

**THE RELATIONSHIP BETWEEN SERVANT-LEADERSHIP AND  
ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG LEADERSHIP  
DEVELOPMENT PROGRAM GRADUATES IN UGANDA.**

BY

**AUGUSTINE B. N. AKIMANZI**

**13/MIML/3/002**

A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCES IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
MASTERS DEGREE IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP OF  
UGANDA MANAGEMENT INSTITUTE.

JANUARY, 2016

## DECLARATION

I Augustine B. N. Akimanzi hereby declare that this dissertation is my original work and has never been submitted to any Institution for any award.

Signed: ..... Date: .....

## **APPROVAL**

This is to certify that this dissertation has been submitted in partial fulfilment of the requirements for the award of the Master's degree in Institutional Management and Leadership of Uganda Management Institute, with our approval as Institution supervisors.

### **Supervisors**

### **Signature**

Dr. Gerald Kagambirwe Karyeija

.....

Dr. Michael Kiwanuka

.....

## **DEDICATION**

### **To King Eternal Jesus Christ**

My God, My Lord, My Saviour, My Life, My Way, My Anchor and the lifter of My Head!

All that I am and shall ever be, I owe to You!

### **To Carol M. Akimanzi**

My Spouse, My Gift, My Mainstay, My Glory, My Tool box and My Faithful Ally.

You are the reason I enjoy life!

### **To Mzee Anthony Bagena**

My Dad, My Model, My Guru, My Vanguard.

I cruise far and fast in life because you gave me the unsurpassed jumpstart!

### **To Princess Jane K. Anyango**

My inspiration, My Enthusiast and Cheerleader.

It is the utmost honor to be your son!

## **ACKNOWLEDGEMENT**

The period of undertaking this piece of work was challenging and therefore could not have managed on my own. Heartfelt thanks and adoration go to the Almighty God for the gift of life he has given me up to this time. I also thank God for the provision, wisdom and strength to do this work.

Special thanks go to my supervisors Dr. Gerald Kagambirwe Karyeija and Dr. Michael Kiwanuka for the time and invaluable effort, advice and guidance put into this work from inception to completion. May the Lord our God bless you abundantly!

I whole-heartedly thank my wife Carol, Children Abigail, Abijah, Peter, Jane, Annette and my entire family for the understanding, support and patience during my graduate studies. I would never have asked for a better family!

I am grateful to God for my colleagues the entire AEE team for the priceless support rendered to me as I pursued this and other studies. May the LORD reward you abundantly!

I am also indebted to the team that worked with me in reaching different respondents for data collection, particularly mentioning Mike, Spacy and Patrick. Thanks go to Patrick K for advice and help in analysing the data.

Finally, I am grateful to the dedicated team of lecturers at Uganda Management Institute - Kampala. The instruction and learning received from you has changed my life for the better, forever.

God bless them all!

## TABLE OF CONTENTS

### Contents

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS .....	v
LIST OF ABBREVIATIONS .....	x
LIST OF FIGURES .....	xi
ABSTRACT.....	xiii
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.1. Introduction.....	1
1.2. Background to the Study.....	1
1. 2.1 Historical Perspective. ....	2
1.2.2. Theoretical perspective.....	3
1.2.3. Conceptual perspective.....	4
1.2.4. Contextual perspective. ....	5
1.3. Statement of the Problem.....	5
1.4. Purpose of the Study .....	6
1.5. Objectives of the Study.....	6
1.6. Research Questions .....	6
1.7. Hypotheses of the Study .....	7

<b>1.8. Conceptual Framework.....</b>	<b>7</b>
<b>1.9. Significance of the Study .....</b>	<b>8</b>
<b>1.10. Justification of the Study .....</b>	<b>8</b>
<b>1.11. Scope of the Study.....</b>	<b>8</b>
<b>1.12. Operational Definitions .....</b>	<b>9</b>
<b>CHAPTER TWO .....</b>	<b>10</b>
<b>LITERATURE REVIEW .....</b>	<b>10</b>
<b>2.1. Introduction.....</b>	<b>10</b>
<b>2.2. Theoretical review.....</b>	<b>10</b>
<b>2.4. The leader dimension and Organization Citizenship Behavior.....</b>	<b>11</b>
<b>2.5. The intersecting dimension and Organization Citizenship Behavior .....</b>	<b>12</b>
<b>2.6. The servant dimension and Organization Citizenship Behavior.....</b>	<b>13</b>
<b>2.7. Summary of literature review.....</b>	<b>13</b>
<b>CHAPTER THREE .....</b>	<b>14</b>
<b>METHODOLOGY .....</b>	<b>14</b>
<b>3.1. Introduction.....</b>	<b>14</b>
<b>3.2. Research Design .....</b>	<b>14</b>
<b>3.3. Study Population.....</b>	<b>14</b>
<b>3.4. Determination of the Sample size .....</b>	<b>15</b>
<b>3.5. Sampling techniques and procedure .....</b>	<b>15</b>
<b>3.6. Data Collection Methods .....</b>	<b>16</b>
<b>3.6.1. Questionnaire survey .....</b>	<b>16</b>
<b>3.6.2. Interview method .....</b>	<b>17</b>
<b>3.6.3. Documentary review .....</b>	<b>17</b>

<b>3.7. Data collection instruments.....</b>	<b>17</b>
<b>3.7.1. Questionnaires.....</b>	<b>17</b>
<b>3.7.2. Interview Guide.....</b>	<b>18</b>
<b>3.8. Quality control .....</b>	<b>18</b>
<b>3.8.1. Validity of instruments .....</b>	<b>18</b>
<b>3.8.2. Reliability.....</b>	<b>19</b>
<b>3.9. Procedure of Data Collection.....</b>	<b>20</b>
<b>3.10. Measurements of variables (quantitative studies) .....</b>	<b>20</b>
<b>3.11. Data Analysis.....</b>	<b>21</b>
<b>3.11.1. Qualitative Data Analysis.....</b>	<b>21</b>
<b>3.11.2. Quantitative Data Analysis .....</b>	<b>21</b>
<b>CHAPTER FOUR.....</b>	<b>22</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....</b>	<b>22</b>
<b>4.1. Introduction.....</b>	<b>22</b>
<b>4.2. Response rate.....</b>	<b>22</b>
<b>4.3. Servant Leadership and OCB.....</b>	<b>23</b>
<b>4.3.1. Organizational Citizenship Behavior in Leadership Development Program graduates in the work place .....</b>	<b>23</b>
<b>4.3.2 The leader dimension of SL and OCB. ....</b>	<b>27</b>
<b>4.3.2.1. Correlation between the leader dimension of SL and OCB.....</b>	<b>29</b>
<b>4.3.2.2. Regression analysis between the leader dimension of SL and OCB. ....</b>	<b>30</b>
<b>4.3.3. The relationship between the intersecting dimensions on OCB.....</b>	<b>31</b>
<b>4.3.3.1. Correlation between the intersecting dimension andthe graduates' OCB.....</b>	<b>34</b>
<b>4.3.3.2. Regression analysis on the intersecting dimension on the OCB.....</b>	<b>35</b>



4.3.4. The relationship of the servant dimension of SL and OCB. ....	36
4.3.4.1. Correlation between Servant dimension of Servant Leadership and Organizational Citizenship Behavior. ....	39
4.3.4.2. Regression analysis between servant dimension of SL and OCB. ....	40
4.4. The influence of SL on OCB in in LDP graduates. ....	41
CHAPTER FIVE .....	42
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS .....	42
5.1. Introduction. ....	42
5.2. Summary of the findings .....	42
5.2.1. Relationship between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior in Leadership Development Program graduates. ....	42
5.2.2 Relationship between the intersecting Leader/Servant Dimension of Servant Leadership on the Organizational Citizenship Behavior in Leadership Development Program graduates. ....	43
5.2.3. Relationship of the Servant Dimension of Servant Leadership and Organizational Citizenship Behavior of Leadership Development Program graduates. ....	43
5.3. Discussion of the study .....	44
5.3.1. Relationship between the leader dimension of SL and OCB in LDP graduates. ....	44
5.3.2. Relationship between the dimension that comprises of intersecting Leader/Servant dimension of Servant Leadership and the Leadership Development Program graduates’ Organizational Citizenship Behavior. ....	45
5.3.3. Relationship of the Servant dimension of Servant Leadership with Organizational Citizenship Behavior in Leadership Development Program graduates. ....	46
5.4. Conclusion of the study .....	46

<b>5.4.1. The relationship between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior in Leadership Development Program graduates.</b>	<b>46</b>
<b>5.4.2. The relationship between the intersecting Leader/Servant dimension of Servant Leadership and Organizational Citizenship Behavior. ....</b>	<b>46</b>
<b>5.4.3. The relationship of the Servant dimension of Servant Leadership and Organizational Citizenship Behavior in Leadership Development Program graduates.</b>	<b>47</b>
<b>5.5. Recommendations of the study .....</b>	<b>47</b>
<b>5.5.1. Relationship between the leader dimension of SL and OCB in LDP graduates.</b>	<b>47</b>
<b>5.5.2. Relationship between the intersecting Leader/Servant dimension of Servant Leadership and the graduates' Organizational Citizenship Behavior.....</b>	<b>47</b>
<b>5.5.3. Relationship of the Servant dimension of Servant Leadership with Organizational Citizenship Behavior in Leadership Development Program graduates.</b>	<b>48</b>
<b>5.6. Limitations of the study .....</b>	<b>48</b>
<b>5.7. Contributions of the study .....</b>	<b>48</b>
<b>5.8. Areas recommended for future research.....</b>	<b>49</b>
<b>REFERENCES.....</b>	<b>50</b>
<b>APPENDICES .....</b>	<b>I</b>
<b>Appendix I: Research Questionnaire .....</b>	<b>I</b>
<b>Appendix II: Interview Guide for LDP Specialists, Trainers and Employers.....</b>	<b>I</b>

## LIST OF TABLES

<i>Table 1: Showing population sampling .....</i>	15
<i>Table 2: Showing the results of Validity of the Study .....</i>	19
<i>Table 3: Showing the Results of Reliability Test .....</i>	20
<i>Table 4: Showing Results of Response Rate of the Study .....</i>	22
<i>Table 5: Findings on OCB in LDP graduates in the work place.....</i>	24
<i>Table 6: Findings on the leader dimension of Servant Leadership .....</i>	27
<i>Table 7: Correlation between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior .....</i>	30
<i>Table 8: Regression Summary between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior .....</i>	31
<i>Table 9: Findings on intersecting Leader /Servant features and Organizational Citizenship Behavior .....</i>	32
<i>Table 10: Correlation between the intersecting Leader/Servant features and Organizational Citizenship Behavior .....</i>	35
<i>Table 11: Summary Regression analysis between intersecting Leader/Servant dimension and Organizational Citizenship Behavior .....</i>	36
<i>Table 12: Findings on Servant dimension of Leadership with Organizational Citizenship Behavior .....</i>	37
<i>Table 13: Correlation between Servant dimension of Leadership with Organizational Citizenship Behavior .....</i>	39
<i>Table 14: Summary Regression analysis between Servant dimension of Servant Leadership and Ogranizational Citizenship Behavior .....</i>	40
<i>Table 15: Multiple Regressions of Independent Variables against the Dependent variable using the Model Summary.....</i>	41

## **LIST OF FIGURES**

- Figure 1: Servant leadership characteristics categorized into three dimensions..... 3
- Figure 2: The framework showing the interaction of the variables that shall guide the study. .... 7

## LIST OF ABBREVIATIONS

CDSP .....	Child Development through Sponsorship Program
CSP .....	Child Survival Program
ICT .....	Information and Communication Technology
LDP .....	Leadership Development Program
NGO .....	Non Governmental Organization
NIV .....	New International Version Bible
OCB .....	Organizational Citizenship Behavior
SL .....	Servant Leadership
SLC.....	Servant Leadership dimensions
SLD.....	Servant Leadership Dimensions
SPSS.....	Statistical Package of Social Scientists

## **ABSTRACT**

There is a growing quest to better understand the Servant Leadership model, even while it is an established fact that Organizational Citizenship Behaviour (OCB) facilitates smooth running of organizations and improves employee motivation and retention. The researcher conducted a cross sectional study that collected data from 108 Leadership Development Programme graduates. The study focused on finding the relationship between the constituent dimensions of the Servant Leadership model (namely the Leader dimension, the Servant dimension and the intersecting leader/servant dimension); and how each dimension relates to Organizational Citizenship Behaviour (OCB) of the graduates. The data was analysed and the leader dimension of Servant Leadership was found to have a significant positive relationship with OCB, the intersecting leader/servant dimension and OCB was found to have a moderately positive relationship, while the servant dimension of Servant leadership also had a moderately positive relationship. The multiple regression analysis revealed that up to 43.9% of servant leadership was responsible for OCB in LDP graduates at the work place. From the findings, it was recommended that the graduates continuously engage in refresher courses in servant leadership, participate in brainstorming sessions and think-tanks to further refine their leadership acumens; and that their employers should ensure their graduate employees participate in corporate social responsibility activities and deliberately continuously expose them to environments that would provoke humanitarian action. The empirical evidence established by this study gave credibility to the servant leadership theory and supported the idea that the practice of servant leadership positively affects organizational citizenship behaviour (OCB) and consequently increases the health of organizations.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction**

The study examined the relationship between servant leadership (SL) and organizational citizenship behavior (OCB) of students that underwent the leadership development program (LDP) training in Uganda. This Chapter contained the background to the study, the problem statement, the purpose of the study, the objectives, research questions, hypotheses, conceptual framework, significance, justification and scope of the study.

#### **1.2. Background to the Study.**

Whereas there are hardly any publications currently available on the practice of this leadership model in Africa, the Leadership Development Program (LDP) was introduced by Compassion International in 1999 to purposely train, educate and disciple Servant Leaders amongst undergraduate students within the East-African region (Uganda, Kenya, Tanzania, Ethiopia and Rwanda). Over 2000 and 730 students in East-Africa and Uganda respectively, as at end of 2010 had undergone this training (Kerls 2010). This notably was so far the only structured program training undergraduate students in Servant Leadership; with a goal that the graduates would use the acquired skills to serve, influence and transform their work places, communities and nations (Stafford 2010).

Work that has been done in developing countries similar to Uganda, in both private and public sector, found out that workers exhibit low levels of OCB manifested in habits like absenteeism, limited participation in policy formulation and execution. This is arguably attributed to employees' lack of working knowledge concerning the ineffectiveness of performance appraisals and planning systems in those organizations. Employees in most cases curtail their efforts because they are dissatisfied with their organization (Munene 1995). Today's contemporary organizations, that are increasingly professionally and technically oriented demand that employers/managers should be quite conscious of such perceptions of employees in order to motivate them and gain more of their inputs (Karungi 2003).

### **1. 2.1 Historical Perspective.**

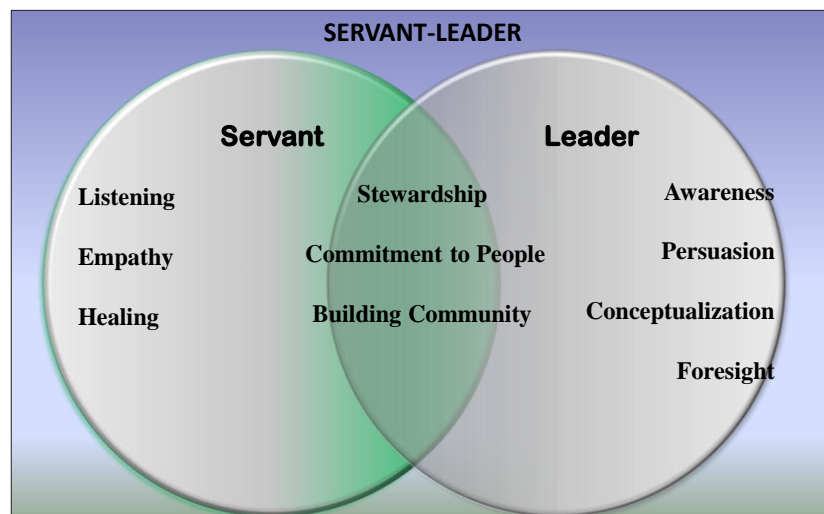
Servant leadership surfaced onto the organizational scene through Greenleaf's three foundational essays; *The Servant as Leader* (1970), *The Institution as Servant* (1972a), and *Trustees as Servants* (1972b) which he published after retiring from 40 years of serving at AT&T. The idea was gleaned from his impressions of ***Journey to the East by Hesse (1956)*** in which "Leadership was bestowed upon a man who was by nature a servant... His servant nature was the real man, not bestowed, not assumed, and not to be taken away" (p. 21).

Over the years, Organizational Citizenship Behavior (OCB) has garnered much academic attention since its conception. This construct was first defined and refined by Organ in 1988 as he built on Katz's work. It is described as conduct perceived to be discretionary, not explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the institution/organization/society (Organ 1988).



### 1.2.2. Theoretical perspective.

The study was guided by the theory of Servant-leadership which proposes that a leader's primary motivation and role is to serve those they are leading. For the purpose of this study, the model below categorizing the characteristics unique to this type of leadership into servant leadership dimensions (SLD's) was used.



*Figure 1: Servant leadership characteristics categorized into three dimensions.*

*(Adopted from Lichtenwalner (2008))*

The theory of organizational citizenship behavior (OCB) advocates for conduct perceived to be discretionary, not explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the institution/organization/society. This construct was first

defined and refined by Organ in 1988 as he built on Katz's work. The two theories laid the theoretical foundation for the study.

### **1.2.3. Conceptual perspective.**

The key concepts in the study were Servant leadership defined by Greenleaf (1977) as not just a management technique but a way of life which begins with “the natural feeling that one wants to serve first”. Servant leadership therefore was conceptualized as an understanding and practice of leadership that places the good and interests of followers above the self-interest of the leader (Greenleaf, 1977). It also differs from other leadership approaches for its focus and emphasis on personal integrity and forming of strong long-term relationships amongst employees (Greenleaf, 1977; Pollard, 1996). Servant leaders are distinguished by both their primary motivation to serve (what they do) and their self-construction (who they are), and from this conscious choice of ‘doing’ and ‘being’ they aspire to lead (Sendjaya and Sarros 2002). Greenleaf (1977) believed servant leadership was an inward lifelong journey.

In 1988 OCB was conceptualized by Organ as; “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization”. Behavior not an enforceable requirement, but a matter of personal choice but that contributes positively to overall organizational survival and effectiveness. While the concept is difficult to quantify, OCB is proven to have enhanced organizational effectiveness from 18 to 38% across different dimensions of measurement (Podsakoff, MacKenzie, Paine & Bachrach, 2000, Ehrhart, 2004). Whilst not directly rewarded by the company, through incentives, OCB may be reflected in favorable supervisor and co-worker ratings and better performance appraisals, thus ultimately facilitating future rewards.

#### **1.2.4. Contextual perspective.**

The concept of servant leadership and how it relates to organizational citizenship behaviour in the Ugandan context has not been investigated. Whereas SL in various sectors of society in other cultures, has been fairly studied and its benefits to organizations exploited since its inception in 1970. The practice of this model of leadership has hardly been probed on the continent of Africa. Although a few studies have been carried out on organizational citizenship behavior in the Ugandan context and while it is undisputed that OCB is indispensable to the growth and smooth running of organizations, no study exists that has appraised servant leadership dimensions and how they relate to organizational citizenship behaviour in Uganda; let alone their merits to organizations. The study investigated the association of the two variables amongst LDP graduates in Uganda.

#### **1.3. Statement of the Problem**

Today's competitive and challenging organizations are crying out for effective and ethical leadership that stewards resources, serves others, invests in their growth and achieves the shared vision (Zehir et al 2013), that unearths servant leadership as the prospective solution. Furthermore, those organizations are bemoaning a lack of OCB. Whereas by program design, the graduates of the LDP training are expected to exemplify servant leadership and exhibit OCB (Stafford 2010), the individual contribution of the constituent dimensions of servant leadership to OCB is not known. Servant leadership and whatever else contributes to organizational citizenship behavior must be understood, augmented, scaled-up and disseminated into the work arena, otherwise a workforce crisis in organizations is imminent.

#### **1.4. Purpose of the Study**

The purpose of the study was to examine the relationship between individual dimensions that constitute servant leadership and Organizational Citizenship Behavior among the Leadership Development Program graduates.

#### **1.5. Objectives of the Study**

The objectives of the study were as below:

1. To investigate the relationship between the leader dimension of Servant Leadership and Organizational Citizenship Behavior.
2. To investigate the relationship between the intersecting dimension of Servant Leadership and Organizational Citizenship Behavior.
3. To investigate the relationship between the servant dimension of Servant Leadership and Organizational Citizenship Behavior.

#### **1.6. Research Questions**

To achieve the above objectives, the following research questions guided the study:

- i) What relationship exists between the leader dimension of Servant Leadership and Organizational Citizenship Behavior?
- ii) What is the relationship between the intersecting dimension of Servant Leadership and Organizational Citizenship Behavior?
- iii) What is the relationship between the servant dimension of Servant Leadership and Organizational Citizenship Behavior?

## 1.7. Hypotheses of the Study

For study, it was hypothesized thus;

**H1.** There exists a positive relationship between leader dimension of Servant Leadership and Organizational Citizenship Behavior.

**H2.** A positive relationship existed between the mutual dimension of Servant Leadership and Organizational Citizenship Behavior.

**H3.** There is a positive relationship between servant dimension of Servant Leadership and Organizational Citizenship Behavior.

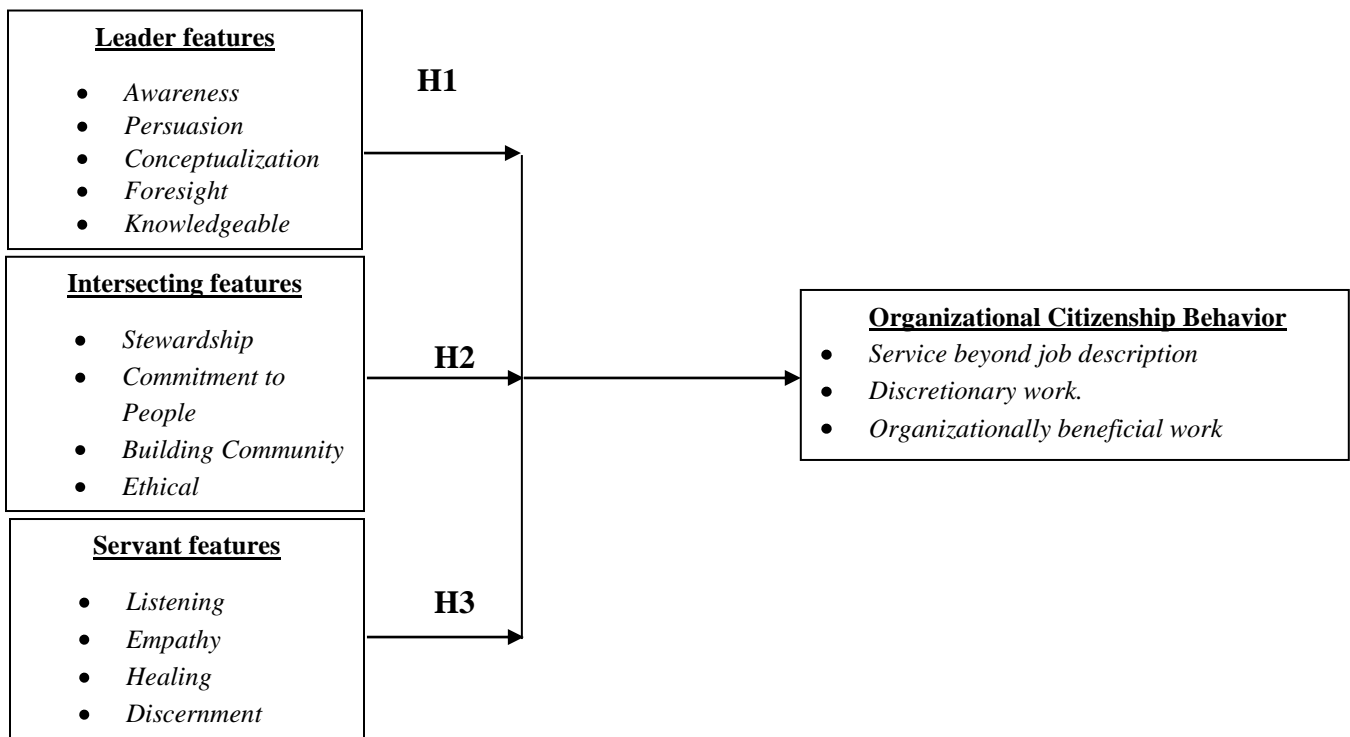
## 1.8. Conceptual Framework

### INDEPENDENT VARIABLES

Servant Leadership dimensions

### DEPENDANT VARIABLE

Organizational Citizenship Behavior



**Figure 2:** The framework showing the interaction of the variables that guided the study. (Adopted from Lichtenwalner (2008) and modified by researcher)

### **1.9. Significance of the Study**

Many University graduates in Uganda after working hard to complete their courses of study find it quite difficult to acquire a job or keep one once they are employed. The few that succeed in getting a job exhibit lack of OCB and after a short while, low motivation sets in that in aggregate leads to low performance and productivity of the firms that employ them. This study shall seek to search out the servant leadership dimensions that underpin and that would enhance their OCB. The outcomes of the study shall be utilized by university curriculum developers, career guidance experts, motivational speakers, Compassion International, Human Resource specialists, Policy makers and other stakeholders in the world of employment to help design programs focused on improving OCB and consequently employability, produce better servant leaders/employees and enhance employee retention.

### **1.10. Justification of the Study**

The motivation for the study was a quest to better understand the servant leadership model; its constituent dimensions and their bearing on organizational citizenship behaviour (OCB) of university graduates trained in servant leadership. OCB is acknowledged as the cardinal ingredient for motivation, retention and increased productivity of employees in organizations.

### **1.11. Scope of the Study**

#### **i) Time scope:**

The time scope for the study was 2002 to 2014, which comprised the entire period during which the program produced graduates.

**ii) Content scope:**

The study was limited to the SL dimensions and OCB of LDP graduates employed in selected organizations in Kampala district; despite their age, gender, course done, and course duration.

**iii) Geographical scope:**

The study covered currently employed LDP graduates regardless of their work station within Kampala district.

**1.12. Operational Definitions**

**i) Servant Leadership.**

Servant-leadership is a model of leadership whereby the leader's perception is that they are a servant first to those whom they lead. Whereas the assessment tools are extracted from the original writings of the architect of this model of leadership - Robert Greenleaf and include; *listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, building community and commitment to the growth of people they lead*; Lichtenwalner (2008) groups the features into characteristics unique to three dimensions namely; The leader dimension, the servant dimension and a mutual dimension comprising of characteristics exhibited by both a leader and a servant.

**ii) Organizational Citizenship Behavior (OCB).**

Organizational Citizenship Behavior (OCB) is an employee's individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system but that enhances the effectual functioning of the institution/organization/society.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter critically examined the already existing body of knowledge on Servant-leadership, its constituent dimensions and their interactions with Organizational Citizenship Behavior (OCB). The structure comprised of introduction, theoretical review, conceptual review actual literature review and concluded with a summary of the chapter.

#### **2.2. Theoretical review**

Servant leadership theory postulates that leadership's chief motivation should be that of serving those being led. It is derived from an essay penned in 1970 by Robert K. Greenleaf recognized as the Father of Servant Leadership.

This captures the fundamental nature of the Servant-Leadership Theory. It is a simple, yet profound and powerful concept, which has spawned countless journal articles, books and multimedia productions in over 44 years since its introduction. From humble roots, servant-leadership has gained increasing interest in recent decades, and is now extensively applied in the workplace, boardrooms and organizations which demonstrate its potential as a practical, as well as theoretical approach to organizational management (Smith 2005, Bass and Bass 2008, Spears 2005).



All research on Organizational Citizenship Behavior (OCB) is virtually rooted in a social exchange based view of citizenship performance and its role in performance is undisputed (Kelly L Zellars, Bennett J & Tepper 2003). OCB is a relatively new concept in performance analysis but it represents a very old human conduct of voluntary action and mutual aid with no request for pay or formal rewards in return. The theory according to its theorist Organ Dennis (1988), fronts "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". Organ (1988) also noted that defining OCB as behaviors that are not formally rewarded is equally too broad, as few "in-role" behaviors actually guarantee a formal reward. The theory has since expanded rapidly in the following years and gained much more publicity (Chien 2003).

#### **2.4. The leader dimension and Organization Citizenship Behavior**

The leader dimension of servant leadership comprises of *awareness, persuasion, conceptualization* and *foresight*. According to Güçel and Begeç (2012) vision also recognized as foresight significantly and positively affects OCB. Greenleaf (1970) suggested a method to better an organization was by creating awareness or sense of purpose for the people within the organization. An employee with a sense of purpose shall more likely exhibit OCB. McShane and Von Glinow (2008), highlight subtle persuasion as one of the forms of influence applied by leaders to ensure that followers have the motivation and role clarity to achieve specific goals. While functioning in this area is considered task performance, and most activities are job related, these are en-route to playing extra role behaviours otherwise called OCB. Results from data collected from 205 supervisor–subordinate dyads across 11 companies in the People's Republic of China, in predicting subordinates' turnover, showed that employees with low levels of OCB

were more likely to leave the organization in sharp contrast to those exhibiting high OCB, owing to the influence and persuasion of their leaders (Chen and Segoe 1998). The findings of this study also attest to the fact that the leader features of SL have a positive bearing on OCB.

## **2.5. The intersecting dimension and Organization Citizenship Behavior**

The mutual dimension that combines both the servant and leader dimensions consists of *stewardship, commitment to people and building community* as its features. Liden and associates (2008) showed that helping subordinates grow, behaving ethically, and creating value for the community were significantly related to community citizenship behaviours, which include personal and organizational community service. Helping subordinates grow and succeed is supported as a way for servant leaders to influence followers to perform OCB (Ehrhart, 2004). Graham (1991) found out that creating value for the community showed a significant positive relationship with OCB and related behaviours.

Stewardship and trust, a trustee relationship, are considered strong components of servant leadership models (Barbuto & Wheeler, 2006; Patterson, 2003; Farling et al., 1999; Reinke, 2004; Sendjaya & Sarros, 2002). Reinke (2004) further confirms that stewardship was foundational to levels of trust and suggested that “the servant-leader's behaviour is grounded in their self-perception as stewards of the organization and its people.” Trust bears a strong positive correlation with OCB (Trivers 2009). This study also confirms a positive relationship between features of the intersecting dimension of SL and OCB.

## **2.6. The servant dimension and Organization Citizenship Behavior.**

The servant dimension of servant leadership is composed of characteristics namely; *listening*, *empathy* and *healing*. Misner (2008) in his work on student achievement observed that through the characteristics of dialogue and listening a shared meaning is developed that produces vision for the entire school culture, which builds OCB and consequently improves student performance. According to Greenleaf (1977), servant leaders invoke trust which is derived from their empathy for their followers and ability to fully accept their followers. They are dependable and lead by example. Servant leadership has indeed been shown to have a positive relationship with the leaders' values of empathy, integrity, and competence (Washington, Sutton & Feild, 2006). The findings of this study also confirm a positive relationship between servant dimension of SL and OCB.

## **2.7. Summary of literature review**

While Servant leadership is a leadership style that is not highly publicized its constituent dimensions are immensely sought-after in the workplace by both employees and employers. Saliently critical also to the success of organizations, is Organizational Citizenship Behavior (OCB). Whereas Compassion International's Leadership Development Program is the singular Program hitherto in Uganda that offers a structured training in Servant Leadership, and while Organizational Citizenship Behavior has been cited as exhibited in some work places within Uganda, a gap exists that correlates the three constituent dimensions of SL with OCB. The study assessed the mentioned dimensions and their relationship with the OCB's of the graduates of the Leadership Development Program.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the methods that was used in carrying out the study. It is made up of the research design, study population, sample size determination, techniques and procedures of sampling, data collection methods, instruments and procedures, data validity and analysis as well as how the different variables under study were measured. Ethics and expectations that guided the study were also mentioned.

#### **3.2. Research Design**

The design best undertaken for this study was cross sectional, entailing descriptive, correlational and regression analyses of quantitative data; qualitative data being numerical and analysed to explain, predict and control the phenomenon of interest. Qualitative data on the other hand, generated narrative and descriptive information that further explained and gave deeper insight into the problem (Amin 2005). As endorsed by Mugenda & Mugenda (1999) qualitative data sought to collect detailed information, established patterns, trends and relationships of the phenomenon under study. The study deployed both the qualitative and quantitative approaches; and “triangulation” of the information was done.

#### **3.3. Study Population**

The study population consisted of 150 of the graduates of the LDP training who had graduated by the end of May 2014, could be accessed and were employed in selected organizations within

Kampala district; namely MTN-Uganda, AEE-Uganda, Compassion International, Allsaints Church Nakasero, and Smart Telecom; 4 LDP specialists (who implement the day to day running of program),10 program trainers/instructors and 10 employers of LDP graduates, in all a total of 175 people. These comprised the key informants of the study, from whom a sample was drawn to give an all-emcompassing outlook on the phenomenon under study.

### 3.4. Determination of the Sample size

The sample size of graduates was determined based on Krejcie and Morgan’s tables for sample size determination. The rest of the samples were selectively determined, totalling up to 120 respondents

*Table 1: Showing population sampling*

Population Category	Population	Sample size	Sampling techniques
<b>LDP Specialists</b>	5	4	Purposive
<b>LDP Trainers</b>	10	4	Purposive
<b>LDP Graduate Employers</b>	10	4	Convenience
<b>LDP Graduates</b>	150	108	Random
<b>Total</b>	175	120	

### 3.5. Sampling techniques and procedure

The study employed both probability and non-probability sampling. In probability sampling, the elements in the population had some known chances or probability of being selected as sample

subjects. Non-probability sampling elements on the other hand did not have a known or predetermined chance of being selected as subjects (Sekaran 2003). The study used Random Sampling to obtain the number of respondents from the target population of 150 graduates. Purposive sampling involved selection of respondents in the categories of trainers, LDP Specialists and employers, to ensure selection of the most knowledgeable and exposed in as far as experience with LDP graduates was concerned.

### **3.6. Data Collection Methods**

Both qualitative and quantitative data was collected. Primary quantitative data for the study was collected directly from respondents who responded to a structured, self-administered questionnaire. Qualitative data collection utilized interviews. Secondary data was sourced from publications, journals, newspapers articles and literature, all acting as support for the empirical findings of the study problem. The means utilized included;

#### **3.6.1. Questionnaire survey**

This was a formulated written set of questions used to obtain information about the study objective or hypotheses from the study population (Amin 2005). This tool was used because the respondents are literate and also because some of the variables like perceptions, feelings, views and opinions cannot be rated by direct observation (Sekeran 2003). It was also assumed that the respondents answered honestly since they did it in confidence and within well-defined options.

### **3.6.2. Interview method**

Mugenda & Mugenda (1999) define an interview as a dialogue between an interviewer and an interviewee. It is a structured conversation aimed at gathering information about a particular subject. This method was used by the researcher to obtain in-depth information on the subjects of study. The interview guide was made up of a set of pertinent issues that the researcher wanted information about and posed the questions to the respondents face to face or by phone interview.

### **3.6.3. Documentary review**

This involved reviewing existing published and unpublished information relating to logistics management and firm performance. The researcher made use of journals, reports, newspapers, magazines, abstracts, conference proceedings, the internet articles related to the study subject matter. References from which information was taken is acknowledged in the write up

## **3.7. Data collection instruments**

The instruments were capable of collecting both qualitative and quantitative information, whether primary or secondary data. Qualitative methods entailed open ended questionnaires, documentary reviews and face to face interviews, while quantitative study information was gathered using closed ended questionnaires.

### **3.7.1. Questionnaires**

A questionnaire was designed to capture information relevant to the purpose of the study and was given to respondents for them to give their experiences, views and opinions. A total of 92 questionnaires was issued in keeping with the graduate sampling.

### **3.7.2. Interview Guide**

This was developed by the researcher to utilize for the respondents who are purposively selected. In keeping with the assertion of Marjorie (2003) that in every community, family, neighbourhood, school and work place, there are people with skills to share. This category of respondents comprised of LDP implementors, trainers and employers of LDP graduates.

## **3.8. Quality control**

### **3.8.1. Validity of instruments**

According to Mugenda and Mugenda, (2003), validity is the degree to which an instrument measures what it purports to measure. Face validity is whether a questionnaire appears to measure what it is supposed to measure (Denscombe, 1998). This study subjected its instruments of data collection to face validity because it ensures the appropriateness, meaningfulness, and usefulness of the inferences made from the results (Mbabazi, 2008). The face validity of the data collection instruments were ascertained by an expert in educational leadership and management at YMCA College Kampala, and Supervisor at Uganda Management Institute. The experts helped to rate each questionnaire item basing on the Four (4) Point Scale of relevance, clarity, simplicity and ambiguity. Content validity index (CVI) for the item was determined. Table 2 summarizes results of validity analysis



**Table 2: Showing the results of Validity of the Study**

Study Variable	No of items before computing CVI	Number of item after computing CVI
Features of Leader dimension	12	8
Features of Intersecting dimension	18	14
Features of Servant dimension	10	6
Organizational Citizenship Behaviour	19	14
Total	<b>59</b>	<b>42</b>

*Source: Primary Data, 2015*

Table 2 above shows that only 42 items with CVI of 71.1% were considered in the questionnaires in keeping with Amin (2005) resulting into a 42 item scale.

### **3.8.2. Reliability**

Reliability concentrated assessing consistency and stability of data collection instruments against any chance factors or environmental conditions in measurement of the variables (Cherry, 2010; Trochim, 2006). The instruments for data collection were tested for internal reliability from the two places where the graduate trainees are allocated that is Masaka and Kampala and respondents to the test were 20 in number. The information was correlated through Cronbach's Alpha coefficient as seen in the Table 3. The results of the analysis in the Table 3 indicate an average Cronbach's Alpha Coefficient for the variables that range from 0.910 to 0.759. Based on guidelines of Amin (2005) this implied that the items adopted in the question were deemed highly reliable, which helped to eliminate ambiguities and biases in the data collection instruments. Because the higher the coefficient of stability, the more reliable the instrument will be, for an instrument to be taken as reliable a minimum coefficient of 0.5 is assumed as suggested by Mugenda & Mugenda (2003) in this case the research proceeded.

**Table 3: Showing the Results of Reliability Test**

	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<b>Features of Leader dimension</b>	.870	.874	8
<b>Features of Intersecting dimension</b>	.892	.901	14
<b>Features of Servant dimension</b>	.747	.759	6
<b>Organizational Citizenship Behaviour</b>	.817	.827	14

**Source:** *Primary Data, 2015*

### **3.9. Procedure of Data Collection**

Upon approval of the research proposal by supervisors and proposal committee, the researcher administered the questionnaire to the respondents, through an online version and a printed copy based on convenience and accessibility of respondents. The interviews were administered in a face to face interaction with the respondents. The first hand information generated is regarded as empirical data.

### **3.10. Measurements of variables (quantitative studies)**

SL was categorized into three dimensions as adopted from Lichtenwalner (2008), modified by researcher and was measured using a tool with 28 items derived from: R. C. Liden, S. J. Wayne, H. Zhao, and D. Henderson, 2008, "Servant Leadership: Development of a Multidimensional Measure and Multi-Level Assessment," The respondent compared themselves to a hypothetical individual on a 5-point scale ranging from "Strongly disagree" (1), "Disagree" (2), "Neutral"(3), "Agree"(4) to "Strongly Agree" (5).

OCB was measured using a checklist adopted from Suzy Fox and Paul E Spector in 2009 and modified by researcher. It is a 20-item checklist that uses a 5-point frequency scale ranging from “Never” (1) “Occasionally” (2), “Neutral” (3), “Often” (4) to “Every day” (5).

### **3.11. Data Analysis**

#### **3.11.1. Qualitative Data Analysis**

Statements relevant to the study were extracted from the qualitative information gathered and was sorted, classified and transformed into themes, to ease identification of patterns. The findings were then interpreted and discussed according to themes.

#### **3.11.2. Quantitative Data Analysis**

Responses from the questionnaires were converted into a numerical form, edited, coded and fed into an up to date version of statistical package for social scientists (SPSS) computer program for analysis. The data was manouvered into measures of central tendency and graphical presentation. Patterns and relationships were tested and established by way of regressional and correlational analyses. The outcome of both the qualitative and quantitative analyses were arranged accordingly, triangulated and organized for presentation, discussion and compilation into a report/academic dissertation.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1. Introduction

The chapter presents the analysis and interpretation of the study findings arising from the raw data collected from the field using questionnaires, interview guide and documentary checklist. The first section presents the response rate followed presentation and analysis of the study findings in relation to the objectives of the study.

#### 4.2. Response rate

A total of 120 individuals were targeted to participate in this study including 108 questionnaire respondents and 12 interviewees

*Table 4: Showing Results of Response Rate of the Study*

	Targeted number	Realized number	Percentage %
Questionnaires	108	90	83.3
Interviews	12	9	75
Totals	<b>120</b>	<b>99</b>	<b>82%</b>

A total of 90 questionnaires answered by respondents, constituted an overall response rate of 82%. The respondents were a direct reflection of their sizes in the population, and the 82% response rate that provided data was higher than the 75% response return rates recommended by Amin (2005). These results were therefore trusted to provide fair representation of the study from LDP graduates. The high response was due to the researcher's good communication strategies and the willingness of the respondents probably derived from their training in servant leadership.

### **4.3. Servant Leadership and OCB**

According to Plonsky 2007, the American Psychological Association (APA) advice in presenting the results of statistical tests, is that the researcher should give descriptive statistics before the corresponding inferential statistics. Hence the mean, frequencies and or percentages are given( in different tables below), before delving into the results of any statistical test performed. This format is followed in each of the subsections and descriptive statistics used included frequencies and percentages to describe the variables.

To achieve the objectives of the study, selected items under the three objectives that were chosen and investigated, the respondents were requested to tick on a Five (5) Point Likert Scale, the extent to which they Strongly Agreed(5) and Strongly Disagreed(1) with the question. However for the purpose of rationalization of explanation, analysis and interpretation of data, the Five (5) Point Likert scale was transformed into Three (3) Point Likert Scale that was (Agree-3, Neutral-2 and Disagree- 1), this helped to determine the percentage of positive and negative response of the data.

#### **4.3.1. Organizational Citizenship Behavior in Leadership Development Program graduates in the work place**

Since organizational citizenship behavior was a common factor in all the study objectives, it was important to first establish the current status of the levels of organizational citizenship behavior and then determine how the leader dimension, the intersecting dimension and the servant dimension of servant leadership were related to it. Table 4 below presents a summary of the findings on respondents' views on their level of organizational leadership behaviors in their different work places using the three components namely; Service beyond job description, Discretionary work and Organizationally beneficial work.

**Table 5: Findings on OCB in LDP graduates in the work place**

		Never	Occasionally	Neutral	Often	Every day	Total
Picked up meal for others at work and always Gave up meal and other breaks to complete work	Frequency	12	18	16	13	31	90
	Percent	<b>13.3</b>	<b>20.0</b>	<b>17.8</b>	<b>14.4</b>	<b>34.4</b>	<b>100.0</b>
Took time to advise, coach, or mentor a co-worker	Frequency	3	2	11	29	45	90
	Percent	<b>3.3</b>	<b>2.2</b>	<b>12.2</b>	<b>32.2</b>	<b>50.0</b>	<b>100.0</b>
Helped co-worker learn new skills or shared job knowledge and have always Helped new employees get oriented to the job	Frequency	4	2	6	22	56	90
	Percent	<b>4.4</b>	<b>2.2</b>	<b>6.7</b>	<b>24.4</b>	<b>62.2</b>	<b>100.0</b>
Lent a compassionate ear when someone had a work problem	Frequency	4	2	12	20	52	90
	Percent	<b>4.4</b>	<b>2.2</b>	<b>13.3</b>	<b>22.2</b>	<b>57.8</b>	<b>100.0</b>
Changed vacation schedule, work days, or shifts to accommodate co-worker's needs	Frequency	3	4	5	28	50	90
	Percent	<b>3.3</b>	<b>4.4</b>	<b>5.6</b>	<b>31.1</b>	<b>55.6</b>	<b>100.0</b>
Offered suggestions to improve how work is done and work environment	Frequency	4	2	6	37	41	90
	Percent	<b>4.4</b>	<b>2.2</b>	<b>6.7</b>	<b>41.1</b>	<b>45.6</b>	<b>100.0</b>
Finished something for co-worker who had to leave early	Frequency	9	8	8	24	41	90
	Percent	<b>10.0</b>	<b>8.9</b>	<b>8.9</b>	<b>26.7</b>	<b>45.6</b>	<b>100.0</b>
Helped a less capable co-worker lift a heavy box or other object and Helped a co-worker who had too much to do	Frequency	5	3	15	23	44	90
	Percent	<b>5.6</b>	<b>3.3</b>	<b>16.7</b>	<b>25.6</b>	<b>48.9</b>	<b>100.0</b>
Took phone messages for absent or busy co-worker	Frequency	3	4	10	41	32	90
	Percent	<b>3.3</b>	<b>4.4</b>	<b>11.1</b>	<b>45.6</b>	<b>35.6</b>	<b>100.0</b>
Said good things about your employer in front of others	Frequency	3	4	16	32	35	90
	Percent	<b>3.3</b>	<b>4.4</b>	<b>17.8</b>	<b>35.6</b>	<b>38.9</b>	<b>100.0</b>
Volunteered to help a co-worker deal with a difficult and for extra work assignments customer, vendor, or co-worker	Frequency	3	7	15	31	34	90
	Percent	<b>3.3</b>	<b>7.8</b>	<b>16.7</b>	<b>34.4</b>	<b>37.8</b>	<b>100.0</b>
Went out of the way to give co-worker encouragement or express appreciation	Frequency	1	10	15	25	39	90
	Percent	<b>1.1</b>	<b>11.1</b>	<b>16.7</b>	<b>27.8</b>	<b>43.3</b>	<b>100.0</b>
Decorated, straightened up, or otherwise beautified common work space	Frequency	6	4	19	22	39	90
	Percent	<b>6.7</b>	<b>4.4</b>	<b>21.1</b>	<b>24.4</b>	<b>43.3</b>	<b>100.0</b>
Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor	Frequency	6	9	17	24	34	90
	Percent	<b>6.7</b>	<b>10.0</b>	<b>18.9</b>	<b>26.7</b>	<b>37.8</b>	<b>100.0</b>

**Source:** Primary Data, 2015

As seen the Table 4 above, 34.4% of the respondents occurred that they Picked up meal for others at work and always gave up meal and other breaks to complete work every day. 14.4% said often, 20% of the respondents said occasionally and 13.3% of the respondents said never. In the same line 50% of the respondents said that, they took time to advise, coach and mentor a co-worker, while 32.2% of the respondents said often and 3.3% and 2.2% said they never and occasionally respectively.

The findings further, revealed that 62.2% of the respondents said that, they helped a co-worker learn new skills, shared job knowledge and have always helped new employees get oriented to the job. 24.4% of the respondents said often, 6.7% of the respondents occurred at neutral, 2.2% of them said occasionally and 4.4% of the respondents said never.

When the respondent were asked whether, they lent a compassionate ear when someone had a work problem 57.8% of the respondents said every day. 22.2% and 13.3% of the respondents' said often and neutral respectively while 2.2% and 4.4% of the respondents said occasionally and never respectively. In the same line 55.6% of the respondents said that they changed vacation schedule, work days, or shifts to accommodate co-worker's needs every day, 31.1% said often and 5.6%, 4.4% and 3.3 said that neutral, occasionally and never respectively.

Further still, the 45.6% and 41.1% of the respondents said they offered suggestions to improve how work is done and work environment every day and often respectively. 6.7% of the respondents remained neutral, 2.2% of the respondents said occasionally and 4.4% of the respondents said never. Also the results show that 45.6% of the respondents concurred that that they finished something for co-worker who had to leave early. 26.7% of the respondents said

often, while 8.9% of the agreed at neutral and occasionally respectively, and 10% of the respondents said never.

When the respondents were asked whether they helped a less capable co-worker lift a heavy box or other object and helped a co-worker who had too much to do 48.9% of the respondents said every day, 25.6% of the respondents said often. 16.7% of the respondents remained neutral and 5.6% and 3.3% of the respondents said never and occasionally respectively.

The results further show that 35.6% of the respondents said that they took phone messages for absent and busy co-worker every day, 45.5% of the respondents said often, 11.1% of the respondents remained neutral and 4.4% and 3.3% of the respondents occasionally and never respectively. While still 38.9% of the respondent said good things about their employer in front of others, 35.6% of the respondents did every day, 17.8% of the respondents offered a neutral stand, 4.4% of the respondents said occasionally and 3.3% of the respondents said never.

When the respondents were asked whether they, volunteered to help a co-worker deal with a difficult and for extra work assignments customer, vendor, or co-worker. 37.8% of the respondents said every day. 34.4% of the respondents said often and 16.7% of them remained neutral, 7.8% of the respondents said occasionally and 3.3% of the respondents said never. However 43.3% of the respondents said they went out of the way to give co-worker encouragement and expressed appreciation. 27.8% of the respondents said often. Only 1.1% of them said never, 11.6% of respondents said occasionally and 16.7% of the respondents remained neutral.



Results indicate 43.3% of the respondents said they “Decorated, straightened up, or otherwise beautified common work space”. 24.4% of the respondent said often, 6.7% of the respondents said never, 4.4% of them said occasionally and 21.4% of the respondents offered a neutral ground. In same line 6.7% of the respondents have never defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.10% of the respondents said occasionally. While 26.7% of the respondents said often, 37.8% of the respondents said every day but 18.9% of the respondent offered a neutral ground.

#### 4.3.2 The leader dimension of SL and OCB.

According to the conceptual frame work, the leader dimension of servant leadership was measured using five indicators namely; Awareness, Persuasion, Conceptualization, Foresight and Knowledgeable that were gathered by asking the respondents the questions in the Table 5 below;

**Table 6: Findings on the leader dimension of Servant Leadership**

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
<b>Others would seek help from you if they had a personal problem</b>	Frequency	5	14	3	39	29	90
	Percent	5.6	15.6	3.3	43.3	32.2	100.0
<b>You are able to think through complex problems</b>	Frequency	6	12	3	40	29	90
	Percent	6.7	13.3	3.3	44.4	32.2	100.0
<b>You encourage others to handle important work decisions on their own</b>	Frequency	7	8	6	43	26	90
	Percent	7.8	8.9	6.7	47.8	28.9	100.0
<b>You are interested in making sure others reach their career goals.</b>	Frequency	15	11	3	32	29	90
	Percent	16.7	12.2	3.3	35.6	32.2	100.0
<b>You have a thorough understanding of the organization and its goals.</b>	Frequency	12	11	5	35	27	90
	Percent	13.3	12.2	5.6	38.9	30.0	100.0
<b>You give others the freedom to handle difficult situations in the way they feel is best</b>	Frequency	8	13	5	38	26	90
	Percent	8.9	14.4	5.6	42.2	28.9	100.0
<b>You can solve work problems with</b>	Frequency	10	6	4	48	22	90

<b>new or creative ideas.</b>	Percent	<b>11.1</b>	<b>6.7</b>	<b>4.4</b>	<b>53.3</b>	<b>24.4</b>	<b>100.0</b>
<b>If others need to make important decisions at work, they do not need to consult you</b>	Frequency	8	9	6	38	29	90
	Percent	<b>8.9</b>	<b>10.0</b>	<b>6.7</b>	<b>42.2</b>	<b>32.2</b>	<b>100.0</b>

**Source:** *Primary Data, 2015*

From the study findings in Table 5 above, 75.4% of the respondents concurred that others would seek help from them if they had a personal problem, 3.3% of the respondents keep on neutral and 21.2% of the respondents were in disagreement. The respondents further agreed with 76.6% that they are able to think through complex problems. 20% of the respondents were in disagreement and 3.3% of the respondents were offered a neutral response. A summary of the responses collected from 4 LDP specialists on the features agreed thus;

*The cognitive outcome of the program tutors the above features and more. It is evident in the persona of the graduate even before they graduate off the LDP training program. Academically the trainee must maintain good grades if they are to continue on the scholarship, which requires not only the knowledge of their course of pursuit, but also wide knowledge about many other aspects of life, ability to conceptualize them and training others about them, which brings out the aspect of persuasion.*(LDP specialist’s interview 2015)

The researcher still wanted to find out whether they encourage others to handle important work decisions on their own 76.7% of the respondents has were in agreement, 16.7% of the respondents disagreed and only 6.7% of the respondents were neutral with the statement question. In the same line 67.8% of the respondents agreed that they are interested in making sure others reach their career goals.28.8% of the respondents of the respondents disagreed and only 3.3% of the respondents were neutral.

When the respondents were asked whether they have a thorough understanding of the organization and its goals only 5.6% of them were neutral, 25.4% of the respondents were in disagreement and 68.9% of the respondent agreed. Further still, 71.1% of the respondents agreed that they give others the freedom to handle difficult situations in the way they feel is best. 23.3% of the respondents disagreed and 5.6% of the respondents were non-aligned.

Furthermore, based on the survey findings, the researcher found out that the graduates can solve work problems with new or creative ideas with 77.7% of the respondents in agreement. 17.8% of the respondents disagreed and only 4.4% of the respondents were impartial. In line with the above question, the graduates further consented if others need to make important decisions at work, they do not need to consult them with 74.4% of the respondents. Only 6.7% of the respondents were neutral and 18.9% responded otherwise.

#### **4.3.2.1. Correlation between the leader dimension of SL and OCB.**

In order to statistically determine relationship leader dimension of servant leadership and OCB in LDP graduates in the work place the average score for item on the leader dimension of servant leadership was correlated with the corresponding average score value for items on organizational citizenship behavior. This data was correlated under the following hypothesis “*There existed a positive relationship between leader dimension of servant leadership and OCB*”

*Table 7: Correlation between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior*

Correlations			
		LEADER DIMENSION OF SERVANT LEADERSHIP	OCB
LEADER DIMENSION OF SERVANT LEADERSHIP	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	90	90
OCB	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	98	98
<b>*Correlation is significant at the 0.01 level (2-tailed).</b>			
<b>Source: Primary Data, 2015</b>			

The results in table 6 above shows a Pearson correlation coefficient of 0.503\*\* and a probability value of 0.000 which is less than the pre-determined significant level of 0.05. These findings imply that there was a significant positive relationship between the leader dimensions of servant leadership on OCB in LDP graduates in the work place. That is, the lower the activities of servant leadership, lower levels of organizational citizen behavior, and the higher the activities of servant leadership, better the levels of organizational citizen behaviors. Therefore, it was concluded that indeed there was a significant positive relationship between the leader dimensions of servant leadership on OCB in LDP graduates in the work place.

#### **4.3.2.2. Regression analysis between the leader dimension of SL and OCB.**

Analysis using regression analysis technique was made to check the level of leader dimension of servant leadership on OCB in LDP graduates in the work place and results are shown in the table 7 below

*Table 8: Regression Summary between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 <sup>a</sup>	.253	.246	.382
<b>a. Predictors: (Constant), Leader Dimension Of Servant Leadership</b>				

**Source:** *Primary Data, 2015*

The results in the table 8 above show a coefficient of determination ( $r^2$ ) of 0.253. the findings mean that holding others factors constant, increasing the activities of leader dimension of servant leadership through seeking help from them if they have personal problem, enabling them to think through complex problems, encourage others to handle important work decisions on their own, being interesting in making sure others reach their career goals, having a thorough understanding of the organization and its goals, providing freedom to handle difficult situations in the way they feel is best, solving work problems with new or creative ideas would lead to a positive change in organizational citizenship behavior in terms of service beyond job description, discretionary work, organizationally beneficial work by approximately 25.3%

The F-statistic (32.570) was significant at the level of 5%, showing that the regression coefficient was significantly different from zero. Therefore, leader dimension of servant leadership was found to be a significant predictor of OCB in LDP graduates in the work place

#### **4.3.3. The relationship between the intersecting dimensions on OCB.**

Using the conceptual frame work, intersecting leadership dimension is measured using four indicators namely Stewardship, Commitment to People, Building Community and Ethical by asking the respondents the questions in the Table 8 below.

**Table 9: Findings on intersecting Leader /Servant features and Organizational Citizenship Behavior**

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
<b>You emphasizes the importance of giving back to community</b>	Frequency	6	6	5	42	31	90
	Percent	<b>6.7</b>	<b>6.7</b>	<b>5.6</b>	<b>46.7</b>	<b>34.4</b>	<b>100.0</b>
<b>You make others' career development a priority.</b>	Frequency	2	9	10	42	27	90
	Percent	<b>2.2</b>	<b>10.0</b>	<b>11.1</b>	<b>46.7</b>	<b>30.0</b>	<b>100.0</b>
<b>You give others the responsibility to make important decisions about their own jobs</b>	Frequency	8	2	8	52	20	90
	Percent	<b>8.9</b>	<b>2.2</b>	<b>8.9</b>	<b>57.8</b>	<b>22.2</b>	<b>100.0</b>
<b>You care more about others' success than your own.</b>	Frequency	10	7	2	42	29	90
	Percent	<b>11.1</b>	<b>7.8</b>	<b>2.2</b>	<b>46.7</b>	<b>32.2</b>	<b>100.0</b>
<b>You hold high ethical standards</b>	Frequency	8	12	3	41	26	90
	Percent	<b>8.9</b>	<b>13.3</b>	<b>3.3</b>	<b>45.6</b>	<b>28.9</b>	<b>100.0</b>
<b>You care about others' personal well-being.</b>	Frequency	7	11	8	43	21	90
	Percent	<b>7.8</b>	<b>12.2</b>	<b>8.9</b>	<b>47.8</b>	<b>23.3</b>	<b>100.0</b>
<b>You are always interested in helping people in the community.</b>	Frequency	7	8	2	47	26	90
	Percent	<b>7.8</b>	<b>8.9</b>	<b>2.2</b>	<b>52.2</b>	<b>28.9</b>	<b>100.0</b>
<b>You are always honest.</b>	Frequency	11	5	5	48	21	90
	Percent	<b>12.2</b>	<b>5.6</b>	<b>5.6</b>	<b>53.3</b>	<b>23.3</b>	<b>100.0</b>
<b>You have a thorough understanding of the organization and its goals</b>	Frequency	7	8	7	41	27	90
	Percent	<b>7.8</b>	<b>8.9</b>	<b>7.8</b>	<b>45.6</b>	<b>30.0</b>	<b>100.0</b>
<b>You provide others with work experiences that enable them to develop new skills</b>	Frequency	13	4	7	33	33	90
	Percent	<b>14.4</b>	<b>4.4</b>	<b>7.8</b>	<b>36.7</b>	<b>36.7</b>	<b>100.0</b>
<b>You sacrifice your own interests to meet others' needs</b>	Frequency	15	7	5	41	22	90
	Percent	<b>16.7</b>	<b>7.8</b>	<b>5.6</b>	<b>45.6</b>	<b>24.4</b>	<b>100.0</b>
<b>You would not compromise ethical principles in order to meet success</b>	Frequency	10	7	11	35	27	90
	Percent	<b>11.1</b>	<b>7.8</b>	<b>12.2</b>	<b>38.9</b>	<b>30.0</b>	<b>100.0</b>
<b>You encourage others to volunteer in the community</b>	Frequency	9	11	4	39	27	90
	Percent	<b>10.0</b>	<b>12.2</b>	<b>4.4</b>	<b>43.3</b>	<b>30.0</b>	<b>100.0</b>
<b>You value honesty more than profits.</b>	Frequency	6	11	4	43	26	90
	Percent	<b>6.7</b>	<b>12.2</b>	<b>4.4</b>	<b>47.8</b>	<b>28.9</b>	<b>100.0</b>

**Source:** *Primary Data, 2015*

The results in the table 8 above, 81.1% if the respondents agreed that they emphasizes the importance of giving back to community. 5.6% of the respondents remained neutral, 13.4% of the respondents were disagreement. In the same line the 76.7% of the respondents agreed that

they make others' career development a priority. 11.1% of them remained neutral and 12.2% of the respondents disagreed with the statement.

Further still, the 80% of the respondents agreed that they give others the responsibility to make important decisions about their own jobs. 11.1% of the respondents disagreed and 8.9% of the respondents were dispassionate. When the respondents were asked whether they care more about others' success than their own 78.9% of them agreed, 2.2% of the respondents were neutral and 19.6% of the respondents were in disagreement. A summary gleaned from a collection of responses from LDP specialists to questions concerning features in the intersecting dimension, ratify thus;

*“Am confident that these features are instilled during the training. The trainee is initially under the scrutiny of the specialist, a mentor, a Church leader and is still accountable to their sending Compassion project. All these are watching for the mentioned features and eventually they become part of the lifestyle of the student that later graduate off the program. From time to time the student is given several responsibilities in which the features are demonstrated.*

The results from the findings indicate that 74.5% of the respondents hold high ethical standards of 3.3% of the respondents were neutral and 22.2% of the respondents were in disagreement. Also 71.1% of the respondents were in agreement that they care about others' personal well-being. 20% of the respondents were neutral while 8.9% of the respondents were in disagreement.

When the respondents were asked whether they are always interested in helping people in the community 81.1% of the respondents agreed. 2.2% of the respondents were neutral and 16.7% of the respondents were in disagreement. In same line the institutional leaders were in agreement

with 76.6% when they are always honest. 5.6% of them were neutral and 17.8% of the respondents were in deviation.

Furthermore, the study findings revealed that 75.6% of the respondents have a thorough understanding of the organization and its goals. 7.8% of the respondents were neutral and 16.7% of the respondents were in disagreement. The respondents agreed that they provide others with work experiences that enable them to develop new skills 73.4%. 7.8% of respondents were neutral and 18.8% of the respondents were in disagreement.

The respondents were in agreement with 70% who said they sacrifice their own interests to meet others' needs. 24.5% of the respondents were in disagreement and 5.6% of the respondents were neutral with the statement question. The respondents also agreed with 68.9% that they would not compromise ethical principles in order to meet success. 18.9% of the respondents were in disagreement and 12.2% of the respondents remained impartial.

The results still indicate that 73% of the respondents were in agreement that they encourage others to volunteer in the community. 22.2% of the respondents were disagreement and 4.4% remained neutral. The respondents finally agreed that they value honesty more than profits with 76.7%. 4.4% of the respondents still remained neutral and 18.9% of the respondents were in disagreement.

#### **4.3.3.1. Correlation between the intersecting dimension and the graduates' OCB.**

In order to statistically establish the relationship between the intersecting leadership dimension on OCB in Table 10 was aggregated into a single value representing intersecting leadership dimension correlated with an index value representing OCB. The correlation test was conducted



under the following hypothesis “A positive relationship existed between the dimension mutual to both a leader and a servant on OCB.”

**Table 10: Correlation between the intersecting Leader/Servant features and Organizational Citizenship Behavior**

Correlations			
		INTERSECTING LEADER/SERVANT DIMENSION	OCB
INTERSECTING LEADERS/SERVANT DIMENSION	Pearson Correlation	1	.619**
	Sig. (2-tailed)		.000
	N	90	90
OCB	Pearson Correlation	.619**	1
	Sig. (2-tailed)	.000	
	N	98	98
<b>**.</b> Correlation is significant at the 0.01 level (2-tailed).			

Source: *Primary Data, 2015*

In the table 9 above, the correlation analysis between intersecting leadership dimension and OCB was found to be  $r = .619^{**}$ . Considering that this was a moderate positive correlation, it implies that as intersecting leadership dimension servant increases so does the OCB in in LDP graduates in the work place. The p value was found to be 0.000; considering this is a value less than 0.05 we reject the null hypothesis and accept the hypothesis that intersecting leadership dimension has a significant effect on OCB in LDP graduates in the work place.

#### **4.3.3.2. Regression analysis on the intersecting dimension on the OCB.**

However, the Pearson Correlation could not determine by how much a positive change in the level of intersecting leadership dimension would lead to a positive change in the status of organizational citizenship behaviour in LDP graduates in the work place, therefore a regression

analysis was further conducted to compute the coefficient of determination ( $r^2$ ) that could be used in determining the percentage of the total variation in the dependent variable that could be explained by the independent variable

**Table 11: Summary Regression analysis between intersecting Leader/Servant dimension and Organizational Citizenship Behavior**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.619 <sup>a</sup>	.383	.377	.347
<b>a. Predictors: (Constant), Intersecting Leadership Dimension</b>				

**Source:** Primary Data, 2015

In the Table 11 above, the results show R square of .383<sup>\*\*</sup> or 38.3% which implies that a unit change in Intersecting Leader/Servant dimension leads to 38.3% variability in organizational citizenship behavior in LDP graduates in the work place. These results therefore show that in this model, Intersecting Leader/Servant Dimension account for 38.3% variability in organizational citizenship behavior. However the results too show that the Intersecting dimension has a moderate explanatory power in accounting for the variability in organizational citizenship behavior (.383<sup>\*\*</sup>). The F-test of 59.622 is statistically significant, which means that the model is statistically significant in explaining Organizational Citizenship Behavior.

#### **4.3.4. The relationship of the servant dimension of SL and OCB.**

From the conceptual frame work, servant dimension of leadership is measured using four components namely; Listening, Empathy, Healing and Discernment by asking the respondents the questions in the Table 12 below;

*Table 12: Findings on Servant dimension of Leadership with Organizational Citizenship Behavior*

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
<b>You can tell if something work related is going wrong</b>	Frequency	3	10	9	31	37	90
	Percent	<b>3.3</b>	<b>11.1</b>	<b>10.0</b>	<b>34.4</b>	<b>41.1</b>	<b>100.0</b>
<b>You put others' best interests above your own</b>	Frequency	9	10	4	37	30	90
	Percent	<b>10.0</b>	<b>11.1</b>	<b>4.4</b>	<b>41.1</b>	<b>33.3</b>	<b>100.0</b>
<b>You take time to talk to others on a personal level</b>	Frequency	7	11	4	34	34	90
	Percent	<b>7.8</b>	<b>12.2</b>	<b>4.4</b>	<b>37.8</b>	<b>37.8</b>	<b>100.0</b>
<b>You can recognize when others are feeling down without asking them</b>	Frequency	4	9	4	39	34	90
	Percent	<b>4.4</b>	<b>10.0</b>	<b>4.4</b>	<b>43.3</b>	<b>37.8</b>	<b>100.0</b>
<b>You want to know about others' career goals</b>	Frequency	9	6	3	39	33	90
	Percent	<b>10.0</b>	<b>6.7</b>	<b>3.3</b>	<b>43.3</b>	<b>36.7</b>	<b>100.0</b>
<b>You do what you can to make others' jobs easier.</b>	Frequency	12	5	5	36	32	90
	Percent	<b>13.3</b>	<b>5.6</b>	<b>5.6</b>	<b>40.0</b>	<b>35.6</b>	<b>100.0</b>

Source: *Primary Data, 2015*

As seen in the table 12 above, the findings revealed that the graduates can tell if something work related is going wrong with 75.5% of the respondents in agreement, 10% of the respondents remained neutral and 14.4% of the respondents were in disagreement. Also the respondents agreed with 74.4% that they put others' best interests above their own. While 21.1% of the respondents were in disagreement and 4.4% of the respondents remained neutral. These points to the features of discernment and commitment to people which fall into the servant dimension and the intersecting dimension of SL respectively. The features comprising the servant dimension as confirmed by LDP specialists are instilled through the training.

*“These features (of the servant dimension of SL) are synonymous with the social-emotional outcome of the LDP training program. The students do not have an option if they are to complete*

*the training, but to demonstrate them. The program is rigorous and the follow-up so close, that nothing critical to the 5 areas of outcomes escapes the eye.” LDP Specialist 2015*

*Servant leadership for LDPs is aimed at defining their role and teaching humility. For the LDPs, servant leadership truly emphasized as the importance of the leader as a servant who is there to support the efforts of employees versus using authority to direct and dictate (LDP Trainer 2015)*

The findings still indicate that 75.6% of the respondents take time to talk to others on a personal level. 4.4% of the respondents remained neutral and 20% of the respondents were in disagreement. In the same line the respondents agreed with 81.1% that they can recognize when others are feeling down without asking them. 4.4% of the respondents were in disagreement and 14.4% of the respondents remained impartial.

*“The servant leadership experience overall for the participants in LDPs is meant creating a family atmosphere at work, which held the highest value to the participants. We believe our participants also understand the value of building relationships with their customers in the different work places they go to...” (LDP Trainer 2015)*

When the respondents were asked whether, they want to know about others’ career goals 80% of the respondents agreed and 16.7% of the respondents were in disagreement and 3.3% of the respondents remained neutral. Furthermore, 75.6% of the respondents agreed that they do what they can to make others’ jobs easier. While 5.6% of the respondents remained neutral and 18.9% of the respondents were in disagreement

**4.3.4.1. Correlation between Servant dimension of Servant Leadership and Organizational Citizenship Behavior.**

Following a descriptive analysis of the responses on servant dimension of leadership, a correlation was conducted between an average score of the items on servant dimension of leadership and an average score of the items on OCB to determine the statistical relationship between the two variables. The correlation test was conducted under the following hypothesis; *there was a positive relationship between servant dimension of servant leadership and OCB.*

**Table 13: Correlation between Servant dimension of Leadership with Organizational Citizenship Behavior**

Correlations			
		SERVANT DIMENSION OF LEADERSHIP	OCB
SERVANT DIMENSION OF LEADERSHIP	Pearson Correlation	1	.441**
	Sig. (2-tailed)		.000
	N	90	90
OCB	Pearson Correlation	.441**	1
	Sig. (2-tailed)	.000	
	N	98	98

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

**Source:** *Primary Data, 2015*

Table 13 above shows that, Pearson’s correlation coefficient for servant dimension of leadership was  $r = .441^{**}$ , with probability value ( $p = 0.000$ ) that is less than  $\alpha = 0.01$  level of significance showing a moderate relationship between servant dimension of leadership and OCB at the one percent level of significance. Therefore, OCB ( $p$ ) is significantly influenced by servant dimension of servant leadership as voiced by a graduate employer quoted below;

*“At the workplace we move to partner level with LDP graduate, and their style of work leaves an overall impact on the organizational culture as well. Because of that engagement such employees are committed to an organization because their opinions are welcomed and valued.”*

*(LDP Graduate Employer 2015).*

#### **4.3.4.2. Regression analysis between servant dimension of SL and OCB.**

But, since the correlation coefficient could not determine by how much a positive change in servant dimension of leadership would lead to an increase in organizational citizenship behavior in LDP graduates in the work place, regression analysis was conducted and a coefficient of determination ( $r^2$ ) was calculated to determine the percentage by which the current OCB in LDP graduates in the work place would improve as a result of a positive change in servant dimension of leadership.

**Table 14: Summary Regression analysis between Servant dimension of Servant Leadership and Ogranizational Citizenship Behavior**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>1</b>	.441 <sup>a</sup>	.195	.186	.397
<b>a. Predictors: (Constant), Servant Dimension Of Leadership</b>				

**Source:** *Primary Data, 2015*

From Table 14 above, show R square of .195 or 19.5% of the variation indicates how much of organizational citizenship behavior can be explained by the independent variable servant dimension of leadership. It implies that organizational citizenship behavior is dependent on servant dimension of leadership by 19.5%. The F-test of 23.213 in Table 15 is statistically

significant, which means that the model is statistically significant in explaining organizational citizenship behavior.

#### 4.4. The influence of SL on OCB in in LDP graduates.

To examine further the influence of servant leadership on the dependent OCB a Multiple Regression was carried out and the findings are presented in Table 15below;

*Table 15: Multiple Regressions of Independent Variables against the Dependent variable using the Model Summary*

Model Summary				
Model	R	R Square		Std. Error of the Estimate
1	.663 <sup>a</sup>	.439	.421	.335
<b>a. Predictors: (Constant), Leader Dimension Of Servant Leadership, Intersecting Leader/Servant dimension, Servant Dimension of Servant Leadership</b>				

Source: *Primary Data, 2015*

The regression results in Table 14 above show that the r square is 439<sup>\*\*</sup> or 43.9%. This implies that organizational citizenship behavior in LDP graduates in the work place can be explained up to 43.9% by Leader dimension of Servant Leadership, Intersecting Leader/Servant dimension and the Servant Dimension of Leadership. it means that the explanatory power of this model is moderately positive since a unit change Leader Dimension of Servant Leadership, Intersecting Leadership Dimension and Servant Dimension of Leadership can only cause's variability in organizational citizenship behavior by 43.9% . In other words, up to 56.1% variability in organizational citizenship behavior in LDP graduates in the work place is explained/ caused by other factors outside training in servant leadership like; work environment, organizational culture, the specific leadership style of their respective organizational management, ever changing business environment etc.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter is composed of the discussion of the findings, conclusions, recommendations and areas for further research.

#### **5.2. Summary of the findings**

The study split servant leadership into the features that make up its three distinct dimensions, namely; Leader dimension, intersecting leader/servant dimension and the servant dimension of servant leadership. It went further and undertook to establish the relationship between each of the mentioned individual dimensions and the organizational citizenship behavior (OCB) of the LDP graduates at their respective work places. This consequently went further to establish the extent to which training in servant leadership influenced OCB. The results are further discussed in the subsequent sections of this chapter.

##### **5.2.1. Relationship between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior in Leadership Development Program graduates.**

According to the conceptual frame work, the leader dimension of servant leadership was measured using five features/indicators namely; Awareness, Persuasion, Conceptualization, Foresight and Knowledgeable. The findings indicate that leader dimension of servant leadership is positively associated with OCB in LDP graduates in the work place with a Pearson correlation coefficient of 0.503\*\* and a probability value of 0.000 which is less than the pre-determined



significant level of 0.05. These findings imply that there was a significant positive relationship between the leader dimensions of servant leadership on OCB in LDP graduates in the work place. That is to say, the less the demonstration of servant leadership, the lower the scores of OCB, and the more the demonstration of servant leadership, the higher the scores of OCB.

### **5.2.2 Relationship between the intersecting Leader/Servant Dimension of Servant Leadership on the Organizational Citizenship Behavior in Leadership Development Program graduates.**

Using the conceptual frame work, intersecting leadership dimension was measured using four indicators namely; Stewardship, Commitment to People, Building Community and Ethical. The findings from the study confirmed that intersecting leadership dimension significantly influences OCB of the graduates in the work place with positive value of .619<sup>\*\*</sup> using a Pearson correlation coefficient, considering the p value at 0.000 which less than 0.05 considering that this was a moderate positive correlation, it implies that as the intersecting leader/servant dimension servant leadership increases, so does the OCB of LDP graduates. Thus, we reject the null hypothesis and accept the hypothesis that intersecting leadership dimension have a significant effect on OCB in LDP graduates in the work place.

### **5.2.3. Relationship of the Servant Dimension of Servant Leadership and Organizational Citizenship Behavior of Leadership Development Program graduates.**

From the conceptual frame work, servant dimension of leadership is measured using four components namely; Listening, Empathy, Healing and Discernment. The finding indicate that the servant dimension of leadership at positive value of .441<sup>\*\*</sup>, with probability value (p = 0.000) that

is less than  $\alpha = 0.01$  level of significance, thus a moderate relationship between servant dimension of leadership and OCB at the one percent level of significance. Therefore, OCB (p) is significantly influenced by Servant Dimension of Leadership

### **5.3. Discussion of the study**

#### **5.3.1. Relationship between the leader dimension of SL and OCB in LDP graduates.**

The leader dimension of servant leadership used in this study, as per the conceptual framework comprised of awareness, persuasion, conceptualization, foresight and knowledgeable. The findings established by the study of a significant positive relationship between the leader dimension and OCB of LDP graduates is in agreement with several previous studies carried out in other cultures, other people groups and work environments. Greenleaf (1970) submitted that by creating awareness and a sense of purpose for the people within the organization, the employee with a sense of purpose shall be inclined to exhibit OCB. Güçel and Begeç (2012) also confirmed that vision (also recognized as foresight) has a significant positive bearing on OCB. Chen and Sego 1998 found out in a study carried out in 11 companies in China, that influence and the persuasion of a leader was the factor responsible for high OCB, high employee retention and low turn-over in those companies. McShane and Von Glinow (2008), also highlight subtle persuasion as one of the forms of influence applied by leaders to ensure that followers are motivated, task focused and by extension playing extra-roles which is the embodiment of OCB.

### **5.3.2. Relationship between the dimension that comprises of intersecting Leader/Servant dimension of Servant Leadership and the Leadership Development Program graduates' Organizational Citizenship Behavior.**

Using the conceptual frame work, intersecting leadership dimension is measured using four indicators namely; Stewardship, Commitment to People, Building Community and Ethical. The findings from the study confirmed that intersecting leadership dimension significantly influences OCB of the graduates in the work place with positive value of .619\*\* using a Pearson correlation coefficient, considering the p value at 0.000 which less than 0.05 considering that this was a moderate positive correlation, it implies that as intersecting leadership dimension servant increases so does the OCB in LDP graduates in the work place. The findings are consistent with Reinke (2004) and Trivers (2009).who asserts that stewardship was foundational to levels of trust and suggested that “the servant-leader's behaviour is grounded in their self-perception as stewards of the organization and its people.” Trust bears a strong positive correlation with OCB. When the respondents were asked whether they are always interested in helping people in the community 81.1% of the respondents agreed. 2.2% of the respondents were neutral and 16.7% of the respondents were in disagreement. This is aligned with Liden and associates (2008) who indicates that helping subordinates grow, behaving ethically, and creating value for the community were significantly related to community citizenship behaviours, which include personal and organizational community service. Further still the findings are in line with Ehrhart, (2004) who consents that helping subordinates grow and succeed is supported as a way for servant leaders to influence followers to perform OCB

### **5.3.3. Relationship of the Servant dimension of Servant Leadership with Organizational Citizenship Behavior in Leadership Development Program graduates.**

According to the conceptual framework of this study, the servant dimension of servant leadership is composed of features that include; listening, empathy, healing and discernment. The study found out a significant positive relationship between the servant dimension of SL with its features and OCB. This is consistent with an earlier observation by Misner (2008) who contends that through dialogue and listening, a shared meaning is developed that produces vision and builds OCB. Greenleaf (1977) also asserts that servant leaders invoke trust which is derived from their empathy and full acceptance of their followers, and influences OCB. Servant hood has indeed been shown to have a positive relationship with the leaders' values of empathy, integrity, and competence which are valuable to organizational behavior (Washington, Sutton & Field, 2006).

## **5.4. Conclusion of the study**

### **5.4.1. The relationship between the Leader dimension of Servant Leadership and Organizational Citizenship Behavior in Leadership Development Program graduates.**

The deduction from this study is that the leader dimension of SL with its constituent features, make a significant contribution to ones possession of OCB.

### **5.4.2. The relationship between the intersecting Leader/Servant dimension of Servant Leadership and Organizational Citizenship Behavior.**

Judging from the study, the leader/servant mutual dimension and its features like hypothesized, have a significant positive relationship with OCB of LDP graduates.

### **5.4.3. The relationship of the Servant dimension of Servant Leadership and Organizational Citizenship Behavior in Leadership Development Program graduates.**

The study findings confirmed that the servant dimension of SL also has a positive significant relationship with the OCB of LDP graduates.

## **5.5. Recommendations of the study**

### **5.5.1. Relationship between the leader dimension of SL and OCB in LDP graduates.**

It is recommended that the graduate employers ensure continuous training in leadership takes place even after graduating off the LDP program. This could take the form of short courses.

The graduates should continually engage with mentors to keep the leader dimension sharpened.

The graduates should undertake to regularly interact and speak with the undergraduate students who are still undergoing the LDP training.

The graduates should also schedule to participate in consultative meetings and brainstorm on leadership issues. This shall refine their leadership acumen and contribute to the leader dimension.

### **5.5.2. Relationship between the intersecting Leader/Servant dimension of Servant Leadership and the graduates' Organizational Citizenship Behavior.**

I highly recommend that the employers of the graduates should deliberately and consistently engage with their communities through Corporate Social Responsibility (CSR) events and have the LDP graduates in their employment fully participate in them.

### **5.5.3. Relationship of the Servant dimension of Servant Leadership with Organizational Citizenship Behavior in Leadership Development Program graduates.**

It is recommended that a monitoring and evaluation unit be set up by the LDP trainers/implementers to track progress and alignment to the servant dimension of SL.

I also recommend that the employers should have the graduates exposed to social situations that provoke humanitarian action; for instance ensuring that they are at the frontline of all organizational humanitarian responses. This repeated shall overtime instil growth in empathy.

### **5.6. Limitations of the study**

Much of the findings of this study were based on primary information provided by the respondents which are subject to the potential bias and prejudice of respondents. However this was overcome by ensuring that as much as possible the study relied on secondary data related to the subject under investigation in addition to the primary data. Time constraints would not allow the researcher to increase the scope of the respondents.

Some respondents could not respond appropriately due to organizational policies at their places of work that barred them from divulging information.

### **5.7. Contributions of the study**

The study established the relationships between SL and OCB that are critical to and relevant to the work place in organizations. The outcomes of the study shall contribute to the body of knowledge and be utilized by university curriculum developers, career guidance experts, motivational speakers, Compassion International, Human Resource specialists, Policy makers and other stakeholders in the world of employment to help design programs focused on

improving OCB and consequently employability, appraise servant leadership better and enhance employee retention.

### **5.8. Areas recommended for future research**

I hereby recommend that similar studies be conducted within the management ranks of;

- a) Corporate organizations
- b) Faith-based organizations
- c) Educational institutions

The outcomes of the studies above would be of predictive value to organizational behavior and performance.

I also recommend longitudinal studies on the same for the purpose of comparing the outcomes.

## REFERENCES

- Adjibolosoo, S. 1994. *"The Human Factor and the Failure of Development Planning and Economic Policy in Africa"* In F. Ezeala-Harrison and S. Adjibolosoo, eds. *Perspectives on Economic Development in Africa*. Westport, CT: Praeger. P.26
- Alon Mwesigwa (16<sup>th</sup> January 2014) *Uganda's unemployed graduates held back by skills gap*: The Guardian <http://www.theguardian.com>
- Amin, M. E. (2005). Social Science research. *Conception, methodology and analysis*: Makerere University Printery, Kampala, Uganda.
- Banutu-Gomez, M. B., & Banutu-Gomez, S. M. T. (2007). *Leadership and organizational change in a competitive environment*. Business Renaissance Quarterly, 2(2), 69–91.
- Barnard, C. (1938). *The functions of the executive*. Cambridge: Harvard Press.
- Barrow, J. C. (1977). *The variables of leadership: A review and conceptual framework*. Academy of Management Review, 2, 233–251.
- Bass, B., & Bass, R. (2008). *The bass handbook of leadership: Theory, research, and managerial applications*.(4th Ed.). New York: The Free Press.
- Bateman, T. S., & Organ, D. W. (1983). *Job satisfaction and the good soldier: The relationship between affect and employee "citizenship."*Academy of Management Journal, 26, 587-595.
- Beveridge, W. (1909)*Unemployment: A Problem of Industry*. Longmans, London.



- Carver, C. S., & Scheier, M. S. 2002. *Optimism*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*: 231–243. Oxford, UK: Oxford University Press.
- Chen, Xiao-Ping; Hui, Chun; Segó, Douglas J (1998). *The role of organizational citizenship behaviour in turnover: Conceptualization and preliminary tests of key hypotheses*. *Journal of Applied Psychology*, Vol 83(6), Dec 1998, 922-931.
- Chien Min-Huei, 2003 *A Study to Improve Organizational Citizenship Behaviors*. Conference paper MODSIM03.
- Covey, S. (1990). *Principle centered leadership*. New York: Simon and Schuster.
- Cyert, R. (2006). *Defining leadership and explicating the process*. *Nonprofit Management and Leadership*, 1(1), 29–38.
- De Pree, M. (1989). *Leadership is an art*. New York: Doubleday Business.
- Ehrhart, M. G. (2004). *Leadership and procedural justice climate as antecedents of unit-level organizational citizenship behavior*. *Personnel Psychology*, 57(1), 61-94.).
- Farling, M. L., Stone, A. G., & Winston, B. E. (1999). *Servant leadership: Setting the stage for empirical research*. *Journal of Leadership Studies*, 6, 49–62.;
- Forrier, A., Sels, L., Van Hootegem, G., De Witte, H. & Vander Steene, T. 2001. *TudelUke arbeidsrelaties en 'employability'*. Leuven: Steunpunt WA V.
- Gazier, B. 1998 *Employability: definitions and trends*. In Gazier, B. (ed.) *Employability: Concepts and Policies*. European Employment Observatory, Berlin.

- Gina, D., Steffanie, W., & Rothbard, N. (2009). *Unpacking Prior Experience: How Career History Affects Job Performance*. *Organization Science*, Vol. 20, No. 1, pp. 51–68.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press. P.13 – 14
- Güçel C., Begeç S. (2012) [The effect of the servant leadership on organizational citizenship behaviour: Case study of a university](#). *International Journal of Social Sciences and ...*, 2012 - sosbilko.net
- Hall, A. S. 1991. "Why a Great Leader?" In K. Hall *Living Leadership: Biblical Leadership Speaks to Our Day*. Anderson, IN: Warner Press (14). Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler Publishers.
- Hobfoll, S. (2002). *Social and Psychological resources and adaptation*. *Review of General Psychology*, 6, 307–324.
- Holmes, L. (2001). *Reconsidering Graduate Employability: the 'graduate identity' approach*. *Quality in Higher Education* , 7 (2) 111-119.
- Jude Ssempebwa (2008): *Graduate Unemployment In Uganda: Socio- Economic Factors Exonerating University Training*; Vol 5 & 6 2008 *International Journal Of Educational Management*
- Kagaari JRK, Munene JC (2007). *Engineering Lecturers' competencies and Organisational Citizenship Behavior (OCB) at Kyambogo University*. *JEIT* Vol. 31, 9.

- Katz, D. (1964). *Motivational basis of organizational behavior*. Behavioral Science, 9, 131-146.
- Kelly L Zellars, Bennett J Tepper (2003), *Beyond Social Exchange: New Directions For Organizational Citizenship Behavior Theory And Research*, in (ed.) 22 (*Research in Personnel and Human Resources Management, Volume 22*), Emerald Group Publishing Limited, pp.395-424
- Kerls 2010; *The Servant Leader's magazine 2010*
- Kerls, B. (2010). *Highlights of the Uganda office marketing strategy of LDP products (graduates)*. Kampala: Compassion International Uganda.
- Knight P (2001) *Employability and Assessment*. Skills plus – A paper prepared for 4<sup>th</sup> colloquium 3<sup>rd</sup> October 2001
- Knight P & Yorke M (2000)*Skills plus: Turning undergraduate Curriculum*. Skills plus Project Report
- Kotter, J. P. (2001). *What leaders really do?* Harvard Business Review, December, 3–12.
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. Educational and Psychological Measurement. 30, 607-610.
- Little, B. (2001). *Reading between the lines of graduate employment*. Quality in Higher Education, 7 (2) 121 - 129.
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007a). *Positive Psychological Capital: Measurement and relationship with performance and satisfaction*. Personnel Psychology, 60, 541- 572.

Misner, H. P. (2008). *The effect of school communication on student achievement: The need for organizational citizenship behavior*. (Doctoral Dissertation. Northern Arizona University). UMI ProQuest Digital Dissertations, No. 33343284

Mugenda O. M. & Mugenda A. G. (1999) *Research Methods (reviewed). Quantitative and Qualitative approaches*: African Centre for Technology Studies Press, Nairobi, Kenya.

Organ, D.W. (1988:4) *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington Books: Lexington, MA, 1988.

Page, D., & Wong, P. T. (2000). *A conceptual framework for measuring servant leadership*. In S. B.-S. K. Adjibolosoo (Ed.), *The human factor in shaping the course of history and development* (pp. 1-16). Latham, MD: University Press of America.

Plsek, P., & Wilson, T. (2001). *Complexity, leadership, and management in healthcare organizations*. British Medical Journal (BMJ), 323, 746–749.

Podsakoff, P., S. MacKenzie, B. Paine and D. Bachrach, 2000. *Organizational citizenship behavior: A critical review of the theoretical and empirical literature and suggestions for future research*. J. Manage., 26(3):513-563

Risdel Kasasira (12<sup>th</sup> August 2012) *Seven questions: University students need more skills than the theories they are taught; Nuwagaba*. Sunday Monitor p.9

Sendjaya, S., & Pekerti, A. (2010). *Servant leadership as antecedent of trust in organizations*. Leadership & Organization Development Journal, 31(7), 643–663.

Senge, P. (1990). *The Fifth discipline: The art and styles of the learning organization*. New York: Doubleday Business.

Smith Carol (2005) Info 640 – mgmt. of info. Orgs. Submitted December 4, 2005

Smith, C. A., Organ, D. W., & Near, J. P. (1983). *Organizational citizenship behavior: Its nature and antecedents*. *Journal of Applied Psychology*, 68, 653-663.

Smith, W. (1995). *Servant-leadership: A pathway to the emerging territory*. In L. Spears (Ed.), *Reflections of leadership: How Robert K. Greenleaf's theory of servant leadership influenced today's top management thinkers* (pp. 198–213). New York: Wiley  
Spear centre 2011.

Spears, L. C. (2005). *On character and servant-leadership: Ten characteristics of effective, caring leaders*. Greenleaf Center for Servant-Leadership.

Stafford, W. (2010). *LDP Ministry Blueprint*. Colorado: Compassion International.

Washington, R. R., Sutton, C. D., & Feild, H. S. (2006). *Values and personality: Correlates of servant leadership*. *Leadership and Organization Development Journal*, 27(9), 700-716

Wheatley, M. (2005). *Finding our way: Leadership in uncertain times*. San Francisco: Berrett-Koehler Publishers.

Zehir, C., Bulent, A., Sule, E., Gulden, T. (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 IJRBS* Vol.2 No.3, 2013 ISSN: 2147-4478; www.ssbfnct.com

Zondervan NIV Bible

## APPENDICES

### Appendix I: Research Questionnaire

UGANDA MANAGEMENT INSTITUTE

SCHOOL OF MANAGEMENT SCIENCES

MASTER OF INSTITUTIONAL MANAGEMENT AND LEADERSHIP

#### Research Questionnaire

As part of the academic requirements for the award of Masters in Institutional Management and Leadership of Uganda Management Institute, students are required to conduct research and present their findings. In this regard, I am conducting research on “Servant-Leadership and Organizational Citizenship Behavior of Uganda Leadership Development Program Graduates.

. The purpose of this letter is to kindly request you to honestly provide information regarding the study. You are not required to attach any identification to ensure confidentiality and every part of your response will be used strictly for academic purposes. Many thanks;

#### 1. Age

a) 18 – 23 years	b) 24 – 29 years	c) 30 – 35 years	d) 36+ years
------------------	------------------	------------------	--------------

#### 2. Geographic location

--

#### 3. Job tenure

a) Less than 1 year	b) 1 – 4 years	c) 5 – 9 years	d) 10 years +
---------------------	----------------	----------------	---------------

#### 4. Education level

a) Bachelors	b) PG Diploma	c) Masters	d) Other
--------------	---------------	------------	----------

#### 5. What LDP Batch are you? .....

## SERVANT LEADERSHIP

1. Others would seek help from you if they had a personal problem.	1	2	3	4	5
2. You emphasizes the importance of giving back to community.	1	2	3	4	5
3. You can tell if something work related is going wrong.	1	2	3	4	5
4. You give others the responsibility to make important decisions about their own jobs.	1	2	3	4	5
5. You make others' career development a priority.	1	2	3	4	5
6. You care more about others' success than your own.	1	2	3	4	5
7. You hold high ethical standards.	1	2	3	4	5
8. You care about others' personal well-being.	1	2	3	4	5
9. You are always interested in helping people in the community.	1	2	3	4	5
10. You are able to think through complex problems.	1	2	3	4	5
11. You encourage others to handle important work decisions on their own.	1	2	3	4	5
12. You are interested in making sure others reach their career goals.	1	2	3	4	5
13. You put others' best interests above your own.	1	2	3	4	5
14. You are always honest.	1	2	3	4	5
15. You take time to talk to others on a personal level.	1	2	3	4	5
16. You are involved in community activities.	1	2	3	4	5
17. You have a thorough understanding of the organization and its goals.	1	2	3	4	5
18. You give others the freedom to handle difficult situations in the way they feel is best.	1	2	3	4	5
19. You provide others with work experiences that enable them to develop new skills.	1	2	3	4	5
20. You sacrifice your own interests to meet others' needs.	1	2	3	4	5
21. You would not compromise ethical principles in order to meet success.	1	2	3	4	5
22. You can recognize when others are feeling down without asking them.	1	2	3	4	5
23. You encourage others to volunteer in the community.	1	2	3	4	5
24. You can solve work problems with new or creative ideas.	1	2	3	4	5
25. If others need to make important decisions at work, they do not need to consult you.	1	2	3	4	5
26. You want to know about others' career goals.	1	2	3	4	5
27. You do what you can to make others' jobs easier.	1	2	3	4	5
28. You value honesty more than profits.	1	2	3	4	5

**ORGANIZATION CITIZENSHIP BEHAVIOR (OCB)**

*How often have you each of the following things on your current place of work or abode?*

1. Picked up meal for others at work	1	2	3	4	5
2. Took time to advise, coach, or mentor a co-worker.	1	2	3	4	5
3. Helped co-worker learn new skills or shared job knowledge.	1	2	3	4	5
4. Helped new employees get oriented to the job.	1	2	3	4	5
5. Lent a compassionate ear when someone had a work problem.	1	2	3	4	5
6. Lent a compassionate ear when someone had a personal problem.	1	2	3	4	5
7. Changed vacation schedule, work days, or shifts to accommodate co-worker's needs.	1	2	3	4	5
8. Offered suggestions to improve how work is done.	1	2	3	4	5
9. Offered suggestions for improving the work environment.	1	2	3	4	5
10. Finished something for co-worker who had to leave early.	1	2	3	4	5
11. Helped a less capable co-worker lift a heavy box or other object.	1	2	3	4	5
12. Helped a co-worker who had too much to do.	1	2	3	4	5
13. Volunteered for extra work assignments.	1	2	3	4	5
14. Took phone messages for absent or busy co-worker.	1	2	3	4	5
15. Said good things about your employer in front of others.	1	2	3	4	5
16. Gave up meal and other breaks to complete work.	1	2	3	4	5
17. Volunteered to help a co-worker deal with a difficult customer, vendor, or co-worker.	1	2	3	4	5
18. Went out of the way to give co-worker encouragement or express appreciation.	1	2	3	4	5
19. Decorated, straightened up, or otherwise beautified common work space.	1	2	3	4	5
20. Defended a co-worker who was being "put-down" or spoken ill of by other co-workers or supervisor.	1	2	3	4	5



**Appendix II: Interview Guide for LDP Specialists, Trainers and Employers**

Name:.....

Address:.....

Designation:.....

Relationship to LDP graduate.....

Date:.....

**Guiding Questions: (LDP specialists)**

Qn1.What is your view on the LDP training generally?

Qn 2. In what ways do you think the LDP training imparts

*Awareness ,Persuasion, Conceptualization, Foresight, Knowledgeable.*

3. Do you reckon that the LDP training instils

*Stewardship, Commitment to People, Building Community, Ethics*

4. Do you think that the graduate of the LDP training would exhibit features like

*Listening, Empathy, Healing, Discernment?*

*How would you ensure that happens as an LDP specialist/Program trainer?*

5. What change do you observe as the student goes through 3 years of training?

6. What area do you think ought to be tackled further by the training?

**Guiding questions for The Employer**

1. To what extent are these features epitomized in your employee?

*Awareness ,Persuasion, Conceptualization, Foresight, Knowledgeable*

2. Have you realized any of the features below in your employee and of what value are they to your organization?

*Stewardship, Commitment to People, Building Community, Ethics*

3. Have you observed *Listening, Empathy, Healing, Discernment* exhibited in your employee? What has been there effect on the workplace?