SERVANT AND TRANSFORMATIONAL LEADERSHIP: A STUDY ON TEACHERS IN MONTFORT SCHOOLS IN INDIA

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Abstract

Studies have generally shown positive correlations between supportive leadership and organizational citizenship behaviors. Servant and transformational leadership are espoused as valid theories of organizational leadership but lack crucial empirical support in the educational organizations. Therefore, the current study endeavored to advance empirical support for this emerging approach to leadership and how its influence can increase better OCB among teachers. This dissertation examined the relationships among servant and transformational leadership, organizational citizenship behavior (OCB), mediated by trust, job satisfaction, and organizational commitment. Research was conducted in schools that are managed by Montfort Brothers in India, using six survey instruments measuring servant leadership, transformational leadership; trust in leadership, work outcomes, i.e., job satisfaction, organizational commitment and organizational citizenship behaviors from the perspective of the teachers. A total of 432 teachers were sampled. Positive and strong correlations were found among transformational and servant leadership factors with trust and job satisfaction. Servant and transformational leadership have a low correlation with organizational commitment and OCB. Surprisingly, trust was shown not to mediate the relationship between servant and transformational leadership factors and organizational citizenship behavior factors.

Keywords: Organizational Citizenship Behavior, Servant Leadership Transformational Leadership, Organizational Commitment

บทคัดย่อ

งานวิจัยที่ผ่านมาในอดีตพบว่ารูปแบบผู้นำที่ให้ความสนับสนุนลูกน้องมีความสัมพันธ์กับพฤติกรรมการเป็น
สมาชิกที่ดีในองค์การของพนักงาน ภาวะผู้นำแบบให้บริการและแบบสร้างความเปลี่ยนแปลงต่างเป็นทฤษฎีที่สำคัญแต่ยังขาด
ข้อมูลเชิงประจักษ์ในบริบทของสถาบันการศึกษา ดังนั้น งานวิจัยชิ้นนี้จึงมีวัตถุประสงค์ในการรวบรวมข้อมูลเพื่อทดสอบ
รูปแบบภาวะผู้นำทั้งสอง ตลอดจนศึกษาถึงผลกระทบของภาวะผู้นำต่อพฤติกรรมของครูในแง่ของการเป็นสมาชิกที่ดี
ในองค์การ วิทยานิพนธ์ฉบับนี้มุ่งศึกษาความสัมพันธ์ระหว่างภาวะผู้นำแบบให้บริการและแบบสร้างความเปลี่ยนแปลง กับ
พฤติกรรมการเป็นสมาชิกที่ดีในองค์การ และผลกระทบจากตัวแปร ความเชื่อถือ ความพึงพอใจในงาน และ ความผูกพันกับ
องค์กร ผู้วิจัยเก็บข้อมูลจากกลุ่มตัวอย่างครูจำนวน 432 คน ที่ปฏิบัติหน้าที่ในโรงเรียนในเครือ มองฟอร์ตในประเทศอินเดีย
โดยใช้เครื่องมือวัดผลตัวแปร ภาวะผู้นำแบบให้บริการ ภาวะผู้นำแบบสร้างความเปลี่ยนแปลง ความเชื่อถือในผู้นำ
ผลการปฏิบัติงาน เช่น ความพึงพอใจในงาน ความผูกพันในองค์การ และ พฤติกรรมการเป็นสมาชิกที่ดีขององค์การ
ผลการวิจัยพบว่า ภาวะผู้นำแบบให้บริการและแบบสร้างความเปลี่ยนแปลงมีความสำคัญในทางบวกในระดับสูงอย่างมี
นัยสำคัญกับ ความเชื่อถือ และ ความพึงพอใจในงาน แต่มีความสัมพันธ์ในระดับต่ำกับ ความผูกพันองค์การ และ พฤติกรรม
การเป็นสมาชิกที่ดีขององค์การ นอกจากนั้น ผลการวิจัยยังพบว่า ความเชื่อถือในผู้นำ ไม่มีผลต่อความสัมพันธ์ระหว่าง
ภาวะผู้นำแบบให้บริการและแบบสร้างการเปลี่ยนแปลง ตลอดจน พฤติกรรมการเป็นสมาชิกที่ดีขององค์การ

คำสำคัญ: พฤติกรรมการเป็นสมาชิกที่ดีในองค์กร, ภาวะผู้นำแบบให้บริการ, ภาวะผู้นำแบบสร้างความเปลี่ยนแปลง,
ความผูกพันองค์กร

INTRODUCTION

The concept of leadership, which is one of the key organizational behavior construct, has evolved enormously over the years and interestingly, it continues to evolve. The debilitating issues facing the world today is the leadership vacuum. In the 20th century, the leadership concept has been summarized by House and Aditya (1997) and they have explained how these concepts evolved over the years from the leadership focus on traits and from traits to behavior and from behavior to contingency theories and thereafter to neo charismatic models and it appears that there is still progress in the quest of finding a perfect model, which can comprehend all dimensions of leadership nuances. As the world is advancing in technology and business paradigms, ever changing due to geo-socio-economic-political environments, the propensity of leadership is also in a critical stage to adopt and adapt in these changing milieu. Firms are leaning towards flatter structures and arguably leadership is encompassing a collaborative model (Bennis, 2007), that can enhance team spirit, empowering, caring and valuing others. Moreover, trust, a crucial element in leaders, has declined enormously and as such, many have proposed an alternative leadership paradigm that enhances supportive leadership over leadership with self interest (George, Sims, McLean, & Mayer, 2007; Greenleaf, 1977).

The most essential thing the leader does is to create team spirit around him and near him, not in a school boy sense, but in realistic terms of mature adults. The function of leadership pervades all organizations. A school is essentially an organization and as such the principal of the school is essentially a leader. A few decades ago, principals were asked to become *instructional leaders* exercising firm control by setting goals, maintaining discipline and evaluating results. This notion has been changed and the principals of the schools are encouraged to be facilitative leaders by building teams, creating networks and *governing from the centre* (Day et al. 2010; Leithwood et al. 2006). A good leader therefore is one who is capable of persuading others to move enthusiastically towards the achievement of group goals. Scholars have identified servant and transformational leadership as these emerging models of leadership (Spears, 1996).

The context of the study: Montfort Brothers are an entity dedicated voluntarily to serve their fellowmen by learning, understanding and loving God as true wisdom; eventually transforming oneself in the ways of Wisdom and becoming an antidote to moral decay in the society. Montfort teachers are those who comply with the government of India's educational requirement and are willing to collaborate with Montfort Brothers. Teachers are agents of change by inculcating ethical and value based education, which is aimed at personal and social transformation of students. There are 6928 teachers working in 121 schools that are managed by Montfort Brothers across India. Montfort Brothers are located in 7 provinces of India, bearing the name of its geographical location. Montfort teacher's organizational citizenship behavior (OCB) is quintessential in achieving the vision and mission of Montfort school enterprises, i.e., global competition continues to raise the effort levels required of the teachers. Team based schools have become more popular and achieve desired goals effectively. Downsizing continues to challenge teachers' adaptability and willingness to exhibit extra effort is more of a necessity. Customer service is more increasingly emphasized and as such, contextual performance is more and more important to raise the standard of the school. In order for the teacher to display the characteristics of OCB, the teacher should develop an affinity towards the teacher's school, its leader and the whole school community. This affinity can be fostered by trust: when the school and its management are trustworthy, the teachers commit more and more of themselves in achieving the organizational objectives. Trust and organizational commitment are part of job satisfaction (Borman & Motowidlo, 1997).

Research Objectives

This study intends to investigate the relationships among leadership styles (Transformational and Servant leadership), organizational citizenship behavior mediated by trust, organizational commitment (OC) and job satisfaction (JS) perceived by teachers in Montfort schools run by Montfort Brothers in India.

LITERATURE REVIEW

Transformational Leadership

A transformational leader (Bass, 1985) spells out the vision for the organization and what is expected from each individual in a clear and pleasing way, elucidates the modalities to achieve that vision with confidence, optimism as well as depositing his/her trust in employee's confidence in achieving that vision. He/she leads the followers with morally and ethically sound examples and valiantly empowers the followers to achieve that vision that has been envisaged collectively (Yukl, 2002). The four behavioral characteristics of transformational leadership constructs are idealized influence (vision, trust, respect, risk sharing, integrity, and modeling), inspirational motivation (commitment to goals of the organization, effective communication, enthusiasm and rationality), intellectual stimulation (problem solving ability and personal attention) and individualized consideration (mentoring, coaching, listening, supporting and empowering).

Servant Leadership

Greenleaf (1977) was of the opinion that leadership is formed to cater to the needs of others and primarily the followers of the leader. As such, the concept of servant leadership give thrust to 'the other' than 'self' and from this thought pattern, the theory delineates the comprehension of the role of leader as a servant (Greenleaf, 1977). The five behavioral characteristics that conceptualize this construct are altruistic calling (self-less act), emotional healing (personalized consideration with sympathy), wisdom (intuitive knowledge), persuasive mapping (ability to conceptualize the given circumstances) and organizational stewardship (service attitude).

The notable difference between these two leaderships paradigms are: transformational leaders influence their employees through their charismatic attributes; while servant leaders notably persuade employees through service attitude.

Organizational Citizenship Behavior (OCB)

The major proponent of OCB is Organ (1988). He postulated OCB as discretionary individual be-

haviors, which are not explicitly acknowledged by the formal recompense and in sum promotes the effective functioning of the organization. The theory underpinning this concept is intrinsic motivation. The five behavioral characteristics that conceptualize this construct are altruism (other centeredness), conscientiousness (generalized compliance of the dictates of the conscience), courtesy (thwart tribulations among colleagues), civic virtue (active involvement of the issues of the organization) and sportsmanship (minor inconveniences and impositions accruing from the job without protest or claim for reprieve or remedy), (Organ & Ryan, 1995; Konovsky & Organ, 1996; Organ, 1988; Smith, Organ, & Near, 1983).

Transformational Leadership and OCB

Transformational leadership has gained a lot of interest because of its popularity and attractiveness as this style of leadership is found to be consistently related with greater performance (Barling, Weber & Kelloway, 1996; Bass, Avolio, Jung & Berson, 2003; Dvir, Eden, Avolio & Shamir, 2002; Yammarino & Bass, 1990), augmented morale-related results such as self efficacy (Kirkpartick & Locke, 1996), affective commitment (Barling et al, 1996), intrinsic motivation (Charbonneau, Barling & Kelloway, 2001) and trust in the leader (Podsakoff et al., 1990). Interestingly, it is observed that positive associations have also been constantly identified between individual, group and organizational performance. Characteristically, these results have been identified as showing that leader behaviors cause basic values, beliefs and attitudes of supporters to align with organizational goals (Podsakoff, MacKenzie, Moorman & Fetter, 1990).

Servant Leadership and OCB

Researchers in their studies established a positive connectivity between recent leadership theories (e.g. such as LMX and the neo-charismatic transformational and authentic leadership theories) and OCB (Boerner et al., 2007; Ilies et al., 2007; Podsakoff et al., 1990; Podsakoff et al., 1996, Podsakoff et al., 2000; Schlechter & Engelbrecht, 2006, Truckenbrodt, 2000; Wayne, Shore & Liden, 1997). Definitely, Barbuto and Wheeler's (2006) findings exhibit that servant leadership was an improved predic-

tor of leader-member exchange quality than that of transformational leadership. This arguably gives the propensity to assume that servant leadership, which focuses on his/her employee's interest, would be better correlated with OCB or at least as similar as transformational leadership, which focuses on organizational goals rather than employee's interest.

Mediating Variables

Trust: Trust is an optimistic anticipation that the leader would not perform any act that is advantageous to his/her personal benefit but rather administer the resources and other capabilities at his/her disposal to enhance the work and quality of life for others. He/she shall endeavor to administer with utmost fairness and as such, the employees will have confidence in the leaders' behavior as benevolent and it is not just one occurrence but rather long lasting process (Nyhan & Marlowe, 1997; Robbins & Judge, 2007). Consequently, trust is based on expectedness. The primary premise to trust a leader is that the leader exhibit characteristics that are trustworthy and thereby the employees intrinsically believe that the leader would act in a conventional manner that will not disappoint the employees and he/she will make a concerted effort and be consistent in displaying fairness in all his/her conduct. When associations between leader and employee conform to the understandings of reciprocity and this act of reciprocity is alleged as being fair and just, employees are confident that they will not be maneuvered and exploited unjustly (Blau, 1964). The underpinning theory of this construct is social exchange theory.

Servant Leadership and Trust: Trust is a significant constituent of effective leadership (Bass, 2002; Covey, 2006; Drucker, 2003; Greenleaf, 1977). Leaders engender and uphold trust through their behaviors. Trust in the leader is measured chiefly by his/her behavioral uniformity, behavioral uprightness, sharing and entrustment of power, transparent communication (e.g., accuracy, explanations, and openness), and manifestation of concern for the other (Whitener, Brodt, Korsgaard & Werner, 1998). Trust is an underlying theme in Greenleaf's (1977) servant leadership literature. He argued that servant leadership enhances organizational performance, along with other

things, through building trusting associations; "No matter what the competence or the intentions, if trust is lacking nothing happens" (p. 83). Greenleaf postulated that servant leaders are trusted because of their ability to empathize with and completely understand their followers (p. 35), are dependable (p. 56) and set themselves as exemplary models to be emulated (p. 342). Indeed, servant leadership has been projected to be positively related to leaders' values of empathy, integrity, and competence (Washington, Sutton & Feild, 2006).

Transformational Leadership and Trust: Transformational leadership has been exposed to inspire a better sense of trust in the leader (Aviolo, Zhu, Koh & Bhatia, 2004; Dvir, Kass & Shamir, 2004; Jung & Avolio, 2000). Moreover, trust has been measured to be a key mediator of the relations between transformational leadership behaviors and OCB (MacKenzie et al., 2001; Organ, Podsakoff & MacKenzie, 2005; Pillai et al., 1999; Podsakoff et al., 1990). When employees recognize that they are being treated fairly (one of the primary basis to build trust), they have a propensity to employ willingly in citizenship behavior (Farh, Podsakoff & Organ, 1990; Organ, 1988).

Trust and OCB: One probable antecedent to Greenleaf's trust construct is organizational citizenship behavior. Farling et al. (1999) recommended that the environment, wherein trust is fostered would facilitate a cooperative organizational ambiance and consequently increase enhanced levels of service both from leader-to-employee and employee-to-leader. Trust was found to have been interrelated with OCB. Meta-analysis by Dirks and Ferrin (2002) were found to have correlations of 0.11 to 0.22 with trust and five individual factors of OCB constructs of Organ (1998). Asgari, Silong, Ahmad and Samah (2008) reported a relationship of 0.80 between trust and OCB.

Trust as a Mediator: Avolio (1999) was of the opinion that the influence of transformational leadership on employee outcomes such as commitment and performance are an indirect measure rather than a direct effect. Moreover, Yukl (1989) and Covey (1990) reported from their studies that transformational

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leader's ability to infuse trust in their employees subsequently generates the keen spirit that compels them to outperform their tasks.

Job Satisfaction: Vroom (1967) defined job satisfaction as a worker's attitude with reference to job roles and employee motivation. Job satisfaction has since been explained as an employee's emotional reaction to his/her job based upon an assessment of expected versus actual outcomes (Cranny, Smith, & Stone, 1992). The model is compound and includes worker perceptions of extrinsic and intrinsic employment factors (Howard & Frink, 1996). The underpinning theory of this construct is self esteem and motivation.

Servant Leadership and Job Satisfaction: In formulating the Organization Leadership Assessment (OLA), Laub (1999) projected that: "managers and workers would have higher job satisfaction in a servant organization and as a result would be freed up to perform at their highest levels of ability, leading to greater success for the organization" (p. 85).

Transformational Leadership and Job Satisfaction: Bass (1990) emphasizes that leadership behavior can influence employee's job satisfaction. Various researchers (Krug, 2003; McElroy, Morrow, & Rude, 2001) established the idea that leadership behaviors have a tremendous impact on employees' job satisfaction, which in turn, influences other organizational outcomes.

Job Satisfaction and OCB: Job satisfaction is the antecedents of OCB, turnover, and job performance (Spector, 1997; Crampton & Wagner, 1994; Caldwell & O Reilly, 1990). Studies have established that employees, who feel more at ease and comfortable with their job tend to exhibit a tendency to engage themselves with OCB (Illies, Scott, & Judge, 2006; Tepper, Duffy, Hoobler, & Ensley, 2004).

Job Satisfaction as a Mediator: Kristof (1996) in the research study investigated the antecedents of job satisfaction and found two distinctive groups and they are: (1) work environment and work related factors and developing further on it was how employees have been treated, respected, valued, the character-

istics of work, the working colleagues' collegiality and the relationship with co-workers and remuneration, are deemed as the first group components; (2) individual characteristics, previous work experience are deemed as the second group components of job satisfaction's antecedents. In this study, it is pertinent to use leadership behaviors, and particularly the transformational leadership and servant leadership behaviors as the antecedents of job satisfaction, because, leadership relation is considered as first group components of job satisfaction's antecedents, as they relate to relationship with people in the work place.

Organizational commitment of teachers: Organizational commitment of teachers is closely related to teachers' work performance and their ability to innovate and integrate new ideas into their own practices, and it has an influence on the achievements of the students and attitude toward the school (Tsui & Cheng, 1999). Firestone and Pennell (1993) explained teacher commitment in terms of the school's goals and values. Teachers who are committed to the school's goals are expected to work more helpfully, collegially, and collaboratively with other teachers in the school, and look for ways to promote the teaching profession and the school (Ebmeier & Nicklaus, 1999).

Organizational Commitment: Maslow explained in his need hierarchy that if an employee wanted to attain higher levels of the needs and motives, first order needs would have to be achieved (Yukl, 2002). In order to achieve the first order needs, the employee needs to have belongingness to an organization. Burns and Maslow's seminal research supported the agenda that commitment is connected with worker attitude, which portray his/her identity and active participation with the organization (Porter, Steers, Mowday, & Boulian, 1974). The underpinning theory that conceptualizes this construct is social exchange theory. Meyer and Allen (1997) projected three broad themes of commitment, to address the turnover issues and also studied the obligation workers may have for staying with the organization. They are continuance commitment, normative commitment and affective commitment. Affective commitment denotes the employee's desire to work for the organization, normative commitment denotes the employee's obligation towards the organization and continuance

commitment denotes the employee's situation, where he/she does not have other alternatives and as such, continue to work for the organization. In this study affective and continuance commitment are only considered.

Servant Leadership and Organizational Commitment: Bateman and Strasser (1984) were perhaps one of the first to account for the positive affiliation between leadership style and commitment. Mathieu and Zajac's (1990) various studies on commitment showed that leadership style that involves others in decision making and other participative associations with organization was an important antecedent for commitment.

Transformational Leadership and Organizational Commitment: Transformational leaders are adept with employees in a way that these leaders empower employees directed to achieving organizational objectives and these organizational objectives are achieved by transformational leaders building employees with commitment towards their organization (Yukl, 2006).

Organizational Commitment and OCB: Meyer and Allen (1997) found that employees with strong affective commitment appear to have been engaging in better OCB. Organizational commitment is an antecedent of OCB (Bateman & Organ, 1998; Carson & Carson, 1998; Schappe, 1998; Organ & Lingl, 1995; McFarlin & Sweeney, 1992; Moorman, 1991; Organ & Konovsky, 1989; Folger & Knovsky, 1989; Lind & Tyler, 1988; Munene, O'Reilly & Chatman, 1986).

Organizational Commitment as a Mediator: Research scholars (Farkas & Tetrick, 1989; Mathieu, 1991; Schappe, 1998) have given reason to support the premise that organizational commitment is a mediator between servant and transformational leadership and OCB.

RESEARCH FRAMEWORK

The preceding literature reviews facilitated to conceptualize the following framework and the subsequent research hypotheses to be tested in this study. (Figure 1.1)
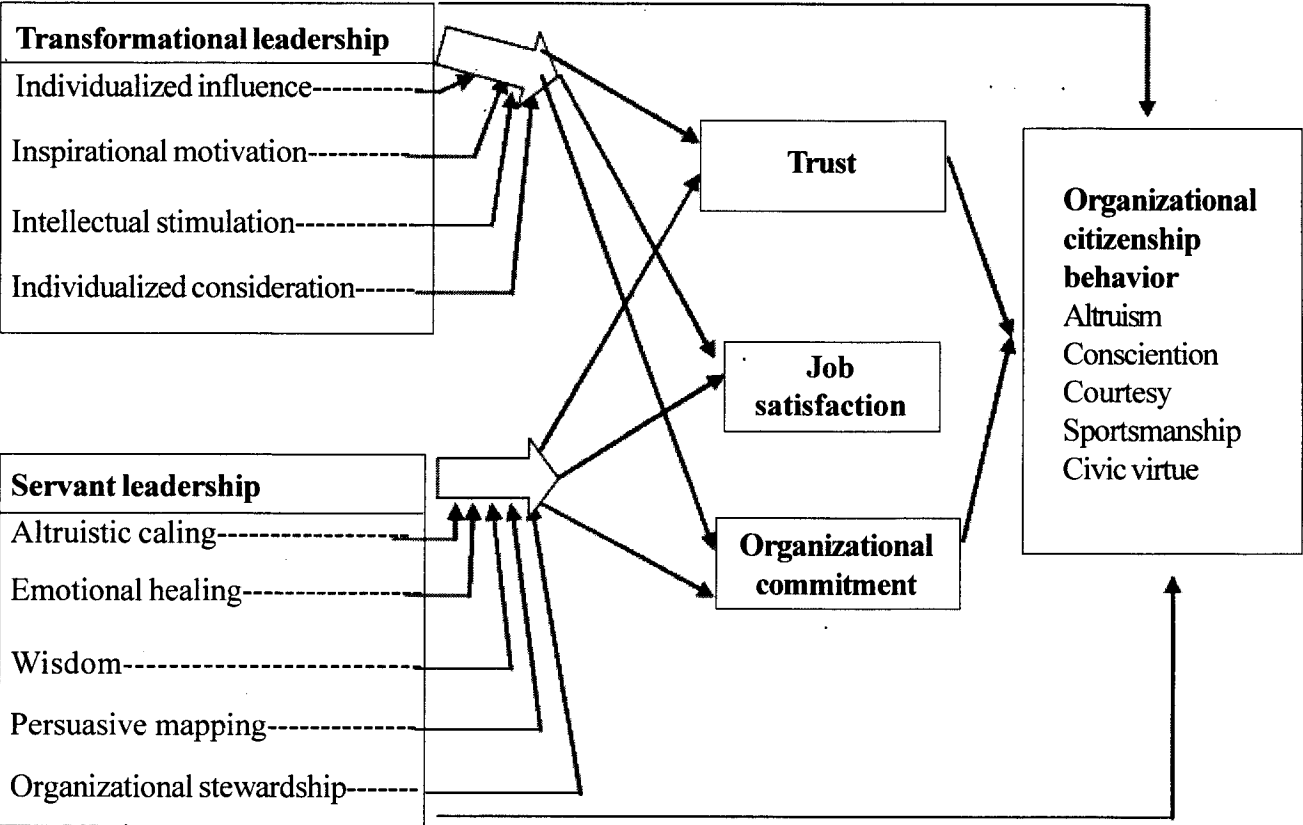

Figure 1.1: Conceptual Framework

Based on the conceptual framework, the following 17 research hypotheses needed to be tested in this study and the research hypotheses are:

H1: Transformational leadership has a positive relationship with OCB

H2: Servant leadership has a positive relationship with OCB

H3: Servant leadership has a positive relationship with trust.

H4: Trust has a positive relationship with OCB

H5: Trust mediates the relationship between servant leadership and OCB.

H6: Transformational leadership has a positive relationship with trust

H7: Trust mediates the relationship between transformational leadership and OCB

H8: Servant leadership has a positive relationship with job satisfaction

H9: Transformational leadership has a positive relationship with job satisfaction

H10: Job satisfaction has a positive relationship with OCB

H11: Job satisfaction mediates the relationship between servant leadership and OCB

H12: Job satisfaction mediates the relationship between transformational leadership and OCB

H13: Servant leadership has a positive relationship with organizational commitment (OC)

H14: Transformational leadership has a positive relationship with OC.

H15: Organizational Commitment has a positive relationship with OCB

H16: OC mediates the relationship between transformational leadership and OCB.

H17: Organizational commitment mediates the relationship between servant leadership and OCB

RESEARCH METHODOLOGY

Quantitative and correlational research methodology is employed to measure the relationship between respondents' perceptions of transformational and servant leadership of Montfort school principals and respondents' organizational citizenship behavior, mediated by trust, job satisfaction and organizational commitment. In order to understand these phenomena, a survey research methodology is utilized to collect the relevant data that is pertinent to this study.

The total population of the study is 6928 teachers and using Yaro Yamanic's (1967) formula and Anderson (2006) table sample size was determined to be 378. Nonetheless, the researcher decided to distribute 400 survey questionnaires to the respondents.

Sampling Procedure: It consisted of three steps. Firstly, with an assistance of computer, it generated randomly 24 schools from 121 schools and these schools' total teachers consisted of 1933. Secondly, the researcher sought the help of Human Resource personnel (HRP) to distribute the questionnaire to the teachers. Thirdly, HRP randomly picked a number between 1 to 5 from the pay roll of the teachers' register. From that randomly picked number, every subsequent fourth teacher was identified and given the questionnaire. The duly filled questionnaire was 472 but the useful survey was 432.

Research Instruments/Questionnaire: The survey research questionnaire is divided into two parts. Part I seeks to collect the demographic profile of the respondents. Part II consists of six independent instruments to collect the desired data to analyze and they are: (1) Barbuto and Wheeler's (2006) Servant Leadership Questionnaire (SLQ), (2) Avolio and Bass' (2004) Multifactor Leadership Questionnaire (MLQ-Form 5X) to measure Transformational Leadership; (3) Podsakoff et al. (1990) Organizational Citizenship Behavior Scale; (4) Nyhan and Marlowe (1997) Organizational Trust Inventory; (5) Meyer et al. (1993) Organization Commitment scale; and (6) Laub (1998) Job satisfaction scale.

Statistical Treatment of Data: Internal consistency reliability of the subscale scores was tested with Cronbach's alpha test. Descriptive statistics were used to analyze the data with Statistical Package for Social Sciences (SPSS) version 17 and Structural equation Modeling (SEM), AMOS 18. SEM is deemed an effective method in treating the data in order to explain the research questions that were raised in this study. A pilot study conducted with 30 respondents to measure to test the reliability coefficient to assess the consistency of the questionnaire instrument (Hair

Table 1.1: Summary of Demographic Characteristics of Respondents of this study

Demographics	Variable	Frequency	Percentage
Gender	Male	116	26.9
	Female	316	73.1
	Total	**432**	**100**
Educational Qualification	Bachelor Degree	157	36.3
	Master Degree	274	63.4
	Doctoral Degree	1	.2
	Total	**432**	**100**
Experiences of teaching	1 to 5 yrs	116	26.9
	6 to 10 yrs	121	28.0
	11 to 15 yrs	73	16.9
	16 to 20 yrs	47	10.9
	> 20 yrs	75	17.4
	Total	**432**	**100**

Table 1.2: Summary of Fit statistics of the proposed model

CIMIN	PVALUE	DF	GFI	PARAMETERS	NFI	IFI	CFI
128.114	< 0.001	4	0.941	51	0.960	0.962	0.961

et al. 2006). The results were favorable and the Cronbach's alpha ranged from 0.721 to 0.931.

PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

Female respondents consisted of 73.1% of the total respondents. 63.4% of the respondents had obtained a Master degree. 28% of the respondents were having 6 to 10 years of teaching experience (Table 1.2)

In AMOS, the chi square value is represented by CMIN. The researcher wished to have chi square non significant (no significant discrepancy between covariance matrix of data and model), but the result showed that $x^2 = 128.11$, (df = 4, N = 432), P<0.001. Large sample size and non normally distributed data can inflate the chi square. Nonetheless, the base line indices GFI, NFI, IFI, CFI are all above (0.90) the rule of thumb mark. These base line indices reflect the overall amount of the covariation among the observed variables that are accounted for by the hypotheses model.

The Confirmatory Factor Analysis (CFA) returned "now positive definite", which indicates that the co-variance matrix formed by latent construct returned coefficient are out of range. Thus the measurement variables are employed in the SEM path analysis. Exploratory Factor Analysis (EFA) found altruistic calling and emotional healing of servant leadership clustered together and was named AE. Organizational stewardship (OS) and wisdom (WIS) were grouped as explained by theory. Inspirational motivation (INM) and idealized influence (IDF) were grouped as expected. Altruism and courtesy of OCB were clustered together and was named as AL. Sportsmanship (SP) of OCB was grouped as expected. (Figure 1.2)

Standardized regression weights and its corresponding significance are identified in the path model. The critical ratios for the paths are all above 1.96. Covariances of independent variables are all positive and significant as hypothesized. 36.4% variance in OC is accounted for by the joint influences of AE and INM. 72.1% variance in JS is accounted for by the joint influences of AE, WIS, INM and IDF. 70.4% variance in trust (TR) is accounted for by the joint influences of AE, WIS, INM and IDF. 22.2% variance in SP is accounted for by the joint influence of AE, OS, and JS. 59.9% variance in AL is accounted for by the joint influences of WIS, INM, IDF, JS and OC. (Table 1.3)
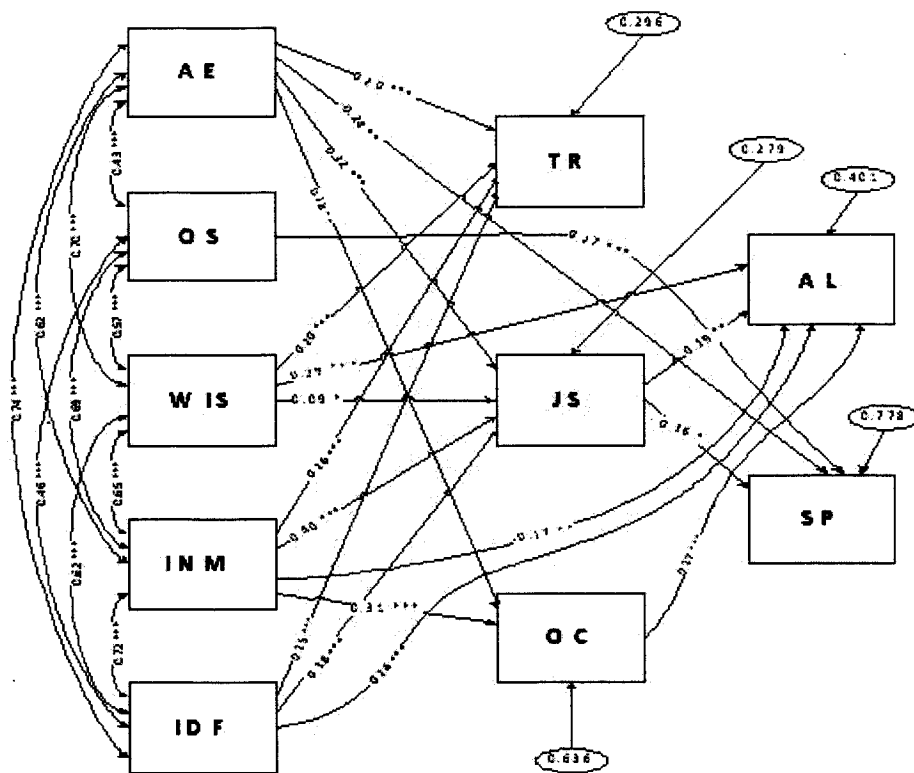
Figure 1.2: Path model of OCB mediated by trust (TR), job satisfaction (JS) and OC

Table 1. 3: Summary of the results of the hypotheses testing

Path relationship	β	C.R.	Hypothesis testing
AE - TR	0.20	4.44	Supported ***
AE - JS	0.32	7.49	Supported ***
AE - OC	0.18	2.85	Supported **
WIS - TR	0.20	4.84	Supported ***
WIS - JS	0.09	2.18	Supported *
INM -TR	0.26	5.61	Supported ***
INM - JS	0.40	8.82	Supported ***
INM - OC	0.31	4.45	Supported ***
IDF - TR	0.25	5.65	Supported ***
IDF - JS	0.18	4.18	Supported ***
AE - SP	-0.24	-3.15	Supported **
OS - SP	0.27	4.5	Supported ***
INM - AL	-0.17	-2.72	Supported **
IDF - AL	0.24	4.27	Supported ***
JS - AL	0.19	3.19	Supported ***
JS - SP	-0.16	-1.99	Supported *
OC - AL	0.27	7.05	Supported ***
WIS - AL	0.29	5.90	Supported ***
AE - JS - AL Mediation			Supported ***
AE - JS - SP Mediation			Supported *
WIS - JS - AL Mediation			Supported ***
WIS - JS - SP Mediation			Supported *
INM - JS - AL Mediation			Supported ***
INM - JS - SP Mediation			Supported *
IDF - JS - AL Mediation			Supported ***
IDF - JS - SP Mediation			Supported *
AE - OC - AL Mediation			Supported ***
INM - OC - AL Mediation			Supported ***

9

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Generally in India, females engage more in educational profession than males. This study reiterates this assumption. In order to obtain a greater advantage in promotion and the performance appraisal, it is deemed to have higher educational qualifications. This assumption also is strengthened by this study. It is observed that teachers look for greener pastures once they have sufficient qualification and teaching experiences.

The purpose of this study was to strengthen empirical support for benefits of servant and transformational leadership by investigating relationship among servant and transformational leadership with trust and work outcomes of job satisfaction and organizational commitment. Another purpose of this study was to strengthen empirical support for direct benefits of servant and transformational leadership on organizational citizenship behavior (OCB) of teachers and indirect influence on OCB, mediated by trust, job satisfaction and organizational commitment.

Servant and transformational leadership have both direct and indirect relationship with OCB and it is significant. Servant and transformational leadership has a significant and direct relationship with TR, JS and OC. JS and OC mediates the relationship between leadership (servant & transformational) with OCB.

Study's Contributions

Academic: This study will extend insight into servant & transformational leaderships' influence in the educational sector. The results and findings will add to the body of knowledge of relationship between leadership (servant & transformational) and OCB mediated by JS and OC. Study has an exploratory nature and the results and findings can contribute to the body of knowledge in an Indian context. Policies, strategies can enhance Montfort schools' name can be devised by enhancing teacher's work place attitudes and behaviors (JS, OC). Montfort Brother's initial formation that can be directed to inculcate servant and transformational leadership which can nurture teacher's work place behaviors.

Practitioners: Better marketing strategy for Montfort schools for they have recruited teachers with better OCB characteristics. The findings can benefit schools with similar and religious contexts and cultures in India. OCB of teachers can enhance the school's name and image.

Implications

Servant & transformational leadership enhance efficiency by fostering teacher's workplace attitudes and behaviors (JS, OC). Teachers who are self actualized commit more to shared goals, as such principals are motivated to enhance teachers' job satisfaction by meeting teacher's need through empowerment and establishment of trust. A principal who demonstrates the characteristics of a servant and transformational leadership enhances his teacher's OC by the care and concern in the teacher's goals and ideas, involving them in decision making and nurturing personal and professional growth.

Limitations

Self reported data are susceptible to systematic error variance related to methodology than the construct in itself. Self reported survey questionnaire may not reflect the true feelings of the respondents as may have elicited through in depth interviews. Moreover, survey instruments which are established, reliable and valid in the West need not necessarily reflect similar responses from the respondents, who hail from culturally diversified environment of India. If the teacher is new to the organization or they have limited or new relationship with the leader- answering questions may have been challenging. It is time bound. As time passes by, respondents' attitude and behaviors may change. The study was organized in one private sector educational enterprise, as such, the findings cannot be generalized to other settings.

Suggestions for Future Research

Females tend to perceive leadership differently than males. Future studies can identify the difference in perception of leadership between genders. Trust is a time bound construct; as such a longitudinal study could be conducted to capture its nuances. Larger and diversified sample could be surveyed to general-

ize the study findings. Transformational leadership better suited for organization that is vibrant and undergoes changes, whereas, servant leadership suited for organizations that are not undergoing changes. Hence, situational characteristics of the organization could be incorporated in the study to measure which leadership suits educational enterprises better.

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