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RELATIONSHIP OF SERVANT LEADERSHIP TOWARDS ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) AND JOB SATISFACTION AMONG TEACHERS: A REVIEW OF LITERATURE

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Abstract:

This paper examines the relationship between servant leadership, organizational citizenship behavior, and job satisfaction among school teachers. The first objective of the study is to explore the history, concept, and development of servant leadership, organizational citizenship behavior, and job satisfaction. The second objective is to determine previous related studies that reveal the relationship between these 3 theories towards teachers throughout the world. The third objective of the study is to focus on the relationship study between these 3 theories in the Malaysian education system. As a conclusion, this study will provide the researcher's views on why this study should be featured in the Malaysian education system.

Keywords:

Servant Leadership, OCB, Job Satisfaction, School Organization, Malaysia.

Introduction

There are many styles of leadership that exist around the world. One of the most recognizable leadership styles is servant leadership. In the concept of the modern-day, servant leaders should become the builders of cooperation within the group beyond being a leader. The advantage of servant leadership is that it can provide a structured environment in which it places the principles in servant leadership at its core (Beazley & Beggs, 2002). The principle of servant leadership theory is not only applicable in industrial organizations, but it is also applicable in school organizations.

In order to strengthen the quality of the nation's education, schools need to restructure their organizations to meet the demands of flexibility, quality concern and academic excellence. Today, servant leadership theory is seen as more applicable to school organizations than any other theory.This is because the organization's environment is now more likely to have leaders who serve followers. So that, followers have the opportunity to develop the potential to serve the organization and achieve better results than the results of a single leader (Ozyilmaz & Cicek, 2015). In addition, it build strong relationships between organizational leaders and followers, thus encouraging followers to fully engage in their work whether formal or informal (Owen & Hekman, 2015).

School organizations require teachers who are committed to the task including achievement of the school's values, objectives and goals (Runharr, Konermann & Sanders, 2013). However, there are many factors that influence the achievement of these goals such as job satisfaction among employee's aspect. Therefore, the aspect of job satisfaction is one of the important topics in psychology. Faudziah and Nor (2012) support Bryan and Wilson's (2014) statement that there is a significant correlation between job satisfaction and job performance. In addition, the achievement of school objectives is also dependent on teacher voluntary behavior or referred to as organizational citizenship behavior (OCB) (Duyar, Ras & Pearson, 2015).Teacher OCB is defined as the willingness of teachers to perform tasks beyond their formal responsibilities with the aim of helping schools achieve their goals (Nasra & Heilbrunn, 2015). Previous studies have shown that OCB plays a positive role in the school climate and is an important aspect of the education sector (Christophersen, Elstad, Solhaug & Turmo, 2015). In theory, servant leadership is seen as having a relationship on teachers' job satisfaction and OCB.

History, Concept And Development Of Organizational

Servant Leadership

Servant leadership theory was created 4 decades ago by Greenleaf (1970). Greenleaf recognizes that as the youthful revolution has been pushed by the company to be more important to the employer, one needs to lead the company where it has to change from the sole role of chairman to the co-founder of the group. Basically, Greenleaf (1970) states that there are 9 aspects of servant leadership, that is: (1) listening, (2) empathy, (3) healing, (4) awareness, (5) persuasion,

(6) concept creation, (7) foresight, (8) stewardship and (9) building community to help develop other people and the community. In general, there are over 100 features of servant leadership identified in previous studies. For over two decades back, there was an increasing number of scholarly articles in servant leadership. Therefore, the dominant themes of servant leadership based on the researchers' research are summarized in Table 1.

Table 1: The Dominant Themes Of Servant Leadership Are Based On Researchers Research

Researcher	Themes
Greenleaf (1991)	Listening skills, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship and building community to help develop others and promoting community
Graham (1991)	Inspiration, moral
Buchen (1998)	Identification, the ability to reciprocity, relationship builder, preoccupation with the future
Spears (1998)	Listening, sympathy, healing, awareness, persuasion, conceptualization, foresight, supervision, commitment, community
Laub (1999)	Giving value to people, develop people, build communities, displaying originality, providing leadership, sharing
Russell (2001)	Appreciate others, empower, vision, credibility, trust, service, modeling, pioneer
Sendjaya, Sarros and Santora (2008)	Influence change, volunteerism, honesty, spirituality, covenant relationships, moral responsibility
Van Dierendonck and Nuijten (2011)	Empowerment, accountability, standing back, humility, authenticity, courage, forgiveness, stewardship.
Focht & Ponton (2015)	Appreciate others, humility, listening, trust, caring, honesty and transparency, services, empower, serve others first, cooperation, loving, learning
Joseph J. Larocci (2017)	Three key priorities- (developing people, building a trusting team, achieving results) Three key principles - (serve first, persuasion, empowerment) Three key practices - (listening, delegating, connecting followers to mission)
Sendjaya, Sen; Eva, Nathan; Butar Butar, Ivan; Robin, Mulyadi; Castles, Samantha (2019)	Organizational performance, trust in the leader, Commitment to the leader, helping behaviours, employee engagement, organizational deviant behaviours.

From the researcher list above, the most widely used in leadership style research around the world is by Van Dierendonck and Nuijten (2011). There are 8 themes used in his theory. The meaning of empowerment is the servant leader encourages the workers. Accountability means leaders give employees responsibilities to perform to build their confidence. Besides, standing back means leaders prioritize potential of employees first and give them the support they need. Humility shows that leaders willing to admit that nothing is perfect and they will make mistakes. The next theme is authenticity which means servant leaders need to be the first to ensure that their behavior is consistent and honest. The 6th theme is courage which shows that leaders willing to take risks and try to do something new in their decision making. The next theme is forgiveness which means that servant leaders can be forgiven when facing employee mistakes and conflicts. The last theme is stewardship which related to social responsibility, loyalty and teamwork.

Organizational Citizenship Behaviour (OCB)

Basically, there are several behaviour researches that is almost equal with Organizational Citizenship Behaviour also known as OCB. According Muhdar (2015), this fact is based on the idea by Barnard (1938) according to concept "ready to cooperate". In addition, the idea was also inspired by Roethlisberger and Dickson (1939) relating to "cooperate informally". Additionally, Katz and Kahn (1967) has put forward ideas on the behaviour patterns of individuals. These concepts are the basic for the emergence of OCB before it be discussed in more detail in the early 1980's. They already introduce three types of behaviour as the basic for ensuring an organization to function properly that is the employees get encouragement and support to be in the system, employees can listen to instructions and perform the role required, be innovative and be able to carry out a task spontaneously. This principle not only cover all activities that can create a positive climate in the organization, even the members of the organization itself in cooperation with each other without coercion.

According to the Organ (1988), OCB is a behaviour that supports the psychological and social environment in which the occurrence of task performance. It also means that a person with high OCB does not expect a bonus payment or reciprocal as they carry out the task should exceed in the organization as voluntary. OCB has 5 dimensions of altruism, courtesy, conscientiousness, sportsmanship and civic virtue. Several measurements of a person's OCB dimension have been studied and developed. Among them were OCB dimensions stated by Podsakoff, MacKenzie, Paine & Bachrach (2000). There were helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development. In 2013, studied by Dekas, Bauer, Welle, Kurkoski & Sullivan show that there were several dimensions in OCB measuring (helping, voice, civic vurtue, social participation and employee sustainability). However, The Morison Scale (1995) is one of the best psychometric measures (Aldag, Ray & Wayne, 1997). Scale measures of the five OCB dimensions of OCB are shown in Table 2.

Table 2: The Scale Measures Of The OCB Dimension

Dimension	Measurement
Altruism	- Replacing a vacation partner - Helping colleague with too many tasks. - Assist the new colleague orientation process without any coercion. - Take the time to help colleague - with work problems. - Be willing to do any work without being asked. - Help your colleagues in other departments when they have a problem. - Help customers if they need help.
Courtesy	- Be aware of changes and developments within the organization. - Follow any announcement from the organization. - Make the decisions in evaluating the best for your organization.
Conscientiousness	- Arrive early at work - Punctual. - Don't spend time discussing things outside the scope of your work. - Come soon when needed.
Sportsmanship	Do not exaggerate issues beyond his or her duties.
Civic virtue	- Pay attention to what helps your organization's image. - Pay attention to meetings that are considered useful - Collaborate in groups

Job Satisfaction (HERZBERG Theory)

Generally, the terms of the word 'job satisfaction' is symbolized individual behaviour towards work and their organizations and can be identified as the emotional reactions of workers to the working environment based on real achievement compared to the estimated (Phillips & Gully, 2012). There are various theories related to job satisfaction. However, this research was choosing Herzberg's theory as a guide in conducting this research. This theory was founded by Frederick Herzberg and assisted by Bernard Mausner and Barbara Snyderman. He created this theory after conducting a research of 203 experts account and engineers according to job satisfaction at Pittsburg in 1959. The research found that positive feeling comes when they can

reach targets set by themselves and feel negative when faced with workplace environment and administrators who are not cooperative (Hampton, 1981).

Herzberg introduced two important elements in increasing employee motivation as Two Factor Theory. Based on this theory, it is divided into two groups, encouragement needs (motivators) and environmental requirements factor (hygiene). Encouragement needs factors related to positive feelings on matters relating to work. It is known as a stimulant factors or motivation internal (intrinsic) where it became a contributor to high job satisfaction. Environmental requirements factor related with work environment itself. It is known as external (extrinsic) where it caused discontent (Herzberg, 1959). According to Herzberg, these two factors do not depend on each other. Herzberg Two-Factor model is shown in Table 3.

Table 3: Herzberg Two-Factor Motivation Model

Motivator factors (intrinsic)	Hygiene factor (extrinsic)
1.Performance	1. Supervision
2.The award	2. Working conditions
3. The work itself	3. Interpersonal relationships
4. Responsibility	4. Salary
5. Progress and recognition	5. Smart management from the employer

The presence of intrinsic factors can motivate the workers. If this factors does not exist in the organization, it does not cause the employees to feel dissatisfied or not be motivated to perform their duties.However, the existence of extrinsic factors in the organization does not contribute to the rise of feelings of satisfaction among the workers, but in the absence of these factors, they can cause dissatisfaction. In conclusion, motivator or intrinsic factors can be recognized as factors contributing to job satisfaction, while hygiene or extrinsic factors are better known as dissatisfaction factors.

Previous Related Studies (Reveals on The Relationship Between These Three Theories Towards Teachers Throughout the World)

Servant Leadership in Secondary Schools
Interpretation of servant leadership can be defined as the development and facilitation in achieving the mission and vision of development to the needs of long-term success and its execution by displaying the correct way (Ayinde, Akintayo & Kayode, 2015). A school will be successful if it can achieve the vision and mission that has been set. The size of this success is highly dependent on the leadership mechanism that practiced in the organization involved. Leaders who do not target its own sake alone, but is more concerned with the good of their followers and organizations, will be able to stimulate an increase confidence in the organization then the higher interest of the organization (Kunze, Raes & Bruch, 2015). An organization (school) who wanted to reach effectiveness in the pursuit of success must recognize unique talents of its employees in their efforts to help advance the organization. Leaders in particular should play a major role in helping employees to exhibit and realizing their potential (Porath, Gerbasi & Schorch, 2015).

According Syakirah, Saiful and Jefri (2016), employees (teachers) a sense rewarded by the management will be tried hardly without expecting any reward. The feeling of pleasure during work among workers is an important factor in the success of an organization chart. In addition, a research by Al-Mahdy, Al-Harthi, and Salah El-Din (2016) found that teachers' job satisfaction is highly related to the principles of servant leadership. For that reason, the servant leadership in secondary schools is very necessary as proven when once the principals are willing to serve and lead (leadership servant), it will increase the OCB teachers in positive emotions while improving job satisfaction at the highest level and makes a low working pressure (Hung, Tsai & Wu, 2016).

Organizational Citizenship Behaviour (OCB) Among Teachers
School is an organization that depends on the willingness of teachers to work outside from their regular (Asnani & Norsiah, 2017). The work outside from regular teacher is called as organizational citizenship behaviour (OCB) and it is an important element in predicting school performance (Duyar, Ras, & Pearson, 2015). Feelings voluntary stints in excess of official duties is considered as an additional requirement in order to improve the effectiveness of an organization (Aini & Mohd, 2016) including schools. Teachers who practice OCB may show features of altruism, modesty, meticulously, teamwork and pure nature in which it supports the physiological functions and the effectiveness of a school (Chun-wen Lin, 2017).

In the context of globalization, the research on OCB in school organizations have started to be attention. Most of OCB research emphasize matters related to school environment climatic influence in which it is the main thing that should be included in the school to ensure that organizational goals are achieved (Popescu & Deaconu, 2013). According to a research conducted by Nur and Fatima (2018), there are three main factors that are very dominant in creating OCB among school teachers, that is neuroticism, openness and consensual. These factors include some features that affect the climate in the organization OCB among teacher's existence of cooperation, helpful, tolerant, freedom to give idea and flexibility.

Therefore, affinity can be connected with the existence of servant leadership needs OCB among teachers to achieve the goals of an organization (school). This coincides with the fact Marek, Karwowski, Frankowicz, Kantola, and Zgaga (2014), a citizen organization with high OCB will propel the organization to achieve its vision, mission and goals. This statement is corroborated by the findings of a survey conducted by Harris, Hinds, Manansingh, Rubino, Morote and Ed (2016) which shows that the practice of servant leadership is a major factor in influencing employee satisfaction and a major cause of their stay in the organization.

Job Satisfaction Among Teachers
Job satisfaction among teachers is an important indicator to provide a prosperous climate for teachers and pupils (Nor, Jamalul & Ruzita, 2016). The increase in job satisfaction of teachers viewed able to motivate them to always continue in the process of improving teaching skills, create a more conducive learning environment and improve student achievement. The dimensions of job satisfaction are different between individuals (Norhazwani & Jamalullail, 2016).

Relationship of Servant Leadership and Behaviour Citizenship Organization (OCB)
Researches related to servant leadership and OCB devoted in the organization of the school is very limited. Among the research that can be attached is a research conducted by David, Judy,

Roxanne and Philip (2013), in which the research examines the relationship between principal's servant leadership with OCB and school climate carried out in Alabama. The research found the practice of servant leadership by the principal is very related to the climate of the school. It also found that the practice of servant leadership is strongly associated with the school organization OCB.

Moreover, Amos (2014) conducted an analysis of the relationship of servant leadership, OCB and effectiveness as a group in the South African school system. The researched emphasizes matters related to the role of servant leaders to promote positive behaviour in the organization. Servant leadership can shape the school climate to provide more opportunities and space in shaping or creating positive behaviors such as OCB. Next, a research conducted by Adrian Geoffrey Van Der Hoven (2016) which examines the relationship between servant leadership with trust, psychological empowerment, job satisfaction and OCB among teachers selected in the West Cape. The results from the research showed significant effects and positive relationships in the study.

Recent research carried out by Muhammad, Asma and Mushtaq (2018) related to school performance that practice servant leadership with teachers' OCB effect. Based on the results of research, show that empower employees, providing support to employees and responsible for a positive impact and very important in influencing the OCB teachers. The research also found how servant leadership affects teachers' OCB where it affects the pattern of the overall performance of the school. Based on the results of researches that have been conducted abroad that has been attached as mentioned above, it is clear that there is a significant correlation between the two variables above between servant leadership and OCB. It covers various fields including education.

Relationship of Servant Leadership with Job Satisfaction

School leader with a complex role and authority can provide an effective culture, change and innovate to school (Chatzipanayiotou, 2008). However, a leader which practice servant leadership will bring a positive impact on job satisfaction of teachers where the excess corresponding to the effectiveness and quality (Al- Mahdy Al-Harthi, & Wrong, 2016). This statement is supported with a researched conducted by Georgolopoulos, Papaloi and Loukorou (2018) in Trikala, Greece. Research which done among teachers showed a good level of job satisfaction exist when the principals/headmasters practicing servant leadership in their schools. They believe that the task they are doing is important for their success and ultimately. They felt free to be more creative at their workplace. In conclusion, there is a strong focus in the literature servant leadership and employee satisfaction. Efforts to improve employee satisfaction can be seen when leaders show the characters of servant leadership (Mehta & Pillay, 2011).

Relationship of Job Satisfaction and OCB

The leader of an organization is desirable to increase the level of OCB among subordinates (Davnarışı, 2014). Job satisfaction is one of the factor that can increase OCB among staff's (Hooi Lai Wan, 2016). This statement was including situation in school organization. It was supported by Robbins and Judge (2013) research which clarify that human will become more tendency to showing their OCB if they are gaining encouragement by the things they do for the organization. It will be created job satisfaction in themselves. This honour is given as appreciation of their hard work.

According to Wagner and Hollenbeck (2010), OCB difficult to achieve among employees of the organization because job satisfaction does not exist in themselves. In the same year, Zienabadi (2010) also made a researched and found that intrinsic job satisfaction gave significant impact on OCB indirectly. This statement is supported by the findings of a research conducted by Landy and Conte (2010) and Riska and Umi (2018). They state that there is a positive relationship between job satisfaction and OCB. If teacher job satisfaction level is high, teacher OCB rate is also high. The dimensions of job satisfaction that greatly influence OCB rates are awards, working procedures and regulations. The results from the researched by Ulfiani (2013) to MAN teachers in South Sulawesi showed a positive and significant relationship between job satisfaction and OCB. Based on some of the findings that have been described above, it can be concluded in general that the more satisfied an employee in carrying out the task, the more able to realize the OCB in the workplace (Ulfiani (2014). However, if the job satisfaction level is low, the OCB level is also going to be low (Chasan & Endang, 2017).

The Relationship Study Between of Servant Leadership, OCB and Job Satisfaction Theories in The Malaysian Education System

The Ministry of Malaysian Education has proposed two leadership styles which are transformative and distributive in the management of their schools through PPPM 2013-2025. However, after more than 5 years it has been introduced into the national education system, this style of leadership is seen as having some weaknesses. These are related to the psychology and job satisfaction of the teachers (Ministry of Education Malaysia, 2017). To solve this problem, a multi-dimensional leadership style is recommended as described by Muyan and Ramli in the Journal of Educational Research (2017). In this context, servant leadership is seen as more appropriate. Servant leadership has the advantage over transformative leadership where it provides greater opportunities for passive followers. While servant leadership has more potential to develop workers than distributive leadership (Hardin, 2003; Patterson, 2003). However, there is not much research on servant leadership in the context of Malaysian school since it was relatively new in this country.

Besides that, there are several researches conducted in job satisfaction of teachers in Malaysia. Among them is a research conducted by Nor Fadilah and Azlin (2014) on teachers of Sekolah Menengah Agama Bantuan Kerajaan (SABK), Negeri Sembilan. From the study, the level of teachers' job satisfaction is at a moderate level due to the 'satisfaction' is not emphasized by the principal. Nadiah and Azlin (2014) found that SMK's teachers job satisfaction level is higher than in SBP and SMKA in Seremban where it was influenced by the style of leadership and teamwork. The research conducted on primary school teachers in Temerloh showed that they have a high level of job satisfaction due to they can run errands or things they like (Jamalul, Che, Hazita & Samsidah, 2014). In the same year, a research conducted on teachers in vocational colleges Johor showed significant correlation between job satisfaction and organizational commitment (Fatima, 2014). According to the research by Nor, Jamalul and Ruzita (2016), the teachers' job satisfaction in Ledang are at high level and there were no significant differences between job satisfaction based on the level of school achievement. While the study by Ahmad (2016) conducted in Marang, Terengganu showed a significant influence between principal leadership toward teachers' job satisfaction.

However, studies on the existence of OCB among teachers in Malaysia are limited (Asnani & Norsiah, 2017). Among the studies conducted were the top performing primary school teachers throughout Malaysia by Aini Marzita Mansor and Mohd Hasani Dali (2016). The study found that the level of OCB among respondents was high. Similar results were obtained in a study by Talebloo, Ramli Basri, Aminuddin Hassan, & Asimiran, 2015) conducted in the state of Selangor. Contrary to the high school context, OCB among its teachers is at a moderate level (Nor Laila Elias, Zoharah Omar & Khairuddin Idris, 2014). Based on the information above, the study among the three variables is independent. There is no research has yet been conducted in the context of the Malaysian school that combines these three variables. Therefore, the researcher proposes a study conducted on the relationship of these three variables to be conducted in Malaysia, specifically in the field of education. In the context of school, servant leadership based on moral principles is seen as more comprehensive than distributive leadership and it is further suggested that it is more in line with the school administration process (Yusuf, 2016). The article published by Winston and Ryan (2008) states that servant leadership is a global leadership pattern and should be included in leadership programs in Africa, Asia and the Mediterranean. It can be concluded that servant leadership is a new paradigm in leadership as it focuses more on the principles, beliefs and personalities of leaders (Yayan, 2010).Servant leadership is an effective model in the context of teacher leadership Bufalino (2017). Therefore, it is very important to study the relevance of these three variables in the Malaysian education system.

Suggestions and Conclusion

Based on further discussions above, it can be concluded that there is a relationship of servant leadership on organizational citizenship behaviour (OCB) and job satisfaction among teachers. However, this relationship is the result of a study from outside Malaysia only. Based on the result, the servant leadership style is seen as a multi-dimensional leadership style and it is seen as best practice to create OCB among teachers and to create job satisfaction among them which is seen as a necessary element of schooling to ensure that the vision and mission was achieved more transparently and effectively in the context of Malaysian educational system. The paper also proposed a number of topics that can be carried out so that the real objective of this research can be reach as follows:

1) Researches continue to create a questionnaire based on the truth of the original founders of instruments and validation of some experts (after processing language created) in the field.
2) The population of respondents identified and a questionnaire survey conducted on them
3) Conducting a pilot study before the questionnaire distributed to the actual population
4) Discard any items in the questionnaire were not right just after the pilot study were analysis
5) Doing actual research in the context of school-related with topics of research in Malaysia
6) Focus only to a state in Malaysia as the population because every school in Malaysia is subject to MOE in terms of administrative patterns, rules and staff selection. So, this means that researchers need only focus on population one of the states only in Malaysia where it represents the entire school in Malaysia.

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