Perceived Servant Leadership Impact on Job Satisfaction and Organizational Commitment Across Cultures

Brian T. Moore
Regent University

The quantitative study explored servant leadership behaviors across two cultures and serves as a step toward answering a call for future research to investigate the qualitative "why" of servant leadership. Theoretical underpinnings rested on Greenleaf's construct of servant leadership represented by three measures, (a) cross-cultural measure of servant leadership behaviors, (b) overall job satisfaction, and (c) shortened organizational commitment questionnaire. I used a (a) quantitative research study, (b) quasi-experimental design, (c) cross-sectional, and (d) convenience sampling with (e) *t*-test and (f) multiple regression analysis to investigate the potential differences between two cultures concerning followers' job satisfaction, organizational commitment, and perceived servant leadership behaviors of their leaders. I collected 215 usable responses from 35 cultures via email and social media using a 40-question online survey. Using *t*-tests for the five research questions, I found there was (a) no statistically significant differences for perceived servant leadership dimensions (service, humility, and vision) of the leaders between US and non-US followers, (b) no differences in followers' job satisfaction between US and non-US followers, or (c) no differences in followers' organizational commitment between US and non-US followers. Using multiple linear regression for the four hypotheses, I found perceived servant leadership traits (service, humility, and vision) of leaders are positively related to US and non-US followers' job satisfaction and organizational commitment. Additionally, the multiple linear regression models indicated that only service and vision were significant predictors of job satisfaction and organizational commitment for US and non-US followers.

Keywords: quantitative, quasi-experimental, multiple regression, *t*-test, United States

Introduction

The quantitative study results attempted to answer Eva et al.'s (2018) call for future servant leadership research. In their systematic review of 285 servant leadership articles spanning 20 years, from 1998 to 2018, Eva et al. described servant leadership as the

contemporary gap filler for the unfulfilled hunter-gatherer relationship need inherent to mankind (p. 111). In the hunter-gatherer era, the leader-follower relationship was intimate, and families and tribes naturally created an environment where the private and public lives of tribal members were indistinguishable (Eva et al., 2018, p. 111). As societies developed and grew to meet increasing human needs, larger bureaucratic organizations and a "globally-mobile workforce" began to emerge, and the relational distance and cultural differences between the leaders and followers diminished the traditional and more intimate hunter-gatherer tribal and family bonds (Eva et al., 2018, p. 111). Servant leadership is now filling that increasing societal void (Eva et al., 2018, p. 111). Unlike performance-driven leadership practices, where organizational goals and profits eclipse the individual needs of the people and their communities, servant leadership is a holistic approach focused on personal development in spiritual, ethical, emotional, and rational environments (Eva et al., 2018, p. 111).

Research Problem

Eva et al. (2018) offered several research questions spanning conservation of resources theory, situational strength theory, self-determination theory, and servant leadership (p. 128). More specifically, Eva et al. identified four areas for future research to advance servant leadership measurement instruments (p. 125). To standardize measures, Eva et al. suggested (a) engaging in field experiments to explore causal inferences, (b) increasing experimental design to test servant leadership effects in a controlled environment, (c) using eye-tracking in lieu of surveys to better capture and understand follower behavior toward leadership, and finally, (d) qualitative studies to reveal "how servant leaders develop other servant leaders" (pp. 125-126). As a first step in exploring the qualitative "why" of servant leadership, this quantitative research study provided a method for determining and exploring the potential differences between two cultures concerning followers' job satisfaction, organizational commitment, and perceived servant leadership behaviors of their leaders.

Study Purpose

As organizational leaders become more aware of the need for employees' long-term health and well-being through followers' individual development and empowerment, practitioners are incorporating ways to better understand and implement servant leadership practices into their organizations (Yukl, 2013, pp. 348-349). To answer the call for future research and add to the body of knowledge for scholars and practitioners of servant leadership, the topic under investigation was the perception followers from different cultures have about the relationship between servant leadership behaviors of leaders and followers' job satisfaction and organizational commitment. The research approach was a (a) quantitative research study, (b) quasi-experimental design, (c) cross-sectional, and (d) convenience sampling with (e) t-test and (f) multiple regression analysis to evaluate the research questions and hypotheses.

Scope and Limitations

Resources and design are two significant limiting factors. Due to limited access to a substantial number of respondents from multiple cultures, the two data collection categories were the United States (US) and non-US cultures. Additional limitations were the strengths and weaknesses of the chosen design. The strength of a quantitative research approach for the study was that it answered the quantitative "what" for the research questions using minimal resources compared to a qualitative approach (Eva et al., 2018; Patton, 2015, pp 87-88). In a systematic review and call for future research on servant leadership, Eva et al. identified a lack of qualitative research and the need to answer the qualitative "why" to servant leadership in practice (pp. 111, 126). For example, Eva et al. suggested a mixed-methods approach to "answer applied research questions, such as 'how servant leadership influences employees during significant organizational change,' and 'how servant leaders develop other servant leaders'" (p. 126).

A quasi-experimental approach for the study provided a broader reach requiring fewer resources when compared with experimental design, but the quasi-experimental design with convenience sampling lacked random assignment to groups and full control of potential confounding variables (Johnson & Christensen, 2017, p. 355). Thus, quasi-experimental research was not as strong as an experimental research design (Johnson & Christensen, 2017, p. 354). The cross-sectional and convenience sampling approach was also a strength, which minimized the impact on research resources and provided more immediate feedback that could be used to refine the research focus for future research (Johnson & Christensen, 2017, pp. 400-402). In comparison, a longitudinal approach with pre-tests and posttests may provide more accurate results, findings, and implications (Johnson & Christensen, 2017, pp. 401-402). However, a longitudinal approach was unrealistic for the current study, and pre-tests and posttests may unintentionally influence the participants' behaviors, require more time and resources, and narrow the research reach (Johnson & Christensen, 2017, pp. 401-402).

Theoretical Foundations of Servant Leadership

Scholars have traced the underlying theory of servant leadership back to Greenleaf's 1970 essay describing the leader as a servant (Greenleaf et al., 2003, pp. 29-74). In describing servant leaders, scholars often begin with a quote from Greenleaf that summarizes the concept. In his 1970 essay, Greenleaf stated:

> [The servant as leader] begins with the natural feeling that one wants to serve, to serve first. That conscious choice brings one to aspire to lead. . . . The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test . . . is: do those served grow as a person; do they, while being served, become healthier, wiser,

freer, more autonomous, more likely themselves to become servants? (Greenleaf et al., 1996, pp. 1-2)

Building on Greenleaf's initial concept of servant as leader, Spears, who worked with Greenleaf to develop the theory of servant leadership, summarized Greenleaf's construct and writings to ten characteristics: (a) listening, (b) empathy, (c) healing, (d) awareness, (e) persuasion, (f) conceptualization, (g) foresight, (h) stewardship, (i) commitment to the growth of people, and (j) building community (Greenleaf et al. , 2003, pp. 16-19). Continuing the development of servant leadership, Liden et al. (2008) offered nine dimensions: (a) emotional healing, (b) creating value for the community, (c) conceptual skills, (d) empowering, (e) helping subordinates grow and succeed, (f) putting subordinates first, (g) behaving ethically, (h) relationships, and (i) servanthood (p. 162).

Patterson (2003) developed a servant leadership theory by summarizing seven constructs as "(a) love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service" (pp. 11-25). Leaning on extensive literature from scholarly works, Patterson described service as the state where servant leaders set an organizational climate by showing others how to serve through modeling behavior that inspires and motivates others within the organization (p. 26). Humility, Patterson summarized, is sometimes viewed as a weakness, but it is a virtue whereby individuals do not overvalue their worth, and they keep their talents and abilities in perspective while focusing on others rather than themselves (p. 14). Humility enables servant-leaders to recognize and respect others' worth (Patterson, 2003, p. 14). Finally, vision is traditionally thought of as a state where leaders conceive and see the organization's future destiny (Patterson, 2003, p. 18). In contrast, Patterson asserted that a visionary servant leader also sees each individual's future state as the leader guides them toward that vision through development and empowerment while caring for their individual needs (pp. 18-19).

In a review of servant leadership literature over 20 years, Eva et al. (2018) observed an abundance of servant leadership measures, but the measures had not been subjected to the same level of testing and critique usually applied to other leadership theories (p. 125). To develop a cross-cultural measure of servant leadership behaviors, Hale and Fields (2007) examined a vast number of terms other scholars and researchers have used to describe servant leadership behaviors (as cited in Hale & Fields, 2013, p. 153-154). Hale and Fields (2013) simplified and synthesized the broad number of servant leadership characteristics into three significant dimensions formerly used by Greenleaf (1977) (as cited in Hale & Fields, 2013, pp. 153-154). The three dimensions are service, humility, and vision (Hale & Fields, 2013, p. 154).

Research Questions and Hypotheses

To address the research problem, the research questions and hypotheses were:

RQ1: There is a difference in perceived service of the leader between US and non-US followers.

RQ2: There is a difference in perceived humility of the leader between US and non-US followers.

RQ3: There is a difference in perceived vision of the leader between US and non-US followers.

RQ4: There is a difference in followers' job satisfaction between US and non-US followers.

RQ5: There is a difference in followers' organizational commitment between US and non-US followers.

RH1: For US followers, perceived service, humility, and vision of the leader are positively related to the followers' job satisfaction.

RH2: For non-US followers, perceived service, humility, and vision of the leader are positively related to the followers' job satisfaction.

Figure 1

Conceptional Research Model for RH1 and RH2
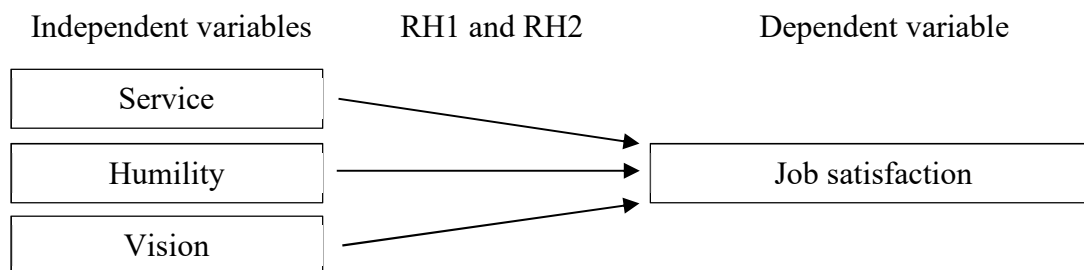
Note. This model represents the three independent variables (service, humility, and vision) and their relationship to the dependent variable (job satisfaction) represented by the hypotheses RH1 and RH2.

RH3: For US followers, perceived service, humility, and vision of the leader are positively related to the followers' organizational commitment.

RH4: For non-US followers, perceived service, humility, and vision of the leader are positively related to the followers' organizational commitment.
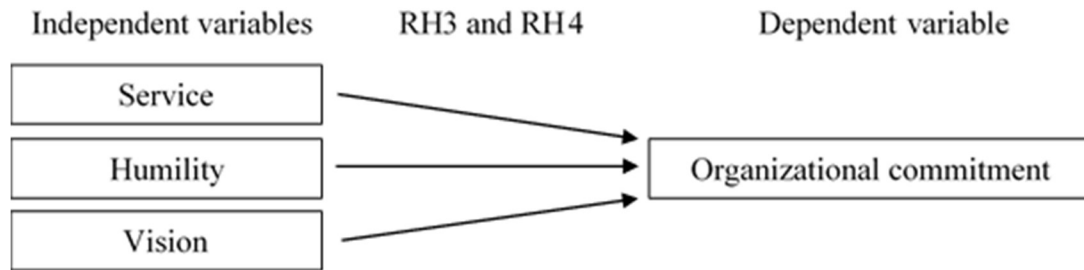
Figure 2

Conceptional Research Model for RH3 and RH4

Note. This model represents the three independent variables (service, humility, and vision) and their relationship to the dependent variable (organizational commitment) represented by the hypotheses RH3 and RH4.

Methods

Research Design

I used (a) quantitative research, (b) quasi-experimental design, (c) cross-sectional, and (d) convenience sampling as steps in testing the research questions and hypotheses, thus adding to the body of research data and analysis across cultures. I conducted quantitative research for this study to better understand and compare servant leadership's impact in practice on job satisfaction and organizational commitment across cultures (Cozby & Bates, 2015, p. 118). A quasi-experimental design is the most appropriate method for a cross-sectional (limited, single point in time survey) study where potentially confounding variables cannot be fully controlled without respondents' random assignment to comparison groups (Johnson & Christensen, 2017, pp. 355, 401). Since one aim of the study was to examine the relationship between perceived servant leadership behaviors across two cultures, convenience sampling was the most practical approach (Cozby & Bates, 2015, p. 151). After I collected the data, data with national identities other than the US were combined into a non-US category for analysis.

Sampling Procedures

I used convenience sampling via email and social media to collect as many samples as possible across the cultures (Reynolds et al., 2007, p. 2). The email and social media

guidelines instructed recipients to participate in an online survey and share the survey with as many family, friends, and acquaintances as possible, as per Appendices A through C. The online survey consisted of two parts, demographic questions and instrument questions written in English. Participants chose one of their current leaders or supervisors in their organization (work, nonprofit, religious establishment, or community organization) and answered the demographic and instrument questions regarding that specific leader or supervisor. The demographic questions were derived from Eva et al.'s (2018) suggested list of future research questions (p. 128). The instrument section included all questions from the three measures. Appendix D contains the demographic questions, and appendices E through G include the instrument questions.

Sample Size

The sample size plays an essential role in the statistical power and generalizability in multiple regression analysis (Hair et al., 2006, pp. 195-197). The statistical significance level (α) for this study was set at .05 (Hair et al., 2006, p. 195). For sample size, Hair et al. recommended a minimum of 15 to 20 participants for each independent variable (p. 196). The study's minimum sample size with three independent variables was 120, 60 respondents from the US culture, and 60 from the non-US culture.

Sample Demographics

I collected data from March 11, 2020, through March 27, 2020, resulting in 217 responses. I dropped two responses because respondents had entered "unknown" for the "National/cultural identity" response, resulting in 215 usable responses. I used IBM Statistical Package for the Social Sciences (SPSS) Version 26 for frequency and descriptive analysis of the demographics and the instrument variables. Of the 215 usable responses, Table 1 represents the frequency of age, gender, education, and tenure of the leaders or supervisors of the survey participants.

Table 1

General Demographics of Survey Participants' Leaders or Supervisors

Variable	*n*	*%*
Age		
Less than 45	90	41.9
More than 45	125	58.1
Gender		
Female	84	39.1

Variable	*n*	*%*
Male	131	60.9
Education		
Bachelor's degree or lower	89	41.4
Master's or doctoral degree	126	58.6
Tenure		
Less than 10 years	114	53.0
More than 10 years	101	47.0
National/cultural identity		
US	132	61.4
Non-US	83	38.6

Note. Respondents conducted the survey by evaluating their leaders or supervisors. I did not collect the demographics of the respondents.

Table 2 represents the national or cultural identity of 215 leaders and supervisors of the respondents. Although I collected data for the state or territory of the participants' leaders or supervisors, I did not use or report that particular demographic data for this study report.

Table 2

National or Cultural Demographics of Survey Participants' Leaders or Supervisors

Identity	*n*	*%*	Identity	*n*	*%*	Identity	*n*	*%*
African	1	.5	Danish	1	.5	Mexican	1	.5
Albanian	7	3.3	Dominican	1	.5	Pakistani	1	.5
American	132	61.4	Dutch	1	.5	Peruvian	1	.5
Argentinian	1	.5	Filipino	1	.5	Portuguese	1	.5
Australian	4	1.9	German	6	.8	Romanian	1	.5
Bahamian	1	.5	Greek	1	.5	Singaporean	1	.5
Belgian	1	.5	Hungarian	1	.5	South African	1	.5
British	16	7.4	Indian	3	.4	Syrian	1	.5
Canadian	4	1.9	Japanese	1	.5	Taiwanese	1	.5
Caribbean	1	.5	Lebanese	4	1.9	Trinidadian	8	.7
Chinese	3	1.4	Macedonian	1	.5	Ukrainian	1	.5

Cuban	1	.5	Malaysian	4	1.9

Note. "US" national or cultural identity is represented by the "American," and "non-US" is represented by the remaining national and cultural identities.

Measures

Hair et al. (2006) recommended minimizing the number of variables for each factor (p. 112). The three instruments for this study were (a) Hale and Fields' (2013) "cross-cultural measure of servant leadership behaviors" with three dimensions (service, humility, and vision), (b) Taylor and Bowers' (1974) "overall job satisfaction" measure (as cited in Fields, 2002, p. 10), and Mowday et al.'s (1982) "shortened organizational commitment questionnaire" measure (as cited in Fields, 2002, p. 49), as per Table 3. For reliability, scholars generally agree that a reliability coefficient with a Cronbach's α value of .70 is acceptable, and a value of .60 is acceptable for exploratory research (DeVellis, 2003, pp. 95-96; Hair et al., 2006, pp. 102, 137).

I used the three instruments mentioned above because they tested for reliability coefficients above .70 (except the overall job satisfaction measure) and have relatively fewer items than other scales. I rationalized from empirical experience that potential respondents are more willing to complete surveys with fewer items, thus increasing the respondent completion rate and cross-cultural reach. Accordingly, I limited the total survey items to 40 questions. Survey questions 1 through 6 covered demographics (Appendix D), 7 through 24 included 18 cross-cultural measure of servant leadership behaviors instrument items (Appendix E), 25 through 31 covered seven overall job satisfaction items (Appendix F), and 32 through 40 included nine shortened organizational commitment questionnaire items (Appendix G).

Table 3

Instruments Used for Data Collection

Instrument	Number of items	Likert scale	Survey question numbers
Cross-cultural Measure of Servant Leadership Behaviors	18	7	7-24
Service	6		7-12
Humility	6		13-18
Vision	6		19-24
Overall Job Satisfaction	7	5	25-31
Shortened Organizational Commitment Questionnaire	9	7	32-40

Note. The "Likert scale" column represents the number of points used in the Likert scale.

Cross-cultural Measure of Servant Leadership Behaviors

Relying on three descriptors originally used by Greenleaf to characterize servant leadership, Hale and Fields (2013) used three dimensions (service, humility, and vision) with 18 items (six items to represent each of the three dimensions) for a scale to measure servant leadership behaviors across cultures (pp. 152-153). Hale and Fields used data collected from two Christian seminaries (one located in the mid-Atlantic United States and the other in Ghana) to test the reliability of the scale (p. 153). The reliability for all three subscales (service, humility, and vision) across the United States and Ghana sub-samples had coefficient alpha values ranging from .83 to .95 (Hale & Fields, 2013, p. 154). The 7-point Likert-type scale and 18 scale items for service, humility, and vision are in Appendix E.

Overall Job Satisfaction

Taylor and Bowers (1974) developed an overall job satisfaction measure using seven items on a 5-point Likert-type scale to measure "employee satisfaction with the work, co-workers, supervision, promotional opportunities, pay, progress, and the organization" (as cited in Fields, 2002, p. 10). For reliability, Larwood et al. (1998) and Singh (1994) found coefficient alpha values ranging from .67 to .71 (as cited in Fields, 2002, p. 10). For validity, Singh (1994) found that "overall job satisfaction correlates negatively with employee equity comparisons outside the organization" (as cited in Fields, 2002, p. 10). Larwood et al. (1998) found that "overall job satisfaction also correlated negatively with turnover intension and job market fluidity" (as cited in Fields, 2002, p. 10). The 5-point Likert-type scale and seven scale items are in Appendix F.

Shortened Organizational Commitment Questionnaire

Mowday et al. (1982) developed a shortened organizational commitment questionnaire with nine items measured on a 7-point Likert-type scale (as cited in Fields, 2002, p. 49). For reliability, the "coefficient alpha values ranged from .74 to .92" (as cited in Fields, 2002, p. 49). For validity, the nine items of the shortened organizational commitment questionnaire "correlated positively with power and success of an employee's work unit, perceived opportunity for advancement, employee income level, work involvement, and employee satisfaction with work schedule flexibility" (as cited in Fields, 2002, p. 49). The 7-point Likert-type scale and nine scale items are in Appendix G.

Analysis

I used SPSS to run *t*-tests on the research questions and multiple linear regression analysis on the hypotheses. One of the study's primary objectives was to determine and explore potential differences between two cultures regarding followers' job satisfaction, organizational commitment, and perceived servant leadership behaviors of leaders. The *t*-test is one statistical method for "testing the significance of difference between the means of two populations, based on the means and distributions of two samples" (Williams & Monge, 2001, p. 85). For independent-samples *t*-tests, each sample has two variables, the test variable and the grouping variable (Green & Salkind, 2014, p. 156). For this study, the grouping variables consisted of US and non-US categories, two mutually exclusive groups (Green & Salkind, 2014, p. 156; Siegel, 1956, p. 31). The quantitative test variables for each of the five *t*-tests were service, humility, vision, job satisfaction, and organizational commitment (Green & Salkind, 2014, p. 156).

Multiple regression analysis applied to this study because servant leadership behaviors were represented by more than one independent variable, that is, service, humility, and vision (Williams & Monge, 2001, p. 153). Multiple linear regression uses the relationship between independent variables (predictors) to predict the value of the quantitative dependent variable (Johnson & Christensen, 2017, pp. 520-521, 523; Williams & Monge, 2001, p. 143). The aim of regression analysis is to develop and refine a regression equation representing a regression line that bests fits the pattern of the observed data (Johnson & Christensen, 2017, p. 520; Williams & Monge, 2001, pp. 146-147). I used multiple linear regression to evaluate relationships between the three dimensions of servant leadership (service, humility, and vision) and the two dependent variables (follower's job satisfaction and organizational commitment) between the two cultures (US and non-US) under study.

Results

Reliability

Reliability or item analysis is the process of determining what items to include or exclude from a scale that measures the characteristics of behavior in the realm of leadership research (Green & Salkind, 2014, p. 301). The Cronbach's α is one of the most commonly used measures for determining the reliability of scales (Hair et al., 2006, pp. 102, 137). If the Cronbach's α value is equal to or greater than .7, then the construct is a reliable measure, and Cronbach's α values between .6 and .7 are considered at the lower limits of reliability (Hair et al., 2006, pp. 102, 137). I used SPSS scale and reliability analysis for the five scale variables, and all scales were reliable with Cronbach's α greater than .7, as per Table 4. The Cronbach's α for service was .97, humility was .97, vision was .96, job satisfaction was .90, and organizational commitment was .96, as per Table 4.

Table 4

Descriptive Statistics, Correlation, Cronbach's α for Study Variables

Variable	n	M	SD	1	2	3	4	5
1. Service	215	4.77	1.84	.97				
2. Humility	215	4.85	1.89	.76	.97			
3. Vision	215	4.35	1.94	.75	.82	.96		
4. Job satisfaction	215	3.48	.99	.75	.72	.78	.90	
5. Organizational commitment	215	4.90	1.67	.66	.57	.65	.84	.96

Note. Cronbach's α are represented in the diagonal. Correlation is significant at the 0.01 level (2-tailed). The *M* and α values are based on a 7-point scale for service, humility, vision, and organizational commitment, and a 5-point scale for job satisfaction. Service, humility, and vision have six items; Job satisfaction has seven items; Organizational commitment has nine items.

Research Question Testing with *t*-Test

Testing the five research questions (RQ1 through RQ5) for differences between US and non-US cultures using *t*-tests in SPSS revealed no significant statistical differences. The *n* and *M* values are represented in Table 5. More specifically, I used *t*-tests with a significance level of $p < .05$ in SPSS to test for differences between how US and non-US followers perceived the three servant leadership dimensions (RQ1 for service, RQ2 for humility, and RQ3 for vision) of their leaders and differences between how US and non-US followers perceive job satisfaction (RQ4) and organizational commitment (RQ5).

The *t*-test is a special type of analysis of variance used to determine if the means differences between two groups are statistically significant or due to random error or chance (Frey, 2016, pp. 26-27; Williams & Monge, 2001, p. 79). The traditional critical *p* value is .05. Table 5 represents the differences in means between and the US and non-US national or cultural groups. Results of the *t*-test did not support differences asserted by the research questions beyond chance or random error: That is, there was no statistically significant differences for perceived servant leadership dimensions (service, humility, and vision) of the leaders between US and non-US followers, (b) differences in

followers' job satisfaction between US and non-US followers, or (c) differences in followers' organizational commitment between US and non-US followers.

Perceived Servant Leaders Dimensions

Results for RQ1 (There is a difference in perceived service of the leader between US and non-US followers.) are t (213) = -.19, p = .851 >= .05 and revealed no statistically significant difference in perceived service of the leader between US and non-US followers. Results for RQ2 (There is a difference in perceived humility of the leader between US and non-US followers.) are t (179.09) = .76, p = .447 >= .05 and revealed no statistically significant difference in perceived humility of the leader between US and non-US followers. Results for RQ3 (There is a difference in perceived vision of the leader between US and non-US followers.) are t (213) = -.66, p = .508 >= .05 and revealed no statistically significant difference in perceived vision of the leader between US and non-US followers.

Job Satisfaction and Organizational Commitment

Results for RQ4 (There is a difference in followers' job satisfaction between US and non-US followers.) are t (170.57) = .31, p = .754 >= .05 and revealed no statistically significant difference in followers' job satisfaction between US and non-US followers. Results for RQ5 (There is a difference in followers' organizational commitment between US and non-US followers.) are t (163.28) = .48, p = .631 >= .05 and revealed no statistically significant difference in followers' organizational commitment between US and non-US followers.

Table 5

Research Questions t-Test for Differences Between US and Non-US Followers

(Research questions) scale	n	M	Likert scale	Significant difference
(RQ1) Perceived Leader's service			7	No
US	132	4.75		
Non-US	83	4.80		
(RQ2) Perceived leader's humility			7	No
US	132	4.93		
Non-US	83	4.73		
(RQ3) Perceived leader's vision			7	No
US	132	4.28		

Non-US	83	4.46	
(RQ4) Followers' job satisfaction		5	No
US	132	3.50	
Non-US	83	3.46	
(RQ5) Followers' organizational commitment		7	No
US	132	4.95	
Non-US	83	4.83	

Note. Service, humility, and vision were represented by research questions 1 through 3, respectively, and job satisfaction and organizational commitment were represented by research questions 4 and 5, respectively. The "Likert scale" column represents the number of points for the "Scale" item. I found no significant differences between US and non-US followers for all research questions, RQ1 through RQ5.

Hypothesis Testing with Multiple Linear Regression

Hypotheses testing for RH1 through RH4 using multiple linear regression in SPSS revealed support for all hypotheses. Findings revealed statistical significance for hypotheses RH1 through RH4 with R, df, F, and p values represented in Table 6. Hence, for US and non-US followers, perceived service and vision of the leader are positively related to the followers' job satisfaction and organizational commitment. The multiple linear regression models indicated that only service and vision were significant predictors of job satisfaction and organizational commitment for US and non-US followers indicated by B, β, SE, and p values represented in Table 7.

Table 6

Research Hypotheses Multiple Linear Regression Model Significance

RH	R^2	df	F	p
RH1-2 SL related to job satisfaction				
US	.68	3, 128	92.15	.00
Non-US	.66	3, 79	50.24	.00
RH3-4 SL related to organizational commitment				
US	.47	3, 128	38.45	.00
Non-US	.56	3, 79	34.11	.00

Note. Hypotheses testing for RH1 through RH4 using multiple linear regression in SPSS revealed support for all hypotheses. "SL" represents the servant leadership dimensions of service, humility, and vision.

Table 7

Regression Coefficients for Research Hypotheses

	US				Non-US			
Variable	*B*	β	*SE*	*p*	B	β	*SE*	*p*
Job satisfaction								
Service	.21	.42	.04	.00	.14	.23	.06	.03
Humility	.03	.06	.05	.53	.05	.10	.07	.48
Vision	.20	.41	.04	.00	.31	.54	.07	.00
Organizational commitment								
Service	.35	.42	.09	.00	.48	.45	.13	.00
Humility	-.07	-.08	.10	.50	-.20	-.21	.15	.17
Vison	.30	.38	.09	.00	.54	.54	.15	.00

Note. The models indicated that only service and vision were significant predictors of job satisfaction and organizational commitment for US and non-US followers.

Job Satisfaction

The regression model for RH1 (For US followers, perceived service, humility, and vision of the leader are positively related to the followers' job satisfaction.), with $F_{(3, 128)}$ = 92.15, p = .000 < .05, was supported. The model indicated that only service (β = .42, p = .00 < .05) and vision (β = .41, p = .00 < .05) were significant predictors for job satisfaction. Hence, for US followers, perceived service and vision of the leader are positively related to the followers' job satisfaction. With R^2 = .68, 68 % of the variance in service and vision was accounted for by the regression model.

The regression model for RH2 (For non-US followers, perceived service, humility, and vision of the leader are positively related to the followers' job satisfaction.), with $F_{(3, 79)}$ = 50.24, p = .000 < .05, was supported. The model indicated that only service (β = .23, p = .03 < .05) and vision (β = .54, p = .00 < .05) were significant predictors of job satisfaction. Hence, for non-US followers, the perceived service and vision of the leader are positively related to the followers' job satisfaction. With R^2 = .66, 66 % of the variance in service and vision was accounted for by the regression model.

Organizational Commitment

The regression model for RH3 (For US followers, perceived service, humility, and vision of the leader are positively related to the followers' organizational commitment.), with $F_{(3, 128)}$ = 38.45, p = .000 < .05, was supported. The model indicated that only service (β =

.42, p = .00 < .05) and vision (β = .38, p = .00 < .05) were significant predictors of organizational commitment. Thus, for US followers, perceived service and vision of the leader are positively related to the followers' organizational commitment. With R^2 = .47, 47 % of the variance in service and vision was accounted for by the regression model.

The regression model for RH4 (For non-US followers, perceived service, humility, and vision of the leader are positively related to the followers' organizational commitment.), with F (3, 79) = 34.11, p = .000 < .05, was supported. The model indicated that only service (β = .45, p = .00 < .05) and vision (β = .54, p = .00 < .05) were significant predictors of organizational commitment. Therefore, for non-US followers, perceived service and vision of the leader are positively related to the followers' organizational commitment. With R^2 = .56, 56 % of the variance in service, humility, and vision was accounted for by the regression model.

Summary

Using *t*-tests for the five research questions, I found there was (a) no statistically significant differences for perceived servant leadership dimensions (service, humility, and vision) of the leaders between US and non-US followers, (b) no differences in followers' job satisfaction between US and non-US followers, or (c) no differences in followers' organizational commitment between US and non-US followers. Using multiple linear regression for the four hypotheses, I found perceived servant leadership traits (service, humility, and vision) of leaders are positively related to US and non-US followers' job satisfaction and organizational commitment. Additionally, the multiple linear regression models indicated that only service and vision were significant predictors of job satisfaction and organizational commitment for US and non-US followers.

Discussion and Findings

Demographics

This study's driving force was Eva et al. (2018) call for research to study the phenomenon of how servant leadership was filling a contemporary leadership gap as the distance between leaders and followers increases with the growth of the "globally-mobile workforce." This study's value in comparing two cultures, US and non-US, is the diversity of respondents, which was unbound within the limitations of human subjects research. Whereas the GLOBE study was constrained to "17,300 managers in 951 organizations" in 62 cultures over ten years (House et al., 2004, p. xv, xii), the current study focused on people from unconstrained walks of life represented by 35 cultures, not just "managers." I predominantly used email and social media (Facebook) for convenience sampling to recruit respondents. Since there was no extrinsic incentive to participate in the online survey, it appeared that respondents were, by nature, people

who had servant leadership hearts. In many cases, I personally contacted respondents via "phone" in other cultures around the world to encourage them to share the survey with others. Through this process, I discovered that individuals from former communist influenced cultures, such as Eastern Europe and the Middle East, were hesitant to open the online survey link compared to Western Europeans and North and Central Americans, who were less reluctant to participate in the survey. Of the non-US cultures, British (16 respondents), Trinidadian (eight respondents), and Albanian (seven respondents) provided the highest number of responses.

In general, the demographics in age, gender, education, tenure, and nationality of the leaders were evenly split, with the most significant difference being an approximate split of 40 to 60. As the locus of servant leadership, according to Eva et al., focuses on individual spiritual, ethical, and emotional needs, the demographics reported in this study appeared to represent a diverse range of leaders without significant bias towards one demographic category. Studies have explored the gender gap for females in leadership positions (Acker, 2006; Bacik & Drew, 2006), and descriptive statistics for the study indicated that the sample had a 39% female and a 61% male representation across the 35 cultures.

Cross-cultural Similarities

Results from the *t*-test indicating that there was no significant difference between US and non-US cultures, related to the three servant leadership dimensions (service, humility, and vision), job satisfaction, and organizational commitment, may have several applications. Eva et al.'s (2018) asserted that servant leadership is one leadership style among many that is filling the gap as cultures expand the distance between leaders and followers in rapidly changing global societies. More specifically, servant leadership is individual-focused rather than performance-focused, which is inherent to other leader-centric leadership styles. The similar means (Table 5) between the two cultures, US and non-US, indicated that leaders generally display servant leadership characteristics, from the followers' perception. These findings from a small sample size may be in contrast with other more extensive studies such as the GLOBE report, where leadership dimensions such as power distance, collectivism, individualism, and performance in future orientation represent a significant difference between cultures and regional cluster groups (House et al., 2004). The cross-cultural similarities revealed in this study may provide direction for future studies to test and evaluate whether servant leadership is indeed filling the gap at the individual level for the "hunter-gatherer needs" (Eva et al., 2018).

Servant Leadership Dimensions

Surprisingly, multiple regression testing of the hypotheses revealed that humility was not positively related to job satisfaction and organizational commitment, whereas

service and vision were positively related. Humility is a foundational essence of servant leadership, as conceptualized by Greenleaf (Greenleaf et al., 1996, 2003) and advanced by Liden et al. (2008), Patterson (2003), and other scholars. Hale and Fields (2013) noted of the three servant leadership dimensions (service, humility, and vision), humility was characterized as "putting the success of followers ahead of the leader's personal gain" with "relational power, emotional healing, moral love, ultraism, credibility, voluntary subordination, authentic self, transcendental spirituality, and emotional healing," to name a few characteristics (p. 152).

Hale and Fields tested their servant leadership instrument in a study of two Christian seminaries, one in the United States and one in Ghana. Sousa and van Dierendonck (2017) found in the study of 232 people in diverse organizations that "moral virtue of humility" showed a "high impact on follower engagement regardless of the higher hierarchical position" of the leaders (p. 13). Surprisingly for the current study, the instrument for humility was tested in Christian environments (to seminaries) and subsequently found to be relevant in diverse groups in scholarly studies, but in this study, humility was not positively related to the samples under established theory.

Not surprisingly, given prior scholarly studies, service and vision were positively related to job satisfaction and organizational commitment in this study. This last finding provides additional supporting data to the Eva et al.'s (2018) conceptual framework of servant leadership as a gap filler leadership style focused on the individual followers rather than the performance orientation of leaders and organizations.

Limitations and Future Research

A pilot study would have helped refine the analysis and interpretation process of the current study. Although I conducted a pilot study for the survey across cultures, I did not analyze the pilot samples to refine data collection, instrument selection, demographic questions, and analysis procedures due to time constraints. Pilot studies with less than twenty subjects would have helped evaluate and refine data collection procedures, appropriateness of the measures, and analysis procedures (Borg & Gall, 1983, pp. 100-101).

Controlling for variables, such as demographics, would have the potential to show partial significance for servant leadership characteristics. Previous studies have shown that controlling for variables, such as gender, age, job tenure, education, and salaries, helps isolate the effects "of the independent variables" (Hair et al., 2006; Polston-Murdoch, 2015; Thomas, 2015). Future studies using the data collected in the current study could include controlling for demographic variables to reveal the effects of collinearity in regression analysis (Hair et al., 2006, pp. 170, 186).

Although the current study's sample size met the minimum recommended requirement (Hair et al., 2006, p. 196) and had respondents surveying leaders from 35 different cultures, many of the cultures were represented by only one respondent. Future studies could include more depth in each of the cultures for a comparison with the current and other prior studies to identify differences and similarities between the studies.

Conclusion

The results of this quantitative study have added to the body of scholarly data and serve as a step toward answering Eva et al.'s (2018) call for future research to explore the qualitative "why" of servant leadership. I used a (a) quantitative research study, (b) quasi-experimental design, (c) cross-sectional, and (d) convenience sampling with (e) *t*-test and (f) multiple regression analysis to investigate the potential differences between two cultures concerning followers' job satisfaction, organizational commitment, and perceived servant leadership behaviors of their leaders. Using *t*-tests for the five research questions, I found there was no statistically significant differences for perceived servant leadership dimensions (service, humility, and vision) of the leaders between US and non-US followers, (b) no differences in followers' job satisfaction between US and non-US followers, or (c) no differences in followers' organizational commitment between US and non-US followers. Using multiple linear regression for the four hypotheses, I found perceived servant leadership traits (service, humility, and vision) of leaders are positively related to US and non-US followers' job satisfaction and organizational commitment. Additionally, the multiple linear regression models indicated that only service and vision were significant predictors of job satisfaction and organizational commitment for US and non-US followers.

About the Author
Brian Moore is a third-year Ph.D. student at Regent University, where he is studying organizational leadership. He is a US Navy veteran with 28 years of service in special operations and foreign affairs.

Correspondence concerning this article should be addressed to Brian Moore at briamoo@mail.regent.edu.

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Appendix A

Waivers and Alteration of Informed Consent

> I request a Waivers and Alteration of Informed Consent following the US Department of Health and Human Services (HHS) 45 CFR 46.116(e) and 45 CFR 46.117(c). Per 45 CFR 46.116(e), there is minimal research risk as the study will not adversely affect the subjects' rights and welfare, and the research could not practicably be conducted without the waiver or alteration. Under 45 CFR 46.117(c), the research is minimal risk and involves no procedures for which written consent is normally required outside of the research context.

Online Survey Introduction

> I, Brian Moore, a researcher graduate student at Regent University, am conducting a study on the Perceived Servant Leadership Impact on Job Satisfaction and Organizational Commitment Across Cultures. The purpose of the study is to determine the potential differences between cultures with regards to followers' job satisfaction, organizational commitment, and perceived servant leadership behaviors of leaders.

> Please participate in the online survey (insert Google Forms link) and share the survey link with as many family, friends, and acquaintances as possible. This 40-item survey will take approximately 10 minutes to complete.

> I will preserve the anonymity of respondents as I will not collect any personally identifiable information, and I will have no capability to link survey data to individual participants directly. Participation in the survey is entirely voluntary, and you may refuse to answer any single question or discontinue the study at any time.

> If you have any questions about this research, please contact me at briamoo@mail.regent.edu.

> By continuing with the survey, you certify that you are at least 18 years of age, voluntarily consent to participate in this study, are not a patient or prisoner, and are in a good state of mental health.

Appendix B

Modified Online Survey Introduction

> Based on a pilot survey and feedback from a from two doctoral experts with in-depth insight in cross-cultural relations (one in which English was a second language), I modified the online survey introduction for cultures where English is a second language.

> I, Brian Moore, a researcher graduate student at Regent University, am conducting a study on the Perceived Leadership Impact on Job Satisfaction and Organizational Commitment Across Cultures.

> The purpose of the study is to determine the potential differences between cultures with regards to followers' job satisfaction, organizational commitment, and perceived leadership behaviors.

> Please participate in the online survey and share the survey link (https://forms.gle/B1SkMkvCL6PSz8Lq5) with as many family, friends, and acquaintances as possible (email, Facebook, Twitter, etc.). This 40-item survey will take less than 10 minutes to complete.

> I will preserve the anonymity of respondents as I will not collect any personally identifiable information, and I will have no capability to link survey data to individual participants directly. Participation in the survey is entirely voluntary, and you may refuse to answer any question or discontinue the survey at any time.

> If you have any questions about this research, please contact me at briamoo@mail.regent.edu.

> By continuing with the survey, you certify that you are at least 18 years of age, voluntarily consent to participate in this study, are not a patient or prisoner, and are in a good state of mental health.

Appendix C

Pilot Survey Email/Text

Subject line: Please help with my DRAFT survey for a Ph.D. class

Greetings,

I need your doctoral help perfecting my DRAFT survey that I am compiling for my Ph.D. class. Please complete the cross-cultural survey at https://forms.gle/B1SkMkvCL6PSz8Lq5 and give me pointers on how to improve it for an international audience. This 40-item survey will take less than 10 minutes to complete. Once I receive feedback from several doctoral experts, I will modify the questionnaire and send it out to contacts across cultures.

Thanks,

Revised Survey Email/Text

Subject line: Brian's survey for a Ph.D. project: How is your Boss (leader) treating You? https://forms.gle/C2JRntbVNoVpGxzy9

Greetings,

I need your help with a survey for my Ph.D. class. Survey participants are anonymous (the survey does not record contact information). Please participate in the online survey and share the survey link (https://forms.gle/B1SkMkvCL6PSz8Lq5) with as many family, friends, and acquaintances as possible (email, Facebook, Twitter, etc.). This 40-item survey will take 5 to 10 minutes.

Thanks,

Facebook

I am an organizational leadership Ph.D. student looking for people to take a survey for my quantitative analysis project. Please complete the leadership survey at https://forms.gle/jLjmnnXuseKy4TYM7. Thanks in advance for your help.

Appendix D

Demographic Questions for the Online Survey

Demographic questions are derived from Eva et al.'s (2018) suggested list of future research questions (p. 128).

1. Age

Less than 45

More than 45

2. Gender

Male

Female

3. Education

Undergraduate or lower (secondary education through bachelor's degrees)

Graduate or higher (master's, doctoral, or terminal degree)

4. Tenure (length of time) in the current organization

Less than 10 years

More than 10 years

5. National identity (list the country that best describes the leaders' national identity)

6. If the national identity is the United States, indicate the state or territory

Modified Demographic Questions for the Online Survey

Based on a pilot survey and feedback from a from two doctoral experts with in-depth insight in cross-cultural relations (one in which English was a second language), I modified the demographic questions for cultures where English is a second language.

1. Age of your LEADER or SUPERVISOR

Less than 45

More than 45

2. Gender of your LEADER or SUPERVISOR

Male

Female

3. Education of your LEADER or SUPERVISOR

College/university bachelor's degree or lower (secondary school)

College/university master's or doctoral degree

4. Tenure (length of time) of your LEADER or SUPERVISOR in the current organization

Less than 10 years

More than 10 years

5. National identity of your LEADER or SUPERVISOR (Brazilian, Swiss, etc.)

6. If the national/cultural identity of your LEADER or SUPERVISOR is American, indicate the state or territory (optional)

Appendix E

Cross-Cultural Measure of Servant Leadership Behaviors

> The below 7-point Likert-type scale for measuring the three dimensions of servant leadership across cultures (service, humility, and vision) were taken verbatim from Hale and Fields (2007):

Service items

1. Sees serving as a mission of responsibility to others.

2. Models service to inspire others.

3. Understands that serving others is most important.

4. Understands that service is the core of leadership.

5. Aspires not to be served but to serve others.

6. Models service in his or her behaviours, attitudes, or values.

Humility items

1. Talks more about employees' accomplishments than his or her own.

2. Does not overestimate her or his merits.

3. Is not interested in self-glorification.

4. Is humble enough to consult others in the organization when he or she may not have all the answers.

5. Does not center attention on his or her own accomplishments.

6. Exhibits a demeanor of humility.

Vision items

1. Has sought my vision regarding the organization's vision.

2. Has encouraged me to participate in determining and developing a shared vision.

3. He/she and I have written a clear and concise vision statement for our company.

4. Has asked me what I think the future direction of our organization should be.

5. Has shown that he or she wants to include employees' vision into the firm's goals and objectives.

6. Seeks my commitment concerning the shared vision of our organization.

Response scale: 1= strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 =

neither; 5 = somewhat agree; 6 = agree; 7 = strongly agree. (Hale & Fields, 2007, p. 416)

Appendix F

Overall Job Satisfaction Measure

The below 5-point Likert-type scale items for measuring overall job satisfaction were taken verbatim from Fields (2002):

Responses are obtained on a 5-point Likert-type scale where 1 = completely satisfied and 5 = completely unsatisfied.

Items:

1. All in all, how satisfied are you with the persons in your work group?

2. All in all, how satisfied are you with your supervisor?

3. All in all, how satisfied are you with your job?

4. All in all, how satisfied are you with this organization, compared to most?

5. Considering your skill and the effort you put into your work, how satisfied are you with your pay?

6. How satisfied do you feel with the progress you have made in this organization up to now?

7. How satisfied do you feel with your chance for getting ahead in this organization in the future? (Fields, 2002, p. 10)

Appendix G

Shortened Organizational Commitment Questionnaire

> The below 7-point Likert-type scale items for measuring organization commitment were taken verbatim from Fields (2002):

Items

Responses are obtained on a 7-point Likert-type scale where 1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = neither disagree or agree, 5 = slightly agree, 6 = moderately agree, and 7 = strongly agree.

Instructions and items:

> Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working [campy name], please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement.

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful

2. I talk up this organization to my friends as a great organization to work for

3. I would accept almost any types of job assignment in order to keep working for this organization

4. I find that my values and the organization's values are very similar

5. I am proud to tell others that I am part of this organization

6. This organization really inspires the very best in me in the way of job performance

7. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined

8. I really care about the fate of this organization

9. For me, this is the best of all possible organizations for which to work. (Fields, 2002, pp. 49-50)