Robbins and Judge, 2013)

3.5 Population and Sampling

The study requires information of junior officers (gred M41) that are posted in ministries within Putrajaya Federal Territorial as respondent. Instead of obtaining information from those who are most readily or conveniently available, it might sometimes become necessary to obtain information from specific target groups. The type of sampling used in the study is the purposive sampling. Through this type of sampling, the sampling here is confined to specific types of people who can provide the necessary information, either because they are the only ones who have it, or exhibit some criteria set by the researcher (Sekaran, 2003).

The study was concerned with a possible relationship between servant leadership on the job satisfaction of junior officers in various ministries. Based on the information from the Public Service Department, the current number of Administration and Diplomatic Scheme Grade M41 is 2476 people. According to Krejcie and Morgan (1970), the appropriate sample with 95% confidence for 3000 people is around 341 people. However, Sekaran (2003) also stated that the appropriate sample size for population of 2600 is 335 people. So for the purpose of this research, around 400 questionnaires have been distributed via hardcopy

and through online. The justifications of 400 hardcopies questionnaires that are distributed are based on the assumption that only 80% of the respondent replied the questionnaires accordingly.

3.6 Instrumentation

Descriptive research (quantitative method) and hypotheses was used to conduct the research. This is a cross-sectional study which the data for answering the questionnaire is only collected once. Since data collection need to distribute fast and properly handled to the respective respondent, the hardcopy survey is distributed to the respective respondent and colleagues as it is reliable in getting personal and social details without wasting a lot of money and time. The softcopy version is published in the respected groups sites/pages where the officers at the same groups are gathered. According to Zikmund et, al. (2010), quantitative methodology addresses research objectives through empirical assessments that involve numerical measurement and analysis approaches. Questionnaire used in this research is a questionnaire to gather the data from the respondent. Set of questionnaire used in this research divided into 3 parts as follow:

- i. Part A – Servant Leadership;
- ii. Section B – Job Satisfaction; and
- iii. Section C – Respondent’s Background/Demography.

The questionnaire conducted in English language for an easy understanding since most of the officers familiar with the language. Instrument and item used in the questionnaire are as Table 3.3:

Table 3.1
Instrument and items for questionnaire

| Section | Factor | Reference | Question Item | |
|----------------|--|--|-----------------------|----|
| A | Organizational Leadership Assessment (OLA) | Servant Leadership Questionnaire: | Values People | 10 |
| | | | Develops People | 9 |
| | | | Builds Community | 10 |
| | | | Displays Authenticity | 12 |
| | | | Provides Leadership | 9 |
| | | | Shares Leadership | 10 |
| B | Job Satisfaction | Minnesota Satisfaction Questionnaire (MSQ) | 20 | |
| C | Respondent's Background/Demography | Ministry/ Department, Gender, Age, Period of Service, Academic Achievement | 5 | |

Basically, the content of the questionnaire is adopted from existing questionnaire together with the respondents' personal information. The five-point Likert scale was used to measure the independent variables and dependent variable.

The Organizational Leadership Assessment (OLA) is used to examine the servant leadership levels implemented by the managers in an organization. Laub (1999) identified the essential characteristics of servant leadership through a comprehensive literature review and combined with a Delphi survey technique among experts that resulted in six (6) dimensions of servant leadership.

The original model is worked through a survey consist of 41 organizations from both religious and non-religious sectors and the instrument introduced includes general questions applicable to both sectors with high reliability (Laub, 1999 & Inbarasu, 2008). This technique reflects the perspective of the organization as a whole, its leaders and the experience of followers with regards to servant leadership (Dierendonck, 2011). The instrument to assess servant leadership uses a five-point Likert-type scale ranging five (5) being the highest score (strongly agree), four (4) being agree, three (3) being undecided, two (2) being disagree and one (1) being the lowest score (strongly disagree).

For calculating the job satisfaction among young officers, the study utilized the short version of the Minnesota Satisfaction Questionnaire (Weiss et al., 1967). It consists of 20 questions with a 5-Likert-type scale on which (1) refers to no satisfaction and a value of (5) refers to extremely satisfied. All the 20 questions in this instrument are categorized into 3 different clarifications which

include (a) intrinsic job satisfaction, (b) extrinsic job satisfaction, and (c) general satisfaction. The example of the questionnaire used for the research purposes is being included in the **Appendix C**.

3.7 Data Collection Method

The population size is obtained from Public Service Department through an appointment with one of the officers that working on the respective data. Through the discussion, the officer have agree to give the statistical data on the number of Administration and Diplomatic junior officers (Gred M41) since it is not confidential and for the research/academic purposes. Once permission is granted, the questionnaires are distributed to the respondents of various ministries by using hard copies (distribution) and softcopies and collected back within one week due to time constraint.

The questionnaires are personally distributed by the researcher to encourage the cooperation from the respondents. In order to ensure confidentiality of the responses, each questionnaire is enclosed with a cover letter that explains clearly the purpose of this study. The respondents do not need to provide any identification on the questionnaire. The respondents have to submit the completed questionnaire using sealed envelope to the selected representative. The above method is applied to allow respondents to attend the questionnaire without any pressure so that whatever responses reflect the true information. Hence, the responses bias due to time constraint and the presence of researcher would not rise.

To increase the numbers of respondent, the questionnaire are also distributed using official social media (Facebook) group that are created specifically for the respected group of appointment (batch) in order to send any information regarding service, activities and other news. The group is administrated by the head of batch and the members are only approved by respected committee to make sure the identification of a member is not falsified.

3.8 Technique of Data Analysis

The data collected were subject to statistical analysis for the purpose of interpretation. The data were analyzed using Statistical Package for Social Science (SPSS) version 16. In this study, all items were coded before entered to the computer to ensure there are no errors in the data analysis.

The overall mean of the total score retrieve from the Organization Leadership Assessment (OLA) is used to identify the level of servant leadership behaviors perceived by the junior officers. For the jobs satisfaction levels, the overall mean of total score is obtain through Minnesota Satisfaction Questionnaire (MSQ). The following analysis was conducted in this research to provide answer for the research questions:

A. Descriptive Statistics

- i. Frequency distributions; and
- ii. Mean and standard deviations

B. Correlational Statistics

- i. Cronbach Alpha Coefficients of internal consistency;

- ii. Pearson Correlation Analysis; and
- iii. Multiple Regression Analysis.

Descriptive statistics such as frequency mean and standard deviations were used to describe the characteristics of respondent. The researcher has carried out the frequency analysis such as gender, age, academic achievement, ministry and period of service in the government sector. The reliability test for the six (6) dimensions of servant leadership was conducted. The Cronbach's Alpha was used in order to measure the consistency and reliability of the instruments. Based on Zikmund et, al. (2010), the closer the alpha value to 'one' (1.0), the higher is reliability. The minimum acceptable standard Cronbach's alpha coefficient is 0.7 for internal consistency (Nunnally, 1978).

Pearson Correlation Analysis was used to examine the relationship between independent variables and dependent variable. According to Pallant (2010), the symbol of a correlation is 'r' and the value of the correlation coefficient that can range from -1.00 to 1.00. The value will indicate the strength of relationship between two variables. A correlation of 0 indicates that there is no relationship at all between the variable, a correlation of 1.0 indicates a perfect positive correlation, and a value of -1.0 indicates a perfect negative correlation. The explanation of the strength of correlation can be simplified as showed in Table 3.1:

Table 3.2
Explanation of Strength of Correlation

| Correlation value, r | Strength of relationship |
|-----------------------------|---------------------------------|
| ± 0.70 or higher | Very high |
| ± 0.50 to ± 0.69 | High |
| ± 0.30 to ± 0.49 | Moderate |
| ± 0.10 to ± 0.29 | Low |
| ± 0.01 to ± 0.09 | Very low |
| 0 | No relationship |

Multiple Regression analysis was used in a situation where one (1) independent variable is hypothesized to affect one (1) dependent variable (Sekaran, 2003). Multiple regressions can provide the information about the relationship between servant leadership and job satisfaction as a whole and the relative contribution of each of the variables. In relation with that, the multiple regression analysis was used to determine which independent variables are most important to the job satisfaction. Therefore, research questions 3 can be answered by measuring the Multiple Regression Analysis.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Introduction

This chapter highlighted the analysis of response from the respondent through the survey that has been distributed. The findings and the analysis will also be reported in this chapter. All the data were analyzed using Statistical Package for the Social Sciences (SPSS) version 16.0 for Windows to perform the statistical analysis.

4.2 Sample Characteristic

The total number of respondent that returned the questionnaire via hardcopy is only around 127 individuals although the questionnaires distributed were 400 copies. This made up the return rate of hardcopies is only around 31.75%. However, the respondent that answers the questionnaire via online is 256 individual which make the total respondent for this research is 383. Based on Krejcie and Morgan (1970), the appropriate sample with 95% confidence for 3000 people is around 341 people. However, Sekaran (2003) also stated that the appropriate sample size for population of 2600 is 335 people. Below is the numbers of returned questionnaires according to respective ministry.

Table 4.1
Response Rate

| Ministry | Total Respondent |
|---|-----------------------------|
| Ministry of Education | 39 |
| Ministry of Transport | 20 |
| Ministry of Natural Resources and Environment | 8 |
| Ministry of Tourism and Culture | 13 |
| Ministry of Rural and Regional Development | 14 |
| Ministry of Energy, Green Technology and Water | 24 |
| Prime Minister's Office | 71 |
| Ministry of Agriculture and Agro Based Industry | 10 |
| Ministry of Human Resources | 13 |
| Ministry of Finance | 21 |
| Ministry of Science, Technology and Innovation | 10 |
| Ministry of Plantation and Commodities | 10 |
| Ministry of Home Affairs | 14 |
| Ministry of Communication and Multimedia | 8 |
| Ministry of Health | 16 |
| Ministry of Housing and Local Government | 7 |
| Ministry of Foreign Affairs | 20 |
| Ministry of Women, Family and Community Development | 9 |
| Ministry of Domestic Trade, Co-operatives and Consumerism | 10 |

| | |
|---------------------------------|------------|
| Ministry of Federal Territories | 8 |
| Ministry of Youth and Sports | 4 |
| Others | 34 |
| Total | 383 |

4.3 Profile of the respondents

The demographic samples were described by using the frequency and the percentage values. The survey demonstrated the demographic information's and the respondents profile as shown in Table 4.2 below:

Table 4.2
Demographic information

| No. | Item | Category | Frequency | Percentage (%) |
|-----|-----------------|-------------|-----------|----------------|
| 1. | Gender | Male | 179 | 46.74 |
| | | Female | 203 | 53.00 |
| | | N.A | 1 | 0.26 |
| 2. | Age | 25-29 years | 207 | 54.04 |
| | | 30-34 years | 171 | 44.66 |
| | | 35-39 years | 4 | 1.04 |
| | | 40-44 years | 1 | 0.26 |
| | | | | |
| 3. | Academic | Degree | 350 | 91.12 |
| | | Master | 33 | 8.62 |
| | | Doctorate | - | |

| | | | |
|--------------------|--|----|-------|
| 4. Ministry | Ministry of Education | 39 | 10.18 |
| | Ministry of Transport | 20 | 5.22 |
| | Ministry of Natural Resources and Environment | 8 | 2.09 |
| | Ministry of Tourism and Culture | 13 | 3.39 |
| | Ministry of Rural and Regional Development | 14 | 3.66 |
| | Ministry of Energy, Green Technology and Water | 24 | 6.27 |
| | Prime Minister's Office | 70 | 18.28 |
| | Ministry of Agriculture and Agro Based Industry | 10 | 2.61 |
| | Ministry of Human Resources | 13 | 3.39 |
| | Ministry of Finance | 21 | 5.48 |
| | Ministry of Science, Technology and Innovation | 10 | 2.61 |
| | Ministry of Plantation and Commodities | 10 | 2.61 |
| | Ministry of Home Affairs | 14 | 3.66 |
| | Ministry of Communication and Multimedia | 8 | 2.09 |
| | Ministry of Health | 16 | 4.18 |

| | | | |
|--------------------------|---|-----|-------|
| | Ministry of Housing and Local Government | 7 | 1.83 |
| | Ministry of Foreign Affairs | 20 | 5.22 |
| | Ministry of Women, Family and Community Development | 9 | 2.35 |
| | Ministry of Domestic Trade, Co-operatives and Consumerism | 10 | 2.61 |
| | Ministry of Federal Territories | 8 | 2.09 |
| | Ministry of Youth and Sports | 4 | 1.04 |
| | Others | 34 | 8.88 |
| 5. Service period | 1 to 3 years | 131 | 34.20 |
| | 3 to 6 years | 189 | 49.35 |
| | 6 to 9 years | 55 | 14.36 |
| | 9 to 12 years | 6 | 1.57 |
| | More than 12 years | - | |
| | N.A | 2 | 0.52 |

Based on the analysis of 383 respondents, the highest frequency for the participants come from the female which contribute to 203 respondents or 53% followed by male respondents that is 179 respondents or 46.74%. In term of age group, the highest frequency is contributed by respondent age between 25-29

years old with 207 respondents or 54.04%. It is followed by respondents age 30-34 years with the frequency of 171 or 44.66%, 35-39 years with frequency of 4 (1.04%) and 40-44 years with only 1 respondents (0.26%)

The questionnaires also collected the data regarding the academic achievement of the respondents. Most of the respondents obtain Bachelor's Degree with the frequency of 349 or 91.12%, Masters with 33 respondents or 8.62% while there is non- of the respondents achieve PhD levels. The analysis showed that most of the respondents come from Prime Minister's Office with frequency of 70 or 18.28% while others ministry contributed below a 10% from the overall respondents. The information regarding the period of service in the government sector were also asked in the questionnaire. Based on the analysis most of the respondents have serve in the government sector in 3-6 years with the frequency of 189 or 49.35%. This was followed by service period 1-3 years (34.20%), 6-9 years (14.36%) and 9-12 years (1.57%).

4.4 Goodness of measure

4.4.1 Reliability test

Reliability test were executed in order to check the reliability of the instrument used for the research purpose. By identifying the Cronbach's Alpha values, the inter item consistency were determined through the reliability test (Sekaran and Bougie, 2009). **Table 4.3** showed the Cronbach's Alpha for the independent and dependent variables.

Table 4.3
Reliability Values (n=383)

| No. | Element (Variable) | No. of Items | Items Dropped | Cronbach's Alpha |
|------------------------------|------------------------------------|-----------------|------------------|---------------------|
| Independent Variables | | | | |
| 1 | Values people | 10 | - | 0.95 |
| 2 | Develops people | 10 | - | 0.97 |
| 3 | Builds community | 10 | - | 0.98 |
| 4 | Display Authenticity | 12 | - | 0.97 |
| 5 | Provides leadership | 9 | - | 0.97 |
| 6 | Shares leadership | 10 | - | 0.97 |
| | Servant Leadership: Overall | 60 | - | 0.98 |
| Dependent Variable | | | | |
| 7 | Job Satisfaction | 20 | - | 0.98 |

According to Sekaran (2003), when value of the reliabilities are less than .60 it is considered to be poor, those in the .70 range, acceptable, and those over .80 are good.

4.5 Descriptive Analysis

Descriptive analysis for independent and dependent variable are shown as in the Table 4.4 as below:

Table 4.4
Descriptive analysis (n=383)

| No. | Variables | Mean (M) | Standard Deviation (SD) | Min | Max |
|-----|--------------------------|----------|----------------------------|------|------|
| 1 | Values people | 3.64 | .664 | 1.20 | 5.00 |
| 2 | Develops people | 4.18 | .790 | 1.00 | 5.00 |
| 3 | Builds community | 4.14 | .756 | 1.40 | 5.00 |
| 4 | Displays Authenticity | 3.85 | .723 | 1.17 | 5.00 |
| 5 | Shares leadership | 4.16 | .765 | 1.00 | 5.00 |
| 6 | Provides leadership | 3.80 | .722 | 1.11 | 5.00 |
| 7 | Servant Leadership | 3.96 | .62 | 1.25 | 5.00 |
| 8 | Job satisfaction | 3.88 | .716 | 1.20 | 5.00 |

Table 4.5
Descriptive analysis for Servant Leadership Total Score (n=383)

| Item | Mean (M) | Standard Deviation (SD) | Min | Max |
|---------------------------|----------|----------------------------|-------|-----|
| Servant Leadership | 237.49 | 36.86 | 75.00 | 300 |

Table 4.4 showed the summary of the descriptive analysis for the variables mean, standard deviation, minimum and maximum value of the independent and dependent variable.

The findings shows there are three (3) independent variables which are clearly being practiced by the supervisors across the ministries in Putrajaya.

Based on the descriptive analysis, the most frequent independent variables that were perceived by the junior officers are ‘develops people’ (4.18), ‘shares leadership’ (4.16) and ‘builds community’ (4.14) while the ‘job satisfaction’ (3.88) was only in the range between satisfied to very satisfied. **Table 4.5** summarized the descriptive analysis for total score for servant leadership level perceive by the junior officers in Putrajaya which obtain the mean score of 237.49 from the total score of 300.00.

4.6 Hypothesis Testing

Pearson’s Correlation and Multiple Regression were performed to determine whether all the independent variables in the study have any relationship with the dependent variable. According to Sekaran and Bougie (2009), correlation analysis is the statistical analysis to measure three (3) characteristics, which are the direction of the relationship, the form of the relationship and the degree of the relationship between independent and dependent variables.

The Multiple Regression was performed to determine the dimension of each variable that have influence in the job satisfaction. The outputs of the tests are simplified as **Table 4.6**, **Table 4.7**, **Table 4.8** and **Table 4.9** below:

Table 4.6
Results of the Correlational Analysis (n=383)

| Variables | VP | DP | BC | DA | PL | SL | JS |
|--------------------|--------|----|----|----|----|----|----|
| Values | 1 | | | | | | |
| People (VP) | | | | | | | |
| Develops | .614** | 1 | | | | | |

| | | | | | | |
|---------------------|--------|--------|--------|--------|--------|----------|
| People (DP) | | | | | | |
| Builds | | | | | | |
| Community | .545** | .676** | 1 | | | |
| (BC) | | | | | | |
| Displays | | | | | | |
| Authenticity | .608** | .607** | .625** | 1 | | |
| (DA) | | | | | | |
| Provides | | | | | | |
| Leadership | .753** | .638** | .562** | .666** | 1 | |
| (PL) | | | | | | |
| Shares | | | | | | |
| Leadership | .537** | .759** | .717** | .649** | .579** | 1 |
| (SL) | | | | | | |
| Job | | | | | | |
| Satisfaction | .592** | .545** | .504** | .543** | .563** | .530** 1 |
| (JS) | | | | | | |

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

Table 4.7
Result of the Multiple Regression Analysis (n=383)

| Model | Unstandardized | | Standardized | t | Sig. |
|-----------------------------|----------------|------------|--------------|-------|------|
| | Coefficients | | Coefficients | | |
| | B | Std. Error | Beta | | |
| Values People | .844 | .248 | .783 | 3.399 | .001 |
| Provides Leadership | .654 | .227 | .668 | 2.885 | .004 |
| Display Authenticity | .688 | .246 | .695 | 2.791 | .006 |
| Builds Community | .617 | .242 | .652 | 2.552 | .011 |
| Develops People | .618 | .236 | .682 | 2.619 | .009 |
| Shares Leadership | .646 | .238 | .691 | 2.719 | .007 |

R square = .453
 Adjusted R square = .443
 F value = 44.335
 $R = .673^a$
 $P \leq .05$
 Note: $n = 383$

Table 4.8
Results of Correlational Analysis between Servant Leadership and Job Satisfaction (n=383)

| Variables | Servant Leadership | Job Satisfaction |
|---------------------------|--------------------|------------------|
| Servant Leadership | 1 | |
| Job Satisfaction | .653** | 1 |

Table 4.9
Results of Multiple Regression Analysis between Servant Leadership and Job Satisfaction (n=383)

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| Servant Leadership | .759 | .045 | .653 | 16.823 | .000 |

Table 4.6 showed the relationship between the independent variables ('values' people', 'develops people', 'builds community', 'displays authenticity', 'provides leadership' and 'shares leadership') and job satisfaction was examined using the correlation analysis. In the preliminary analysis, all the independent variables were significant to job satisfaction of the junior officers. The strongest linear relationship exist between the job satisfaction and 'values people' where $r =$

0.592, $p < 0.01$. The correlation coefficient explained that there is a moderate correlation relationship between the variables. The lowest linear relationship exists between job satisfaction and 'builds community' where $r = 0.504$, $p < 0.01$. Overall, the result shows that there is a moderate correlation relationship between job satisfaction and the independent variables.

The multiple regressions are used to determine how well the independent variables are able to predict a particular outcome. Through the results on **Table 4.7**, the regression analysis showed that all six (6) of the predictor variables show a significant contribution to job satisfaction. The standard regression coefficient for the independent variable that is 'values people' ($\beta = .783$, $p < .05$), 'shares leadership' ($\beta = .691$, $p < .05$), 'display authenticity' ($\beta = .695$, $p < .05$), 'provides leadership' ($\beta = .668$, $p < .05$), 'builds community' ($\beta = .665$, $p < .05$) and 'develops people' ($\beta = .682$, $p < .05$) which are significant shows all the independent variables are the factors of job satisfaction to the junior officers. The result of the analysis shows significantly that the model use in the research described there is 45.3% variants of the job satisfaction. This shows that the 45.3% of changes in job satisfaction is due to the effects of the combination of the servant leadership factors.

Table 4.8 showed the relationship between the servant leadership and job satisfaction was examined using the correlation analysis. In the preliminary analysis, servant leadership was significant to job satisfaction of the junior officers. The linear relationship exist between the job satisfaction and servant leadership where $r = 0.653$, $p < 0.05$. The correlation coefficient explained that

there is a moderate correlation relationship between the variables. Additionally, in **Table 4.9** the regression analysis between the two variables showed that servant leadership ($\beta = .653$) is a factor of job satisfaction. The result of the analysis shows significantly that servant leadership ($\beta = .653, p < .05$) alone contribute to 42.6% changes in the variances in job satisfaction.

4.6.1 Hypothesis 1: The level of servant leadership is exhibited by the supervisors.

Table 4.10 have categorizes score of servant leadership the instrument based on Laub (1999) study. Based on **Table 4.5**, the mean total scores of servant leadership perceive by junior officers in the current sample ranged from 75 to 300 (Mean = 237.49, SD = 36.86) with the mean score is located in the fourth category. The supervisor that is categorized in the fourth category is described by Laub (2008) as describe in McKinzie (2012) as moderately healthy or positively paternalistic.

Table 4.10
Categories of Servant Leadership (Laub, 1999)

| Categories | Scores | n | % |
|---|---------------|-----|------|
| Absence of servant-leadership characteristics | 60.0 – 119.4 | 21 | 5.6 |
| Autocratic | 119.5 – 179.4 | 3 | 0.8 |
| Negatively paternalistic | 179.5 – 209.4 | 4 | 1.0 |
| Positively paternalistic | 209.5 – 239.4 | 96 | 25 |
| Servant-oriented | 239.5 – 269.4 | 243 | 63.5 |

Base on the results, junior officers perceive that their supervisors implement a positive-paternalistic level of servant leadership which just a level before of servant-oriented levels. In fact, based on the descriptive analysis in the **Table 4.4** it also shows that the level of servant leadership did not achieve the score between 4 to 5 (Mean = 3.96) where it supposed to show the agreeableness of servant leadership level perceive by the junior officers. The combination of the results displayed an insufficient support thus in can be conclude that it does not provide an enough evident to support the hypothesis. Hence, H are not accepted.

4.6.2 Hypothesis 2: There is a significant relationship between ‘values people’ in servant leadership and the job satisfaction.

From the correlation analysis, the findings showed that there is a moderate positive relationship between ‘values people’ and job satisfaction where $r = 0.592$. Multiple linear regressions also showed that there is a positive significant relationship between ‘values people’ and job satisfaction ($\beta = 0.78$). This model reached the statistical significant of $p = 0.001 < 0.05$ and ‘values people’ has an effect on job satisfaction. Therefore, H_2 was accepted.

4.6.3 Hypothesis 3: There is a significant relationship between ‘develops people’ in servant leadership and the job satisfaction.

From the correlation analysis, the findings showed that there is a moderate positive relationship between ‘develops people’ and job satisfaction where $r =$

0.545. Multiple linear regressions also showed that there is a positive significant relationship between ‘develops people’ and job satisfaction ($\beta = 0.68$). This model reached the statistical significant of $p = 0.009 < 0.05$ and ‘develops people’ has an effect on job satisfaction. Therefore, H_3 was accepted.

4.6.4 Hypothesis 4: There is a significant relationship between ‘builds community’ in servant leadership and the job satisfaction.

Through the Pearson’s correlation analysis it is showed that there is a moderate positive relationship between ‘builds community’ and job satisfaction which $r = 0.504$. However, the findings on Multiple Regression analysis indicated that there is a positive significant relationship between ‘builds community’ and job satisfaction ($\beta = 0.65$). This model reached the statistical significant of $p = 0.011 < 0.05$ and it indicates that ‘builds community’ has the relationship with job satisfaction. Thus, H_4 was accepted.

4.6.5 Hypothesis 5: There is a significant relationship between ‘displays authenticity’ in servant leadership and the job satisfaction.

Based on the correlation analysis, the findings showed that there is a moderate positive relationship between ‘displays authenticity’ and job satisfaction where $r = 0.543$. Multiple linear regressions also showed that there is a positive significant relationship between ‘displays authenticity’ and job satisfaction ($\beta = 0.695$). This model reached the statistical significant of $p = 0.006 < 0.05$ and ‘displays authenticity’ has an effect on job satisfaction. Therefore, H_5 was accepted.

4.6.6 Hypothesis 6: There is a significant relationship between ‘provides leadership’ in servant leadership and the job satisfaction.

Through the Pearson’s correlation analysis it is showed that there is a moderate positive relationship between ‘provides leadership’ and job satisfaction which $r = 0.563$. Based on Multiple Regression analysis indicated that there is a positive significant relationship between ‘provides leadership’ and job satisfaction ($\beta = 0.668$). The model in this study showed there is no statistical significance ($p = 0.004 > 0.05$) and it indicates that ‘provides leadership’ has the relationship with job satisfaction. Thus, H_6 was accepted.

4.6.7 Hypothesis 7: There is a significant relationship between ‘shares leadership’ in servant leadership and the job satisfaction.

Based on the correlation analysis, the findings showed that there is a moderate positive relationship between ‘shares leadership’ and job satisfaction where $r = 0.530$. Multiple linear regressions also showed that there is a positive significant relationship between ‘shares leadership’ and job satisfaction ($\beta = 0.691$). This model reached the statistical significant of $p = 0.007 < 0.05$ and ‘shares leadership’ has an effect on job satisfaction. Therefore, H_7 was accepted.

4.6.8 Hypothesis 8: There is a significant relationship between servant leadership and the job satisfaction.

Based on the correlation analysis, the findings showed that there is a moderate positive relationship between servant leadership and job satisfaction where $r = 0.653$. Multiple linear regressions also showed that there is a positive

significant relationship between servant leadership and job satisfaction ($B = 0.653$). This model reached the statistical significant of $p = 0.000 < 0.05$ and servant leadership has an effect on job satisfaction. Therefore, H_8 was accepted.

4.7 Summary of results of the test

Based on the analysis, Table 4.10 is tabulated in order to summarize the results of the hypothesis.

Table 4.11
Summary of the hypothesis results

| | Hypothesis | Results |
|----------------------|---|----------------|
| H₁ | The level of Servant Leadership components is exhibited by the supervisors. | Not Accepted |
| H₂ | There is a significant relationship between ‘values people’ in servant leadership and the job satisfaction. | Accepted |
| H₃ | There is a significant relationship between ‘develops people’ in servant leadership and the job satisfaction. | Accepted |
| H₄ | There is a significant relationship between ‘builds community’ in servant leadership and the job satisfaction. | Accepted |
| H₅ | There is a significant relationship between ‘displays authenticity’ in servant leadership and the job satisfaction. | Accepted |
| H₆ | There is a significant relationship between ‘provides leadership’ in servant leadership and the job | Accepted |

satisfaction.

| | | |
|----------------------|---|----------|
| H₇ | There is a significant relationship between ‘shares leadership’ in servant leadership and the job satisfaction. | Accepted |
|----------------------|---|----------|

| | | |
|----------------------|--|----------|
| H₈ | There is a significant relationship between servant leadership and the job satisfaction. | Accepted |
|----------------------|--|----------|

4.8 Conclusion

As for conclusion, this chapter presented and elaborates the results and also the findings of the study. Based on the results, all of the servant leadership factors that is ‘values people’, ‘develops people’, ‘displays authenticity’, ‘builds community’, ‘provides leadership’ and ‘shares leadership’ have a significant positive relationship with job satisfaction. Additionally the results also showed that there is a positive significant relationship between servant leadership and job satisfaction. The next chapter will discuss the findings and the recommendation of the study.

CHAPTER 5

CONCLUSION AND FINDINGS

5.1 Introduction

This chapter discusses the findings obtained throughout the entire study and highlights its implications. The discussion will also focus on whether the research objectives have been answered. Recommendations for future research will also be presented within this chapter.

5.2 Implication of the findings

In the Chapter 4, the findings shows that the correlation between all of the Servant Leadership factors (values people, develops people, displays authenticity, builds community, provides leadership and shared leadership) and job satisfaction are existed. Additionally, the findings showed that all of the servant leadership factors and servant leadership itself were significantly related to job satisfaction. Besides that ‘values people’ showed that it have the largest contribution than other factors towards job satisfaction. It is then followed by ‘display authenticity’, ‘shares leadership’, ‘develops people’, ‘provides leadership’ and ‘builds community’. It is also explained that there is a moderate correlation relationship between the variables. Overall, the result shows that there is a moderate correlation relationship between job satisfaction and the independent variables.

The purpose of the study is to investigate the relationship among the Servant Leadership factors which include ‘values people’, ‘develops people’, ‘displays

authenticity’, ‘builds community’, ‘provides leadership’, ‘shares leadership’ towards job satisfaction. Generally, the empirical results show a moderate support towards the hypothesis. The objectives of the study are:

- i. To identify to what extent do the officers perceive their supervisors practice servant leadership behavior that consist six (6) components in the working environment; and
- ii. To determine is there a significant relationship between the component such as ‘values people’, ‘develop people’, ‘builds community’, ‘displays authenticity’, ‘provides leadership’ and ‘shares leadership’ with job satisfaction among junior officers.

Based on the results in the previous chapter, the junior officers perceive that their supervisors implement a positive-paternalistic level of servant leadership which just a level before of servant-oriented levels as described by Laub (1999). This result showed that the supervisors did not achieved the servant oriented leadership maybe due to the extreme value from the respondent. However, nearly 68% of the young officers perceive that their supervisors are servant-oriented or servant-minded leaders. This shows that 2/3 of the majority of the respondent agrees that their supervisor exhibit the servant leadership behavior.

The result of the findings also shows that the percentage of *absence of servant leadership* by the supervisors is much higher than the servant minded supervisors. This might be resulted from the different work environment promoted by certain ministry. Certain ministry prefer their officers to work independently without others knowing what they actually do. The gap between

generations might be also caused the result to be extreme since there are certain posting that supervised directly by a senior level officer (Gred 54 and above). For this reason, sometime the relationship between a supervisor and the junior officers are not so close due to the power distance.

Based on the descriptive test in the previous chapter, the job satisfaction levels are found to be above satisfaction levels. This shows that most of the junior officers showed an above moderate level of satisfaction with their jobs. Related to that, the results is consistent with Jones (2012) where he suggests that servant leadership can contribute to the employee's job satisfaction and other organizational outcomes.

'Values people' found to be the strongest contribution towards job satisfaction in the research. This is similar with Rubino (2012) findings where 'values people' in the servant leadership behavior is the strongest predictor toward job satisfaction. The characteristic of valuing people in Laub (1999) describe that servant leaders should believing in their subordinates, serving others needs before their needs and implement receptive or non-judgmental listening. In this case, most of the junior officers perceive their supervisors promote 'values people' which give the strongest relationship towards job satisfaction. They also seems to appreciate their supervisors who are willing to hear their opinion and understand their needs to perform any task given. The leaders would likely be favored if the employees perceive that their leaders appreciate every members of their teams without taking into account other individual factors.

Base on the findings, 'shares leadership' also included as one of the predictor factors of job satisfaction. Related to this, junior officers are likely to think that the leaders should be willing to release their power in order to give the responsibility to the subordinates. The junior officers might think that by releasing control over them in certain organizational activity, it will help them to be more independent, responsible and lessen the bureaucracy in making decision.

The finding also showed that 'display authenticity' is the predictor of job satisfaction. In order to satisfy the subordinates, leaders should be transparent and maintain their integrity so that the subordinates may perceive them to be an ethical behavior leader. This will help the leader to be an example towards the officers and indirectly inspired and also satisfied them. The junior officers also might perceive that their supervisors have the initiative on learning from others since in this current environment the knowledge and skill are easier to obtain. Since the generation gap between supervisors in the ministry is low, this might be the factors that contribute to the willingness of a supervisor to learn from others.

'Provides leadership' also showed that it is a predictor towards job satisfaction. As a new officer in the organizations, junior officers might feel 'comfortable' and secure if their supervisor can give a sense of a direction for the organizations future. The supervisor should have the capability on visioning what is to be happening if certain decisions are made and what the consequences that they might face and it is even better it does not affect their needs. It seems that leaders who believe to envision the future and taking initiative in their actions did give satisfaction towards young officers. This factor is closely related to the

‘develops people’ since in order for the leaders to prepare their subordinates towards the future, they need to give the understanding why is it necessary for them to take actions and why the need to develops themselves accordingly.

Finally, the finding also shows that ‘build community’ can predict the job satisfaction of the junior officers. Administration and Diplomatic scheme is one of the services that promote the spirit of brotherhood among the officers and within the agencies/department. The activity among the officers are always organizes by the respected committees to improve the relationship among each other. For the Administration and Diplomatic officers, it is important for each person to have good relationship with others even outside their organization since their work may requires them to contact others to ease their job. So it clearly stated that ‘build community’ is preferred by the officers not only for the purpose of performing daily task, but also is important to gain satisfaction.

Overall, Servant Leadership also showed a moderate significant relationship with job satisfaction. This means that servant leadership is one of the factors that can contribute to the job satisfaction among the junior officers in the ministries in Putrajaya. It is known in today’s organizations majority of the people would agree that persuasion (subtle coaching behavior) is an effective way for performing organizational affairs instead of military style of directive practices (Oshagemi, 2004).

The level of job satisfaction showed by the respondents is in the range of satisfied and very satisfied. This might give a general idea that most of the respondent view the current policy regarding the incentive is moderately satisfied

them. Since the satisfaction level is not achieve the very satisfied to extremely satisfied, there is still a room of improvement to boost up the satisfaction level. Since lately there is an issue regarding the rise of cost of living and the price of owning a house, the junior officers might feel a little ‘uncomfortable’ with the current job incentive. The (supervisor) managers should have the competency to listen effectively in order to understand the needs and the issues that might be triggering the junior officers concerns.

The new generation of employees wants to be listened, persuaded and not driven or directed to perform organizational activities. In the current government organization, there is still some numbers of baby boomers generation that act as a supervisor although majority of the supervisors are coming from generation X. In this case, the results of study that may influence the extreme value of the variables may be due to the differences in the generation gap between the supervisors and junior officers. According to Hui-Chun and Peter (2005), the new generation preferred to implement participative behavior and relationship with their subordinates while the baby boomers prefer to work with military style of directive practices.

The study provides some practical input to the government organization. Overall, servant leadership has a positive relationship with the job satisfaction among subordinates. This means, instead of focusing on physical motivation factors such as rewards, monetary, and incentives, managers and Human Resource practitioners should consider to promote a better relationship with the employees. A module for development of the new leaders or managers needs to

consider the relationship approach promotes by the servant leadership behavior. To keep their employees from demotivated and asking for a transfer into other departments, managers should value their subordinates, develop and prepare them, provide guidance and share their status in order to make them feel secured.

5.3 Limitations

Firstly, the limitation of study is the findings of the study are limited to the sample only from the specific scheme of government officials which have variety of task depending on their respective department. They gave their judgments on the behavior and attitude of their supervisors depending on the situation faced by the supervisors because of the differences in the job scope. Therefore the findings may not be generalized for the government sector and may not represent the judgments from the whole population. The results might be different with other officials from government departments in states because the nature of work and demographics.

Secondly, the data were gathered using with only one type of instrument which was the questionnaire without taking into account the qualitative measure. Related to this, participants might keep some of the untapped information and did not admit that their agreement and disagreement for each instrument. A series of interviews to the employee and leaders themselves may provide other information not been identified in this study. The study was also conducted with the time

constrain which may have contributed to different results if it were conducted in the future.

5.4 Suggestion for Future Research

In order to provides a better understanding on the servant leadership topics in Malaysia's environment, the researchers are advised to conduct a study with other group of respondent such as the managers and the top management of the ministries or even considering other demographic factors. The research also should consider to examined the differences between servant leadership and the Islamic leadership behavior that promote by Islam since the servant leadership concept is originated from the view of religious environment. Future study could also be done by increasing the study on servant leadership effects to other organizational outcomes such as performance and productivity. Consideration should also take into account the self-leadership ratings by the supervisors and managers themselves in order to give more understanding about servant leadership in Malaysian context.

5.5 Conclusion

The study on job satisfaction is well explained by many researchers but for servant leadership topics the information that can be relate to it is still low in numbers and there is still a lot of complex phenomenon that need to be discuss. The findings were able to give a rough understanding on how the servant leadership factors can influence job satisfaction. As a whole, servant leadership

behavior has a relationship and can affect the employee's job satisfaction in the government sector.

Results obtained from the study could assist managers and Human Resource practitioners to plan a comprehensive strategy to promote a satisfying work environment. This can be done by improving leadership effectiveness through servant leadership training and producing a 'work-life integration' model that promotes leadership behaviors and improves the organizational culture that suitable for the current workforce. This will help the organization (government agencies) to strive for excellence in order to achieve their vision and mission.

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