



Arab American University
Faculty of Graduate Studies

**The impact of servant leadership on employee
performance: OCB and affective commitment as
mediators.**

By

Jeries Sami Ibrahim

Supervisor

Dr. Emad Walad-Ali

**This Thesis was submitted in partial fulfillment of the
requirements for Master's degree in leadership**

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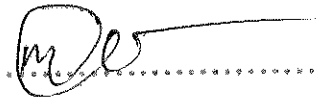
Committee members

Signature

1. Dr. Emad Waladali


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2. Dr. Majeed Mansour


.....

3. Dr. Shaher Obaid



Declaration

I hereby declare that this master degree thesis entitled “The impact of servant leadership on employee performance: OCB and affective commitment as mediators.” was carried out by me for the master degree of leadership, and it has been generated by me as a result of my own original research. No part of this thesis was previously submitted for other degrees or qualifications in this or any other university. Moreover, I have not used sources or means without declaring them in the text, and if so have been referenced.

Student name: Jeries Sami Ibrahim

Signature:



Date: 4/1/2024

Student ID: 202012825

Abstract

This study aimed to test the impact of servant leadership on employee performance for employees working in non for profit organizations in Palestine. Moreover, to test the mediation role of organization citizenship behavior and affective commitment. A questionnaire, designed to measure the study constructs, randomly distributed, via google Docs, among employees to gather the primary data. Statistical Package for social sciences (SPSS) was used to analyze the data.

Results of the data analysis illustrate a moderate effect of servant leadership on employee performance ($R^2=0.223$, $\text{sig}=0.000$). Moreover, results show that servant leadership has the maximum impact on employee task performance ($R^2=0.717$, $\text{sig}=0.001$). Regarding the mediation role, OCB play a full mediation role between servant leadership and employee performance. On the other hand, affective commitment plays a partial mediation role.

Base on the results, the study proposed several recommendations. Mainly to encourage leaders to adapt the servant leadership model, the leader should care about his followers, and create a positive working environment.

Keywords: Servant Leadership (SL), Employee Performance (EP), Organizational citizenship behavior (OCB), Affective Commitment (AFC).

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Chapter One

Introduction

Overview

This chapter includes a brief background of the study, followed by Research Problem, Research Significance and Justifications, and objectives, Research Questions and Hypotheses, Study Methodology, and Research Tools.

1.1 Background

Beginning with the definition of servant leadership, due to the research and the studies is that the servant-leader is servant, to begin with, and it starts with the common feeling that one needs to serve. That individual is smartly diverse from one who may be a leader, to begin with, maybe because of thought to get material possessions. So servant leadership is defined as involves converting the traditional top-down and value-based strategy of leading to expecting a worldview move when leaders start setting the requirements of others and the organization sometime recently their claim needs and replace transactional leadership as the prevailing leadership show within the organization's progression of control and the significance of servant leaders holding the requirements of their representatives over their self-good, that's lead to holding representatives needs essential to their claim needs as an ingrained quality of the servant leader. (Greenleaf, 1977)

The evolution of the characteristics of servant leadership advanced quite rapidly, many researchers tried to develop the aspect / extents of the leader in measurement of servant leadership. Servant leadership transcends their self-interest to serve others and organizations. They work on two levels: to fulfill the goals and needs of their subordinates

and realize the larger goals or Mission of their organization. The leaders of the servants share many things: power, ideas,

Information, recognition, praise for achievement and even money. (Greenleaf, 1977) Job Performance divided performance into task and contextual performance. Task performance was defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core (Borman & Motowidlo, 1997, P. 117). Relevant performance was characterized as execution that's not formally required as portion of the work but that makes a difference shape the social and mental setting of the organization. (Borman and Motowidlo, 1993). Relevant performance recommended to have two features: interpersonal help and work devotion. (1) Interpersonal assistance incorporates "cooperative, considerate, and helpful acts that assist co-workers' performance". On the other hand, (2) work commitment, incorporates "self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organizational objectives" (Van Scotter and Motowidlo, 1996: p.525).

Relevant performance and related components of performance, such as organizational citizenship behavior (OCB). (Smith, 1983). Understanding Organizational Citizenship Behavior (OCB) is part of the science of organizational behavior and the concept of OCB is an extra role performance that is separate from in-role performance that matches job description. This approach identifies the behavior of organizational members with citizenship behavior. The existence of OCB is the impact of individual thoughts and perceptions within the organization on the fulfillment of contractual relationships and psychological contracts and this behavior appears because the feelings of individuals as members of organizations who have a sense of satisfaction when it can do something more

than the organization sources (energy, money, technology, raw materials) is maximized with the sense of increasing the yield of each unit in the use of resources. (Ehrhart, 2004).

A dynamic working environment culture and neighborly environment are exceptionally vital components in a company's victory. Representatives don't need to feel like a cog within the framework or a number in a spreadsheet – they want to be able to form significant commitments. Creating organizational commitment, the bond that workers feel towards their organization, can offer assistance workers feel imperative, interface with their colleagues, and progress efficiency. (Van der Werf, 2020)

Affective commitment alludes to an employee's seen passionate connection to their organization. Emotional commitment is found when a worker feels like their individual values and needs are in line with the company's mission and feel at domestic within the organization. Full of feeling commitment can turn workers into incredible brand ministers who are spurred to do their best.1 when we feel individual association to our working environment and appreciate the culture, we as a rule need to be there. (Van der Werf, 2020)

1.2 Research Problem

The quality of human resources held by the company is an important investment and that must be managed correctly so that the company can survive. Good employee performance in an organization will be difficult to achieve if the organization concerned doesn't have a positive and strong organizational culture. In addition, the leadership role of all levels of managers is also very important, especially as a role model for all employees to make a positive and strong organizational culture. In the context of applying the principle of

excellent service, all employees and managers must be able to provide wholehearted service. (Astohar, 2009)

Achievement of employee performance especially service performance must be supported with maximum effort from every employee. To that end, companies require the participation of employees to do the best for the organization. Good performance requires employees to not only do their employees' in-role jobs but also work outside of the extra-role work. This extra-role behavior is also called Organizational Citizenship Behavior (OCB). (Ismail, 2008)

The idea of servant leadership appears sensibly significant to the numerous organizations that have a human services center and tend to be defenders of social obligation (Riggio & Orr, 2003), which leads to servant leadership principles with supporting representative individual and proficient development. (Sturm 2008)

Research proves the clear relationship between job performance and company growth and development (Sihombing et al, 2022 & Tneed, 2019) The more important job performance in achieving the goals of the employees and the organization and achieving the employee progress and development in his job and increases the morale of the employees and inspires the spirit in their offices and helps them achieve self-satisfaction with themselves as employees, the organization rises to the top and develops, while the lower job performance directly affects the company, when The employee's performance is not good. This performance is reflected on the company's production and affects other colleagues and creates a negative atmosphere in the organization, causing its name to fall and collapse, and this is what we will develop in this paper. (Tneed, 2019)

1.3 Research Significance and Justifications

This study is critical since servant leadership is broadly seen in organizational and representative development and advancement and the way servant leadership contributes to representative development and improvement and this can be the foremost vital for the non-profit organizations and watched as it's constrained. (alcala, 2009)

This study may be valuable investigate on servant leadership in organizations and that's will specifically advantage the organizations where they're inquiring about is conducted in their attempt to make strides the person and capable improvement and advancement of their representatives, in any case, the interest of this consider is centered on investigating and understanding the techniques that a few servant leaders see to improve the individual and proficient development and advancement of their representatives. (Bohanek, 2007). Moreover, human resource advancement and organization specialists and professionals in trade and government may advantage from this think about, as they coordinate a few aspects of representative development and advancement within the work environment, not only this the government can advantage from the comes about since government- wide provincially based groups regularly set up non-governmental organizations to supply back to the progression of their society, through social programs. (Brumley, 2007)

1.4 Research Questions and Hypotheses

Following our findings in the research, there were some questions that were created to direct the research process.

- What is the level of performance of employees in the institutions?
- What is the extent of the application of servant leadership in institutions?
- What is the level of OCB among workers in institutions?
- What is the level of affective commitment of employees in organizations?

Research Hypotheses:

Ho1: Servant leadership has a positive impact on Employee performance

Ho1.1: Servant leadership has a positive impact on Employee's task performance

Ho1.2: Servant leadership has a positive impact on Employee's adaptive performance

Ho1.3: Servant leadership has a positive impact on Employee's contextual performance

Ho2: OCB mediate the impact of servant leadership on Employee task performance

Ho3: affective commitment mediate the impact of servant leadership on Employee performance.

1.5 Research Objectives

Main Objectives:

- Measuring the impact of servant leadership on job performance.

- Find out if there is a role for OCB and affective commitment in the servant leadership relationship with job performance.

Secondary objectives:

- Measuring the level of job performance for employees in institutions.
- Servant Leadership Level Measurement in organizations.
- OCB level measurement in organizations.
- Measure the level of affective commitment for employees in organizations.

1.6 Research Methodology

This study utilized a quantitative methodology and the central wonder of this consideration was researching the recognitions of servant leaders in organizations around the path they empower their employees' individual and proficient development and advancement.

The aim of this phenomenological consideration is to create an understanding of the seen of servant leaders to the development and improvement of their representatives so that looks for to allow the voice to these leaders inside the method of understanding the foremost common servant leadership characteristics they appear in their practice, the challenges they confront in their servant leadership practice, as well as their discernments of the routes they have encouraged the individual and professional development and improvement of their employee and because of that they utilize the encounters and views of these servant leaders as the basis for recommending best practices to improve the individual and proficient development and improvement of their employees.

This research strategy was utilized for consider. It also presents the inquiry about approach and strategy, considers sample and information collection methods, data investigation and translation strategies, as well as issues of validity and transferability.

The qualitative phenomenological approach is suitable for investigating considers of servant leadership qualities such as impact, validity, benefit, and strengthening. These properties and a few others are particularly valuable to consider in this study as they complement representative development and advancement (Russell & Stone, 2002), my regard in this consider is understanding the leader's encounters and recognitions of their servant leadership practices, and phenomenology gives me with the means to do so.

The data are analyzed all through the whole information collection process, MCG (2010) offers that phenomenology gives a suitable technique for qualitative inquiry by situating the researcher within the think about to gather information on participants meaning, concentrating upon phenomenon and bringing individual value to this consider. (MCG, 2010) Interpretation of the data will be after comparing all the results with the nature of significance and will depend on Resolution and data analysis on the SPSS system.

1.7 Research Tools

The topics of this study will include organization leaders, managers and program staff from selected large organizations in the Palestinian sector, especially in the West Bank, where data will be collected by distributing questionnaires and then analyzing them on the SPSS program. Leadership and its impact on the employees and their development and the Palestinian society and its growth will demand the responsibility of each servant of the leaders, employees and the people in the development of the Palestinian society and its culture of service that we need as Palestinians. People to build a cohesive society able to

get out of its predicament and occupation. Interviews will be with community and nonprofit leaders who have many years of knowledge and experience of the role of leaders in the growth of their employees and the outside community.

The questionnaire includes a set of questions related to the variables (servant leadership, job performance, OCB and affective commitment) and the relationship that will result between them.

Variables Definitions

Servant Leadership:

Servant leadership is a leadership philosophy and style that emphasizes the leader's primary role as a servant to their team or organization. In servant leadership, the leader's focus is on serving the needs of others, which includes team members, employees, or the wider community, rather than pursuing personal power, recognition, or wealth. (Neubert, et al. 2008)

This leadership approach was popularized by Robert K. Greenleaf in the 1970s and has since become a significant concept in leadership studies. Some key principles of servant leadership include empathy, humility, a commitment to the growth and development of others, and a strong ethical foundation. Servant leaders aim to create a supportive and empowering environment that enables their team members to thrive and reach their full potential. The ultimate goal is to achieve organizational success through the well-being and success of the individuals within the organization (Vuong, B. N. 2022).

Employee performance:

Employee performance refers to the extent to which an employee effectively carries out their job responsibilities and contributes to the achievement of the organization's goals and objectives. It is a measurement of how well an employee executes their tasks, fulfills their duties, and meets the expectations set by their employer (Kenedi, et al. 2022).

Employee performance can be assessed using various methods, including regular evaluations, feedback from supervisors and peers, key performance indicators (KPIs), and

self-assessments. Effective employee performance is typically characterized by factors such as productivity, quality of work, reliability, initiative, teamwork, adaptability, and the ability to achieve goals and targets (Ferrara, et al. 2022). The evaluation of employee performance plays a crucial role in human resource management and organizational development. It helps in identifying areas for improvement, providing constructive feedback, setting performance goals, and making decisions related to promotions, compensation, and training and development opportunities. Effective performance management can contribute to the overall success and competitiveness of an organization (Pramono & Prahiawan, 2021).

OCB “Organizational Citizenship Behavior”:

OCB stands for "Organizational Citizenship Behavior." It refers to discretionary, voluntary, and extra-role behaviors exhibited by employees in an organization. These behaviors are not explicitly required by formal job descriptions or employment contracts but contribute positively to the overall functioning and effectiveness of the organization (Widarko & Anwarodin. 2022).

Affective Commitment:

Affective commitment is one of the three components of organizational commitment, a concept in organizational psychology that refers to an employee's emotional attachment and identification with their organization. Affective commitment specifically relates to an employee's emotional bond and positive feelings toward their organization (Shao, et al. 2022).

Chapter Two

Theoretical Framework and Literature Review

2.1 Servant Leadership

Leadership is one of the most important aspects that greatly influence the success and development of institutions and organizations in the business world today. Over the past decades, the concepts of leadership have evolved and its orientations have changed, which led to it acquiring a decisive role in achieving sustainable excellence. Leadership has shifted from simply directing operations and decision-making to a comprehensive skill that combines understanding the aspirations of people and motivating them, and developing a strategic vision that addresses the challenges of an ever-changing business market. (Wanasida et al. 2021)

Today, organizations witness a diverse and complex competitive environment, as they need to adapt to rapid technological developments and changes in customer and consumer expectations. In this context, leadership is important as a means of guidance, motivation and innovation. Effective leadership plays a vital role in achieving the organization's goals and increasing its efficiency and effectiveness in exploiting opportunities for growth and expansion (Muhammed & Zaim, 2020).

2.1.1 Leadership

Leadership is the heart and soul of organizational management, and while there is no specific definition of leadership, there is agreement on the fact that leadership involves the process of mutual influence between the leaders and subordinates to achieve organizational goals (Hannay, 2009). Leadership has also been defined as the process of interactive

influence that occurs in a specific organizational context. When some individuals accept a person as their leader to achieve common goals, and this definition is consistent with the modern concept of leadership, which gives the leader, subordinates, and the organizational context an important role in the leadership process (Silva, 2016).

According to Investopedia (2018), Leadership is defined as the ability of company management to make the right decisions, inspire others, and motivate them to perform well. By setting and achieving goals, taking quick and decisive action, outperforming competitors, taking risks, and persevering in the face of failure, in addition to motivating others to achieve the highest level of performance. Effective communication skills, self-confidence, the ability to manage others, and a willingness to change are the hallmarks of good leaders.

Despite the multiplicity of ways in which the concept of leadership can be visualized, some components are considered central to this concept, which Northoues (2015) referred to, and these components are represented in the following matters:

1- Leadership is a "process", and this indicates that leadership is an interactive event and is not unidirectional, and that the leader influences and are influenced by subordinates. When leadership is defined in this way, it becomes available to everyone and not just the leader.

2- Leadership involves influence, which refers to the influence of leaders on subordinates. Influence is an indispensable condition of leadership and without influence, leadership does not exist.

3- Leadership occurs in groups, the group is the context in which leadership takes place, which is defined as the process by which an individual influences a group of individuals to achieve common goals.

4- Leadership includes common goals, which gives leadership an ethical skill because it stresses the need for leaders to work with their followers to achieve the set goals, which reduces the possibility of leaders behaving towards their followers in unethical ways, and increases the possibility that leaders and subordinates work together in order to the public good.

Based on these four components, Northouses (2015) defines leadership as a process in which an individual influences a group of individuals to achieve common goals.

Leadership thinking is a renewable and changing thought, and this is demonstrated by the multiplicity of leadership styles that have emerged over the past decades, of which servant leadership was one of them. But there are other leadership styles and approaches, most of which existed before servant leadership because servant leadership is considered modern and certainly each has characteristics similar to those of servant leadership. I will mention some of these approaches, for example:

- Transformational Leadership, is defined as the process of building commitment toward organizational goals, and empowering subordinates to achieve these goals (Yukl, 1998). Avolio et al, (1991) point out four behaviors of transformational leadership: Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration.

- Democratic Leadership, is defined as a team that is guided by a leader, in which everyone participates in the decision-making process to decide what to do and how to do it, and the group leader has the power to make the final decision (Business dictionary, 2019). It is characterized by adopting consultative behaviors, focusing on the employee, and maintaining good working relationships, in addition to having a basic belief that subordinates are internally motivated to do the work well and looking for an opportunity to prove their worth. That is why most researchers consider servant leadership to be a form of democratic leadership (Kim, 2016).

- Laissez-faire Leadership, defined as a non-authoritarian leadership style, in which leaders try to give as little direction as possible to subordinates, and try to achieve control through less obvious means so that leaders believe that individuals excel when they are left alone to deal with their responsibilities and crises in their own ways (Business dictionary, 2019). Leaders in Laissez-faire leadership do not directly supervise subordinates and fail to direct them and provide feedback to them, which indicates a lack of administrative control (Kim, 2016).

- Transactional Leadership, Known as managerial leadership, is related to the leader's ability to respond to the interests of subordinates by establishing a relationship based on exchange (Avolio, 1999). It is based on behavioral reactions such as rewards, punishments, etc (Kim, 2016).

- Level 5 leadership, is a leadership style by Collines (2001) in his book (Good to Great), where he pointed out that professional will along with personal humility are the factors that distinguish organizations in the long run. Some researchers said that this type of leadership is another facet of servant leadership (Dierendonck, 2011).

- Empowering leadership, which is rooted in social epistemology, considers the view of subordinates and the leaders' involvement in decision-making as a basis in this theory, and this is what also overlaps with servant leadership (Dierendonck, 2011).

2.1.2 Servant Leadership Concept

After reading and researching, I chose servant leadership because of my view that it is contemporary ethical leadership for this time, affecting organizational results. The perspective for this type of leadership is different and distinct. It has a kind of inclusion, diversity, and acceptance from everyone, and it can be influential in many leaders who follow different leadership styles. It is multidisciplinary. It has promising future trends, in addition to the lack of research related to it in Palestinian society.

In summary, choosing servant leadership as a main variable in a research study offers the opportunity to explore a leadership style that aligns with contemporary values, ethics, and organizational goals. It can provide valuable insights into the relationship between leadership practices and organizational outcomes while addressing important questions about the role of leaders in fostering employee well-being and engagement.

Definition of servant leadership, due to research and studies, a servant leader is a servant, first, begins with the general feeling that one needs to serve. The first researcher who use the term servant leadership is Greenleaf, 1970. Its slogan was "serving leader, servant first." as a new type of leadership model that serves others as a first priority. Hunter (2004) defined it as the skills of influencing subordinates in order to work enthusiastically to achieve specific goals as achieving the common public interest. While Dierendonck (2011:1228) defined it as a leadership approach characterized by the altruism of the leader

and its focus on the needs and future aspirations of his subordinates. Northouse (2019:227) defined it as an altruistic and ethical leadership approach that requires leaders to be attentive to the needs of, sympathetic to, and care for their followers by ensuring that they become more knowledgeable, free, and independent, so that they too can become servant leaders.

According to (Greenleaf Center for servant leadership), servant leadership is defined as a philosophy and set of practices that enrich people's lives, build better organizations, and ultimately create a more just and caring world.

Servant leadership behaviors are summarized in altruism, association, partnership, and empowerment among the many types of leadership mentioned in the management literature, and the concept of servant leadership that was mentioned decades ago is one of the most important frameworks that illustrate the ethical, relational and emotional dimensions of leadership in particular and in a beneficial way (Avolio et al. 2009).

The evolution of the characteristics of servant leadership advanced quite rapidly, many researchers tried to develop the aspect/extent of the leader in the measurement of servant leadership.

Servant leaders transcend their self-interest to serve others and organizations. They work on two levels: to fulfill the goals and needs of their subordinates and realize the larger goals or Mission of their organization (Greenleaf, 1977). The leaders of the servants share many things: power, and ideas. Information, recognition, praise for achievement and even money (Greenleaf, 1977).

The adherents of the servant-leadership approach believe that their duty is to see the general mental and spiritual well-being of those they associate with, and that the result is the end at the same time. Awareness, foresight, supervision, conceptualization, community building, and commitment to people's growth. This was confirmed by Riverstone (2004) by saying that what supports servant leaders are others because they help others in their growth as people.

A strength of the moral fibers that servant leaders have, is considered stronger than their lust for power, positions, or possessions (Greenleaf, 1970). This is confirmed by Wong and Page (2003) who say that the servant leader's personality consists of independent variables such as integrity, humility and service, and this is what helps him to overcome selfish motives and helps him give priority to his followers. And confirmation from an article by Liden et al. (2008) that the power behind the personality of the servant leader is what helps him to stay away from the incentives of power, prestige, promotion, and others. The servant leader presents himself as a model to inspire followers to develop, thus enhancing the leader's self-confidence and increasing his experience, information and comments. In the decision-making process and in order to instill feelings of ownership and employee commitment in decisions, the independence of the followers is encouraged and servant leaders always strive for innovation and creativity (Neubert et al., 2022).

Servant leadership is a unique approach among leadership styles and curricula. Although all curricula include support for followers, servant leadership focuses on serving them, and that is why it was named by this name. He believes that when the leader provides his service to the followers and helps them to reach their goals through tangible and emotional support on the ground, the followers, in turn, will look to the leader as their ideal and role model

with their work and follow him and engage in his behavior and exchange support and assistance and work in a sincere spirit and this is not through coercion but because they want to do so (Greenleaf, 1970).

Humble leaders are those who care more about others than themselves, and a good relationship with followers motivates their humility and this is what encourages followers to participate leaders in their work (Owens & Hekman, 2012).

The interests of keeping the servant leader take precedence over his interests (Greenleaf, 1970). Leadership styles focus on the importance of the relationship with employees, taking care of employees' well-being and benefits, and providing them with appreciation, respect, and constant support. These methods are in great demand in today's business world. (Khuong & Khanh, 2016).

Servant leadership encourages the involvement of employees in decision-making and attention to the people, Overbey and Gordon (2017) say if the decision is made with the participation of everyone and is appropriate for everyone, it is more effective and its implementation is more successful. With more attention from his leader, he has positions that support the institution and its interests. Leaders generally look to serve their followers if their followers serve them first, but in general leadership is given to those who are servants by nature (Valeri, 2007).

Servant leaders are more motivated by serving followers, unlike traditional leaders whose primary motive is leadership (Parolini et al. 2009).

The primary function of the servant leader has not been adequately conceptualized in previous research and articles that help practitioners and researchers successfully apply this sleep of leadership within organizations (Coetzer et al, 2017).

Patterson (2003) also developed a theory that states that a servant leader should be loving to his followers. Servant leaders see the needs of their followers first and make choices to serve others because they see themselves as serving others. (Greenleaf, 1998). Servant leaders provide the best opportunities to follow and serve without looking for anything in return. (Sendjaya & Sarros, 2002).

Servant leadership includes equal measures of courage, openness, tough-mindedness, and humanity in the relationship between leaders and followers in organizations. (Stamm, 2004)

Greenleaf's writings (Russell & Stone, 2002, p. 146) state that leaders are expected to have qualities and skills in listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to people's growth, and building community. This idea was endorsed and promoted by (Spears,2010).

Servant leadership is based on ethical behavior and care, and service leadership recognizes that the leader is a key mechanism of leadership (Spears, 2010). According to First (2013), the framework of servant leadership consists of serving followers, working according to a comprehensive approach, enhancing their sense of belonging to the community as well as participating in decision-making. A servant leader must have distinctive values in credibility, acceptance, encouragement, influence, and a vision for the future, and to have these qualities he must be patient (Ingram, 2016).

Servant leadership helps the followers to achieve their goals, especially those that are compatible with the goals of the organization, so servant leaders must be wise and work to convince their employees to work hard to achieve their goals (Muthia & Krishnan, 2015)

Joseph's (2004) view is that a leader's style sets a precedent for employees' trust in him, the organizations they lead, and other servant leadership styles. Employees' commitment to their leaders is highly dependent and positively correlated with their performance (Jacobs, 2006).

Human resources are difficult to imitate because they are considered intangible resources, and the commitment of employees is very important to the success of the organization (Ulrich, 2002). Servant leadership requires a change of mindset because it emphasizes the interests of the followers, and it is a major shift that sees leaders and followers differently from other types of leadership (Stamm, 2004).

The leader's ability to achieve the organization's long-term goals depends on his choice of the appropriate leadership style. There are ten characteristics of effective servant leaders: patience, obedience, peace, joy, mercy, forgiveness, humility, gratitude, caring, competence, appreciation, collaboration, and commitment (Setyaningrum et al., 2020, p. 908).

Managers who follow servant leadership at higher levels can enhance the performance of employees in their roles and service by influencing the servant leadership of low-level managers. High-level leaders influence front-line employees through supervisory leaders. This confirms that the influence of high-level leaders is not only in their reports to

supervisors, but is transmitted to the performance of front-line employees and lower levels in the hierarchy (Wang et al., 2018).

Today, in challenging and competitive organizations, effective, Servant leadership invested in employee development and achieves a common vision for all. With these specifications, servant leadership appears as the most important concept to play this important role in formulating organizational values and directing employee behavior, and this supports performance and organizational citizenship (Cameron & Spreitzer, 2012). Servant leadership represents a positive approach to organizational behavior (Cameron & Spreitzer, 2012).

The current era of globalization and dynamism requires leaders who achieve positive changes in the organization and are able to achieve commitment and confidence from followers, and servant leadership positively affects the confidence of employees and commitment to organizational leadership (Liden et al., 2008).

2.1.3 Servant Leadership Throughout History

Although the concept of servant leadership has emerged recently, in fact it has been embodied for a long time extending back thousands of years, the Chinese knew servant leadership in the fourth century BC. One of the manuscripts of the leader (Lao-Tzu) who is believed to have lived in the period between (490-570) in the Chinese town (Tao Te Ching) indicates that the leader should look closely not at what pleases himself but at what pleases his followers, and the king is Servant of his followers and enjoys the resources of the state along with his followers (Rashid & Matar, 2016).

Dhiliz and Ghali (2018) mentioned one of the commonly used American and European sayings: "The first responsibility for the leader is to clarify the goals of his subordinate, finally to tell them to thank you, in between he is as a servant." The researchers also pointed out the synonym of this saying in ancient Arab thought, as the Arab proverb says (the master of the people is their servant).

Also, the stories that came in the Bible, clearly show us that servant leadership was embodied in the practices of our Lord Christ, peace be upon him, as well as in Islamic thought, and the best example is the actions of the Messenger (peace be upon him), his dealings and his stories mentioned in the Holy Qur'an.

In addition to the prophets and apostles, servant leadership emerged from many famous leadership figures, including Martin Luther, where the concept of servant leadership emerged from his saying, "The most urgent question is: What do you do for others?" and Mother Teresa, who was quoted as saying, "There is pleasure in transcending yourself." to serve others" (Trompenaars & Voerman, 2009: 6-7). In addition to Gandhi, Nelson Mandela, and Cesar Chavez, are compelling examples of this leadership style (Cooper & Trammel, 2001).

2.1.4 The Relationship Between Servant Leadership and Other Leadership Styles

Certainly, there is a similarity between servant leadership with other types of leadership, but there are some behaviors and characteristics that characterize servant leadership, which were identified by Greenleaf (1970), which are: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the growth of people and Building community. These qualities place servant leadership in a unique

position relative to other leadership styles. Table No. (1) Shows the difference between servant leadership and traditional leadership.

Table No. (1) Shows The Difference Between Servant Leadership and Traditional Leadership.

Compare.	Traditional leadership.	Servant leadership.
<u>Resource awareness.</u>	The members of the organization are one of its resources and a means to achieve the goals according to the instructions of the leader.	The members of the organization are the most important resource in achieving the goals of the organization, and the leader helps them grow and enhance their capabilities.
<u>Organization orientation.</u>	A task-oriented rather than individual.	Directed towards individuals.
<u>Production in the organization.</u>	Time, expense, and production are visible data and are quantified.	Process outputs and the degree to which members of the organization practice voluntary behaviors are evaluated.
<u>Trust and Empowerment Among Organization Members.</u>	The experience and knowledge of the leader are superior to that of the members of the organization. Criticisms of organization members or the opposite opinion are also neglected.	The leader trusts in the ability of the members of the organization and respects their decision to perform the tasks, and the leader provides the necessary resources that enable the members of the organization to promote their actions in addition to delegating their authority.
<u>Communication method.</u>	From top to bottom.	Two-way communication, is active, and all information small and large are exchanged.

Reference: (Kim et al, 2014, P.1156)

2.1.5 Servant Leadership Characteristics

In this part, the researcher sheds light on the characteristics of servant leadership in a way that summarizes the characteristics that contemporary studies have focused on and given special importance, including Focht and Ponton (2015), which defined servant leadership better by specifying a list of characteristics that are essential in this study identified twelve characteristics, which we summarize as follows:

1- Value People: It means putting the interests of the subordinates before the interests of the organization. The servant leader gives the subordinates the right to their destiny, not only for what they present to the organization but because they are human beings who deserve respect and appreciation, so he is obligated toward individuals in general and subordinates in particular (Focht & Ponton, 2015).

2- Humility: Humility arises from the correct acknowledgment of one's strengths and weaknesses. The servant leader recognizes the possibility of benefiting from the experiences of others and even seeks to benefit from their contributions, and it includes humility and also the leader's acknowledgment of the achievements of subordinates and not attributing them to himself (Dierendonck, 2011), and recognition that the achievements are achieved through everyone and not alone (Focht & Ponton, 2015).

3- Listening: Servant leaders communicate by listening first. They understand that listening is one of the skills learned that includes listening and responding to what others are saying. It is by listening that leaders learn about the views of their subordinates (Northoues, 2015)

4- Trust: It refers to the leader's belief in the invisible ability of subordinates and his belief that they are capable of achieving goals (Patterson, 2003). Servant leaders give confidence to others, and they are also a source of trust because they are authentic and dependable (Focht & Ponton, 2015).

5- Caring: It indicates kindness in dealing with others and caring for them. Servant leaders exist to serve others and not to be served by others. Servant leaders are more concerned with subordinates than with the organization (Focht & Ponton, 2015).

6- Integrity: It means that the leader develops a set of shared values with the people he serves, does not abandon them, and remains true to them, which provides clarity and leads to commitment. Leaders must ensure that their behaviors are in line with their values and with the shared organizational values that they have developed with others (Focht & Ponton, 2015).

7- Service: It indicates that the servant leader is a servant first and that serving subordinates is his first concern (Focht & Ponton, 2015). A commitment to subordinate service is a prerequisite for better leadership (Greenleaf, 1977).

8- Empowerment: Empowerment in servant leadership includes: active listening, making others feel important, focusing on teamwork, maximizing love and equality, giving subordinates authority and responsibility, and allowing them to experiment and create without fear (Focht & Ponton, 2015).

9- Serve Others Need Before Their Own: A servant leader puts the needs of others before his own, and puts the interests of others before his own (Focht & Ponton, 2015).

10- Collaboration: Because leadership is a collaborative process (requiring cooperation between leaders and subordinates), servant leaders do not work alone but work in collaborative endeavors that serve the needs of their subordinates primarily and their organizations (Focht & Ponton, 2015).

11- Unconditional Love: It is a core point of servant leadership as it is the main catalyst for dealing with others. This category includes acceptance, recognition, appreciation of others, equality, and trust (Focht & Ponton, 2015). Love is the cornerstone between the servant leader and the subordinates, and the servant leader shows this love in several ways, including their interest in the subordinates more than their interest in the organization, not pretending, appreciating others, sympathizing with them and listening to them (Patterson, 2003).

12- Learning: This includes leaders learning from people at lower levels than them in the organization, servant leaders realize that they do not know everything, so they are willing to learn from all directions in the organization, learning is the main skill that leads to the professional growth of individuals and the improvement of their relationships at the level of the organization and society as a whole (Focht & Ponton, 2015).

2.1.6 The Importance Of Servant Leadership

- Importance Of Servant Leadership For Subordinates:

- Improving job performance (Harwiki, 2016).
- Promote organizational citizenship behavior (Liden et al., 2014).
- Improving employee engagement (Liden et al., 2014).
- Encouraging creativity and innovation (Liden et al., 2014).

- Enhancing the level of organizational commitment (Dierendonck, 2011).
- Increasing the efficiency of work teams (Dierendonck, 2011).
- A sense of self-fulfillment ((Nayab, 2011).
- Improving job satisfaction (Russell, 2016).
- Helping subordinates reach the peak of their physical and intellectual energies (Muller et al., 2018).

- Importance Of Servant Leadership For Leader: (Russell, 2016)

- Maximizing the leadership achievements of the leader, including:
 - *Decreased turnover rate
 - *Organizational growth
 - * Maximize profits
 - *The legitimate power gained by the leader, arises from the relationship based on trust between the leaders and subordinates.

- Importance of Servant Leadership For The Organization:

- Improving organizational performance (financial performance, customer performance, internal operations performance, and learning and innovation performance) (Muller et al., 2018).
- Building sustainable organizations (Dierendonck, 2011).
- Promote social responsibility (Dierendonck, 2011).
- Achieving its competitive advantage (Mishra & Mahapatra, 2018).
- Reduce problems and struggles (Rashid & Matar, 2016).
- Improved productivity (Rashid & Matar, 2016).

2.1.7 Servant Leadership Dimensions

Some studies (e.g., Liden et al., 2008, 2014; Northouse, 2019) provided a comprehensive review of the available literature in this field; ended with identifying seven dimensions of servant leadership, which the current study agrees with, summarized by the researcher in the following:

- The first dimension: Helping subordinates grow & succeed, refers to leaders helping their subordinates achieve professional and personal goals, self-realization, and reach their maximum human potential.
- The second dimension: Empowering, refers to the leader empowering subordinates by enhancing the dimensions of meaning, competence, and self-determination, giving them more power and independence, participating in decision-making, and providing the necessary support and direction.
- The third dimension: Putting subordinates first, refers to the leader showing his subordinates that their needs, interests, and success take precedence over himself.
- The fourth dimension: Behaving ethically, is called some ethical behavior and refers to the leader's strengthening of the moral standards and values of subordinates by dealing with transparency, fairness, honesty, and justice, and not sacrificing ethical principles in order to achieve success.
- The fifth dimension: Conceptual skills, refers to the leader's ability to provide effective assistance and support to employees and the organization, and to facilitate the tasks of others, including his subordinates; For having knowledge about the organization and the

tasks assigned to them. And the ability to establish a clear vision for the organization that goes beyond day-to-day operations.

- The sixth dimension: Emotional healing, refers to the degree to which the leader cares to recognize the personal problems of subordinates and gives sufficient time to address them, stand by them, support them and strive for their well-being.

- The seventh dimension: creating value for the community, refers to the leader having a real awareness of the commitment to developing and helping the community, by encouraging subordinates to volunteer to serve the community and participate in activities that help with that.

2.2 Employee Performance

Performance is defined as the individual performing his job duties and responsibilities well (Rashid et al., 2017). Performance relates to deciding what to do and how to do it, and is the result of work that has a strong relationship with the Organization's strategic objectives, customer satisfaction, economic contribution and performance reflects the completion of a role or task assigned to a particular person (Muhtasom et al., 2017).

Employee performance is defined as a set of behaviors that an individual performs during certain periods that contribute to achieving organizational goals (Motowidlo, 2000). The unpredictability and lack of interdependence at work forced the individual to need to work the requirements of the official role and also to support the broad organizational context, bypassing the duty required of him and thus contributing to the organizational job performance (Griffin et al, 2007).

As for job performance, it is defined as enabling the employee to successfully complete the tasks or objectives set for him, and this includes a set of behaviors that express the optimum use of the employee's resources to perform his tasks and assume his responsibilities, and it also includes the quality of performance, and the efficiency of implementation, Technical expertise, as well as communication and interaction with the rest of the organization's members, acceptance of new tasks, required in the job (creativity, commitment to the administrative aspects of work, and responding to them with care and effectiveness (Jamal, 1985).

According to (Mulki et al, 2017) job performance defines as a behavior that is in line with organizational goals and indicates the employee's ability and effectiveness to carry out its evaluation in general on the basis of the employee's achievement of these goals at the work.

Job performance is divided into two types of employee behavior that are necessary for organizational effectiveness: task performance and contextual performance, Then a new type was added, which is adaptive performance due to its importance (Hesketh & Neal, 1999). Task performance is defined as the effectiveness with which the employee accomplishes his activities in the organization that directly contribute to the production of goods and services, and that supports the technical operations of the organization in indirect ways (Werner, 2000; Borman & Motowidlo, 1997). This directly links these behaviors to the organization's formal reward system. Contextual performance; is defined as the personal and individual judgments of employees that are not directly related to the main tasks of their job, these contextual-dependent behaviors are used in the organization's motivation system as a catalyst for activities and tasks. They form psychological, social, and organizational contextual, so they are also important (Werner, 2000). Adaptive

performance is based on the employee's ability to adapt to the current situation of the organization and his ability to deal with crises and emergencies, work under pressure, solve problems in creative ways, and show his ability to adapt to social, cultural and material, his ability to learn techniques and procedures of work working with situations and other work Expected and uncertain (Pulakos et al., 2000).

The job performance was encouraged by the presence of two advantages: personal assistance and dedication to work. (1) Personal assistance includes "cooperative, considerate, and helpful actions that aid the performance of co-workers." On the other hand, (2) Commitment to work, includes "self-disciplined and motivated actions such as hard work, initiative, and following rules in support of organizational goals" (Van Scotter & Motowidlo, 1996, p.525)

2.2.1 Dimensions Of Job Performance

It may be called the elements or dimensions of job performance, and this difference in nomenclature is due to the nature of the studies that dealt with this concept, but it expresses the criteria by which job performance is measured.

These elements were multiplied by the multiplicity of studies that dealt with the concept of job performance, including 4 elements and 10 elements, but the researcher referred to 6 elements that belong to two studies: (Okasha & Ahmad, 2018 & Dora et al., 2008).

1- Knowledge Of Job Requirements: it includes general knowledge, technical and professional skills necessary to carry out the job, scientific background on the job and related fields, including tasks, responsibilities, roles, and expertise required by the job.

2- Employee Capabilities: they mean the employee's information, skills, and trends, and they represent the basic characteristics that lead him towards effective performance.

3- Quality Of Work: It is the extent to which the employee is aware of the work he is doing, and what he possesses of desire, skill, skill, and ability to implement it without making mistakes.

4- Quantity Of Work Performed: It refers to the amount of work accomplished by the employee, and the speed of this achievement.

5- Perseverance and Trust: these include seriousness, dedication, and sincerity in work, assuming responsibility, commitment to finish work on time, and the extent of the employee's need for guidance and direction by supervisors.

6- Organization Environment: It consists of a set of internal and external factors. The internal factors are: (the organization, its structure, its objectives, its resources, the centralization of the strategy, and the procedures used). As for the external factors, they include: (economic, social, technological, political, and legal factors).

2.2.2 The Importance Of Job Performance

The importance of job performance lies in the fact that it is the final product of all the activities of the organization, and that it represents the main element in the organization's stability, survival, and continuity, and because of its role in achieving the vision and mission of the organization, which begins with the stage of emergence, the stage of continuity and survival, the stage of stability, the stage of reputation and pride, the stage of excellence, and then the stage of leadership, as the organization's ability to overcome any

stage of growth to enter a better stage depends on the levels of its job performance (Setyaningrum & Surachman, 2017).

Job performance is one of the important aspects that help the organization achieve its goals, and the job performance of employees can lead to creating greater competitiveness for the company and improving its competitive advantage in order to achieve its goals faster and better (Moran & Brightman, 2000).

The importance of job performance is not limited to the organization only, but also to the individuals themselves, as it is a source of comfort, sufficiency, and pride for the individual as a result of completing his tasks to the fullest, and this influence extends in its scope to reach the state level, as performance at the state level is nothing but a reflection and expression on the performance of the organizations operating in it (Oluseyi & Ayo, 2009).

2.2.3 Factors Affecting Job Performance

Job performance is affected by a number of factors that can affect it positively or negatively. Institutions must take them into consideration to improve and raise performance levels. According to Pandey (2018), these factors can be summed up as follows:

- 1- The organizational structure and its clarity of roles, responsibilities, powers, accountability, and reward, in addition to organizing and coordinating the efforts of employees to reach previously agreed goals.
- 2- Work systems and procedures: these represent a set of policies, laws, and procedures that control the activities of the organization, and which may contribute to the development of creativity among employees if they are characterized by ease and simplicity, and away from routine, strictness, and complexity.

3- Communication: It is the basis of administrative processes, through which the flow and flow of information are maintained inside and outside the organization, as increasing work efficiency is linked to the presence of good communication systems in the organization.

4- Leadership style: providing informed and wise leadership would develop and enhance the performance of employees by guiding them, coordinating and organizing their efforts, and directing them toward achieving the desired goals and objectives.

5- Incentives: these are considered one of the most important means that motivate employees to work efficiently and effectively, and to develop performance and creativity in organizations, because of their role in encouraging employees to take initiative, innovation, and achievement. Incentives are considered a major component in creative organizations and an indicator of creativity and development.

6- Training: this is one of the development tools that if the organization makes a good investment, it will be able to achieve efficiency and adequacy in performance and production. And highlights the importance of job performance as the basis for the development and development of the human element, which is the most important element in the formation of the organization.

According to Al Sharif (2013), The factors affecting performance levels and related to the employee are represented by the following: the employee's knowledge of his work requirements and his possession of the expertise necessary to accomplish it, the physical and mental energy that the employee exerts to perform his work, the employee's characteristics (seriousness at work, the ability to take responsibility, and complete tasks on time), and the quality of the position of the work assigned to him and its consistency

with his ability, and the employee's awareness of the dimensions of the role entrusted to him and the extent of his belief in the importance of this role in completing the work. In addition to the employee's demographic factors such as age, gender, and marital status.

These factors affecting performance can be summarized as follows: First, the "employee" and what he possesses of knowledge, skills, experience, motives, values, interests, and trends, secondly, "the job" and its tasks, requirements, and challenges, and third, "the organizational environment" and what it includes From work climate, availability of resources, supervision, administrative systems, and organizational structure (Tunio, et al. 2021)

2.2.4 The Relationship Between Servant Leadership and Employee Performance

To maintain their survival, and continuity, and improve their level of competitiveness, organizations need human resources that remain committed to maintain the highest level of performance (Saha & Gregar, 2012). Whereas human resources are seen as the most valuable organizational asset (Pareek & Rao, 2007), that can generate a sustainable competitive advantage through the creative and innovative ideas it offers (Jung et al., 2003). Servant leadership plays a prominent role in motivating human resources to more innovations through the availability of leadership that believes in the capabilities of its employees and utilizes them efficiently (Shanker, 2012). The leader plays an important role in this field, as he indicates that the leader's competence and behavior are among the critical factors to influence the employee's performance. Leadership that motivates employees to do well in line with the performance standards required by the organization can improve employee performance (Setyaningrum & Surachman, 2017).

To clarify the impact of servant leadership on the outcomes of subordinates, previous studies were based on social learning theory (Bandura, 1977), which suggests that individuals learn by observing, simulating, and imitating the attitudes, values, and behaviors of important role models in their environment such as their leaders (Bandura, 1977). In the workplace, the leader is an important resource for being a role model and role model for employees, looking at his position and authority over them. It also shows the influence of the leader on the behavior of subordinates by communicating with them, clarifying the levels of expected behaviors, and matching rewards to motivate such behaviors (Schwarz et al., 2016).

In comparison, servant leadership is more likely to view its leaders as role models because of its credibility, given what subordinates perceive in their leaders that they act unselfishly, and that they seek to serve them free of charge (Sendjaya et al., 2008), in addition to being honest, trustworthy, and what they enjoy. His moral behaviors make them role models for subordinates (Bandura, 1977).

In the service sector in particular, Wang et al., (2018) emphasized in their study that included all organizational levels in the banking sector in China, the aim of which was to identify the impact of the practice of servant leadership by leaders and supervisors on the performance of employees at lower levels. The study showed that servant leaders, by looking at them as role models, can influence the service performance of employees. Liden et al., (2014) explained the fact that providing good service by servant leaders, instills in employees the desire and motivation to imitate such attitudes, values, and behaviors, and serve others.

Servant leadership behaviors are similar to customer service behaviors in that they have one component, which is “service orientation” (Wang et al., 2018). Thus, the attitudes, values, and behaviors of servant leadership can be imitated by subordinates to meet the needs of customers and achieve higher performance through customer service (Hunter et al. 2013).

In confirmation of the above, Schwarz et al., (2016) indicated that the practice of servant leadership style showed altruistic behaviors of the leader and contributed to improving employees’ motivation towards service, which leads them to make an extra effort to help customers and other employees in the organization, which is reflected in higher levels of job performance. The researchers in this study, which was applied to a government agency in China, also pointed out that it was the first study that relied on social learning theory in explaining the impact of servant leadership on performance. They accepted their leaders for the sake of the organization's gains. Which is indicated by Liden et al., (2014), servant leadership positively affects performance through the “culture of service” practiced by leaders and imitated by employees.

Servant leadership also indirectly contributes to improving the performance levels in the organization by meeting the material and moral needs of the employees, and creating a more suitable work environment to work without pressure, which leads to an increase in the loyalty and commitment of the employees and working voluntarily, as the existence of a work environment is conducive to the foregoing in The organization is able to encourage employees to achieve a higher level of performance (Setyaningrum & Surachman, 2017).

In contrast, Rocco, (2016) indicated that servant leadership does not necessarily have an impact on job performance. Dierendonck et al., (2009) also indicated in a study about

achieving higher performance through servant leadership that servant leadership does not have any effect on performance. Waal and Sivro, (2012) stated that the empirical research that examined this relationship is insufficient.

Therefore, this debate among researchers about the impact of servant leadership on job performance, and the lack of studies, especially in the local environment, encourages researchers to try to explore the impact of servant leadership and its role in raising job performance levels and creating good results for business organizations that seek to improve their image in front of their customers, employees, and its own society.

2.3 Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior is one form of the major job attitudes (Devonish & Greenidge, 2010). Organizational citizenship behavior is defined as the discretionary behavior of the individual that is not officially recognized in rewards, explicitly or directly, and this positively enhances the effective overall performance of the organization (Organ, 1988).

Organizational citizenship behavior is also referred to as additional role performance or contextual performance and is defined in another way as behavior that is beneficial to the organization and that goes beyond the formal requirements of the job such as overtime, helping colleagues, giving suggestions for developing and improving the organization (Organ, 1988).

According to (Oguz, 2010) organizational citizenship behavior: is not the definition of tasks for individuals, but rather the actions that they do on their own and perform with their free will and are shaped by altruism, sportsmanship, conscience, civic virtue, and courtesy.

Smith, et al, (1983) first identified a binary framework for OCB consisting of altruism and general compliance and then proposed these classifications that Organ (1988) defined as follows, altruism, is the behavior in which an individual helps with respect and appreciation for another person in the organization in an organizational subject; Sportsmanship; interpreted as the employee's desire to endure exemplary situations without complaining; As for conscience, it is a behavior that goes beyond the demands of the organization as a minimum and helps it in general; Civic virtue; is the clarity of the individual's participation with full responsibility in the organization to which he belongs from his behavior; Courtesy; is the behavior that prevents the occurrence of problems related to the organization and related to working with others.

Williams et al., (1991), for example, suggested an alternative two-dimensional perception of OCB, suggesting that OCB is viewed in terms of people-oriented behaviors (OCB-I) versus organization-oriented ones (OCB-O). It is important to note here that Williams and Anderson's dimensions were based largely on the Five Dimensional Organ (1988) incorporated the dimensions (altruism and courtesy) in OCB-I and the three dimensions (conscience, civic virtue, and sportsmanship) he incorporated them into OCB-O. Many researchers still use a comprehensive OCB scale without breaking it down into dimensions in their research.

One of the most important concepts that are considered a basis in the OCB is the concept of appreciation, which means that participation in this behavior is voluntary without compensation and the leader or manager cannot punish the individual for not being consistent and engaging in OCB (Organ, et al., 2006).

Behavior that is not recognized in the organization's formal reward system then is voluntary behavior beyond "in the role." The reward for OCB has not been officially recognized, except recently. In some cases, the organization may take into account some cases of OCB, but it is few and not widespread except in some organizations that promise future rewards. (Zheng, et al., 2012). However, the truth says that there are no pre-guaranteed benefits on the performance of OCB. Positive results must be achieved for everyone who performs OCB in any field or branch in the organization, as well as direct and indirect improvements in the effectiveness and efficiency of the organization. (Organ, et al., 2006).

Organizational Citizenship Behavior (OCB) plays a pivotal role in influencing employee performance. OCB encompasses those voluntary, extra-role behaviors that employees engage in, which go beyond their formal job descriptions. When employees exhibit OCB, such as helping colleagues, offering suggestions, or participating in organizational initiatives, it not only contributes positively to the overall workplace environment but also indirectly enhances their own job performance. Employees who engage in OCB are often seen as valuable assets to the organization, as their willingness to go above and beyond fosters teamwork, boosts morale, and ultimately leads to improved productivity and goal achievement. In this way, OCB serves as a bridge between individual contributions and overall employee performance within the organization (Sa`adah & Rijanti. 2022).

2.4 Affective Commitment

Affective commitment is one of the types of organizational commitment along with continuous commitment and normative commitment. Affective commitment refers to the definition of the organization and its participation in it. Employees with a strong affective

commitment continue to work for the organization because they want to. (Meyer & Allen, 1991)

According to Meyer and Allen (1991), Affective commitment has been defined as an emotional attachment that emotionally connects an employee to the company by getting to know it, its activities, and continuing to participate in it. The stronger and greater the affective commitment the employee has, the greater the continuity of work in the company, and this is because of their faith and positive attitude to the company and its values. This positive commitment results from the emotional attachment of the company's employees. We see that the employees are very loyal to the employer, and these employees are more likely to be an effective addition and mileage to the company.

Affective commitment is more effective than organizational commitment (Brown, 2003). Affective commitment has a broad association with behavioral variables such as working overtime, helping others, performance appraisal from a supervisor, and information sharing (Solinger et al., 2008). In the past twenty years, researchers have generally agreed that the process of building affective commitment can be described as an emotional attachment to the organization, and this link is manifested by the individual's participation in and identification with the organization (Mathieu & Zajac, 1990; Meyer & Allen, 1991; Meyer et al., 2002).

Employees with a strong affective commitment tend to stay with the organization because they want to and out of their own free will. These kinds of employees are devoted and loyal to their employers (Barbuto & Wheeler, 2006).

The affective commitment variable is characterized by the term commitment, which is defined as an attitude or attitude that links a person's identity and self-identification to this organization. (Sheldon, 1971). Many studies have found that the strongest predictive relationships with outcomes are affective commitment, such as turnover and absenteeism (Meyer et al., 2002).

There is empirical evidence that showed that socialization, interpersonal relationships, and high-commitment practices of human resources have a role in the positive association of a high level of affective commitment (Morrow, 2011). We can reasonably consider affective commitment a basic core of organizational commitment, of course, as Meyer & Herscovitch (2001) said, who also defined the basic core as a continuous, permanent and central characteristic of the process of building organizational commitment that is distinct from others, and it is an indispensable characteristic.

Ultimately, an affective commitment was found to be a permanent, clearly indispensable quality, with organizational commitment as a central characteristic.

2.5 Previous Studies

In this category, the researcher reviews some of the previous studies closest to the subject of our study.

“Turnover-mitigating effect of servant leadership on job performance”– (2022) study by Bienkowska, Koszela, Ludwikowska, and Tworek aimed to investigate the mitigating effect of employee turnover on the relationship between servant leadership and job performance by collecting data from (263) managers working in for-profit organizations. In Poland, through which he was able to reveal the importance of servant leadership in

influencing job performance and the disruptive relationship between employee turnover and the impact of the dynamic capabilities of employees in reducing employee turnover, and the research can be improved with more empirical data. Statistical methods for verifying research results have some limitations relating to the use of only a limited group of organizations located in Poland (Bieńkowska et al., 2022).

Under the name "The effect of servant leadership on ad hoc schoolteachers' affective commitment and psychological well-being: The mediating role of psychological capital" Clarence, Devassy, Jena, and George, (2021) investigated the extent of the influence of their leadership by school principals who practiced the servant leadership style. Positively on the respondents' total commitment and psychological well-being. Forming a sample of (1120) assistant teachers in India., which resulted in the results of the survey revealed that there is an indirect effect of servant leadership on effective commitment and psychological well-being through a combination of three components, hope, effectiveness, and flexibility, but it There is a need to study more diverse samples across the community of teachers belonging to different subcultures (Clarence et al., 2021).

The authors Howladar and Rahman wrote in (2021) their book - "The influence of servant leadership on organizational citizenship behavior: The mediating effect of organizational commitment": The Mediating Effect of Organizational Commitment. Organizational Citizenship Behavior, which he wrote to find out whether organizational commitment has any mediating effect on the relationship between servant leadership and organizational citizenship behavior by collecting data from (432) managers and employees of private commercial banks in Bangladesh, and that organizational citizenship behavior of

employees should be improved through leadership SOA for managers through the indirect impact of employee organizational commitment (Howladar & Rahman, 2021).

Hierarchical linear model (HLM) results for the data collected showed that servant leadership strongly predicted emotional trust, organizational citizenship behaviors (OCBs), and subordinates' task performance. Emotional trust fully mediated the effect of servant leadership on task performance while it partially mediated the effect of servant leadership on subordinates' OCB. In contrast, cognitive confidence did not mediate the effect of servant leadership on OCB or task performance. "Impact of Servant Leadership on Performance: The Mediating Role of Affective and Cognitive Trust" was prepared by Saleem, Zhang, Gopinath, and Adeel (2020) through a binary sampling of (233) pairs of subordinates and their supervisors in Pakistan. To make servant leadership researchers contribute to the sustainable performance of companies, through the experimental study of the mediation mechanism of two-dimensional trust, that is, emotional and cognitive trust, between servant leadership and individual performance, and in the end, the nature of the variables and their interactions that were addressed in this study are strongly influenced by culture and human relations. Thus, concepts from culture and human relations can qualify the generalizability of the findings of studies, and thus provide a richer understanding of leadership and its relevance to work ethics. Studies on Servant Leadership in particular tend to miss this crucial factor and urge future researchers to give clear consideration to the context of their study (Saleem et al., 2020).

To review the concept of service leadership and study its relationship to work performance, Gašková conducted in (2020) a study entitled "Servant leadership and its relation to work performance" by taking a sample of (106) master's students in a standard management

program at the University of Economics, Prague (VŠE) working 20 hours per week and more, which showed through regression analysis that there is a positive and significant relationship between the supervisor's servant leadership and work performance in the role of subordinate and subordinate roles. At the level of individual dimensions of service leadership, only "Empowerment" showed a significant positive correlation with work performance. The results indicate that working business students value When the supervisor gives them responsibility and autonomy, companies that hire business students may want to pay attention to how their leaders enable employees to take on more responsibility and become more independent. This approach may help them solve the leadership talent crisis (Gašková, 2020).

By collecting data from supervisor-employee pairs from an unstudied context in the Dominican Republic in (2019), the samples consisted of (84) individuals participating as supervisors and (155) individuals participating as employees of one of these supervisors. Stollberger, Heras, Rofcanin, and Bosch conducted a 2019 study titled "Serving followers and family? A trickle-down model of how servant leadership shapes employee work performance" to examine how servant-manager leadership flows influence employee work performance as well as the role of supervisor family motivation in influencing the bottom line. Moreover, the supervisor's familial motivation mitigates the downward gradient mechanism, as the effect on employee work performance is weaker for supervisors with high levels of family motivation (Stollberger et al., 2019).

Findings from Amir's (2019) study in Indonesia, "The effect of servant leadership on organizational citizenship behavior: The role of trust in leader as a mediation and perceived organizational support as a moderation". Organizational support is also important in

reinforcing the influence of leaders (SL) on the subordinate positive behavior (OCB) to examine the role of trust in leaders as a mediating variable and perceived organizational support as a mediating variable on the effect of SL on OCB. Amir D. also recommends *Organizational Leadership in Organizing Effective Leadership* (Amir, 2019).

“Servant leadership as a driver of employee service performance: Test of a trickle-down model and its boundary conditions”, is a title of a study by Wang, Xu, and Liun in (2018) to develop a cross-level model argues that servant leadership by high-level managers can scale through the hierarchy. Organizational to Influence Service Performance of Frontline Employees They collected data from a large multi-level, multi-source Chinese banking institution from (92) overlapping sub-branches in (19) high-level bank branches, in which they concluded that servant leadership by high-level managers can enhance employee performance. In role and service performance through its impact on the servant leadership of low-level supervisors; this incremental effect was strongest when high-level managers and low-level supervisors were perceived by their subordinates as embodying the entire organization. Moreover, the results indicate the need for organizations to enhance the organizational embodiment of leaders to enhance the effectiveness of servant leadership in developing service excellence for frontline employees. More research is needed to further investigate how and when servant leadership affects employee service toward customers (Wang et al., 2018).

To analyze the impact of servant leadership on organizational culture, organizational commitment, organizational citizenship behavior (OCB), and customer satisfaction, by obtaining data from (240) handicraft customers in the artisan community of Bekasi Regency, the author Setyaningrum (2017) has written his book titled “Relationship

between Servant Leadership in Organizational Culture, Organizational Commitment, Organizational Citizenship Behavior, and Customer Satisfaction" through which he concluded that Servant Leadership is positively related to employee commitment, organizational citizenship behavior, and thus customer satisfaction. Servant leadership should be submitted to future research models to examine whether servant leadership influences employee commitment to superiors beyond other relationship-based behaviors. Finally, a similar study could move this research forward by examining these search variables in other industries and cultural settings (Setyaningrum, 2017).

Under the title, "Servant Leadership, Employee Job Crafting, and Citizenship Behaviors: A Cross-Level Investigation", (2017) Bavik and Tang, by collecting (238) hotel employees in (38) teams in Macau, investigated the effects of servant leadership on individual employees. With the aim of understanding the positive outcomes of servant leadership on various stakeholders in the context of hospitality, it was concluded that servant leadership enhances employee personal citizenship behaviors directed at multiple stakeholders, including the leader, co-workers, and customers. It also mediates employee job crafting in these positive connections (Bavik et al., 2017).

Under the name "The impact of CEO servant leadership on firm performance in the hospitality industry", Huang, Li, Qiu, Yim, and Wan conducted in (2016) relied on the servant leadership theory to examine the influence of the CEO's servant leadership (CEO). On the company's performance in the hospitality industry. He studied the mediating role of service climate and the mediating role of competitive intensity in the relationship between CEO servant leadership and company performance, by collecting data from (92) hotels in China, the results of which were the effect of CEO servant leadership positively on

company performance through service climate in the hospitality industry. The competitive intensity enhanced the direct impact of the service climate on the company's performance, and the indirect impact of the CEO's servant leadership on the company's performance through the service climate. Ultimately, this is one of the first studies to look at how and when a CEO's servant leadership can shape company outcomes in the hospitality industry. In theory, the results enrich our understanding of how CEO leadership shapes company-wide results (Huang et al., 2016).

To enhance the understanding of the effects of servant leadership, the employee- and community-centered leadership style, employee motivation for public service and job performance, and a comprehensive understanding of how to drive performance in the public sector. Newman, Cooper, and Eva conducted a study under The title, "Servant Leadership and Follower Job Performance: The Mediating Effect of Public Service Motivation", in which they collected data from a Chinese government agency at the county level in Zhejiang through direct subordinates and supervisors (2016) and who were able through their study to conclude that servant leadership affects performance Career for summer public servants Chinese civil servant leaders also focus on the well-being of their followers and society as a whole. They also advise prospective studies examining service leadership in the public sector in countries and/or agencies operating in a more stable environment (Newman et al., 2016).

To analyze the role of mediation and moderation of transformational leadership in the relationship between servant leadership and emotional and normative follower commitment. By collecting data from (105) employees of various IT companies located in India in (2015), Muthia and Krishnan conducted a study called "Servant Leadership and

Commitment: Role of Transformational Leadership” in which they concluded that transformational leadership is a full mediator. On the relationship between servant leadership and emotional and normative follower commitment. The study also found that servant leadership enhances followers' emotional and normative commitment only when transformational leadership is low. A practical implication of the study is that demonstrating the characteristics of servant leadership will also be a good start for any leader-follower relationship and for making it more transformative. Once a leader is seen as highly transformational, servant leadership may not foster an emotional and normative commitment to followers (Muthia & Krishnan, 2015).

In (2014) Mahembe and Engerbrecht authors wrote the book titled “The Relationship between Servant Leadership, Affective Commitment: Organizational Citizenship Behavior and Team Effectiveness”, with the aim of conducting an analysis of the relationships between Servant Leadership, Team Emotional Commitment, Organizational Citizenship Behavior and Team Effectiveness in a South African school system Africa, through (288) teachers from (38) schools in the Western Cape, South Africa, who found: By developing emotional team commitment, teachers are able to go beyond their usual job duties and deliver academic performance that exceeds expectations. But school teams need leaders who focus more on developing teachers and are more inclined to serve, empower, and recognize the talents of others than to develop their own needs. So successful servant leaders must develop or nurture the emotional commitment of employees (Mahembe & Engelbrecht, 2014).

Table No. (2) Summary Of Literature Review.

Title	Year	Authors	Study Community	Results
"Turnover-mitigating effect of servant leadership on job performance".	2022	Bieńkowska et al.	Poland.	Servant leadership has a direct impact on job performance.
"The effect of servant leadership on ad hoc schoolteachers' affective commitment and psychological well-being: The mediating role of psychological capital"	2021	Clarence et al.	India.	An indirect effect of servant leadership on effective adherence and psychological well-being.
"The influence of servant leadership on organizational citizenship behavior: The mediating effect of organizational commitment"	2021	Howladar & Rahman	Bangladesh	Organizational commitment has an impact on the relationship between servant leadership and organizational citizenship behavior.
"Impact of Servant Leadership on Performance: The Mediating Role of Affective and Cognitive Trust"	2020	Saleem et al.	Pakistan	Servant leadership strongly predicted emotional trust, OCBs, and subordinates' task performance.
"Servant leadership and its relation to work performance"	2020	Gašková	Prague (VŠE)	The significant positive effect between the servant leadership of supervisors and work performance in subordinate roles.
"Serving followers and family? A trickle-down model of how servant leadership shapes employee work performance"	2019	Stollberger et al.	Dominican Republic	Servant leadership affects the employee's performance, as well as the supervisor's family affects the final result motivationally.

“The effect of servant leadership on organizational citizenship behavior: The role of trust in leader as a mediation and perceived organizational support as a moderation”	2019	Amir	Indonesia	Servant leadership mediated by the role of trust influences OCB.
“Servant leadership as a driver of employee service performance: Test of a trickle-down model and its boundary conditions”	2018	Wang et al.	China	Servant leadership through high-level managers can improve employee performance.
“Relationship between Servant Leadership in Organizational Culture, Organizational Commitment, Organizational Citizenship Behavior, and Customer Satisfaction”	2017	Setyaningrum	Bekasi Regency	Servant leadership is positively associated with employee commitment, organizational citizenship behavior, and thus customer satisfaction.
“Servant Leadership, Employee Job Crafting, and Citizenship Behaviors: A Cross-Level Investigation”	2017	Bavik et al.	Macau	Servant leadership promotes personal citizenship behaviors of employees.
“The impact of CEO servant leadership on firm performance in the hospitality industry”	2016	Huang et al.	China	The impact of the CEO's servant leadership positively on company performance.
“Servant Leadership and Follower Job Performance: The Mediating Effect of Public Service Motivation”	2016	Newman et al.	China	Servant leadership influences the job performance of public service employees
“Servant Leadership and Commitment: Role of Transformational Leadership”	2015	Muthia & Krishnan	India	Servant leadership only promotes emotional and normative follower commitment when transformational leadership is low.
“The Relationship between Servant Leadership, Affective	2014	Mahembe & Engelbrecht	South Africa	Develop a team's emotional commitment

Commitment: Organizational Citizenship Behavior and Team Effectiveness”				to going beyond their usual job duties and delivering performance that exceeds expectations.
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The researcher concluded from these studies that most of them show the positive relationship between the two main variables, servant leadership and job performance, and the role of the sub-variables, citizenship, organizational behavior, and affective commitment, each in a study different from the other, in influencing the two main variables in all the research that the researcher has studied, and these studies and variables are similar to the study carried out by the researcher in terms of the foundations and arrangement of scientific research and the methods of data collection and analysis are also similar in terms of the main variables, but with differences in the sub-variables, as there is no previous research that talks about organizational citizenship behavior and affective commitment as sub-variables of the relationship between servant leadership and job performance in the same research this research is also characterized by the study community, which is Palestine, and this research is the first of its kind in Palestine.

Chapter Three

Research Methodology

3.1 Introduction

This chapter deals with a description of the procedures followed in the implementation of the study, by stating the method and methodology of the study, the study community and its sample, and the performance of the study used (how to build and develop it, and the parts it consisted of), as well as the procedures for checking the validity and reliability of the tool, and the statistical methods that were used in Analyzing the data and drawing conclusions, and finally the determinants of the study.

3.2 Study Style and Methodology

Based on the nature of the study and the objectives it seeks to achieve, the study followed the quantitative approach through a field survey that is appropriate to the subject of the study, which aims to identify the characteristics of the phenomenon, and identify its components, in addition to identifying the quality and nature of the relationship between its variable and its direction, and this was done through Rely on the following two methods:

Theoretical Method: This method relies on secondary data that was accessed by referring to relevant Arabic and foreign references, books, articles, and previous studies that dealt with the subject of the study, and searching on websites and databases, to form the theoretical framework for the study.

Field Method: This method reflects the applied side of the study, as it relied on collecting primary data from the respondents, through which questions and hypotheses of the study

were answered and verified. This was done by distributing a questionnaire to the study sample and then analyzing it to reach the results.

3.3 The Study Population and Its Sample

The study focused on a population of employees within Palestinian non-profit organizations, totaling 305 individuals. The study's sample was carefully selected to represent various segments of Palestinian society and included both male and female employees, totaling 150 participants. Out of the 200 distributed questionnaires, 170 were returned; however, 20 of these responses were deemed invalid for adjustment. Details regarding the sample size can be found in Appendix No. (1). The process of distributing and collecting data spanned 45 days, resulting in a final dataset of 150 valid questionnaires. The data collection was conducted in person by the researcher, who interacted with both employees and institution managers. This approach ensured the accuracy of questionnaire completion and the inclusion of respondents from the researcher's specified study population.

3.4 Study Tool

To achieve the objectives of the study and obtain the results, the study tool represented by the questionnaire was developed through reviewing the theoretical literature and previous studies related to the subject of the study. The study tool consisted of five sections:

The First Section: the personal and job data related to the study sample, which are located in the first part of the questionnaire, as follows:

- Gender has two levels (male and female).

- Age has four levels (less than 30 years old, 31 to 40 years old, 41 to 50 years old, and over 50 years old).
- The academic qualification has five levels (high school, intermediate diploma, bachelor, masters, and doctorate).
- The number of years of service and has three levels (less than 3 years, from 4 to 7 years, and more than 7 years).
- The functional level has five levels (deputy director, assistant director, head of the department, head of division, and employee).
- The nature of the job and it has three levels (administrative, technical, and field).

The Second Section: the questionnaire for the independent variable represented by servant leadership, which was measured in five dimensions (Alsadeq & Ismael, 2022).

- Empowerment of individuals and paragraphs (1-4) were represented in the questionnaire.
- Humility was represented by paragraphs (5-8) in the questionnaire.
- Emotional processing was represented by paragraphs (9-12) in the questionnaire.
- The development of individuals was represented by paragraphs (13-16) in the questionnaire.
- Social and ethical responsibility was represented by paragraphs (17-20) in the questionnaire.

The Third Section: the paragraphs of the questionnaire related to the variable represented by job performance, which is located in the second part of the questionnaire based on a

study by Lynch et al, (1999), and the study of Befort and Hatrup, (2003). Some paragraphs suggested by the arbitrators were also added:

This part consisted of eleven paragraphs that measure job performance: according to several dimensions: quality of performance, the quantity of performance, accuracy of performance, speed of performance, experience, innovation, cooperation, responsibility, and adherence to work laws and procedures, and it was measured by 10. Paragraphs in the questionnaire.

The Fourth Section: The paragraphs of the questionnaire related to the variable represented in organizational citizenship behavior (OCB), which are found in the second part of the questionnaire, based on the following studies (Sarah & Mary, 2011; yahya et al, 2012; Abu Tayeh & Bander, 2012; Niehoff & Moorman, 1993; Krishnan & Mary, 2012). It was measured by 20. Items in the questionnaire.

The Fifth Section: The paragraphs of the questionnaire related to the variable represented in affective commitment, which is found in the second part of the questionnaire, based on (Laurelle, 2022). It was measured by 6. Items in the questionnaire.

In its final form, the questionnaire consisted of six demographic variables (56) items expressing the four variables of the research, which the researcher attached in Appendix No. (1).

3.5 The Tests Of The Study Tool (questionnaire)

The validity and reliability of the study tool was confirmed to reach the greatest degree of reliability as follows:

3.5.1 Validity Of The Tool

To ensure the apparent validity of the study tool (questionnaire) and the validity of the content of its paragraph and its suitability for the variables and topics of the specialized faculty members, the questionnaire was presented to a group of specialized faculty members, and they were mentioned in Appendix No. (1), in order to find out the sequence of ideas and the integrity of the language. For its paragraph, the clarity of the meaning of the paragraph, and any necessary remarks or modifications that would work to appropriately produce the study tool. The opinions of the arbitrators were taken into account by making simple amendments represented by amending the unclear phrases. Important phrases that are compatible with the variables of the study, as the questionnaire took its final form, as in Appendix No. (1).

3.5.2 Reliability Of The Tool

To ensure the reliability of the study tool (questionnaire), the researcher relied on the Cranach alpha analysis by using the statistical program AMOS.

3.6 Statistical Methods Used

Analyzing the data of the study, the researcher used a number of statistical tools and tests, namely: SPSS.

Arithmetic averages key:

- If the arithmetic mean is from 1 - 2.33, the score is low.
- If the arithmetic mean is from 2.34 – 3.67, the score is medium.
- If the arithmetic mean is from 3.68 – 5, the score is high.

3.7 Study Limitations and Difficulties

Spatial and Temporal: This study was limited to employees of Palestinian institutions in the West Bank in the time period of February of 2023.

Specific Related To Previous Studies: Through the researcher's review of previous studies related to the subject of the study (the impact of servant leadership on job performance), it was found that there is a clear in the study of servant leadership in the Palestinian environment in particular, in addition to the weakness of its study with other variables, most notably job performance.

Objective Determinant: Where the responses from the point of view of the respondents were from all job titles except (manager) and some categories that are difficult to communicate with, and the study was limited to Palestinian institutions in particular, and therefore its results are limited to the West Bank in Palestine and cannot be generalized globally.

Specific Research: This study relied solely on the questionnaire as a tool for data collection, and it should be noted here that one of the negatives of the quantitative method and the questionnaire method is represented by the inability to control the answers of the sample members who often tend towards the middle and neutrality, which may be considered a negative bias that affects the real results in scientific research.

Chapter Four

Data Analysis and Discussion

The study in this chapter will discuss the study questions and assumptions which were received through the first chapter of this research, in the first part of this chapter research will answer the study questions, and in the second part, he will discuss the assumptions for variables and related fields of study.

To make it easier to view the results you've been using arithmetic averages and standard deviations and rating of the instrument and its field and distribution of ratings as follows.

4.1 Answer Questions For Study

1 - Mathematical averages, standard deviations, and the degree of response for the first variable has servant leadership in its dimensions (empowering individuals, humility, emotional processing, developing individuals, social and moral responsibility)

a- Empowering Individuals:

Table (3)

Mean, standard deviations, and the degree of response to the first dimension
empowering individuals.

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
.1	The manager delegates some authority to get the job done.	4.1	0.65282	High	1
.2	The manager participates with the employees in decision-making	4.0533	0.75784	High	2
.3	The manager takes into account the personal opinion of the employees	3.9133	0.89695	High	3
.4	The manager does his best to make the jobs of his subordinates easier	3.8800	0.81034	High	4
	empowering individuals	3.9867	0.59837	High	

As for the empowering individuals' variable, the mean was high "3.98".

Paragraph #1 which is "The manager delegates some authority to get the job done." Has the highest mean (M= 4.1) and standard deviation (SD= 0.65). This means that the respondents perceive a high delegation of authority from their managers. Paragraph # 4 "The manager does his best to make the jobs of his subordinates easier" has the lowest mean (M=3.88) with a standard deviation (SD=.81). All standard deviations are below one, which means that there are no large variations in the responses.

b - Humility.

Table (4)

**Mean, standard deviations, and the degree of response to the second dimension
humility?**

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	I consider my success in my work a starting point for moving forward and an opportunity to extend a helping hand.	4.1933	0.69221	High	1
2	I feel important in relation to my direct supervisor.	4.0933	0.69848	High	2
3	The official has a high work ethic that makes us feel humility	3.9400	0.86877	High	3
4	The official always stays away from arrogance and arrogance, as he always focuses on others.	3.8467	0.96750	High	4
	Humility	4.0183	.633310	High	

As for the humility variable, mean was high "4.01" and standard deviation is (SD=6.33).

This means that the respondents perceive their managers as humble.

Paragraph #1, "I consider my success in my work a starting point for moving forward and an opportunity to extend a helping hand." Has the highest mean ($M= 4.19$) and standard deviation ($SD= 0.69$).

Paragraph #4, "The official always stays away from arrogance, as he always focuses on others" has the lowest mean ($M=3.84$) with a standard deviation ($SD=.96$). All standard deviations are below one, which means that there are no large variations in the responses.

c - Emotional Processing.

Table (5)

Mean, standard deviations, and score for Emotional processing dimension

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	The official considers that paying attention to the psychological aspect of the employees is the secret behind achieving the organization's goals	3.8733	.89215	High	1
2	The administrator takes the time to hear from us and talk with us about the problems and pressures we are facing.	3.8267	.91773	High	2
3	The official listens to us regardless of our psychological state and tries to find a solution to the problem at hand	3.7867	.93827	High	3
4	Whenever I face personal problems, the first person I turn to is the direct manager.	3.6267	1.01364	High	4
	Emotional processing	3.7783	.75058	High	

As for the emotional processing variable, the mean was high "3.77". And standard deviation is ($SD=0.75$). This means that the respondents believe that their manager believes that paying attention to the psychological side of the employees, listening to them, taking care of their personal affairs, and making himself a choice or to help them solve their

problems, i.e. emotional treatment in general, is one of the secrets of the success of the organization.

Paragraph #1 is "The official considers that paying attention to the psychological aspect of the employees is the secret behind achieving the organization's goals." has the highest mean ($M= 3.87$) and standard deviation ($SD= 0.89$). This means that the respondents believe that their manager believes that paying attention to the psychological aspect of employees is one of the secrets of the success of the organization. Paragraph #4 "Whenever I face personal problems, the first person I turn to is the direct manager" has the lowest mean ($M=3.62$) with a standard deviation ($SD=1.01$). Sample members from field of the Emotional processing.

d - Developing Individuals.

Table (6)

Mean, standard deviations, and the degree of response for developing individuals dimension

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	The direct supervisor provides me with the necessary work experience that enables me to perform the tasks assigned to me.	3.9133	.80215	High	1
2	Our management works to involve us in training programs that enable us to develop our skills.	3.8267	.88800	High	2
3	Our management provides us with all the material capabilities that we need at work.	3.8133	.90031	High	3
4	Our management provides a suitable work environment to accomplish the tasks assigned to us in very appropriate conditions.	3.7733	.92066	High	4
	Developing individuals	3.8317	.71448	High	

Regarding the “developing individuals” dimension, the mean was high "3:83". Moreover, the standard deviation (SD=0.71). This means that the respondents see that their supervisor and management care about their development as individuals, as it provides them with the necessary experience and provides them with training programs and also provides them with financial capabilities to meet their needs and a work environment that suits them in order to complete the tasks assigned to them.

Paragraph #1 which is “The direct supervisor provides me with the necessary work experience that enables me to perform the tasks assigned to me.” Has the highest mean (M= 3.91) and standard deviation (SD= 0.80). This means that the respondents see that their direct supervisor as mentors which help them accomplish their tasks. Paragraph #4 “Our management provides a suitable work environment to accomplish the tasks assigned to us in very appropriate conditions” has the lowest mean (M=3.77) with a standard deviation (SD=.92). All standard deviations are below one, which means that there are no large variations in the responses.

e - Social and Moral Responsibility.

Table (7)

Mean, standard deviations, and the degree of response for social and moral responsibility dimension

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	The official has high professional ethics that make him an example to follow	3.9467	.79247	High	1
2	The administrator is interested in helping community members within the jurisdiction of our organization.	3.8867	.80715	High	2

3	The official cooperates with us in serving the community members, despite all the pressures and capabilities	3.8067	.88003	High	3
4	Our management encourages us to do voluntary work towards the community	3.7867	.80757	High	4
	<i>social and moral responsibility</i>	3.8567	.65816	High	

Regarding “social and moral responsibility” dimension, the mean was high "3.85". And standard deviation (SD= 0.65). This means that the respondents believe that the official has a social and moral responsibility towards the workers.

Paragraph #1 is “The official has high professional ethics that make him an example to follow.” has the highest mean (M= 3.94) and standard deviation (SD= 0.79). This means that the respondents see that their official as ethical and role model, this may establish a trust between the employee and his manager. Paragraph #4 “Our management encourages us to do voluntary work towards the community” has the lowest mean (M=3.78) with a standard deviation (SD=.80). All standard deviations are below one, which means that there are no large variations in the responses.

Table (8)

Means and standard deviation of the servant leadership dimension.

Number	Variable	Mean	Std. Deviation	The degree of response	Rank
1.	Empowering individuals	3.9867	59837.	High	2
2.	Humility	4.0183	63331.	High	1
3.	Emotional processing	3.7783	75058.	High	5
4.	Developing individuals	3.8317	71448.	High	4

5.	social and moral responsibility	3.8567	65816.	High	3
	Total	3.8943	58054.	High	

Table (8) shows the mean and standard deviation of the responses of the sample members regarding servant leadership and its dimensions (empowering individuals, humility, emotional processing, developing individuals, and social and moral responsibility). Humility has the highest mean ($M=4.01$) and standard deviation ($SD=0.63$). Emotional processing has the lowest mean ($M=3.77$) with a standard deviation ($SD=.75$).

2 - Means, standard deviations, and the degree of response for the second variable "employee performance".

Table (9)

Means, standard deviations, and the degree of response to the second variable employee performance.

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	I perform the tasks required of me efficiently and effectively.	4.3200	.59438	Strongly High	1
2	I abide by the work laws and procedures stipulated by the establishment	4.2933	.73773	Strongly High	2
3	I finish the tasks required of me in the allotted time	4.2733	.56636	Strongly High	3
4	I adequately take responsibility for everything related to my job description	4.2600	.66987	Strongly High	4
5	I work cooperatively with my colleagues and my direct supervisor at work	4.2533	.62591	Strongly High	5
6	I finish the tasks assigned to me with the least level of errors	4.2467	.61236	Strongly High	6
7	I try to find new ideas and methods to solve the problems that I face at work	4.2267	.58098	Strongly High	7
8	I perform the required tasks in accordance with the approved performance standards in the institution	4.2067	.71697	Strongly High	8

9	I take the initiative to present proposals and ideas that lead to improving work	4.1800	.78638	Strongly High	9
10	I have sufficient experience to carry out my work without the need for supervision and guidance from my direct supervisor	4.0133	.77708	Strongly High	10
	employee performance	4.2273	.43978	Strongly High	

Regarding the “employee performance” variable, the mean was high "4.22". And standard deviation (SD=0.43). This means that the respondents believe that their job performance in all respects (competence, commitment, cooperation, responsibility, providing expertise, thinking about solutions to problems, completing the tasks assigned to them in a timely manner and with the least possible errors, etc.) is of a high level.

Paragraph #1 is “I perform the tasks required of me efficiently and effectively.” has the highest mean (M= 4.32) and standard deviation (SD= 0.59). This means that the respondents see that they perform the tasks assigned to them efficiently and effectively.

Paragraph #10 “I have sufficient experience to carry out my work without the need for supervision and guidance from my direct supervisor” has the lowest mean (M=4.01) with a standard deviation (SD=.77). All standard deviations below one, which means that there are no large variations in the responses.

3 - Mean, standard deviations, and the degree of response for the third variable Organizational citizenship behavior.

Table (10)

Mean, standard deviations, and the degree of response to the third variable

Organizational citizenship behavior.

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	I do not violate the rights of others	4.3133	67691.	Strongly High	1
2	I help new employees and share my experiences with them	4.3067	64451.	Strongly High	2
3	I protect my organization's reputation	4.3000	67307.	High	3
4	I do not hesitate to help my colleagues when they have a lot of burdens	4.2867	58317.	High	4
5	I help reviewers to get excellent service	4.2800	63584.	High	5
6	I help my colleagues to carry out the tasks assigned to them.	4.2533	60409.	High	6
7	I make sure to attend work-related meetings and meetings	4.2533	68724.	High	6
8	I respect the systems and teachings of my organization	4.2533	65729.	High	6
9	I avoid making trouble at work	4.2200	69389.	High	7
10	I care about the future of my organization	4.2067	72627.	Strongly High	8
11	Make sure to take preventive measures before the problem occurs	4.1933	56398.	High	9
12	Pay attention to the impact of my behavior on others	4.1933	70184.	High	9
13	I always make suggestions to develop and improve work	4.1933	76585.	High	9
14	I cooperate with officials to perform the institution in the best way	4.1667	66974.	High	10
15	I always follow announcements and internal circulars	4.1667	71809.	High	10
16	I contribute to solving problems in my organization	4.1333	76559.	High	11
17	I do not hesitate to help others if it requires additional time	4.1133	70030.	High	11
18	I use my time to do the work	4.0933	71744.	High	12
19	I volunteer additional work to improve and develop the work	4.0400	80168.	High	13
20	I do the extra errands without complaining	3.8867	85559.	High	14
	Organizational citizenship behavior	4.1927	45419.	High	

Regarding the “organizational citizenship behavior” variable, the mean was high "4.19". And the standard deviation (SD=0.45). This means that respondents believe they have high-level organizational citizenship behavior in all aspects of their work and behavior towards themselves, their colleagues, and their organization.

Paragraph #1 is “I do not violate the rights of others.” has the highest mean (M= 4.31) and standard deviation (SD= 0.67). This means that the respondents believe that they do not violate the rights of others. Paragraph #20 “I do the extra errands without complaining” has the lowest mean (M=3.88) with a standard deviation (SD=.85). All standard deviations are below one, which means that there are no large variations in the responses.

4 - Mean, standard deviations, and the degree of response for the second variable has emotional commitment

Table (11)

Mean, standard deviations, and the degree of response to the fourth variable.

Number	Paragraph	Mean	Std. Deviation	The degree of response	Rank
1	I value organization	4.2333	.65964	Strongly High	1
2	Understand how to contribute to the organization's goals	4.2133	.67144	Strongly High	2
3	I am glad I chose to work for this organization	4.1067	.83663	High	3
4	This organization has a high work spirit	4.0733	.87544	High	4
5	My organization inspires me to do my best at work	4.0333	.87789	High	5
6	I recommend this organization to my family and friends.	3.9867	.82728	High	6
	emotional commitment	4.1078	.65656	High	

Regarding the “affective commitment” variable, the mean was high "4.10". And standard deviation (SD=0.65). This means that the respondents see that they have an emotional commitment towards the organization they work in as they see that they value the organization, contribute to achieving its goals, are happy to work in it, work hard for organization goals, and recommend it to acquaintances.

Paragraph #1 is “I value organization.” has the highest mean (M= 4.23) and standard deviation (SD= 0.65). This means that respondents see themselves as valued by the organization they work for. Paragraph #6 “I recommend this organization to my family and friends” has the lowest mean (M=3.98) with a standard deviation (SD=.82). All standard deviations are below one, which means that there are no large variations in the responses.

Table (12)

The results of the respondents' answers for the study variables (servant leadership, employee performance, OCB, and affective commitment).

Number	Variable	Mean	Std. Deviation	The degree of response
1.	servant leadership	3.8943	58054.	High
2.	employee performance	4.2273	43978.	High
3.	Organizational citizenship behavior	4.1927	45419.	High
4.	affective commitment	4.1078	65656.	High

Table (12) shows the results of the responses of the sample members and the degree of response for the variables servant leadership, employee performance, OCB and affective

commitment, and the total score for all variables; the average of their answers about the first variable reached an arithmetic average (3.89) and standard deviation (0.580). The second variable has a mean (4.22), and a standard deviation (0.439). The mean of third variable is (4.19), with a standard deviation (0.454), the fourth variable with an average (4.10), a standard deviation (0.656), as for the total variable, its mean (4.10) and the standard deviation (0.442) were.

4.2 Answers Of The Study Questions

- What is the level of performance of employees in the institutions?

Table (12) shows the level of performance of employees in the institutions is high (M=4.22). In addition, the standard deviation (Sd=0.44).

- What is the extent of the application of servant leadership in institutions?

Table (12) shows the extent of the application of servant leadership in institutions is high (M= 3.89). In addition, the standard deviation (SD=0.58)

- What is the level of OCB among workers in institutions?

Table (12) shows the level of OCB among workers in institutions is high (M= 4.19). In addition, the standard deviation (SD=0.45).

- What is the level of affective commitment of employees in organizations?

Table (12) shows the level of affective commitment of employees in organizations is high (M= 4.10). In addition, the standard deviation (SD=0.66).

4.3 Examine The Study Hypotheses and Discussed

The results related to examining the main first hypothesis which states "Servant leadership has a positive impact on Employee performance."

H₀₁: Servant leadership has a positive impact on Employee. To test this hypothesis, the study used simple linear regression.

Table (13)

Results of a simple regression test of the impact of servant leadership on Employee's performance

servant leadership	R	R Square	Adjusted R Square	B	Coeff		Sig
	.472	.223	.217	0.471	2.835	0.357	0.000

Table 13 shows the results of simple linear regression of H₀₁ the results show that there is a high correlation between servant leadership and employee performance, where the correlation coefficient is (R=0.472, sig=0.000.). (R²=0.223) which means that 22.3% of the variation in employee performance is due to servant leadership. (β =0.471) which means that when servant leadership increased by one standard unit employee performance increase by 0.471 standard unit. This means that there is a positive impact of servant leadership on employee performance. Therefore, we fail to accept the null hypothesis, which indicates that "Servant leadership has no impact on Employee performance", and we accept the alternate hypothesis which indicates that "Servant leadership has a positive impact on Employee".

Sub Hypotheses

H_{01.1}: Servant leadership has a positive impact on Employee's task performance.

Table (14)

Results of a simple regression test of the impact of servant leadership on Employee's task performance

servant leadership	R	R Square	Adjusted R Square	B	Coeff		Sig
		.847	.717	.715	0.847	.588	.873

Table 14 shows the results of simple linear regression of H_{01.1} the results show that there is a high correlation between servant leadership and employee task performance, where the correlation coefficient is (R=0.847, sig=0.001.). (R²=0.717) which means that 71.7% of the variation in employee task performance is due to servant leadership. (β=0.847) which means that when servant leadership increased by one standard unit employee task performance increase by 0.847 standard unit. This means that there is a positive impact of servant leadership on employee task performance. Therefore, we fail to accept the null hypothesis, which indicates that "Servant leadership has no impact on Employee task performance", and we accept the alternate hypothesis which indicates that "Servant leadership has a positive impact on Employee".

H_{01.2}: Servant leadership has a positive impact on Employee's adaptive performance

Table (15)

Results of a simple regression test of the impact of servant leadership on Employee's adaptive performance

servant leadership	R	R Square	Adjusted R Square	B	Coeff		Sig
	.871	.759	.757	0.871	-.344	1.072	0.081

Table 15 shows the results of simple linear regression of $H_{01.2}$ the results show that there is a high correlation between servant leadership and employee adaptive performance, where the correlation coefficient is ($R=0.871$, $sig=0.081$). ($R^2=0.759$) which means that 75.9% of the variation in employee adaptive performance is due to servant leadership. ($\beta=0.871$) which means that when servant leadership increased by one standard unit employee adaptive performance increase by 0.871 standard unit. This means that there is a positive impact of servant leadership on employee adaptive performance. Therefore, we fail to accept the null hypothesis, which indicates that "Servant leadership has no impact on Employee adaptive performance", and we accept the alternate hypothesis which indicates that "Servant leadership has a positive impact on Employee".

H_{01.3}: Servant leadership has a positive impact on Employee's contextual performance.

Table (16)

Results of a simple regression test of the impact of servant leadership on Employee's contextual performance

servant leadership	R	R Square	Adjusted R Square	B	Coeff		Sig
		.874	.763	.762	0.874	-.001	0.991

Table 16 shows the results of simple linear regression of $H_{01.3}$ the results show that there is a high correlation between servant leadership and employee contextual performance, where the correlation coefficient is ($R=0.874$, $sig=0.997$), ($R^2=0.763$) which means that 76.3% of the variation in employee contextual performance is due to servant leadership. ($\beta=0.874$) which means that when servant leadership increased by one standard unit employee contextual performance increase by 0.874 standard unit. This means that there is a positive impact of servant leadership on employee contextual performance. Therefore, we fail to accept the null hypothesis, which indicates that "Servant leadership has no impact on Employee contextual performance", and we accept the alternate hypothesis which indicates that "Servant leadership has a positive impact on Employee".

The results related to examining the main second hypothesis which states "OCB mediates the impact of servant leadership on Employee performance."

H_{o2} : OCB mediate the impact of servant leadership on employee performance.

Table (17)

Results of a simple regression test of the impact of servant leadership on OCB.

servant leadership	R	R Square	Adjusted R Square	B	Coeff		Sig
		.587	.345	.340	.587	2.404	0.459

Table 17 shows the results of the simple linear regression of the impact of servant leadership on OCB. The results show that there is a medium correlation between servant leadership and OCB, where the correlation coefficient is ($R=0.587$, $\text{sig}=0.000$). ($R^2=0.345$) this means that 34.5% of the variation in OCB is due to servant leadership. ($\beta=0.587$) this means that when servant leadership increased by one standard unit OCB increased by 0.587 standard units. This means that there is a positive impact of servant leadership on OCB.

Table (18)

Results of a Barron and Kenny model of the second hypothesis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	1.094	.219		4.997	.000
	Servant leadership	.025	.049	.032	.498	.619
	OCB	.724	.063	.748	11.459	.000

Table (17) shows that servant leadership has a positive impact on OCB. Moreover, table 18 shows that OCB has a positive impact on employee performance ($\beta=0.748$, $\text{sig}=0.000$). This means that OCB has a mediating role between servant leadership and employee performance. Therefore, we

fail to accept H2, and we accept the alternate hypothesis which indicates that "OCB mediates the impact of servant leadership on Employee performance".

Table (13) shows that servant leadership has a significant impact on employee performance ($\beta=0.471$, $\text{sig}=0.000$). Tables 17 & 18 show that OCB has a significant impact on employee performance ($\beta=0.748$, $\text{sig}=0.000$). Moreover, when the OCB has been controlled, servant leadership is no longer affects employee performance ($\text{sig}=0.619$). This means that OCB plays a full mediation role between servant leadership and employee performance.

The results related to examining the main third hypothesis which states "affective commitment mediates the impact of servant leadership on Employee performance."

H_{o3}: affective commitment mediate the impact of servant leadership on Employee performance.

Table (19)

Results of a simple regression test of the impact of servant leadership on affective commitment.

servant leadership	R	R Square	Adjusted R Square	B	Coeff		Sig
		.615	.378	.374	0.615	1.399	0.696

Table 19 shows the results of simple linear regression to test the impact of servant leadership on affective commitment. The results show that there is a medium correlation between servant leadership and affective commitment, where the correlation coefficient is ($R=0.615$, $\text{sig}=0.000$). ($R^2=0.374$) this means that 37.4% of the variation in affective commitment is due to servant leadership. ($\beta=0.000$) this means that when servant leadership increased by one standard unit employee performance increase by 0.615

standard unit. This means that there is a positive impact of servant leadership on affective commitment.

Table (20)

Simple linear regression test of the AFC mediate the impact of servant leadership on employee performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	2.605	0.228		11.438	.000
	Servant leadership	0.243	0.068	0.321	3.564	.000
	AFC	0.165	0.060	0.246	2.731	.007

Table 20 shows that AFC has a positive impact on employee performance ($\beta=0.246$, $\text{sig}=0.007$). Moreover, table 19 shows that servant leadership has a positive impact on AFC. This means that AFC has a mediating role between servant leadership and employee performance. Therefore, we fail to accept H3, and we accept the alternate hypothesis, which indicates that “AFC mediate the impact of servant leadership on Employee performance”.

Table (13) shows that servant leadership has a significant impact on employee performance ($\beta=0.471$, $\text{sig}=0.000$). Table 20 shows that AFC has a significant impact on employee performance ($\beta=0.246$, $\text{sig}=0.007$). Moreover, when the AFC has been controlled, servant leadership still has a significant effects on employee performance ($\text{sig}=0.000$). This means that AFC plays a partial mediation role between servant leadership and employee performance.

4.4 Results

The nested models' approach was used for testing mediation.

In this approach, the partially mediated model is compared with the most likely competing models nested within it.

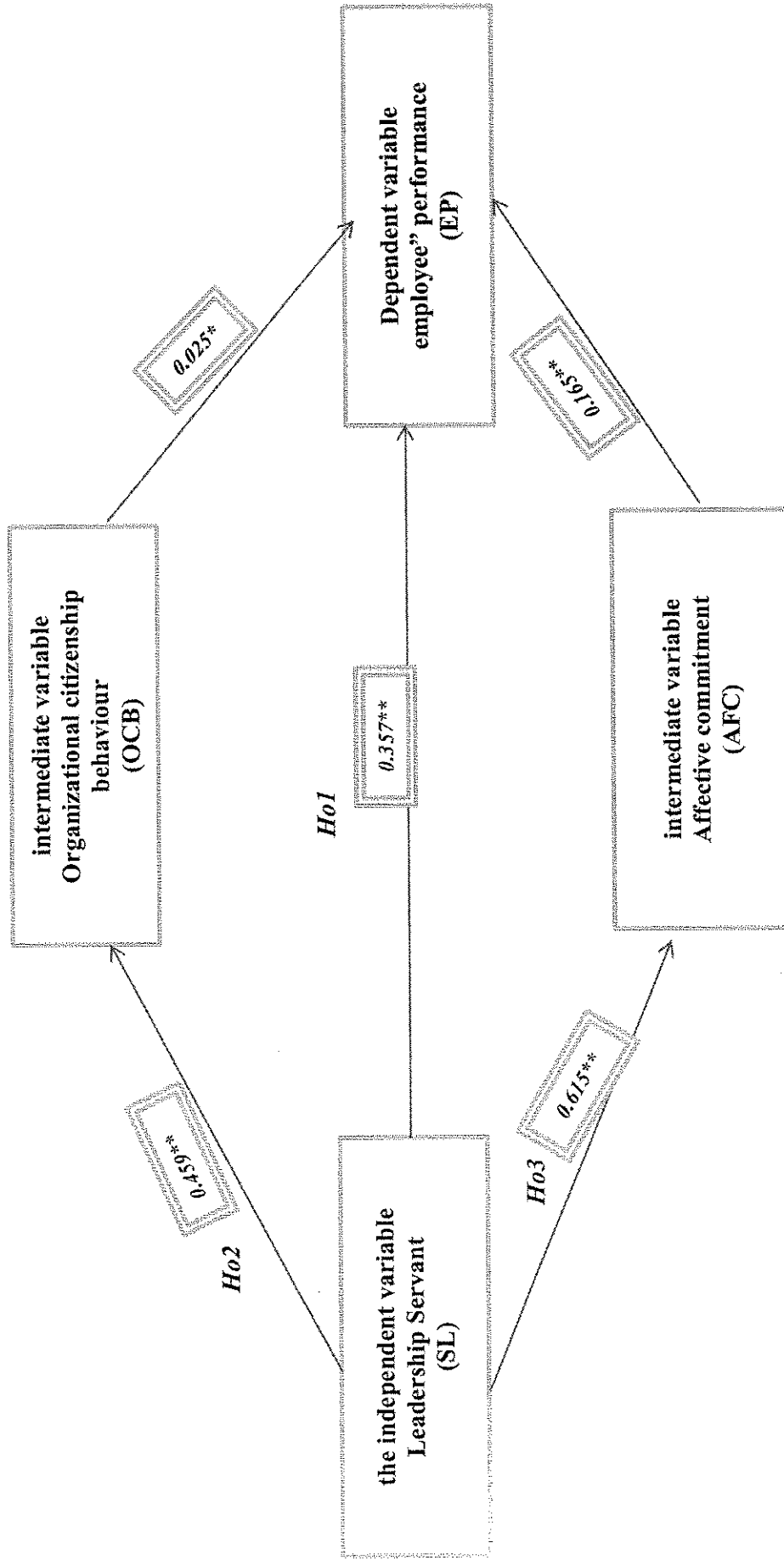
It shows that there is a clear effect between servant leadership, and employee performance.

The first is symbolized by (X), while the second is symbolized by (Y) .

The result indicates that 42.5% variance on EP is explained by both SL and OCB which is for the indirect path via EP, whereas the remaining EP variance is explained by both SL and OCB and AFC which is for the direct path. Hence, there is partial mediation because the direct path is preponderated Stone

Greenleaf's (1977) servant leadership model is a leadership model that empowers people to participate in their work. Servant leadership puts subordinates and employees ahead of the boss (Greenleaf, 1977). According to Russell and Stone (2002), servant leaders who provide public service serve subordinates while attempting to meet the needs of others. Essentially, servant leadership serves and meets the requirements of subordinates to participate in carrying out work to meet the organization's objectives. Servant leaders try to make employees the priority of the organization rather than corporate goals (Stone et al., 2004). Russell and Stone (2002) state that servant leaders provide staff more latitude to develop their own skills in order to maintain consistency in the quality and fulfillment of subordinate needs.

Figure No. (1)



4.5 Discuss The Results Of The Study

The study aimed to test the impact of servant leadership on employee performance: citizenship behavior in the organization and affective commitment as a mediator. The most important results of the study can be presented as follows:

The first major hypothesis states:" Servant leadership has a positive impact on Employee", from the first main hypothesis, the following sub-hypotheses are derived:

Discussion and interpretation of the results of the first hypothesis test which states: "Servant leadership has a positive impact on Employee's performance"

The results of this hypothesis showed that there is a significant positive impact of servant leadership on the job performance of the workers, and this result is consistent with the result of many studies in this field. (Bieńkowska et al., 2022; Gašková, 2020, Wang et al., 2018; Huang et al., 2016; Newman et al., 2016) through which they were able to reveal the importance of servant leadership in influencing job performance and the disruptive relationship between employee turnover and the impact of the dynamic capabilities of employees in reducing employee turnover, Servant leadership has a direct impact on job performance.

Research notes that the previous studies, which dealt with the issue of the relationship between servant leadership and job performance, have mostly high on the existence of a positive correlation between them, so servant leadership emphasizes the importance of improving the performance of workers, works to meet their needs, provides assistance to them, and believes in their abilities and exploits them efficiently. It positively affects their job performance because it is a real motivation for individuals to make the utmost effort in

order to reach the achievement of specific organizational performance standards to achieve organizational goals. In light of the social learning theory of Bandura (1977), the servant leader has the ability to influence his subordinates to achieve the best Levels of job performance because he has the ability to instill desire and motivation in them by observing, simulating and imitating his attitudes, values, and behaviors, meaning that servant leadership positively affects performance through a culture of service practiced by leaders and imitated by subordinates.

Discuss and interpret the results of the H₀1.1 hypothesis test, which states: “Servant leadership has a positive effect on employee task performance.”

The results of this hypothesis showed that there is an effect of servant leadership on employee task performance, and this result is consistent with most of the results of previous studies that talk about the same two variables, as this result is consistent with the result of (Abdul Rahman 2022), which confirmed the existence of a direct positive relationship between servant leadership and employee task performance with many dimensions, including commitment to community development, conceptual skills, empowerment, knowledge, commitment, work skills and quality, and others.

The study agreed in its results with the results of another study that indicated that servant leadership affects employee task performance, including a study of employees by stimulating their public service motivation only (Schwarz et al., (2016).

This means that the practice of servant leadership by leaders can play an important role in improving the performance of tasks for employees, and the researcher attributes this to the need to enhance the capabilities of leaders to think long-term, define a future vision, and

share it effectively with employees, which motivates them to reach their maximum potential and maximize their efforts. And achieve higher employee task performance to achieve this vision and goals.

Discussion and interpretation of the results of the H₀1.2 hypothesis test which states:

“Servant leadership has a positive impact on Employee’s adaptive performance”

The results of this hypothesis showed that there is a significant positive relationship between the dimensions of helping subordinates to grow and succeed, and providing value to society for the variable of servant leadership and job performance of workers in general (e.g., Liden et al., 2008, 2014; Northouse, 2019), while there is no effect for the dimensions of empowerment, caring for subordinates first, acting ethically, cognitive skills, and emotional processing (Focht & Ponton, 2015). The worker is that his leader cares about his success and his self-realization as he cares about the community, and helping and building it will increase his achievement and job performance.

This result is partially consistent with many studies, including: the study of Wang et al., 2018, which found that there is a statistically significant positive relationship between the dimensions of servant leadership (love, empowerment, humility, and trust) and the job performance of workers, and the study of (Bieńkowska et al., 2022 that asserted servant leadership has a direct impact on job performance, as well as with what was indicated by the Gašková, 2020 study of the significant positive effect between the servant leadership of supervisors and work performance in subordinate roles.

In this result, research believes that this result is logical in the light of the theory of social exchange, where it is expected that the level of job performance will rise for workers to

respond to reciprocity from their servant leaders that pay great attention to their success, development, talents, and achievements, and the social learning theory, where individuals learn through an interest in simulating situations and values and behaviors that correlate with attractive and credible role models.

This result is logical with regard to the dimension of helping subordinates to grow and succeed in the light of what Greenleaf (1970) indicated that the effectiveness of servant leadership is measured by its ability to help others grow by understanding the capabilities, desires, needs, goals, and capabilities of subordinates, and that the basic work of any organization lies in developing In spite of the promotion of the servant leadership to motivate the worker and reward him, which increases his productive capacity, and reflects positively on increasing the levels of his job performance, it can also affect the increase in the level of performance of his followers because the servant leader is not Constantly weak or nice, but does not hesitate to dismiss workers who negatively affect the performance, efficiency and effectiveness of the organization in any way.

With regard to the dimension of providing value to society, this result comes logically, that the availability of a servant leader whose followers trust that he serves others without waiting for anything in return enhances the desire of subordinates towards serving society. This pattern is able to improve the quality of relations within society because it is based on the golden ethical rule of Greenleaf (1977) Serve others in order for them to serve you, so that community service becomes a way of life and not just a method of management, in light of the social learning theory of Bandura (1977), which indicates that individuals learn and change their behavior not only through direct experience, but also from Through the models that they deal with in their direct work environment, and accordingly, the workers

look at their leaders as role models, and thus learn from them how to become servants of others and have an effective role in building society. It starts from the development of the organization.

Discussion and interpretation of the results of the H₀1.3 hypothesis test which states:

"Servant leadership has a positive impact on Employee's contextual performance"

The results of this hypothesis showed that there is a significant positive relationship between the dimensions of helping subordinates to grow and succeed, providing value to society, empowerment of the servant leadership variable and the contextual performance dimension of the employee job performance variable. There is an effect of the dimensions of caring for subordinates first, acting ethically, cognitive skills, and emotional processing, and this means that the workers' awareness that their leader supports them to move towards success and development, has a social responsibility towards society, and gives them more freedom and independence in work will increase their desire to perform additional tasks. Outside their official scope.

This result is partially consistent with the result of Newman et al., 2016, which confirmed the existence of a direct positive relationship between the servant leadership of supervisors and the performance of the additional role of workers; And the existence of a direct positive relationship to the servant leadership of the managers and the performance of the additional role of the workers. This result is logical with regard to the dimension of helping subordinates to grow and succeed, as it is expected, in light of the rule of reciprocity that employees contribute with all their energies and capabilities in performing any additional informal work that would achieve organizational goals in response to the support they

received from the leader to reach success. Meet their needs and requirements; especially for service organizations.

Research attributes this result to the fact that workers play an important role in determining and shaping the leader's behavior and success, as they are the ones who decide to support him or not, and therefore, when they realize that their leaders are working to serve them and empower them, and to promote opportunities for broad participation in organizational policies and practices, and their sharing of power, it will contribute to the heart of The organizational hierarchy, particularly in service institutions, as empowering workers increases their sense of self-esteem, safety and their ability to deal with high levels of flexibility, understanding, adaptation and response, which leads them to achieve good results of performance, achievement and the quality of using inputs, which makes them more acceptable to make more effort to do so. With additional tasks and work to make their leaders and organizations succeed and thus sustain the organizations, unlike workers who wait for instructions from others.

Because the workers' awareness of the availability of those leaders who are interested in empowering and directing their subordinates regardless of the central organizational levels will make them seek to model the behaviors of these leaders, which will lead to an additional effort to help their colleagues and clients to appear at the highest levels of job performance in front of their leaders.

Discussion and interpretation of the results of the second main hypothesis states:"

OCB mediate the impact of servant leadership on Employee performance"

The results of the study indicate that there is an indirect effect of servant leadership on organizational citizenship behavior through OCB, and this result is consistent with the result of the study (Amir, 2019), whose results showed that Organizational support is also important in reinforcing the influence of leaders (SL) on the subordinate positive behavior (OCB) to examine the role of trust in leaders as a mediating variable and perceived organizational support as a mediating variable on the effect of SL on OCB.

Research attributes this result to the fact that interest in studying the behavior of organizational citizenship and the factors influencing and affected by it is not born of a vacuum, but rather is the result of the importance of this behavior in many aspects, including improving the performance of employees and the institution, improving organizational relations, developing creativity and innovation and enhancing the survival of the organization. And its ability to compete and protect it from dangers.

The importance of citizenship behavior comes from the fact that it leads to reducing the financial burden on institutions, and it also works to improve the capabilities and skills of workers and managers alike, and increases the level of job satisfaction with work, and works to improve the level of efficiency and effectiveness of the institution, and contributes to reducing the level of leakage career, and works to raise the morale of workers and their enthusiasm for work.

Discussion and interpretation of the results of the third main hypothesis states:" affective commitment mediate the impact of servant leadership on Employee performance"

The results indicate that there is a direct positive relationship between servant leadership and affective commitment, as emotional commitment has received great attention from scientists. However, the employee's perception of an effective performance management system is a new construct. The results prevailed that affective commitment has a partial mediation role between SL and employee performance.

The result of this study is consistent with the study of Muthia & Krishnan, 2015, whose results indicated that servant leadership enhances followers' emotional and normative commitment only when transformational leadership is low. And I high with the result of the Mahembe and Engelbrecht, 2014 study, whose results indicated that by developing team emotional commitment, teachers are able to go beyond their usual job duties and deliver academic performance that exceeds expectations. But school teams need leaders who focus more on developing teachers and are more inclined to serve, empower, and recognize the talents of others than to develop their own needs. So successful servant leaders must develop or nurture the emotional commitment of employees.

The study attributes this result to the fact that to clarify the effect of servant leadership on the results of subordinates, previous studies were based on social learning theory (Bandura, 1977), which indicates that individuals learn through observation, simulation, and imitation of the attitudes, values, and behaviors of important models in their environment as their leaders (Bandura, 1977). In the workplace, a leader is an important resource to serve as a role model and role model for employees, given his position and authority over them. It also demonstrates the leader's influence on the behavior of subordinates by communicating with them, clarifying the levels of expected behaviors, and matching rewards to motivate such behaviors.

The servant leader possesses a conscious personality with a comprehensive view. He is a positive and optimistic person, and deals with others from an ethical standpoint. Thus, the job for him is a position for self-fulfillment; which is reflected in enhancing the confidence of subordinates in their leadership, which is reflected in the workers' high sense of psychological well-being. The employees who feel more psychological well-being are more able to take advantage of the opportunities available in their work environments, are more capable of positive vision, encourage teamwork and are more creative, which is reflected in the rise in organizational citizenship behaviors and the increase in Organizational commitment and high levels of performance.

SL creates a positive attitude among employees since they are given importance by the leaders. In exchange for this leadership behavior, subordinates show their steady commitment to organizations and performing extra pro-social activities. Additionally, servant leaders can create a positive organizational context and culture that fosters OC and OCB. Business organizations are facing more challenges from technological progress and worldwide competition. In this situation, every business organization needs to adapt to the new technologies and increase competitiveness.

Managers are now worried about how to develop and retain talented employees. SL is an excellent approach to lead employees with high potential and skills. SL can foster the affirmative postures and performance of the employees. Moreover, the organizational effort for increasing OC will foster OCB through SL. Organizations can develop the SL through proper assessment, training, and mentoring programs according to the SL model. More specifically, SL development programs develop the managers to demonstrate personal consideration to their employees, keep them well informed about the development

opportunities, establish a fair and open relationship with them, empower them, show empathy to them, and provide credit to the employees for their achievements.

4.6 Hypothesis results

1- Servant leadership has a significant impact on employee performance ($\beta=0.471$, $\text{sig}=0.000$)

2- Servant leadership has a significant impact on employee task performance ($R=0.847$, $\text{sig}=0.001$).

3- Servant leadership has a significant impact on employee adaptive performance ($R=0.871$, $\text{sig}=0.081$).

4- Servant leadership has a significant impact on employee contextual performance ($R=0.874$, $\text{sig}=0.997$).

5- Organization citizenship behavior has a positive impact on employee performance ($\beta=0.748$, $\text{sig}=0.000$).

6- Affective commitment has a positive impact on employee performance ($\beta=0.246$, $\text{sig}=0.007$)

Chapter five

Recommendations

Through the results of the current study, which confirmed that servant leadership is one of the indicators of job performance for employees, citizenship behavior in the organization and affective commitment as a mediator, a set of recommendations can be put forward, as follows:

Recommendations aimed at contributing to raising employees' of servant leadership and its dimensions in the organizations under study, including:

A- The leader should care about his employees in all respects and make himself a basic refuge and the first person the worker turns to when a problem occurs with him, even if it is a personal one.

B- The leader should provide a suitable work environment for the employees of the organization and provide them with all his experience without stinginess, and this is to make them feel important as people to the leader, so they work to the best of their ability to accomplish the work and achieve the goals.

C- That managers encourage employees to do volunteer work in all its forms, and that the manager be the first to do these volunteer work to set an example to follow and a role model for employees.

D- For managers to pay attention to emotional processing and emotional intelligence, it is one of the secrets of the success of the organization.

E- Managers provide experience by delegation the employee's tasks, rotation, and job enrichment.

F- The manager should avoid arrogance and focus on having work ethics that make him a humble person in relation to employees.

G- I recommend strengthening servant leadership in organizations because of its clear impact on the employee's performance in his job.

H- Work on implementing training programs, workshops and seminars for managers and employees that will increase their awareness of the importance of servant leadership and help them consolidate its concept and attributes for them to practice in their institutions because it will benefit them as people in their lives and benefit the entire organization.

J- Shedding light on the concept of servant leadership in future studies applied to the Palestinian environment in order to obtain the sufficient amount of research and application that other leadership styles enjoyed, as this leadership style is still considered recent in the Palestinian environment.

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Appendix (1): Questionnaire

الجامعة العربية الأمريكية
ARAB AMERICAN UNIVERSITY



الإستبانة النهائية

الجامعة العربية الأمريكية

ماجستير في القيادة

موظفي المؤسسات الفلسطينية الكرام...

تحية طيبة، أما بعد:

يقوم الباحث بدراسة بعنوان **The impact of servant leadership on**

employee” performance: OCB and affective commitment as

”mediators.” تأثير القيادة الخادمة على أداء الموظفين: سلوك المواطنة في المنظمة

والالتزام العاطفي كوسيط. وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في القيادة في

الجامعة العربية الأمريكية.

ويسرُّ الباحث أن يضع بين أيديكم الإستبانة المرفقة، راجياً منكم التكرم بالإجابة على جميع

فقراتها بدقة وعناية، ثم وضع إشارة (X) في خانة البديل الذي يُعبر عن وجهة نظركم.

علماً بأن إجاباتكم سوف تُعامل بسريّة تامة، ولن تُستخدم هذه المعلومات إلا لأغراض البحث العلمي

فقط.

مع جزيل الشكر والامتنان لحسن تعاونكم

الجزء الأول: البيانات الشخصية والوظيفية : يرجى التكرم بوضع إشارة (X) حول الاجابة الممثلة
لوضعكم:

الجنس	<input type="checkbox"/>	ذكر	<input type="checkbox"/>	أنثى	<input type="checkbox"/>
العمر	<input type="checkbox"/>	أقل من 30 عام	<input type="checkbox"/>	من 31 الى 40 عام	<input type="checkbox"/>
	<input type="checkbox"/>	من 41 الى 50 عام	<input type="checkbox"/>	أكثر من 50 عام	<input type="checkbox"/>
المؤهل العلمي	<input type="checkbox"/>	ثانوية عامة	<input type="checkbox"/>	دبلوم متوسط	<input type="checkbox"/>
	<input type="checkbox"/>	بكالوريوس	<input type="checkbox"/>	ماجستير	<input type="checkbox"/>
	<input type="checkbox"/>	دكتوراه	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
عدد سنوات الخدمة	<input type="checkbox"/>	أقل من 3 سنوات	<input type="checkbox"/>	من 4 الى 7 سنوات	<input type="checkbox"/>
	<input type="checkbox"/>	أكثر من 7 سنوات	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
المستوى الوظيفي	<input type="checkbox"/>	مدير	<input type="checkbox"/>	نائب مدير	<input type="checkbox"/>
	<input type="checkbox"/>	مساعد مدير	<input type="checkbox"/>	رئيس قسم	<input type="checkbox"/>
	<input type="checkbox"/>	رئيس شعبة	<input type="checkbox"/>	موظف	<input type="checkbox"/>
طبيعة الوظيفة	<input type="checkbox"/>	إدارية	<input type="checkbox"/>	فنية	<input type="checkbox"/>
	<input type="checkbox"/>	ميدانية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

الجزء الثاني: أسئلة الاستبيان.

يتكون هذا الاستبيان من عدد من المحاور الرئيسية، كل محور تم صياغته بعدد من الفقرات/الأسئلة، أرجو الإجابة على جميع فقرات الاستبيان خلال وضع إشارة () في الخانة الممثلة لما هو الواقع لديكم، علما بأن مقياس الإجابة مكون من خمس درجات.

المحور الأول: القيادة الخادمة:

5	4	3	2	1	العبارة
موافق بشدة	موافق	محايد	معارض	معارض بشدة	
تمكين الأفراد					
					1 يفوض المدير بعض الصلاحيات لإنجاز العمل.
					2 يشارك المدير الموظفين في صناعة القرار.
					3 يأخذ المدير في الاعتبار الرأي الشخصي للموظفين.
					4 يبذل المدير أقصى جهده لجعل وظائف مرؤوسيه أكثر سهولة.
التواضع					
					5 أشعر بأنني ذو مكانة بالنسبة لمسؤولي المباشر.
					6 يبتعد المسؤول دائما عن الاستعلاء والغرور فهو يركز دائما على الآخرين.
					7 يمتلك المسؤول أخلاقية عمل عالية تجعلنا نلمس التواضع.
					8 أعتبر أن نجاحي في عملي نقطة انطلاق للتقدم قداماً وفرصة لمد يد العون.
المعالجة العاطفية					
					9 حينما أواجه مشاكل شخصية فإن أول من ألجأ إليه هو المسؤول المباشر.
					10 يصغي المسؤول إلينا مهما كانت حالتنا النفسية ويحاول إيجاد حل للمشكلة المطروحة.
					11 يعتبر المسؤول أن الاهتمام بالجانب النفسي للموظفين هو السر وراء تحقيق أهداف المؤسسة.
					12 يخصص المسؤول وقتا لسماعنا والتحدث معنا لمعرفة المشاكل والضغوطات التي نواجهها.
تطوير الأفراد					

					13	توفر إدارتنا بيئة عمل مناسبة لإنجاز المهام المسندة إلينا في ظروف مناسبة جداً.
					14	تعمل إدارتنا على إشراكنا في البرامج التدريبية التي تمكننا من تطوير مهارتنا.
					15	يزودني المسؤول المباشر بخبرات العمل الضرورية التي تمكنني من أداء المهام الموكلة لي.
					16	توفر لنا إدارتنا جميع الإمكانيات المادية التي نحتاجها في العمل.
المسؤولية الاجتماعية والأخلاقية						
					17	يهتم المسؤول بمساعدة أفراد المجتمع ضمن اختصاص مؤسستنا.
					18	تقوم إدارتنا بتشجيعنا على القيام بأعمال تطوعية تجاه المجتمع.
					19	يتمتع المسؤول بأخلاق مهنية عالية تجعل منه مثل يُقتدى به.
					20	يتعاون المسؤول معنا في خدمة أفراد المجتمع رغم كل الضغوطات والإمكانيات.

المحور الثاني: الاداء الوظيفي:

5	4	3	2	1	العبارة
موافق بشدة	موافق	محايد	معارض	معارض بشدة	
					1 أقوم بأداء المهام المطلوبة مني بكفاءة وفاعلية.
					2 أقوم بإنهاء المهام المطلوبة مني في الوقت المحدد لها.
					3 أقوم بإنهاء المهام المطلوبة مني بأقل مستوى من الأخطاء.
					4 أقوم بأداء المهام المطلوبة بما يتوافق مع معايير الأداء المعتمدة في المؤسسة.

					5 أحاول إيجاد أفكار وأساليب جديدة لحل المشاكل التي تواجهني في العمل.
					6 أمتلك الخبرة الكافية لإنجاز عملي دون الحاجة إلى الإشراف والتوجيه من قبل مسؤولي المباشر.
					7 أعمل بشكل تعاوني مع زملائي ومسؤولي المباشر في العمل.
					8 أتحمل بشكل كاف مسؤولي كل ما هو متعلق بوصفي الوظيفي.
					9 ألتزم بقوانين وإجراءات العمل المنصوص عليها من قبل المؤسسة.
					10 أبادر لتقديم المقترحات والأفكار التي تؤدي إلى تحسين العمل.

المحور الثالث: سلوك المواطنة التنظيمية:

5	4	3	2	1	العبارة
موافق بشدة	موافق	محايد	معارض	معارض بشدة	
					1 أساعد زملائي على القيام بالمهام الموكلة اليهم.
					2 أتعاون مع المسؤولين لأداء المؤسسة على احسن وجه.
					3 أقوم بمساعدة المراجعين ليحصلوا على خدمة متميزة.
					4 أقوم بمساعدة الموظفين الجدد وأفيدهم بخبراتي.
					5 لا أتردد بتقديم المساعدة لزملائي عندما يكون لديهم أعباء كثيرة.
					6 أتجنب إثارة المشاكل في العمل.
					7 أحرص على إتخاذ التدابير الوقائية قبل وقوع المشكلة.
					8 أنتبه للأثر الذي يتركه سلوكي على الآخرين.
					9 لا أعتدي على حقوق الآخرين.
					10 أقوم بالمهام الإضافية دون تنمر.

					11 لا أتردد بمساعدة الآخرين لو تطلب ذلك وقتاً إضافياً.
					12 أستغل وقتي للقيام بالعمل.
					13 أحافظ على سمعة منظمتي.
					14 أتابع دائما الاعلانات والتعاميم الداخلية.
					15 أحرص على حضور الاجتماعات واللقاءات المرتبطة بالعمل.
					16 أحترم أنظمة وتعاليم منظمتي.
					17 أهتم بمستقبل منظمتي.
					18 دائما اتقدم بمقترحات لتطوير العمل وتحسينه.
					19 أتطوع بأعمال إضافية لتحسين وتطوير العمل.
					20 أساهم في حل المشاكل في منظمتي.

المحور الرابع: الالتزام العاطفي.

5	4	3	2	1	العبارة
موافق بشدة	موافق	محايد	معارض	معارض بشدة	
					1 أوصي بهذه المنظمة لعائلتي وأصدقائي.
					2 أنا أقدر قيمة المنظمة.
					3 أفهم كيف أساهم في أهداف المنظمة.
					4 أنا سعيد لأنني اخترت العمل في هذه المنظمة.
					5 هذه المنظمة لديها مستويات عمل عالية.
					6 تلهمني منظمتي لتقديم أفضل ما لدي في العمل.

Appendix (2): Arbitrators

Name	Institution
Dr. Raed Saad	Arab American University
Dr. Raed Iriqat	Arab American University
Dr. Shaher Obiad	Alquds Open University
Dr. Zahi Yaseen	Arab American University

Arabic Abstract

تأثير القيادة الخادمة على أداء الموظفين: سلوك المواطنة في المنظمة والالتزام العاطفي كوسيط.

اعداد: جريس سامي إبراهيم
باشراف: د. عماد ولد علي

الملخص

هدفت هذه الدراسة إلى اختبار أثر القيادة الخادمة على أداء العاملين لدى العاملين في المنظمات غير الربحية في فلسطين. علاوة على ذلك، اختبار الدور الوسيط لسلوك المواطنة التنظيمية والالتزام الوجداني. تم تصميم استبانة لقياس بنيات الدراسة، وتم توزيعها عشوائياً عبر (Google Docs) على الموظفين لجمع البيانات الأولية. وتم استخدام الرزمة الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات.

توضح نتائج تحليل البيانات وجود تأثير معتدل للقيادة الخادمة على أداء الموظف ($R^2=0.223$, $sig=0.000$). علاوة على ذلك، أظهرت النتائج أن القيادة الخادمة لها التأثير الأقصى على أداء مهام الموظف ($R^2=0.717$, $sig=0.001$). فيما يتعلق بدور الوساطة، يلعب OCB دوراً وساطة كاملاً بين القيادة الخادمة وأداء الموظف. ومن ناحية أخرى، يلعب الالتزام العاطفي دوراً وساطياً جزئياً.

وفي ضوء النتائج قدمت الدراسة عدة توصيات بشكل أساسي لتشجيع القادة على تبني نموذج القيادة الخادمة، وعلى القائد أن يهتم باتباعه، ويخلق بيئة عمل إيجابية. الكلمات المفتاحية: القيادة الخادمة، أداء الموظف، سلوك المواطنة التنظيمية، الإلتزام العاطفي.