

THE EFFECT OF SERVANT LEADERSHIP, EMOTIONAL INTELLIGENCE, AND LIFE PURPOSE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN XYZ EARLY CHILDHOOD

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ABSTRACT

To prepare the students for the demand of life in the future, teachers must continuously develop mastery of new knowledge, skills, competencies, and aptitudes. Education has entered a period of profound disruptive transition. It requires teachers to have organizational citizenship behavior (OCB). The purpose of this quantitative study is to examine the effect of servant leadership, emotional intelligence, and life purpose on organizational citizenship behavior in XYZ Early Childhood Years and Elementary School. Fifty-five teachers of XYZ Early Childhood Years and Elementary School completed the online questionnaires. Path analysis through Partial Least Square-Structural Equation Modeling (PLS SEM) method is employed to test the proposed hypotheses. The results showed that servant leadership has a positive effect on life purpose and organizational citizenship behavior. It was found that emotional intelligence has a positive effect on purpose in life. Life purpose also has a positive effect on organizational citizenship behavior. In contrast, it was found that emotional intelligence does not have a positive effect on organizational citizenship behavior.

Keywords: emotional intelligence, organizational citizenship behavior, purpose in life, servant leadership

ABSTRAK

Siswa perlu dipersiapkan untuk menghadapi tuntutan kehidupan masa mendatang, guru harus terus mengembangkan penguasaan pengetahuan, keterampilan, kompetensi, dan bakat baru. Pendidikan telah memasuki masa transisi yang penuh disrupsi. Hal ini menuntut guru untuk memiliki *organizational citizenship behavior* (OCB). Tujuan dari penelitian kuantitatif ini adalah untuk menguji pengaruh *servant leadership*, *emotional intelligence* dan *purpose in life* terhadap *organizational citizenship behavior* di TK-SD XYZ. Lima puluh lima guru TK dan SD XYZ menyelesaikan kuesioner online. Perhitungan penelitian menggunakan analisis jalur melalui metode *Partial Least Square-Structural Equation Modeling* (PLS SEM) digunakan untuk menguji hipotesis yang diajukan. Hasil penelitian menunjukkan bahwa *servant leadership* berpengaruh positif terhadap *organizational citizenship behavior*. Ditemukan juga bahwa *servant leadership* berpengaruh positif terhadap *purpose in life* dan *emotional intelligence* berpengaruh positif terhadap *purpose in life*. *Purpose in life* juga berpengaruh positif terhadap *organizational citizenship behavior*. Sebaliknya, *emotional intelligence* tidak berpengaruh positif terhadap *organizational citizenship behavior*.

Kata Kunci: *emotional intelligence, organizational citizenship behavior, purpose in life, servant leadership*

Introduction

To prepare the students for the demand of life and work in the future, teachers must continuously develop their mastery of new knowledge, skills, competencies, and aptitudes. Christian teacher responds to God's calling to teach like a disciple with love and compassion so that the students can respond to God in obedience and responsible ways. It includes unwrapping students' gifts so they can use their talents to develop their unique potential, sharing joys and burdens with one another so that they can contribute to their society, and promoting shalom that heals and restores broken relationships (Van Brummelen,

2009, p. 5). A Christian teacher who exemplifies Christian values, attitudes, and behavior will help to show Christ to the school community. Doing the extra mile, being willing to serve and sacrifice for others to develop their students' potential gifts are a sample of them. (Malingumu, Stouten, Euwema, & Babygegeya, 2016, p. 342).

However, in real life, not all Christian teachers are able to carry out their duties and roles well especially during the Covid-19 pandemic that has demanded a lot of drastic changes in a very short time. In addition, there are competing demands and pressures to meet the needs of stakeholders - parents, students, school management, and government. People react differently when confronting the same situation. Some teachers react negatively, such as emotional, frustration, complaint, anger, irritation, anxiety, disappointment, dissatisfaction, and burnout. Meanwhile, some teachers respond positively, even they are willing to do organizational citizenship behavior (OCB). OCB is a willingness to go above and beyond the call of duty is necessary to attain the effectiveness of the organization in achieving its goals and objectives (Lavy, 2019, p. 2; Njagi, 2018, p. 348; Kasa and Hassan, 2017, p. 686).

XYZ School is a secular private school located in South Tangerang, Indonesia. In recent years, more early childhood years and elementary teachers in XYZ School have shown negative attitude and behavior such as focusing their effort and time for their own benefits and needs, are not willing to contribute and do extra effort in doing their job. It is reflected in the results of the teacher's performance appraisal on the "willingness to serve" criteria. In the last three years, the average score of willingness to serve has been decreased. Thus, there is an urgency to find ways to increase teachers' willingness to serve in XYZ School so that the vision and mission of XYZ School can be achieved optimally.

As people who have received grace and unconditional love from Christ, Christian teachers are enabled to love, serve others, and go the extra mile. As disciples of Jesus Christ, teachers need to imitate, model, and practice servant leadership. The redeemed teachers are enabled by the Holy Spirit to be able to practice the fruits of the Spirit such as love, patience, and self-control. These help teachers to develop their emotional intelligence which will enable teachers to recognize and express their emotions well, empathize, and make responsible decisions even in stressful situations.

A purposeful life implies that one's life is coherent, significant, directed, and belonging (Rodríguez-Carvajal, Herrero, van Dierendonck, de Rivas, & Moreno-Jiménez, 2019, p. 501). People show more OCB behavior when they find meaning and purpose in their work (Belwalkar, Vohra and Pandey, 2018, p. 411). A purposeful and meaningful life can be found if the teacher realizes his/her calling to serve as an ambassador for Christ and an agent of change by practicing servant leadership, having emotional intelligence, and doing the extra mile even when facing difficult situations. That is why in this study, the purpose in life was considered as the intervening variable.

There have been several previous studies examining OCB such as the effect of emotional intelligence (EI) on OCB and the effect of servant leadership on OCB. Yet similar study has never been conducted in this school. The purposes of this study are to analyze the effect of servant leadership on purpose in life, emotional intelligence on purpose in life, servant leadership on OCB, emotional intelligence on OCB, and purpose in life on OCB.

Literature Review and Hypotheses

For the purpose of hypotheses formulation through the research questions identified, relevant literature has been reviewed under distinct sub-heads: OCB, servant leadership, emotional intelligence, and purpose in life.

Organizational Citizenship Behavior (OCB)

Organ and Ryan, 1995 (Knez, Hjärpe, and Bryngelsson, 2019, p. 1) define OCB as voluntary behavior, an extra role that is not recognized in formal regulation but contributes to organizational effectiveness socially and functionally. The definition of OCB used in this study refers to the voluntary behavior of teachers to perform additional tasks outside of formal duties (do the extra mile) for the benefit of others and the organization as a response to God's love.

Organ (1988) states the five dimensions of OCB as follows (Krimbill, Goess, and Escobedo, 2019, p. 14; Njagi, 2018, p. 15; Luxmi and Vashisht, 2017, p. 4):

- 1) Altruism: voluntarily actions that help others.
- 2) Sportsmanship: demonstrations of willingness to tolerate minor and temporary personnel inconveniences without grievances, complaints thus conserving organizational energies for task accomplishment and lightening loads of managers.
- 3) Conscientiousness: discretionary behaviors that go well beyond the minimum role requirement level of the organization, such as obeying rules and regulations, not taking extra breaks, working extra-long days.
- 4) Courtesy: demonstrated in the interest of preventing the creations of problems for co-workers, facilitating the constructive and proactive use of time.
- 5) Civic virtue: behaviors that put the interests of the organization ahead of the interests of the individual.

Servant Leadership

Coetzer, Bussin, and Gendenhuys (2017, p. 1) define servant leadership as a multidimensional theory of leadership that begins with a desire to serve, followed by an intention to lead and develop others, to ultimately achieve higher goals, for the benefit of individuals, organizations, and society. In this study, servant leadership is defined as the process of influencing the thoughts, behavior, and development of others with a genuine motivation to serve and not be served as well as being an example for the followers so that they can bring others to know and feel the grace of God.

Wong and Page (2003, p. 3) proposed four characteristics of servant leadership:

- 1) Character orientation: focus on the “being” of the leader - the character possessed by the leader.
- 2) People orientation: focus on relationships - how the leader relates to others.
- 3) Task orientation: focus on “doing” - what the leader.
- 4) Process orientation: focus on “organizing” - how leader impacts organizational processes.

Emotional Intelligence

Daniel Goleman (2009, p. 448) defines emotional intelligence (EI) as the capacity to recognize one's own feelings and others, to motivate oneself, to manage one's own emotions well and when interacting with others. Thus, EI in this study is defined as the capacity to recognize the emotions of oneself and others, manage and control one's own emotions so that they can express their emotions according to God's will both for oneself and in relationships with others.

Mayer-Salovey-Caruso (2002) divides EI into four dimensions of ability (Sjoeberg, 2001, p. 66):

- 1) Perceiving emotions: the ability to recognize the feelings of oneself and others.
- 2) Facilitating thoughts: the ability to generate emotions and then to reason with these emotions.
- 3) Understanding emotions: the ability to understand complex emotions and emotional "chains", how emotions move/transition from one stage to another.
- 4) Managing emotions: the ability to allow oneself to manage one's own emotions and others.

Purpose in Life

McKnight and Kashdan (2009) suggest that purpose is a central, self-organizing life aim that organizes and stimulates goals, manages behaviors, and provides a sense of meaning (Yuen et al., 2017, p. 55). Wong (2012) states that a purposeful and meaningful life can be achieved through understanding oneself and having a perspective that is coherent with the place where one is in the world (Brackman, 2017, p. 39). It can be concluded that purpose in life is a vision and mission that comes from God that can be found through understanding oneself as part of God's grand scheme to contribute uniquely to the world, living for God and not for self-interest. In general, there are three aspects of purpose (Yuen et al., 2017, p. 56–57):

- 1) Basic aspects and direction of goals
- 2) Aspects of happiness
- 3) Aspects of prosocial goals

Conceptual Model and Research Hypotheses

Based on the literature reviewed the following conceptual model has been developed. Hypothesized relationships between research variables are developed thereafter.

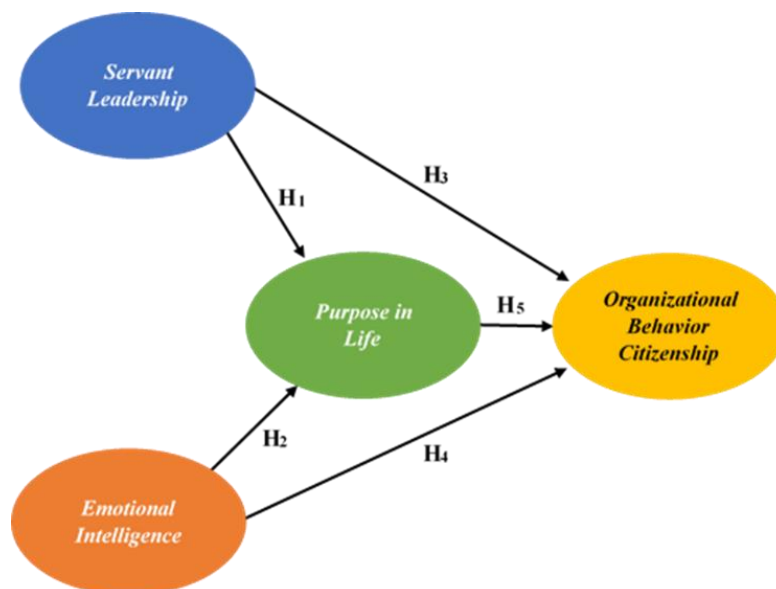


Figure 1. Conceptual Model

Source: Data Processing Results (2021)

The research hypotheses proposed in this study are as follows:

- (1) There is a positive effect of servant leadership on purpose in life.
- (2) There is a positive effect of emotional intelligence on purpose in life.
- (3) There is a positive effect of servant leadership on organizational citizenship behavior.
- (4) There is a positive effect of emotional intelligence on organizational citizenship behavior.
- (5) There is a positive effect of purpose in life on organizational citizenship behavior.

Research Methodology

Participants for this research were obtained from early childhood years and elementary teachers in XYZ School. Data were gathered by questionnaire. Link to questionnaire was emailed to 55 teachers that

were chosen using purpose sampling with the following criteria: (1) Indonesian citizen; (2) Has faith in Christ (Christian or Catholic). Members of a sample are chosen with a purpose to represent a location or type in relation to the criterion (Fraenkel, 2009, p. 99). All respondents completed the questionnaire.

After data collection was done, the data needed to be grouped, tabulated, presented, and calculated to answer the problem formulation and calculations to test hypotheses (Sugiyono, 2015, p. 147). Analysis of the data used was the measurement model (outer model), structural model (inner model), and hypothesis testing. This quantitative research used Partial Least Square (PLS) SEM for data processing and the software was Smart Partial Least Square (Smart PLS).

Results and Findings

The respondents were dominantly female (80%), most respondents were aged between 31 - 40 years old (60%), and Christians (62%). The predominant education level was a bachelor's (80%). Most of them (53%) have worked in XYZ School for more than 10 years.

The measurement model test (outer model) was conducted to measure the relationship between the variables/constructs and their indicators/descriptors. First, by looking at the Average Variance Extracted (AVE) value. 0.50 or above value is required for the AVEs to be acceptable. Second, by looking at the value of the loading factor. Ideally, the loading factor value is expected to have above 0.70 value (Ghozali & Latan, 2019, p. 74). In this study, all loading factor values were above 0.70 and the AVE value was above 0.50. This means that all constructs were valid and all research variables have met the prerequisites for the convergent validity test.

Table 1. Convergent Validity Test Results with AVE

Variable	Average Variance Extracted (AVE)
<i>Servant Leadership</i>	0.561
<i>Emotional Intelligence</i>	0.589
<i>Purpose in Life</i>	0.592
<i>Organizational Citizenship Behavior</i>	0.643

Source: Data Processing Results (2021)

The model of the convergent validity test results can be seen in the image below.

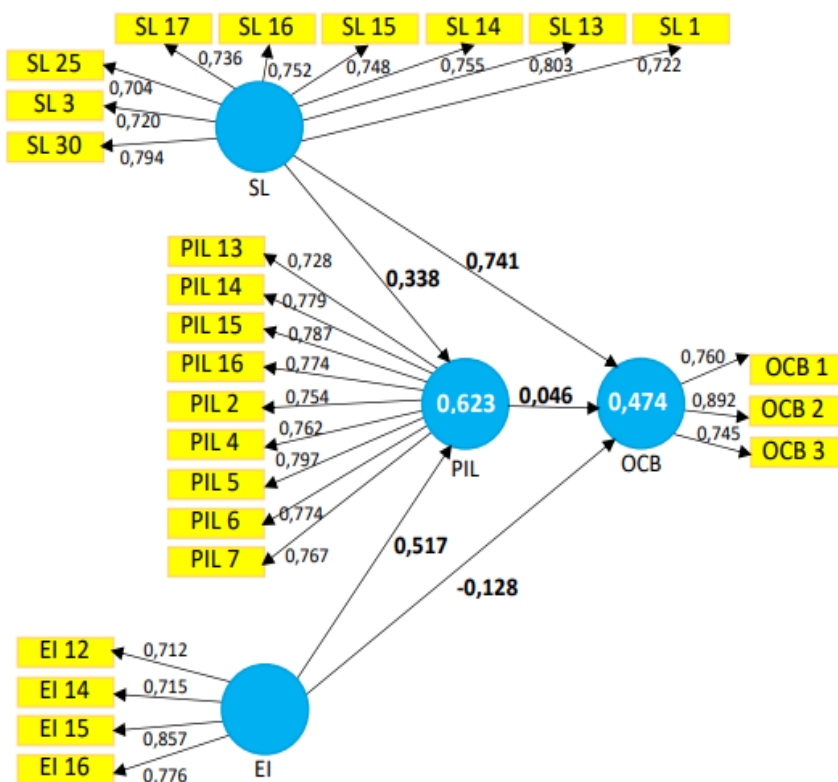


Figure 2. Convergent Validity Test Results Model

Source: Data Processing Results (2021)

Next, a discriminant validity test was conducted to see the difference between each construct being measured. Discriminant validity test can be done by looking at the cross-loading value of each variable and the value is expected above 0.70. The following are the results of the discriminant validity test.

Table 3. Discriminant Validity Test Results

	EI	OCB	PILL	SL
EI	0.767			
OCB	0.421	0.802		
PILL	0.751	0.466	0.769	
SL	0.694	0.684	0.696	0.749

Source: Data Processing Results (2021)

It can be concluded that all variables: servant leadership, emotional intelligence, purpose in life, and OCB have good discriminant validity values.

The recommended range for Cronbach’s alpha and composite reliability coefficient is 0.70 or above. The following are the results of the reliability test.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability
<i>Servant Leadership</i>	0.902	0.920
<i>Emotional Intelligence</i>	0.768	0.851
<i>Purpose in Life</i>	0.914	0.929
<i>Organizational Citizenship Behavior</i>	0.730	0.843

Source: Data Processing Results (2021)

The value of composite reliability and Cronbach's alpha for all research variables is above 0.70 and it can be concluded that all variables of OCB, purpose in life, servant leadership, and emotional intelligence have a good range of reliability.

The inner model test or structural model test aims to estimate the relationship between constructs in the research model. In this study, the inner model test will be carried out by looking for the VIF (Variance

Inflation Factor), R-Square and path coefficient values. The results of the multicollinearity test are shown in table 5 below.

Table 5. Multicollinearity Test Results

Variable	Organizational Citizenship Behavior	Purpose in Life
<i>Servant Leadership</i>	2,230	1,928
<i>Emotional Intelligence</i>	2,636	1,928
<i>Purpose in Life</i>	2,654	

Source: Data Processing Results (2021)

A good VIF value is below 5.00 and the results of the multicollinearity test in this study are below 5.00. It means that the relationship between exogenous variables is not high or there is no multicollinearity.

Below is the result of the coefficient of determination (R-square value). The R-Square value is getting better if the value is close to 1 or 100%.

Table 6. Results of the Coefficient of Determination

Variable	R -Square
<i>Purpose in Life</i>	0.623
<i>Organizational Citizenship Behavior</i>	0.474

Source: Data Processing Results (2021)

These results reveal that, the ability of servant leadership and emotional intelligence variables in explaining the purpose in life of XYZ early childhood years to elementary teachers is 62.3%. It means that the servant leadership and emotional intelligence variables of the teacher have contributed on the teacher's purpose in life. Meanwhile, the ability of servant leadership, emotional intelligence, and purpose in life variables in explaining OCB of XYZ early childhood years to elementary teachers is 47.4%.

Hypothesis testing is a test conducted to analyze the relationship stated in the research hypothesis. The results of the path coefficient are shown in the table 7.

Table 7. Path Coefficients

Line	Path Coefficients	Results
Servant Leadership → Purpose in Life	0.338	Supported
Emotional Intelligence → Purpose in Life	0.517	Supported
Servant Leadership → OCB	0.741	Supported
Emotional Intelligence → OCB	-0.128	Not supported
Purpose in Life → OCB	0.046	Supported

Source: Data Processing Results (2021)

Discussion

When the influence of servant leadership on life purpose tested, a positive influence was found. This can be seen from the results of the path coefficient value of 0.338. This means that 33.8% of teachers' purpose in life is influenced by servant leadership. Servant leader is leader who leads not because of personal interests but focus on serving others and on a compelling vision. To be able to carry out the role as servant leader, first the leader's heart should be conquered and redeemed by Christ. Leading is not because we want to seek profit for ourselves but must show the people we lead about God's love, patience, and forgiveness (Sholikhah, Wang, and Li, 2019, p. 234). In addition, the servant leader also tries to link the goals, values and organizational systems with personal goals/goals and values with a compelling vision. Thus, the more someone practices servant leadership, the more he/she is encouraged to pursue a purpose in life. To be able to find true purpose in life, humans must return to the Word of God because humans were created for God's pleasure, to become God's family, to be like Christ, to serve God, and for a mission.

This study showed that there was a positive relationship between emotional intelligence and purpose in life with a path coefficient of 0.517.

It means that 51.7% of the teachers' purpose in life is positively influenced by emotional intelligence. The findings of this research confirm the work of other empirical studies such as Developing Emotional Intelligence Competence among Teachers (Dolev and Leshem, 2017). As the image and likeness of God, humans are emotional creatures designed to be responsive to the world, other people, and God through emotions (Malfurs, 2018, p. 74). As leaders, it is important for teachers to have emotional intelligence.

Self-awareness enables a person to identify his/her moods and others and to control one's own emotional responses and treat others appropriately so that they can carry out their roles well. In finding purpose in life, what is God's purpose for one's life, EI skills (self-awareness, self-management, decision-making, social awareness) are needed. A person must understand what his strengths, weaknesses, talents, spiritual gifts, and God's calling for himself and continue to be molded by God in character so that he/she will have Godly characters. In addition, to carry out the purpose in life, EI skills are needed too. Teachers with higher EI are better equipped to work cohesively in teams, handle changes, and manage stress more effectively, thus enabling them to pursue their goals/purposes in life more effectively and efficiently.

It was found that the path coefficient value between servant leadership and OCB was 0.741. This indicates there is a positive effect of servant leadership on OCB. Around 74.1% of teachers' OCB is positively influenced by servant leadership. This finding confirms the previous works of Teachers' Organizational Citizenship Behavior: A Causal Relationship (Prasertcharoensuk, Kanokorn, and Keow Ngang, 2017) and When Servant Leaders Inspire Followers to Become Organizational Citizens: Empirical Evidence from Vietnam (Thao and Kang, 2020) that found the positive effect of servant leadership on OCB. The characteristics of a servant leader are very much in line with the basic principle of OCB. Servant leadership is an altruistic leadership style that contributes to fostering positive attitudes in followers, especially OCB (Hoven, 2016, p. 8). The path coefficient value of servant leadership and OCB is the highest in this research model.

Contrary to the results of previous study entitled Impact of Emotional Intelligence on Organizational Citizenship Behavior: A Study among Nurses of Government and Private Hospitals in and around

Chandigarh (Luxmi and Vashisht, 2017), this study found that the path coefficient value between EI and OCB was - 0.128. This means that emotional intelligence has no effect on OCB. Most likely this happened because many indicators of emotional intelligence variables were eliminated during Smart PLS data processing. Valid items for this variable only come from two indicators (using emotions to facilitate thought and managing emotions indicator). The results of the study entitled Emotional Intelligence and OCB: The Moderating Role of Work Locus of Control found that there was no strong relationship between using emotions to facilitate thought and OCB. Using emotions to facilitate thought is more relevant for interactive and reactive behavior when compared to the more purposeful behavior such as OCB (Turnipseed and Vandevaa, 2012, p. 911). Previous study of Assessing Organizational Citizenship Behavior through Constructing Emotional Intelligence identified that EI plays a major role in improving citizenship behavior (OCB) in organizations. Three components of EI: the use of emotions, evaluation of other people's emotions, and emotion regulation, have a major influence on OCB. There was no effect of the self-awareness on OCB. Self-awareness of one's emotional state does not necessarily change their behavior if it is compared to other components such as understanding other people's emotions, using and managing emotions (Anwar, Osman-Gani, Fontaine, & Rahman, 2017, p. 112).

The results of this study are in line with previous literature study entitled Purpose in Life: A Brief Review of the Literature and Its Implications for School Guidance Programs (Yuen et al., 2017) which found that purpose in life brings personal fulfillment and encourages people to have a prosocial nature such as making a difference in the lives of others in the community and responding to God's calling. The path coefficient value of purpose in life to OCB is 0.046. It indicates that purpose in life has a positive effect on OCB by 4.6%. However, the influence of purpose in life on OCB is small. Most likely it happened because belief in God is seen as a religious expression rather than a spiritual expression so that this belief is not reflected in a person's real actions, including in the form of OCB (Belwalkar, Vohra and Pandey, 2018, p. 424). In addition, it is suspected that there is a dichotomy in human life. There is a separation between the two worlds (Kim, McCalman, and Fisher, 2012, p. 203): (1) a sacred private world, family and church where people can express their faith freely; (2) a secular public world, outside

the home and church, where religious expression is discouraged. Thus, there are differences in motives, attitudes, and behaviors in the two different worlds. When working, people do not live a complete and integrated life according to faith in all areas of life but use a secular mindset. This dichotomy may also be supported by the XYZ School setting which is a secular school.

The Bible provides a benchmark for judging what is right and wrong. Christianity is not a religious activity but a worldview that is faith based on truth. The implication is that work is more than just earning a living but must rely on the Holy Spirit to understand what God's calling for each person including purpose in life. Purpose is to pursue goals that reflect the calling as disciples of Christ (Kaldjian, 2019, p. 176). The ultimate goal of a Christian is to know God in Christ (John 17:3), glorify God, and enjoy Him forever. With God's grace and the help of the Holy Spirit, Christians are enabled to do the journey toward these goals: loving God with all their heart, soul, mind, and strength; and loving their neighbor as themselves (Deuteronomy 6:5; Mark 12:30–31). Loving God means worshiping Him by offering oneself as a living sacrifice and transforming the mind so that it can discern its desires (Rom. 12:1–2). In addition, they also have a desire to make a difference for others, tend to do prosocial activities, do not seek their own benefits, and are more grateful. People with a purpose in life have the urge to perform additional tasks outside of formal duties and are even willing to experience discomfort or pay the price to carry out their goals. This includes helping coworkers when they have problems related to work, willing to adjust his/her personal schedules to help others and obeying the rules even when no one is watching.

Conclusion

Based on the research findings and the results of the analysis of the servant leadership, emotional intelligence, purpose in life, and organizational citizenship behavior variables, it can be concluded as follows.

- 1) Servant leadership has a positive effect on the purpose in life of teachers.
- 2) Emotional intelligence has a positive effect on the purpose in life of teachers.

- 3) Servant leadership has a positive effect on organizational citizenship behavior of teachers.
- 4) Emotional intelligence does not affect organizational citizenship behavior of teachers.
- 5) Purpose in life effect has a positive effect on organizational citizenship behavior of teachers.

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