



## Relationship of Servant Leadership and Organizational Citizenship Behavior with Mediation of Psychological Empowerment

Zahra GHALAVI<sup>1</sup>, Naser NASTIEZAIE<sup>2</sup>

### ARTICLE INFO

#### Article History:

Received: 2 Sept. 2019

Received in revised form: 25 Apr. 2020

Accepted: 7 Jul. 2020

DOI: 10.14689/ejer.2020.89.11

#### Keywords

leadership, servant leadership, psychological empowerment, organizational citizenship behavior

### ABSTRACT

**Purpose:** The purpose was to investigate the relationship between servant leadership and teachers' organizational citizenship behavior with mediating role of psychological empowerment. **Research Methods:** This study was an applied and correlation research method based on structural equation modeling. 281 teachers of Zahedan city were studied by stratified random sampling method. To collect information, three questionnaires were used: servant leadership (Gholipur et al., 2009), organizational citizenship behavior (Podsakoff & MacKenzie, 1990) and psychological empowerment (Spreitzer, 1995). For data analysis the Pearson correlation coefficient and structural equation modeling were used.

**Findings:** The amount of correlation coefficient of servant leadership with psychological empowerment ( $r=0.616$ ,  $p<0.01$ ), servant leadership with organizational citizenship behavior ( $r=0.667$ ,  $p<0.01$ ), and psychological empowerment with organizational citizenship behavior ( $r=0.724$ ,  $p<0.01$ ) was significant. The direct effect of servant leadership on organizational citizenship behavior ( $\beta=0.27$ ,  $t=3.96$ ), direct effect of servant leadership on psychological empowerment ( $\beta=0.71$ ,  $t=9.72$ ), and direct effect of psychological empowerment on organizational citizenship behavior ( $\beta=0.67$ ,  $t=8.03$ ) was significant. The indirect effect of servant leadership on organizational citizenship behavior was also significant with the mediator role of psychological empowerment ( $\beta=0.475$ ).

**Implications for Research and Practice:** Therefore, it can be concluded that servant leadership has a positive and significant relationship, directly and indirectly, through the psychological empowerment mediation variable with the organizational citizenship behavior.

© 2020 Ani Publishing Ltd. All rights reserved

<sup>1</sup>Msc student of educational administration, Department of educational administration and planning, Faculty Education and Psychology, University of Sistan and Baluchestan, Zahedan, Iran, e-mail: safie.galavi@gmail.com, ORCID: <https://orcid.org/0000-0002-1016-0388>

<sup>2</sup>Corresponding Author, Associate Professor of educational administration, Department of educational administration and planning, Faculty Education and Psychology, University of Sistan and Baluchestan, Zahedan, Iran, e-mail: n\_nastie1354@ped.usb.ac.ir. ORCID: <https://orcid.org/0000-0002-9118-4495>

## Introduction

Servant Leadership Theory was introduced first by Robert Greenleaf 1977 in the paper entitled "Servant as Leader". He believed that servant leadership is based on the philosophy of presenting service and serving their followers, meeting their needs, as well as developing and nurturing employees have top priority for servant leaders. Their ultimate purpose is the creation of the servant community (Kuick, 1996). Servant leadership is the leader's understanding and action in a way that prioritizes the interests of others over his or her personal interest (Laub, 2004). It emerged as a desirable way of leadership, responding to the growing need for employees in the field of work, creativity and participation among colleagues, as well as a social demand for the development of ethical behavior in organizations. Its main characteristic is to promote honesty, help others, and maximum use of staff power (Liden, Wayne, Meuser, Junfeng & Liao, 2015). To develop organizational effectiveness, leaders need to strengthen their subordinates to reach their potential capacities. This is precisely what servant leaders do by respecting dignity of individuals, building mutual trust, and influencing their followers (Liden, Wayne, Zhao & Henderson, 2008). Servant leadership has incorporated the ideas of empowerment, inclusive quality, teamwork, participatory management, and service ethics into leadership philosophy. Therefore, servant leaders prefer empowerment, mutual trust, cooperative spirit, ethical use of power, and the value of serving followers than everything else in the organization (Jennine, 2007).

Although the theory of servant leadership was put forward by Greenleaf in 1977, Brewer (2010) argues that the concept of servant leadership is not a new concept, and the philosophical foundations of servant leadership have existed for thousands of years. However, with the emergence of organizations and the prevalence of traditional and authoritarian methods of leadership, researchers have been struggling to find a new way to lead in new organizations. According to Laub (1999), a new leadership, which is not fashionable and unstable and rooted in moral and spiritual teaching, is needed. Thus, some of the most creative contemporary thinkers are writing and speaking about servant leadership that has emerged as a leadership paradigm in the 21st century (Spears, 1996). Servant leadership is the solution to the traditional power and authority model that is still the most common leadership model in today's organizations. Servant leadership can bring about positive change in organizations as opposed to traditional authoritarian methods (Brewer, 2010). Traditional leadership theories have usually been based on a type of hierarchical model that an absolute power was dictating in the organization from top to bottom and followers at the lower levels have been required to follow these instructions as an organizational member (Buchen, 1998). Individuals in traditional structures are seen as servants of leaders while leaders in the "inverted pyramid" model, which is taken into account as the essence of servant leadership, are considered to be servants of their followers (Spears, 1996).

In the servant leadership style, morality has been at the core and it is grounded on honesty and trust (Van Dierendonck, 2011). Servant leaders are role models for their followers and others. They have very deep and strong relationships with employees

and help them to discover their potential talents (Reave, 2005). Servant leadership has the potential to affect and enhance organizational performance and motivation in a variety of areas such as productivity, organizational commitment, organizational citizenship behavior, trust, team effectiveness, organizational effectiveness, financial performance, employees' motivation and performance, empowerment, motivation, and effectiveness of teachers (Rezaee Manesh & Sadeighi, 2017). Researchers attribute the characteristics of service leaders to the areas of effective listening, empathy, healing, awareness, foresight, stewardship and supervision, commitment to growth and development, and focusing on individuals and communication (Sun & Anderson, 2012); value for people, development of people, building relationships, trust, desire to learn from others, and maintaining honesty and trust (Laub, 1999); presenting service, influence, credibility, trust, and insight (Farling, Stone & Winston, 1999); pioneering, appreciation of others, and empowerment (Stone, Russell & Patterson, 2004); empowerment, supervision, credibility, guidance, humility, and interpersonal acceptance (Van Dierendonck & Patterson, 2015); serving, humility, reliability, and compassion (Gholipour, Pourezat & Hazrati, 2009).

Different models and theories of leadership have been presented so far, among which servant leadership theory is more adaptable to the current situation of organizations and can be of great help to managers and leaders. In addition, it can provide appropriate solutions to problems such as; low rate of employee motivation, conflict between staff and management, public dissatisfaction with the provided services, and climate of distrust and uncertainty in the organization (Patterson, 2003). Although, in recent years, research on servant leadership has increased significantly and many conceptual models and questionnaires have been developed, there is still little knowledge in the management texts about the conditions and backgrounds of the emergence of servant leaders and their consequences. It is important to examine the relationship between servant leadership and organizational citizenship behaviors as well as psychological empowerment as the main issue of this study.

One of the categories that can help employees perform their job duties better is organizational citizenship behaviors. The word organizational citizenship was first proposed by Organ et al. in 1983. The development of this concept stems from Barnard's 1938 essay on the desire to cooperate; Katz's studies of performance, and spontaneous and innovative behaviors in the years 1964-1978 (Castro, Armario & Ruiz, 2004). In the early definition of organizational citizenship behavior introduced by Batman and Organ in the 1980s, those behaviors are generally considered that there is no obligation on the part of the organization to do so, although performing such behaviors by employees has some benefits for the organization (Kwantes, 2003). In the 19th century, many terms such as prosocial behaviors, extra-role behavior, spontaneous behaviors and contextual performance were used to describe organizational citizenship behaviors (Podsakoff, Mackenzie, Paine & Bachrach, 2000). In the 1920s, organizational citizenship behavior was initially defined as the role-related activities that are done beyond the duty expectations of the individual which are also called extra-role behaviors. These types of behaviors which are, in some cases, considered by some writers as citizenship behaviors (Adebayo, 2005), and are

eventually completed by Lambert (2010) as follows: The extraordinary efforts made by an organization's staff beyond what is expected which are not explicitly stated in the job description and are not generally appreciated by the organization.

Organizational citizenship behaviors have been defined as individual behaviors that are voluntary and have not been expressed directly or explicitly by the organization's formal reward system but overall, it improves the efficiency of the organization (Organ, 1988). Citizenship behaviors are referred to behaviors that employees do to help others without the need for supervisors (Dekas, Bauer, Welle, Kurkoski & Sullivan, 2013). The ever-evolving conditions of organizations, the increasing competition and the necessity of their effectiveness, reveal their need for a valuable generation of employees who are called "organizational soldiers" (DiPaola, Tarter & Hoy, 2005). Undoubtedly, the noted employees are the key to distinguish effective organizations from ineffective ones because they see the organization as their home and go beyond their formal and determined duties to accomplish its goals. Moreover, they do not hesitate to make any effort (Podsakoff et al., 2000).

Different dimensions have been proposed for organizational citizenship behavior. Altruism and public acceptance as its dimensions are proposed by Smith, Organ and Near (1983). Altruism, conscientiousness, sportsmanship, courtesy and civic virtue have been proposed as dimensions of organizational citizenship behavior by Organ (1988). Cooperative behaviors, sportsmanship and goodness of citizenship were discussed by Podsakoff and MacKenzie (1994). Based on past classifications, a comprehensive and seven-dimensional structure were finally introduced by Podsakoff et al. (2000) as follows: dedication, masculinity, organizational loyalty, conscientiousness, organizational initiative, civic virtue, and self-development. It must be said that some citizenship behaviors are targeted at individuals and others at the organization. Altruism and respect are behaviors that are positioned in the first class whereas sportsmanship, civic virtue, and conscientiousness are consistent with the second class (Chen, Niu, Wang, Yang & Tsaur, 2009).

Organizational Citizenship Behavior is a set of aids of an individual employed in the workplace such as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue which contributes to maintaining and improving the social and psychological context of the workplace as a type of organizational behavior and support job performance. Today's competitive business environments require employees to be good citizens, in a way that they are willing to extend assistance to colleagues, employers, and clients. Despite the importance and critical role of organizational citizenship behavior in all organizations, the existing evidence suggests that it has received less attention in schools (DiPaola et al., 2005). Among the articles and books, only a limited number of them have addressed the issue of teachers' organizational citizenship behavior (Oplatka, 2006) which indicates significance of studying such matter.

Empowering human resources as a new, intrinsic motivational approach to work means freeing up internal staff strengths and providing the contexts as well as opportunities for individuals to develop their talents, abilities and competencies.

Psychological empowerment begins with changes in employees' beliefs, thoughts, and attitudes. That is, they must believe that they have the ability and competence to perform their tasks successfully and feel that they are capable of influencing and controlling their career outcomes. In addition, they should feel that they are pursuing meaningful and valuable career goals as well as believing that they are treated honestly and fairly (Barari & Jamshidi, 2015). Empowerment is considered to be one of the most useful tools for enhancing the quality of employees and increasing organizational effectiveness (Safari, Omid, Sajadi & Khabiri, 2016).

There are two mechanical and organic approaches in definition and concept of empowerment. From a mechanical perspective (before the 1990s), empowerment means delegating power and authority to subordinates; but based on the organic approach (since the 1990s), empowerment is not what the manager does for employees, but it is the way employees perceive their role in the job and the organization while managers can provide the context for empowerment. This approach includes motivational and cognitive empowerment (Conger & Kanungo, 1988). Empowerment is the process of empowering individuals to strengthen their self-esteem and overcome their feelings of powerlessness and helplessness which mobilizes people's inner motivations (Whetten & Cameron, 2000). It is as a motivational construct which means increasing strength, i.e., the creation of the necessary conditions to enhance the motivation of individuals to perform their duties by nurturing self-sufficiency or reducing their sense of powerlessness (Ergeneli, Ari & Metin, 2007).

The dimensions of psychological empowerment are as follows: competence, autonomy, impact, meaning, and confidence (Spreitzer, 1995). Competence refers to the degree to which a person can perform their job duties skillfully and individual's beliefs to perform the tasks successfully. If a person is able to perform their duties using their skills, a sense of competence and self-sufficiency has a positive effect on them. Competent people feel they have the required capability and skill to do a job successfully (Bandura, 1991). Impact means believing in the ability to influence with personal control over the results of activities (Whetten & Cameron, 2000). Thomas and Velthouse (1990) argue that "effect" is the degree to which one's behavior seems to make a difference in pursuit of career goals. Autonomy involves the individual's sense of self-determination that a person considers themselves at the center of causation and believes that their behaviors stem from themselves, not others. In an other sense, autonomy, or the right to choose, is referred to the freedom of action and independence of employees in determining the necessary activities to perform their job duties (Thomas & Velthouse, 1990). Meaning is an opportunity for individuals to feel that they are pursuing important and rewarding career goals (Spreitzer, 1995). According Whetten and Cameron (2000), empowered people have a sense of trust. Such sense assures them that they will be treated fairly and honestly, and even in the subordinate position, the ultimate result of their actions will be justice and intimacy, not harm.

Powerful employees will be able to save the organization from the crisis and show their commitment and loyalty to the organization by creating golden opportunities in business. Since human resources are the most important and essential asset of any

organization, they have the highest contribution to achieve goals. In addition, evaluating and adopting useful and productive strategies enhances the empowerment process and increases the utilization of their capabilities. Using the potential capabilities of human resources for any organization is a great advantage (Khalesi, Ghaderi, Khoshgam, Borhaninejad, & Toroski, 2011). Department of Education needs to empower its teachers more than any other organization for its survival by implementing appropriate teaching methods. Empowering teachers or instilling a sense of belonging to the organization in them in a way that they are an important element for an organization and some responsibilities are entrusted to them, results in enhancements in their professional ethics and confidence. However, the delegation of authority to teachers is unfortunately less frequent. This reduction in teacher empowerment has led to a decrease in teachers' job satisfaction and motivation, which results in lower teacher effectiveness. Traditional school management in which the principal controls and the teachers are under control is no longer effective; the school environment needs to be transformed from the mental framework of command and control to a supportive and empowering environment for teachers.

One of the influential factors on empowering employees is leadership style. Servant leaders seek to develop and grow with unique attributes such as valuing the employees, focusing on their needs, establishing friendly relationships, and valuing the differences among their colleagues. The schools, which are benefitted from servant leaders, have people who share their perspectives in order to create a new and shared horizon. In such schools, the leader shares power with others, leading to a sense of empowerment among teachers. In addition, teachers know that the school horizon does not belong to one person (e.g. a leader); however, it is shared among all school staff. The needs of everyone throughout the school should be acknowledged (Laub, 1999). These attributes make teachers feel that their leader is thinking about improving their working conditions. Therefore, they seek to compensate it, which increases teachers' organizational citizenship behavior for the teachers who perform their duties more precisely. Due to the vast changes taken place in societies and eventually in the organizations, servant leadership can play a vital role in the future of corporate leadership. Although studying in the field of servant leadership has increased significantly in recent years and many conceptual models and questionnaires are provided, it is worth noting that most studies conducted in servant leadership have been in the direct effect method. The present study aims to evaluate the effects of independent servant leadership variable on the dependent variable of organizational citizenship behavior by introducing a mediation variable (psychological empowerment). Therefore, this study mainly aimed to survey the direct effect of servant leadership on organizational citizenship behavior, as well as the indirect effect of this relationship through the mediation variable of psychological empowerment. Hypotheses were set as follows: Studies over the past half-century have shown that employees' readiness to perform their formal duties does not sufficiently predict organizational effectiveness. Rather, it is the voluntary aspects and organizational citizenship behaviors, which predict organizational effectiveness and empower managers and leaders. The studies related to organizational citizenship behavior in educational settings show its impact on organizational effectiveness and promote the

development and management of educational organizations (Shapira-Lishchinsky & Tsemach, 2014). One of the most important findings from collaborative studies related to organizational citizenship behavior indicated that leadership has a significant impact on employees' organizational citizenship behavior (Vigoda-Gadot, 2007). Further, Wheaton (1999) found that the leadership behavior of managers, as one of the positive factors affecting organizational citizenship behavior, is the educational and executive factors in the schools. Considerations and sympathies of the educational factors in the school have further highlighted emergence and development of the servant leadership. Servant leadership can improve teachers' organizational citizenship behaviors. Therefore, the first hypothesis is presented as follows: Hypothesis 1: Servant leadership has a positive and significant effect on organizational citizenship behaviors.

Spreitzer (1995) believes that organizations always take a global approach to empowerment and its application in every situation. However, they should empower their employees psychologically before any action. He views empowerment more broadly as an intrinsic and job-related motivational state, and proposed five dimensions of significance, competence and adequacy, self-determination, effectiveness and a sense of trust. These five areas along with the feeling of growth and development provide a more general construct called psychological empowerment to the education. Buchen (1998) called Greenleaf the father of the empowerment movement and believes that empowerment is considered as one of the most important attributes and qualities of servant leadership and that it is at the heart of servant leadership leading to a sense of justice and equity. In this way, Bennet (2001) mentions that servant leaders empower their followers through their training, and the servant leader's satisfaction derives from the growth and development of others. In addition, Patterson (2003) maintains that empowerment, trust, service, honesty, truthfulness, and appreciation of others, which are considered among the variables emphasized in servant leadership, help shape the culture of the organization. Empowerment is the fruit of the modeling and vision of the leader. Therefore, the second hypothesis is presented as follows: Hypothesis 2: Servant leadership has a positive and significant effect on psychological empowerment.

Organizational citizenship behavior is a new term in the field of human resources, which is very important for all organizations today. It is defined as all the voluntary behaviors of employees in the workplace, which go beyond their essential professional requirements. These behaviors are voluntary, conscious, and optional, which are not part of the official duties of employees and increase the overall effectiveness of the organization. By voluntary and conscious, it means that these behaviors are not described in the job description or individual role, and the person is not compelled to do them because they will not be reprimanded for not doing so (Lin & Lin, 2001). The psychological empowerment of employees is considered as one of the factors, which plays a key role in emerging these behaviors and the superiority of organizations, which has attracted the attention of many management elders in recent years (Aghajani, Samadi Miarkolaei, & Samadi Miarkolaei, 2013). Bogler and Somech (2004) found that organizational citizenship behavior could be considered as one of the most

important consequences of employee empowerment. In addition, the results of Safari et al (2016) indicated that psychological empowerment has a direct and positive impact on teachers' citizenship behavior and an indirect and positive impact on the teachers' citizenship behavior through the mediation variable of organizational commitment. In addition, Ioannidou, Karagiorgos, and Alexandris (2016) found that there is a relationship between psychological empowerment, organizational commitment, organizational citizenship behavior, and transactional leadership style. Therefore, the third hypothesis is presented as follows: Hypothesis 3: Psychological empowerment has a positive and significant effect on organizational citizenship behavior.

The texts written on theoretical leadership indicate that the direct supervisor plays a key and effective role in emerging organizational citizenship behavior. In addition, leadership support is reported as a predictor of organizational citizenship behavior (Podsakoff, et al., 2000). In the high-quality relationships, leaders create opportunities to experience the skill, serve as role models, and provide verbal support for those who have a positive relationship with them, helping to the subordinates make them feel effective and empowered (Schyns, Torck, & Gossling 2007). Bajjuka (2008) found that the empowerment climate in the workplace may lead to employee's involvement in organizational citizenship behaviors. In addition, Khodadad Hoseinii, Minaey, and Davoodi (2019) found that implementing servant leadership style improves employees' organizational citizenship behavior. Further, the higher the level of organizational citizenship behavior, the more capable they are to give some services. The results of Baharlou, Beshlideh, Hashemi Sheykhshabani and Naami (2014) indicated that there is a direct and positive impact in the leader-member exchange model on organizational citizenship behavior and a positive and indirect impact of this variable through psychological empowerment and organizational commitment on organizational citizenship behavior. In addition, the results of Taheri, Mohammadi and Jafarinia (2015) showed that there is a significant and positive relationship between transformational leadership and employees' structural and psychological empowerment, as well as organizational citizenship behavior. Further, the mediation role of empowerment variable in the relationship between transformational leadership and organizational citizenship behaviors was significantly confirmed. Therefore, the fourth hypothesis is presented as follows: Hypothesis 4: Servant leadership has a positive and significant effect on organizational citizenship behavior through the mediation of psychological empowerment.

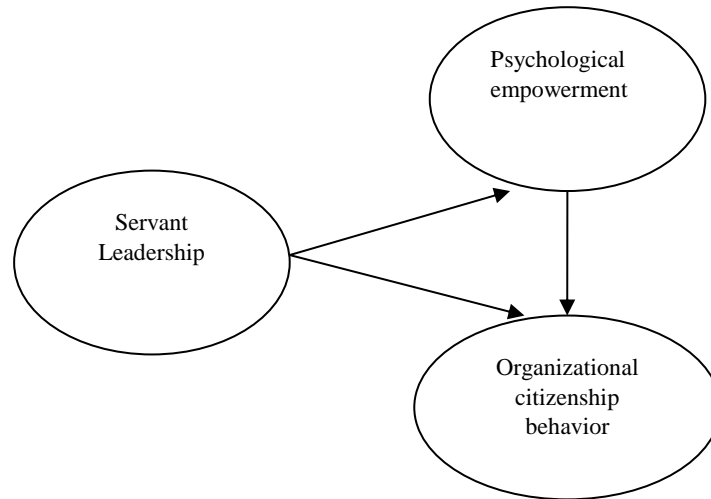
## **Method**

### *Research Design*

The current study is experimental in terms of the objective and correlational based on structural equation model in terms of methodology. Structural equation modeling is a method for examining causal non-experimental relationships among the variables. This method is used to study the direct and indirect effects of the cause-supposed variables on the effect-supposed variables (Kareshki, 2011). Structural equation modeling was used since the present study aimed to investigate the direct impact of servant leadership on organizational citizenship behavior, as well as the indirect effect



of this relationship through the mediation variable of psychological empowerment. The study model is shown in Figure 1.



**Figure 1.** Model of the research

#### *Research Sample*

The statistical population included 756 teachers (262 males and 494 females) in secondary high schools in Zahedan city in the educational year 2018-2019. Given that the individuals' gender was not equal in number (34.65% male and 65.35% female), 281 teachers, consisting of 130 males and 151 females, were randomly selected in proportion to the gender and Cochran's sampling formula. Although there is no general agreement on the sample size needed for structural modeling, the minimum sample size is 200 according to many researchers (Hoe, 2008, Sivo, Fan, Witta & Willse, 2006). Because the methodology of structural equation modeling is largely similar to some aspects of multivariate regression, the sample size determination principles can be used in multivariate regression analysis to determine sample size in the structural equation modeling. In multivariate regression analysis, the ratio of sample number (observations) to independent variables should not be less than five. Otherwise, the results from the regression equation cannot be very generalizable. The more conservative ratio is 10 observations per independent variable. Even considering 15 observations per each predictor variable in multiple regression analysis with the standard least squares method is a good rule of thumb (Halinski & Feldt, 1970). Further, Kline (2010) believes that 10-20 samples are required for each variable. Similarly, Jackson (2003) indicates that about 20 samples will be required for each factor (hidden variable) when structural equation modeling is used. Thus, the sample size of 281 considered for evaluating the relevant theoretical model in this study is

scientifically reliable, efficient, and desirable. Table 1 provides the demographic information of the participants.

**Table 1**

*Demographic Information of the Participants*

Variable		Frequency (percent)	Variable		Frequency (percent)
Gender	Male	130 (46.3%)	Educational Degree	Bachelor	185 (65.83%)
	Female	151 (53.7%)		Master	96 (34.17%)
Marital Status	Married	142 (74.3%)	Work Experience (years)	<11	69 (24.55%)
	Unmarried	63 (22.4%)		11-20	125 (44.48%)
Employment Status	Permanent	224 (79.71%)	>20	87 (30.96%)	
	Contractual	57 (20.29%)			

*Research Instrument and Procedures*

Three questionnaires including servant leadership, organizational citizenship behavior, and psychological empowerment were employed for collecting the data.

A) *Servant leadership Questionnaire (Gholipour et al., 2009)*: The questionnaire evaluates servant leadership using 28 items and four dimensions including serving (six items), humility (seven items), reliability (ten items) and compassion (five items). It was organized on 5-point Likert scale ranging from "quite disagree" to "quite agree", being represented by scores 1 to 5. The minimum and maximum scores in the questionnaire were 28 and 140, respectively. The closer to 140 the score is, it is a sign of more use of servant leadership style. Two of the items are: 1. serving employees is one of the main duties of principal. 2. The principal tends to serve rather than being served by others.

B) *Organizational citizenship behavior Questionnaire (Podsakoff & MacKenzie, 1990)*: The questionnaire contained 24 items and five micro-scales of altruism (five items), conscientiousness (five items), sportsmanship (five items), courtesy (five items) and civic virtue (four items). It was organized on the 5-point Likert scale ranging from "quite disagree" to "quite agree", being represented by scores 1 to 5. The minimum and maximum scores of the questionnaire were 24 and 120, respectively. The closer to 120 the score is, it is a sign of more organizational citizenship behavior. Two of the items were: 1. my presence at work is more than usual. 2. I help people with high workloads.

C) *Psychological empowerment Questionnaire (Spreitzer, 1995)*: The questionnaire consisted of 15 items and five dimensions of competence (three items), self-determination (three items), impact (three items), meaning (three items) and confidence (three items). It was organized on the 5-point Likert scale ranging from "quite disagree" to "quite agree", being represented by scores 1 to 5. The minimum and maximum scores were 15 and 75, respectively. The closer to 75 the score is, it is a

sign of more psychological empowerment. The following expressions were among the items: 1. I'm sure of my ability to do the job. 2. I have a great deal of independence in doing my job.

#### Validity and Reliability

Formal and content validity were used to determine the validity of the questionnaires. For this purpose, the questionnaires were approved by expert professors. Cronbach's alpha coefficient was used to assess the reliability of the questionnaires, and its value was 0.936 for servant leadership, 0.827 for organizational citizenship behavior and 0.839 for psychological empowerment.

#### Data Analysis

For data analysis, the Pearson correlation coefficient and structural equation modeling were used by SPSS and Lisrel softwares.

### Results

Structural equation modeling was used to investigate the hypotheses of the study. Table 2 represents descriptive indexes of variables including mean, standard deviation, and skewness and kurtosis.

**Table 2**

*Descriptive Statistics for the Study Variables*

Variable	Mean±Sd	Skewness	Kurtosis	Servant leadership		Organizational citizenship behavior		Psychological empowerment	
				r	sig	r	sig	r	sig
Servant leadership	110.01±17.69	-0.327	0.382	1	.000	0.667	0.000	0.616	0.000
Organizational citizenship behavior	92.28 ±12.55	-0.041	-0.782	0.667	0.000	1	0.000	0.724	0.000
Psychological empowerment	57.87 ±9.12	0.141	-0.857	0.616	0.000	0.724	0.000	1	0.000

In causal modeling, the distribution of variables should be normal. Thus, the absolute value of the skewness and kurtosis of the variables should not be greater than 2. As shown in Table 2, the absolute value of the skewness and kurtosis of all variables was in line with the desired standard. Thus, the assumption of the causal modeling means the normality of variable. In addition, before designing structural equation modeling, the relationship between variables of the study was investigated by Pearson correlation coefficient test. Further, a significant relationship was observed between servant leadership with psychological empowerment and organizational citizenship behavior ( $r=0.616$  and  $0.667$ , respectively), while psychological empowerment was positively related to organizational citizenship behavior ( $r=0.724$ ). Structural equation model was used for evaluating the relationship between the variables of the study.

Model fit was assessed before investigating the assumptions of the study. The size of model fit was utilized in determining the relationship between overt and covert variables. According to researchers, fit indexes include Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Root Mean Residual (RMR). Regarding the last three indexes, the appropriate amounts of fit are less than 0.8, 0.08, and 0.05, respectively. As shown in Table 3, the fit results are appropriate.

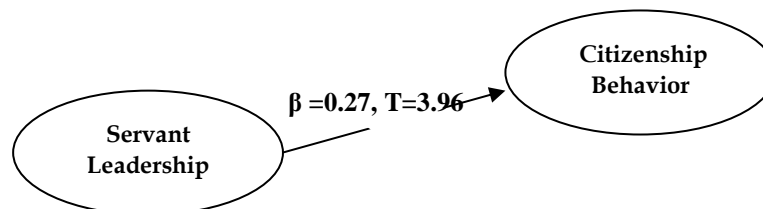
**Table 3**

*Fit Indexes of the Theoretical Model of the Study*

Index	Amount achieved in the model
Goodness of Fit (GFI)	0.92
Root Mean Residual (RMR)	0.037
Comparative Fit Index (CFI)	0.94
Root Mean Square Error of Approximation (RMSEA)	0.072

To analyze the data, the theoretical model for each assumption should be processed to determine the amount the collected data can support the theoretical model. To answer this question, the quantitative indexes of model fit (CFI, GFI, SRMR...) were used. If the general indexes are acceptable or in other words, the theoretical model is approved, and then in-model relationships are assessed. These mutual relationships are the regression coefficients related to assumption and factor loads of each item. Figures 2-5 displays all relationships of covert variables and factor loadings of each item.

Hypothesis 1: Servant leadership has a positive and significant effect on organizational citizenship behaviors. Figure 2 displays the findings of this hypothesis.



**Figure 2.** *Impact of servant leadership on organizational citizenship behaviors*

As shown in Figure 2, the value of the  $\beta$ -coefficient of servant leadership on organizational citizenship behaviors was 0.27. The research hypothesis was confirmed because the obtained t-value was 3.96 and was greater than the standard value of 1.96. So it can be accepted that servant leadership has a positive and significant effect on organizational citizenship behaviors.

Hypothesis 2: Servant leadership has a positive and significant effect on psychological empowerment. Figure 3 displays the findings of this hypothesis.

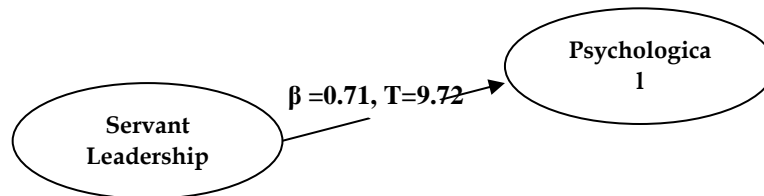


Figure 3. Impact of servant leadership on psychological empowerment

As shown in Figure 3, the value of the  $\beta$ -coefficient of servant leadership on psychological empowerment was 0.71. The research hypothesis was confirmed because the obtained t-value was 9.72 and was greater than the standard value of 1.96. So it can be accepted that servant leadership has a positive and significant effect on psychological empowerment.

Hypothesis 3: Psychological empowerment has a positive and significant effect on organizational citizenship behaviors. Figure 4 displays the findings of this hypothesis.

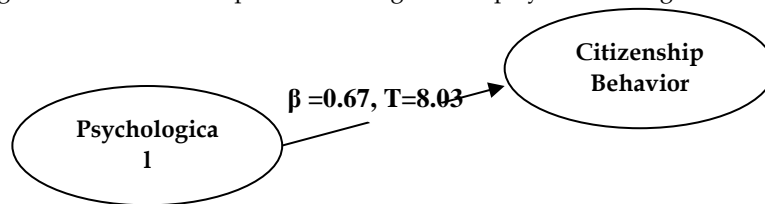


Figure 4. Impact of psychological empowerment on organizational citizenship behavior

As shown in Figure 4, the value of the  $\beta$ -coefficient of psychological empowerment on organizational citizenship behaviors was 0.67. The research hypothesis was confirmed because the obtained t-value was 8.03 and was greater than the standard value of 1.96. So it can be accepted that psychological empowerment has a positive and significant effect on organizational citizenship behaviors.

Hypothesis 4: Servant leadership has a positive and significant effect on organizational citizenship behavior through the mediation of psychological empowerment. Figure 5 displays the findings of this hypothesis.

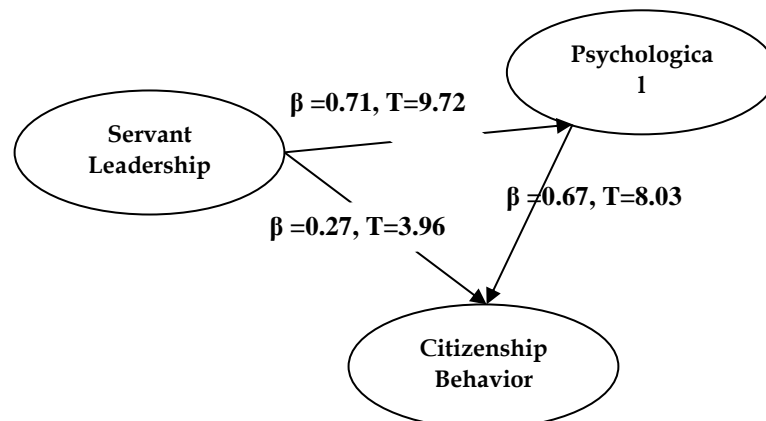


Figure 5. Fitted model of the study

Based on the findings, the value of the  $\beta$ -coefficient of servant leadership on organizational citizenship behaviors through the mediation of psychological empowerment was 0.475. The research hypothesis was confirmed because the obtained t-value was 8.03 and was greater than the standard value of 7.15. So, it can be accepted that servant leadership has a positive and significant effect on organizational citizenship behavior through the mediation of psychological empowerment.

### **Discussion, Conclusion and Recommendations**

The present study aimed to investigate the relationship between servant leadership and organizational citizenship behavior with mediating role of psychological empowerment. This study is an applied and correlation research method based on structural equation modeling. The finding indicated a positive and significant relationship between servant leadership and organizational citizenship behavior. It can be accepted that servant leaders are acceptable and legitimate role models who draw their employees' attention to their own altruism and appropriate behavior. Servant leaders in this field set themselves a role model for dealing with others. Thus, followers also imitate such leaders, exemplify their behaviors, and display citizenship behaviors in the organization. Traditional approaches to leadership have created obstacles in the research of productive staff in organizations, when empowerment is taken into account as a central factor in new approaches to leadership, especially servant leadership (Piccolo, Greenbaum, Hartog, & Folger, 2010). The impact of leadership on organizational citizenship behaviors is much more important than its impact on intra-role behaviors (Podsakoff, et al., 2000) because servant leaders tend to motivate followers to be engaged in chivalrous and urbane behaviors such as paying attention to the impact of their actions on others, respecting others' rights in shared resources, and not complaining about minor issues. Another the example of the impact of servant leadership on citizenship behavior is the leader's position as a model. In fact, leaders define themselves as role models, and followers tend to imitate them. Leaders need to have a good portraiture management, not just focus on the work itself in order to be considered as servants and promote citizenship behaviors of the followers. If the followers can regard leader-serving behaviors as extra-role behaviors, they are more likely to be engaged in extra-role behaviors in their workplace (Montakhab Yeganeh, Beshlideh, & Baharlou, 2015). The relationship between servant leadership and organizational citizenship behavior is consistent with the results of previous studies (Bambale, 2014; Harwiki, 2013; Zehir, Akyuz, Eren, & Turhan, 2013).

The second finding showed that there is a positive and significant relationship between servant leadership and psychological empowerment. It can be accepted that traditional approaches to leadership have created barriers to productivity research in organizations and when new approaches to leadership, especially servant leadership are considered; empowerment is a central factor (Patterson, 2003). Therefore, one of the consequences of servant leader is psychological empowerment of employees (Nel, 2013). Servant leaders are known as always altruist, respecting the dignity of followers and giving authority to them. They care about individual development and subordinate development and they seek to maximize staff capacity, which enhances employees' empowerment. Having a servant leader with the qualities of listening,

empathy, awareness, persuasion, conceptualization, foresight and providence, stewardship and supervision, commitment to people's growth, and group building help build trust in the organization, support the interests of the organization, define people's expectations and roles in the organization, prioritize the tasks, participate people in the organization, make decisions as a group, and emphasize the teamwork which result in employee empowerment (Zorlu, Avan & Baytok, 2019). Therefore, the employees consequently will show behaviors such as acting based on organizational goals, adapting to organizational values, acquiring the skills necessary to do the job, striving to improve performance, and being useful and empowered for their organization if the manager represents some behaviors such as kindness, servitude, trust building, seriousness in doing their tasks, performing their duties, as well as considering the interests of employees and the organization and supporting the organization (Gholipour et al., 2009). The relationship between servant leadership and psychological empowerment is consistent with the results of previous studies (Gholipour et al., 2009; Mehrara & Bahalo, 2013; Jones, 2011; Nel, 2013).

The third finding showed that there is a positive and significant relationship between psychological empowerment and organizational citizenship behavior. It can be accepted that empowered employees demonstrate an active orientation towards the work role in relation to the psychological empowerment received by the organization, and they are more likely to perform beyond their duty and improve their desire to help their organizations (Bowen & Lawler, 1992). Enabled or empowered employees are encouraged and able to initiate and practice organizational citizenship behaviors (Chiang & Hsieh, 2012). In fact, employees should have freedom in how they perform their job responsibilities to emerge organizational citizenship behaviors. Empowerment enhances the sense of self-efficacy among organization members, and they may be compensated by performing organizational citizenship behaviors (Bogler & Somech, 2004). The employees may exhibit organizational citizenship behaviors if they believe that they have the ability and competence to perform their tasks successfully and feel that they have the independence and freedom to do their tasks. Further, they pursue meaningful and valuable career goals and are treated honestly if they believe that they are able to control and influence the job outcomes (Kosar, 2017). The relationship between psychological empowerment and organizational citizenship behavior is consistent with the results of previous studies. For example, Bogler and Somech (2004) concluded that in case the level of empowerment is higher in each dimension of empowerment, the level of organizational citizenship behavior is also high. According to VanYperen, Berg and Willering (1999), the organizational citizenship behavior of their extra-role expectations increases in teachers who participate in the process of making educational decisions. Somech (2005) perceived that organizational citizenship behavior in teachers who have a good sense of competence and effectiveness is better.

The fourth finding showed that there is a positive and significant relationship between servant leadership and organizational citizenship behavior with mediating role of psychological empowerment. It can be accepted that servant leadership is based on the philosophy of service and servant leaders prefer empowerment, mutual trust,

spirit of cooperation, ethical use of power, and the value of serving followers than everything else in the organization (Greenleaf, 1977). Leaders, followers, and staff need to strengthen themselves to reach their potential capacities for developing organizational effectiveness, and this is exactly what servant leaders do by respecting individuals, building up mutual trust, and empowering their followers. Servant leaders empower their followers by training them, and their satisfaction stems from the growth and development of others (Bennet, 2001). Empowered employees, in turn, participate in organizational citizenship behavior as a means of dealing with the organization with a strong likelihood as well as compensating for the benefits the organization has brought to them. Based on Greasley et al.'s argument (2008), empowerment can lead to organizational citizenship behaviors by enhancing employees' self-confidence and self-efficacy. Baijuka (2008) stated that the empowerment atmosphere in the workplace is likely to lead to employee involvement in extra-role behaviors. Morrison (1994) believes that empowered employees are able to initiate and practice organizational citizenship behaviors.

In summary, servant leadership is positively and significantly associated with organizational citizenship behavior both directly and indirectly with the mediating role of the psychological empowerment. Servant leaders always strive to drive employees to flourish and maximize their talents through identifying, stimulating, and activating a higher level of followers' need and motivation. Then, they will modify their behavior and performance if an appropriate feedback is observed and received from the followers' performance. Because servant leadership is based on the service philosophy, servant leaders prefer empowerment, mutual trust, cooperation spirit, ethical use of power, and service value to followers in the organization more than anything else. Such leaders consider their employees as the most valuable asset in the organization; and therefore, they have a positive mindset to nurture and improve their employees. They train their employees in all aspects and provide the necessary educations to empower employees. In addition, according to the theory of social exchange, it seems logical that once individuals benefit from the activities and actions of any entity, they are committed for reimbursement and seek compensation and reciprocity. Servant leaders cultivate a sense of commitment, reimbursement, and self-esteem through their service, humility, trust-building and sympathy. These leadership qualities and behaviors, in turn, make employees feel responsible beyond what their job requires to do and exhibit more spontaneous, cooperative, supportive, and transcendent behaviors, as well as being more active in serving the organization. In general, servant leaders can empower their followers to find their own future, and instead they help others find the best paths. In fact, these leaders motivate their employees to actively participate in the workplace through empowering and motivating followers due to their behaviors and perspectives. Naturally, followers behave beyond the requirements set by the organization under the influence of such characteristics in their workplace, i.e. they show more citizenship behaviors. Thus, it is recommended that school principals should consider some characteristics such as honesty, spirit of participation, teamwork, humility, transparency in day-to-day work, fulfilment of the covenant and commitments, trustworthiness, love, compassion and kindness, appreciation of the hard work of teachers, cheerfulness and most



importantly provision of service on how to use servant leadership in an organization and its impact on teachers' psychological empowerment as well as organizational citizenship behaviors. One of the limitations of the present study was the restriction of scope of research to a specific part of Iran. Obviously, the opinions of teachers in Zahedan city may not be a complete representative of the views of staff across the country, and this issue confines the spatial generalization of research. To increase the power of generalizing the results, similar research should be conducted in other cities and on other teachers.

### References

- Adebayo, D. O. (2005). Ethical attitudes and prosocial behaviour in the Nigeria police: Moderator effects of perceived organizational support and public recognition. *Policing: An International Journal of Police Strategies & Management*, 28(4), 684-705.
- Aghajani, H., Samadi Miarkolaei, H., & Samadi Miarkolaei, H. (2013). Organizational Citizenship Behavior's Relationship and Staffs' psychological Empowerment. *Journal of public administration*, 5(2), 1-18.
- Baharlou, M., Beshlideh, K., Hashemi Sheykhshabani, S. Y., & Naami, A. (2014). Investigation Relationship between Leader - Member Exchange and Organizational Citizenship Behavior: Mediating Role of Psychological Empowerment and Organizational Commitment. *Organizational Culture Management*, 12(1), 1-19.
- Baijuka, E. R. (2008). [Leader Member Exchange, Organizational Justice, and Organizational Citizenship Behavior. A Case of Ministry of Public Service and Two International NGOs in Uganda]. A Doctoral Dissertation, Makerere University.
- Bambale, A. J. (2014). Relationship between servant leadership and organizational citizenship behaviors: review of literature and future research directions. *Journal of Marketing and Management*, 5(1), 1-16.
- Bandura, A. (1991). Social cognitive theory of self regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248-287.
- Barari, R., & Jamshidi, L. (2015). The role of mediators of self-efficacy of teachers in the relationship between emotional intelligence and job burnout Primary Teachers. *Quarterly Scientific Research New Approach in Educational Management*, 6(4), 177-200.
- Bennet, J. L. (2001). Trainers as leaders of learning. *Training and development journal*, 55(3), 40-62.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and teacher education*, 20(3), 277-289.

- Bowen, D. E., & Lawler, E. F. (1992). The empowerment of service workers: What, why, how, and when. *Sloan Management Review*, 33(3), 31-39.
- Brewer, C. (2010). Servant leadership: A review of literature. *Online Journal of Workforce Education and Development*, 4(2), 1-8.
- Buchen, I. H. (1998). Servant leadership: A model for future faculty and future institutions. *The Journal of Leadership Studies*, 5(1), 125-134.
- Castro, C. B., Armario, E. M., & Ruiz, D. M. (2004). The influence of employee organizational citizenship behavior on customer loyalty. *International Journal Of Service Industry Management*, 15(1), 25-36.
- Chen, L., Niu, H., Wang, Y., Yang, C., & Tsaur, S. (2009). Does Job Standardization Increase Organizational Citizenship Behavior?, *Public Personnel Management*, 38(3), 39-49.
- Chiang, C. F., & Hsieh, T. S. (2012). The impacts of perceived organizational support and psychological empowerment on job performance: The mediating effects of organizational citizenship behavior. *International Journal of Hospitality Management*, 31(1), 180-190.
- Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *The Academy of Management Review*, 13(3), 471-482.
- Dekas, K. H., Bauer, T. N., Welle, B., Kurkoski, J., & Sullivan, S. (2013). Organizational Citizenship Behavior: A review and Qualitative Investigation of OCBs for Knowledge Workers at Google and beyond. *Academy of Management Perspectives*, 27(3), 219-237.
- DiPaola, M., Tarter, C., & Hoy, W. K. (2005). *Measuring organizational citizenship in schools: The OCB Scale*. In Wayne K. Hoy & Cecil Miskel (Eds.) *Leadership and Reform in American Public Schools*. Greenwich, CT: Information Age.
- Ergeneli, A., Ari, G. S., & Metin, S. (2007). Psychological Empowerment and its Relationship to Trust in Immediate Managers. *Journal of Business Research*, 60(1), 41-49.
- Farling, M. L., Stone, A. G., & Winston, B. E. (1999). Servant leadership: Setting the stage for empirical research. *The Journal of Leadership Studies*, 6(2), 49-72.
- Gholipour, A., Pourezat, A. A., & Hazrati, M. (2009). The investigation of Servant Leadership on Organizational Trust and Empowerment in Public Organizations. *Journal of Public Administration*, 1(2), 103-118.
- Greasley, K., Bryman, A., Dainty, A., Price, A., Naismith, N., & Soetanto, R. (2008). Understanding empowerment from an employee perspective: what does it mean and do they want it?. *Team Performance Management: An International Journal* 14(1/2), 39-55.
- Greenleaf, R. F. (1977). *Servant leadership: A journey into nature of legitimate power and greatness*. Paulist press, Mahwah, NT.

- Halinski R. S., & Feldt, L. S. (1970). The selection of variables in multiple regression analysis. *Journal of Educational Measurement*, 7(3),151-157.
- Harwiki, W. (2013). The influence of servant leadership on organization culture, organizational commitment, organizational citizenship behavior and employees. performance (study of outstanding cooperatives in east java province, indonesia). *Journal of Economics and Behavioral Studies*, 5(12), 876-885.
- Hoe, S. L. (2008). Issues and procedures in adopting structural equation modeling technique. *Journal of applied quantitative methods*, 3(1), 76-83.
- Ioannidou, E., Karagiorgos, T., & Alexandris, K. (2016). Exploring the Relationship of Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction with Leader-Member Exchange of Section Leaders and Team Leaders in Summer Children's Camps in Greece. *International Journal of Sport Management, Recreation & Tourism*, 22(d), 63-80.
- Jackson, D. L. (2003). Revisiting sample size and number of parameter estimates: Some support for the N: q hypothesis. *Structural Equation Modeling*, 10(1), 128-141.
- Jennine, L. P. (2007). [*Investigation the distinction between transformational and servant leadership*]. A Dissertation presented in Partial fulfillment of the requirement for the degree Doctor of Philosophy, Regent University.
- Jones, D. (2011). [*The role of servant leadership in establishing a participative business culture focused on profitability, employee satisfaction, and empowerment*]. Walden University, College of management and technology, Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy Management.
- Kareshki, H. (2011). *Linear Structural Relationships in Humanities Research*. Iran: Tehran, Avaye Noor Publication.
- Khalesi, N., Ghaderi, A., Khoshgam, M., Borhaninejad, V., & Toroski, M. (2011). The Relationship Between Organizational Citizenship Behavior and Staffs Empowerment in Health Centers of Tehran University of Medical Sciences. *Journal of Health Administration*, 13(42), 75-82.
- Khodadad Hoseinii, S. H., Minaey, M., & Davoodi, E. (2019). The Impact of Servant Leadership on Empowerment of Employees with Mediating Role of Organizational Citizenship Behavior (Case Study of Intelligence Police and Public Security Police in Hamedan Province). *Police Management Studies Quarterly*, 13(3), 485-504.
- Kline, R. B. (2010). *Principles and practice of structural equation modeling*. New York: Guilford Press.

- Kosar, R. (2017). The Impact of Psychological Empowerment on Organizational Citizenship Behavior and Knowledge Sharing Behavior: The Mediating role of Employee Engagement and Moderating role of Leader-member exchange. *Jinnah Business Review*, 5(2), 1-12.
- Kuick, V. (1996). [*The meaning of servant leadership*]. A Dissertation presented for the degree Doctor of Philosophy, Manitoba University.
- Kwantes, C. T. (2003), Organization citizenship and withdrawal behaviors in USA and India. *International Journal of Cross Cultural Management*, 3(1), 5-26.
- Lambert, E. (2010). The Relationship among Distributive and Procedural Justice and Correctional Life Satisfaction, Burnout, and Turnover Intent: an Exploratory Study. *Journal of Criminal Justice*, 38(1), 7-16.
- Laub, J. A. (1999). *Assessing the servant organization: development of the servant Organizational leadership assessment (SOLA) instrument*, ED., Dissertation, Florida Atlantic University.
- Laub, J. A. (2004). *Defining servant leadership: A recommended typology for servant leadership studies*. Servant Leadership Research Roundtable, Regent University.
- Liden, R. C., Wayne, S. J., Meuser, J. D., Junfeng, W., & Liao, C. (2015). Servant leadership: validation of a short form of the SL-28. *The Leadership Quarterly*, 26(2), 254-269.
- Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant Leadership: Development of a Multidimensional Measure and Multi-Level Assessment. *The Leadership Quarterly*, 19(2), 161-177.
- Lin, J. S., & Lin, S. C. (2011). Moderating effect of organizational climate on the relationship of organizational support and service-oriented organizational citizenship behaviors. *African Journal of Business Management*, 5(2), 582.
- Mehrara, A., & Bahalo, S. (2013). Studying the relationship between servant leadership and employee empowerment at Najafabad Islamic Azad University. *Interdisciplinary Journal of Contemporary Research in Business*, 5(8), 86-104.
- Montakhab Yeganeh, M., Beshlideh, K., & Baharlou, M. (2015). Analyze the Effect of Servant Leadership on Organizational Citizenship Behavior: The Mediating Role Of Psychological Empowerment, Organizational Justice and Job Satisfaction. *Organizational Behavior Studies Quarterly*, 3(4), 63-87.
- Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of management journal*, 37(6):1543-1567.
- Nel, T. (2013). [*Investigating positive leadership, psychological empowerment, work engagement and satisfaction with life in a chemical industry*]. North-West

- University, Dissertation submitted as partial fulfillment of the Requirements for the degree of Doctor in industrial psychology.
- Oplatka, I. (2006). Going Beyond Role Expectations: Toward an Understanding of the Determinants and Components of Teacher Organizational Citizenship Behavior. *Educational Administration Quarterly*, 42(3), 385–423.
- Organ, D. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Patterson, K. (2003). [*Servant leadership: A theoretical model*]. Regent University, a dissertation presented in partial fulfillment of the requirement for the degree doctor of philosophy.
- Piccolo, R. F., Greenbaum, R., Hartog, D. N. D., & Folger, R. (2010). The relationship between ethical leadership and core job characteristics. *Journal of Organizational Behavior*, 31(2–3), 259–278.
- Podsakoff, P. M., & MacKenzie, S. B. (1994). Organizational citizenship behaviors and sales unit effectiveness. *Journal of Marketing Research*, 3(1), 351–363.
- Podsakoff, P. M., Mackenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literatures and suggestions for future research. *Journal of Management*, 26(3), 513–553.
- Reave, L. (2005). Spiritual Values and Practices Related to Leadership Effectiveness. *Leadership Quarterly*, 16(5), 655–684.
- Rezaee Manesh, B., & Sadeighi, R. (2017). The Impact of Servant leadership on Motivation and Performance of staff. *Iranian Journal of Public Administration Mission*, 7(4), 51–66.
- Safari, S., Omid, A., Sajadi, N., & Khabiri, M. (2016). The Relationship of Psychological Empowerment, Organizational Commitment and Organizational Citizenship Behavior in Physical Education Teachers of Iran High Schools. *Sport Management*, 8(1), 1–23.
- Schyns, B., Torka, N., & Gossling, T. (2007). Turnover intention and preparedness for change: Exploring leader-member exchange and occupational self-efficacy as antecedents of two employability predictors. *Career Development International*, 12(7), 660–679.
- Shapira-Lishchinsky, O., & Tsemach, S. (2014). Psychological empowerment as a mediator between teachers' perceptions of authentic leadership and their withdrawal and citizenship behaviors. *Educational Administration Quarterly*, 50(4), 675–712.
- Sivo, S. A., Fan, X. T., Witta, E. L., & Willse, J. T. (2006). The Search for 'Optimal' Cutoff Properties: Fit Index Criteria in Structural Equation Modeling. *Journal of Experimental Education*, 74(3), 276–289.

- Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior. *Journal of Applied Psychology*, 68(4), 653–663.
- Somech, A. (2005). Teachers' personal and team empowerment and their relations to organizational outcomes: contradictory or compatible constructs?. *Educational Administration Quarterly*, 41(2), 237–266.
- Spears, L. (1996). Reflections on Robert K. Greenleaf and servant leadership. *Journal of Leadership & Organization Development*, 17(7), 33–35.
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465.
- Stone, G. A., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: a different in leader focus. *Leadership & Organization Development Journal*, 25(4), 349–361.
- Sun, P. Y. T., & Anderson, M. H. (2012). Civic capacity: building on transformational leadership to explain successful integrative public leadership. *The Leadership Quarterly*, 23(3), 309–323.
- Taheri, T., Mohammadi, J., & Jafarinaia, S. (2015). Investigating the relationship between transformational leadership and organizational citizenship behavior considering the mediator role of empowerment. *Journal of Public Administration*, 6(4), 769–789.
- Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666–681.
- Van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37(4):1228–1261.
- Van Dierendonck, D., & Patterson, K. (2015). Compassionate love as a cornerstone of servant leadership: An integration of previous theorizing and research. *Journal of Business Ethics*, 128(1), 119–131.
- VanYperen, N. W., Berg, A. E., & Willering, M. C. (1999). Towards a better understanding of the link between participation in decision-making and organizational citizenship behavior: A multilevel analysis. *Journal of Occupational and Organizational Psychology*, 72(3), 377–392.
- Vigoda-Gadot, E. (2007). Leadership style, organizational politics, and employees' performance: An empirical examination of two competing models. *Personnel Review*, 36(5), 661–683.
- Wheaton, C.E. (1999). [*Servant Leadership and the Public School Superintendent*]. Dissertation submitted as partial fulfillment of the Requirements for the degree of Doctor, Gonzaga University, United States. Dissertations Abstracts International (Publication No. AAT 993 1545).

- Whetten, D. A., & Cameron, K. S. (2000). *Developing management skills*. Pearson Education.
- Zehir, C., Akyuz, B., Eren, M. S., & Turhan, G. (2013). The indirect effects of servant leadership behavior on organizational citizenship behavior and job performance: organizational justice as a mediator. *International Journal of Research in Business and Social Science*, 2(3), 1-13.
- Zorlu, O., Avan, A., & Baytok, A. (2019). The Effect of Servant Leadership on Psychological Empowerment and Organizational Identification. *Journal of Business Research*, 11(1), 293-309.

