

Research Article

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Servant Leadership and Job Satisfaction in Higher Education: Examining The Antecedent Effects of Motivation to Serve and The Complementary Mediation of Trust

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Abstract

Background/purpose. Three reasons were found that stimulated this study to be carried out: 1) motivation to serve is categorized as a concept that is not adequately articulated; 2) there are inconsistencies in the placement of trust as an outcome of servant leadership or as a predictor or combining trust and servant leadership; and 3) the inconsistency of servant leadership's direct and indirect influence on job satisfaction opens opportunities for current studies to place trust as a mediator between these two variables. The study aimed to examine the role of the antecedent of motivation to serve on servant leadership and investigate the mediating effects of trust in the relationship between servant leadership and job satisfaction.

Materials/methods. This study used a cross-sectional design with an observational design that is useful for studying the characteristics of current study participants. The respondents of this study were lecturers at 30 Christian higher education in Indonesia, with a total of 140 respondents. This study used a quantitative method, and the data was analyzed using partial least squares structural equation modeling.

Results. This scale does not indicate any problems with convergent validity. All values of composite reliability, Cronbach's alpha, and rho_A above 0.7, and specifically values rho_A between CA and CR are reasonable indications of reliability. There is no discriminant validity issue for this measurement model because HTMT values are less than the 0.90 threshold value. The results of the analysis show that hypotheses 1 - 4 are accepted (direct) and hypothesis 5 is accepted (indirect) because the t-value is greater than or equal to 1.645.

Conclusion. This study has demonstrated the contribution of the antecedent role of motivation to serve in servant leadership. Servant leadership positively influences job satisfaction and trust, and trust positively influences job satisfaction. Regarding mediation, trust is the complementary mediating effect of servant leadership on job satisfaction.



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1. Introduction

Job satisfaction (JS) is a management tool, but it can also be considered a leadership responsibility and ethical imperative (Gil et al., 2023). In higher education, job satisfaction is considered the backbone of academic employment (Byrne et al., 2012). Albert et al. (2016) argue that the high turnover of academic personnel caused by dissatisfaction may harm higher education institutions because it contributes to the transfer of valuable educational capital by substituting costly staff. Satisfied academic staff perform better, help improve performance, and build the reputation of academic institutions by influencing student learning outcomes (de Lourdes Machado-Taylor et al., 2014). In addition to these factors that drive academic staff job satisfaction, leadership is an important catalyst (Alonderiene & Majauskaite, 2016). Leader support conveys positive messages that increase school productivity and satisfaction (Park, 2018), and the principal is a significant determinant of school quality (Arifin et al., 2018; Juharyanto et al., 2020).

Leader support is key for faculty because it conveys positive messages that increase productivity and satisfaction (Park, 2018). Servant leadership (SL) has a unique philosophy of 'serving others'; servant leadership is an essential organizational factor influencing employee behaviour and attitudes (Eva et al., 2019). As a result, servant leadership has increased interest in studying its impact on academic staff in higher education (Aboramadan et al., 2020b). Alonderiene and Majauskaite (2016) pointed out that servant leadership significantly influences job satisfaction among all leadership styles. Previous studies have shown a strong positive relationship between waiter leadership and worker job satisfaction (Kiker et al., 2019) as a direct line and mediation. Based on the results of previous studies, it is unclear whether servant leadership has a direct (proximal) or indirect (distal) relationship with job satisfaction (Westbrook & Peterson, 2022). The results show that most studies have analyzed the effect of servant leadership on job satisfaction in universities in countries such as Oman, Turkey, and Italy (Singh & Ryhal, 2021). Nevertheless, there is a lack of research on leadership in higher education (Esen et al., 2018). More specifically, with a few exceptions (Aboramadan et al., 2020a; Dahleez et al., 2021; Latif & Marimon, 2019), research on servant leadership in higher education is limited and requires more attention. Research on the relationship between servant leadership and academic job satisfaction is still scarce (Latif et al., 2021).

The servant leadership aspect is valuable to organizations because servant leadership is empirically associated with various organizational outcomes, including increased productivity and organizational support. Most research, however, has focused exclusively on behaviors and desires to serve leaders and not followers (Ukeni et al., 2019). This research is based on the work of Ng et al. (2008), who designed motivation to serve (MM) to build servant leadership and as an antecedent for servant leadership (Ng & Koh, 2010). The results of another study showed that the variable motivation to serve is not an antecedent variable but a variable that moderates the relationship between servant leadership and leader-member exchange (Amah, 2015). Meanwhile, Fonataba (2016) places the motivation to serve as the dependent variable. In addition, according to Amah (2018), researchers previously used motivation to serve as a substitute for servant leadership behaviour—a fact challenged in this study. They argue that servant leadership is a concept that is not adequately articulated—their approach will eliminate the errors involved in determining and measuring servant leadership behavior—this approach eliminates the errors involved in determining and measuring servant leadership behavior.

Servant leadership builds followers' trust (T) and loyalty, encouraging followers to actively contribute to organizational development (Hai & Van, 2021). Servant leadership affects trust in leaders and the influence of servant leadership on performance through trust in leaders as a mediating variable (Keradjaan et al., 2020). The servant leadership component aligns with the trust predictors outlined in the literature (Liden et al., 2014). Even research from Du Plessis et al. (2015) found trust as a predictor of servant leadership. In addition, it should be noted that the discussion of

trust is scant in the literature, and more research is needed on the servant leader's style (Gil et al., 2023).

Regarding the theory used as the basis for the relationship between constructs, previous research (Dahleez & Aboramadan, 2022; Aryee et al., 2023; Birgisdóttir et al., 2024) has not combined several theories in testing relationships between constructs. Current research uses self-determinant theory and social consistency theory to examine the role of antecedents of motivation to serve toward servant leadership and social exchange theory, affective event theory, and relational theory perspective to measure the role of mediators of trust and to examine successful outcomes (job satisfaction).

Based on a review of the results of previous studies, three research gaps were found, and at the same time, became a reference to produce novelty in the current study, namely 1) There are three different research results on the placement of motivational variables to serve as both antecedents, moderation, and outcomes. Motivation to serve is categorized as a concept that is not properly articulated. There are inconsistencies in the placement of trust as an outcome of servant leadership or as a predictor or combining trust and servant leadership. Other research examines the role of motivational roles to serve as antecedents and trust as mediators; 2). This study uses four theories simultaneously, which have not been found in previous studies, including self-determination theory, social consistency theory, social exchange theory, and relational theory perspective; and 3). The inconsistency of servant leadership's direct and indirect influence on job satisfaction opens opportunities for current studies to place trust as a mediator between these two variables. Based on research gaps and novelty, the current study examines the antecedent role of motivation to serve on servant leadership and investigates the mediating effects of trust in the relationship between servant leadership and job satisfaction.

2. Literature Review

2.1. Motivation to serve and servant leadership

Previous studies have shown that the motivation to serve is an antecedent and the primary motive for enacting a servant leadership style (Amah, 2018). The relationship between motivation to serve and servant leadership can be explained by the social consistency theory (Aronson, 1997). Motivation to serve is an individual difference that individuals can use to describe themselves. For example, Greenleaf (1977) describes a servant leader as a person whose primary motive is to serve; therefore, a servant leader would see the motivation to serve as a portrayal of his or her identity. Leaders who consider themselves motivated to serve will enact behaviors that support perceived self-identity to avoid mismatch. As a result, individuals motivated to serve will exhibit high servant leadership behavior. Otherwise, the individual will experience incompatibility and try to remove it by modifying their behavior as postulated by social consistency theory. This aligns with the statement that individuals are motivated to behave according to their self-perception (Barbuto, 2005).

In addition, self-determination theory has been utilized by servant leadership scholars to examine how servant leaders meet the needs of their followers (Van Dierendonck et al., 2014). Eva et al. (2019) pointed out that there are benefits to utilizing self-determination theory as a framework for investigating the antecedents of servant leadership. Given the gap in understanding the antecedents of servant leadership, perhaps due to a lack of guiding theory, self-determination theory can provide the focus needed to begin bridging this gap. This contrasts with the findings of Dahleez and Aboramadan (2022), who use self-determination theory to examine the relationship between servant leadership and job satisfaction.

H1: Motivation to serve is an antecedent to job satisfaction.

2.2. Servant leadership, trust, and job satisfaction

Servant leadership prioritizes meeting followers' needs and prioritizing employee needs (Van Dierendonck, 2011). Therefore, several studies have found a relationship between the servant leadership dimension and job satisfaction (Hajjaj, 2014). Previous research has confirmed that the higher employees perceive servant leadership in an organization, the higher their job satisfaction (McCann et al., 2014).

Regarding the relationship between servant leadership and job satisfaction, we estimate that such a leadership style will contribute positively to higher levels of follower job satisfaction because the relationship between leader and follower defines the degree of influence on job satisfaction (De Cremer, 2003). Therefore, guided by the relational theory perspective, a job can be viewed as an essential social act, emphasizing relationships as the core inspiration for work (Blustein, 2011). Servant leaders reinforce high-quality interactions with followers, ultimately satisfying follower needs (Page & Wong, 2000). Furthermore, the servant leader allows followers to discuss and express their concerns and build a trusting relationship between the leader and the follower (Eva et al., 2019). Servant leaders encourage followers to feel that they are willing to promote followers' personal growth, contributing to their job satisfaction (Chan & Mak, 2014).

Lowe (1998) pointed out that leadership is the foundation of trusting relationships in organizations. Servant leadership is a significant predictor of trust, with covenant relationships, responsible morality and the changing influence of servant leadership behaviours as keys that significantly contribute to followers' trust in their leaders. Senjaya and Pekerti (2010) assert that followers who feel high servant leadership behavior in their leaders will have a much higher level of trust than those who feel low servant leadership behavior in their leaders. Trust helps create more positive attitudes at work, including job satisfaction and commitment (Mooradian et al., 2006). Trust produces a direct influence on various outcomes. Leader-subordinate relationships found that trust directly affects job satisfaction (Amini & Kemal, 2021).

H2: Servant leadership positively influences job satisfaction.

H3: Servant leadership positively influences trust.

H4: Trust positively influences job satisfaction.

2.3. Mediating effect of trust

The theory underlying the mediating role of trust is social exchange theory. Social exchange relationships involve uncertainty about whether parties will reciprocate contributions. As a result, trust between parties is an integral part of the social exchange theory. According to Stafford (2014), social exchange involves relationships with others and trusts that conflict with legal obligations, are more flexible, and rarely involve explicit bargaining. In servant leadership, the process of interaction and exchange (explicit or implicit) between servant leaders and subordinates is central to the relationship (Liden et al., 2014). In effective servant leadership practices, followers are more likely to perceive these positive behaviors and practices as oriented toward follower growth and development and focus on their interests (Ilkhanizadeh & Karatepe, 2018). Under such circumstances and with the support of social exchange theory, followers are more likely to develop a positive perception of trust because of the leader's qualities and trusting relationships. Therefore, using social exchange theory, the servant leadership process in subordinate attitudes can be explained in which trust in the leader acts as a mediator (Rousseau et al., 1998). In addition, the effect of trust mediation is based on affective events theory (Weiss & Cropanzano, 1996). The basic idea of the affective events theory is that events caused by the work environment feature affective states— affective states directly affect attitudes (e.g., job satisfaction) (Schermerhorn et al., 2010). Consequently, attitudes trigger judgment-driven behaviors (e.g., absenteeism, tardiness, and turnover) (Ghasemy et al., 2021).

Affective events theory reveals that the positive attitude that comes to servant leaders will lead to positive behavior of followers. Therefore, followers' trusting attitude towards their leader will encourage job satisfaction.

H5: Trust mediates the positive relationship between servant leadership and job satisfaction.

3. Methodology

3.1. Research Design

This study used the quantitative method. This study used a cross-sectional design with an observational design that is useful for studying the characteristics of current study participants. The cross-sectional design implies that data is collected once and represents a snapshot of a single point in time.

3.2. Sample and Data Collection

The population in this study is the rector or chairman and lecturers of Christian higher education throughout Indonesia. The number of Christian higher education in Indonesia is 386, including high schools and institutes. The number of lecturers of Christian religious education in Indonesia is 6247 people. The study involved only 30 Christian higher education centers in Indonesia's East Java province, with a population of 455 lecturers.

The study used five latent variables and the most arrows towards the OCB variable (there were two arrows), so it can be concluded that the number of predictors in this study is three. Based on the number of predictors, the determination of the number of sample sizes in this study uses G*Power software with criteria including test family (f-test), statistical tests (linear multiple regression: Fixed model, R² deviation from zero), effect size f² (0.15), α error probability (0.05), Power (1- β error probability = 0.95), and number of predictors = 4 (Faul et al., 2009). Calculating the number of samples using G*Power found a minimum of 107 samples. This study used convenience and voluntary sampling techniques to achieve a minimum sample count based on G*Power calculations.

The respondents of this study were lecturers at 30 Christian higher education institutions in Indonesia, with a total of 140 respondents, using purposive sampling. Table 1 shows that the dominant respondents are men (75.00%) and women (only 25.00%). The majority of respondents were over 46 years old (53.57%), and the age groups 36 – 40 (18.57%) and 41 – 45 (17.86%). The respondents' academic qualifications were dominated by Masters (69.28%) and doctorates (30.72%). For academic positions, participants were dominated by expert assistants (44.29%), lecturers (37.14%), and teaching staff (16.43%). Respondents with the most years of teaching were more than five years (70.72%), and those years in college were more than five years (84.28%). Finally, respondents who knew the rector/chairman the longest had done so for more than five years (72.86%) and between 2 and 5 years (only 21.42%). Respondents have sufficient experience and knowledge of the rector or chairman to respond.

Table 1. Demographic Profile of Respondents

Variable	Frequency	%
Gender		
Male	105	75.00
Female	35	25.00
Age (years)		
26 – 30	5	3.58
31 – 35	9	6.42
36 – 40	26	18.57
41 – 45	25	17.86
More than 46 years	75	53.57
Qualification		
Bachelor	0	0
Master	97	69.28
Doctor	43	30.72
Academic grade		
Tutor	23	16.43
Lecturer	62	44.29
Senior lecturer	52	37.14
Associate professor	2	1.42
Professor	1	0.72
Teaching experience		
Less than 2 years	15	10.71
Between 2 – 5 years	26	18.57
More than 5 years	99	70.72
Years of experience at higher education		
Less than 2 years	9	6.43
Between 2 – 5 years	13	9.29
More than 5 years	118	84.28
How long have you known the rector/chairman?		
Less than 1 year	8	5.72
Between 2 – 5 years	30	21.42
More than 5 years	102	72.86

Primary data is collected by researchers directly from the first source, namely lecturers who are samples or units of analysis. The data collection technique uses questionnaires. Convenience sampling is carried out by distributing questionnaires (Google forms) based on the proximity of researchers to respondents through WhatsApp, and voluntary sampling is carried out through previous respondents to their colleagues as recommended by researchers so that the responses that participate and complete filling out questionnaires amounted to 140 people from 30 Christian higher education. This number has met the criteria because the minimum number of respondents for the three predictors is 107.

3.3. Instruments

All items in the designed survey were measured using a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. Six items of the motivation to serve construct were adopted from Ng et al. (2008) and Ukeni et al. (2019); The 11 items that make up servant leadership were made by Sendjaya et al. (2019), Ehrhart (2004), and Winston and Fields (2015). Trust is measured using an instrument adapted from McAllister (1995), which includes six items. Finally, OCB was measured using instruments adapted from Williams and Anderson (1991).

3.4. Data Analysis

This study used partial least squares structural equation modeling (PLS-SEM) for data analysis, as recommended by previous researchers (Hair et al., 2019). There are two types of testing: First, the measurement model was assessed to ensure that the internal consistency (Cronbach's alpha, composite reliability, Rho_A), convergent validity (outer loading and average variance extract/AVE), and discriminant validity (the Heterotrait-Monotrait Ratio of Correlation) met the recommended threshold quality. Later, structural models are analyzed for hypothesis testing, and this has to do with the relationship between latent variables. Structural models showing the relationship between constructs were assessed using bootstrapping with 5.000 resamples to produce the value of the path coefficient and its significance ($p < 0.05$, one-tailed).

Using bootstrapping, this study adopted the four mediation steps provided by Baron and Kenny (1986). As for decision-making related to the type of mediation (Memon et al., 2018), this study adopts an understanding of the types of mediation and non-mediation from Zhao et al. (2010).

4. Results

4.1. Multicollinearity Test

This study uses mediation analysis; therefore, it is necessary to conduct a multicollinearity test to determine the strength of influence between variables. Using Pearson correlation analysis, the multicollinearity test is a valuable correlation for determining the strength of relationships between variables. The analysis results that can be used to determine the correlation between the variables of motivation to serve, servant leadership, trust, and satisfaction are presented in Table 2.

Table 2. Correlation Between Variables

Construct	MM	SL	T	JS
MM	1			
SL	0.550**	1		
T	0.537**	0.594**	1	
JS	0.193*	0.472**	0.368**	1

Note ** $p < 0.01$ (1-tailed). MM: Motivation to serve; SL: Servant Leadership; T: Trust; JS: Job Satisfaction

The criteria used to determine whether a variable is said not to have multicollinearity if the correlation value between variables < 0.9 . The results of the correlation analysis showed that the correlation value between variables < 0.9 , so it was concluded that there was no multicollinearity between variables. These findings provide initial support for the main hypothesis.

4.2. Measurement Model Test

Before testing the hypothesis (structural model), validity and reliability measurements are evaluated based on the measurement model. The outer model test aims to specify the relationship between latent variables and their indicators. The assessment of measurement models in Figures 1, 2, 3, and 4 shows that not all outer loading exceeds the threshold value of 0.6. SL9 (0.345), T6 (-0.017), and JS6 (0.277) items have an outer loading of less than 0.6. Thus, all these items are removed from the model. In addition, the average variance extracted (AVE) is higher than the cut-off value of 0.5 (0.510 – 0.903), except SL (0.494), so the SL8 item (0.619) is removed to increase the AVE value (0.510). Based on these results, it can be said that this scale does not indicate any problems with convergent validity. All values of the composite reliability, Cronbach's alpha, and rho_A above 0.7, and specifically values rho_A between CA and CR are reasonable indications of reliability. Thus, the measurement of internal consistency reliability is established, as reported in Table 3.

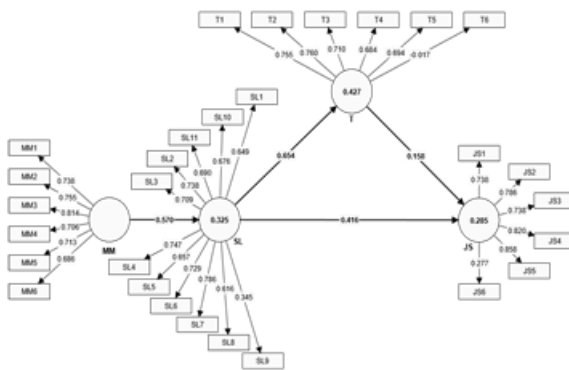


Figure 1. Initial PLS-Path Model



Figure 2. Modified PLS-Path Model



Figure 3. Modified PLS-Path Model



Figure 4. Modified PLS-Path Model

Table 3. Convergent Validity and Internal Consistency Reliability

Construct	Item Code	Outer Loading	AVE	Cronbach's alpha	rho_a	rho_c
MM	MM1	0.740	0.542	0.831	0.838	0.876
	MM2	0.754				
	MM3	0.814				
	MM4	0.704				
	MM5	0.714				
	MM6	0.686				
SL	SL1	0.662	0.510	0.879	0.882	0.903
	SL10	0.686				
	SL11	0.694				
	SL2	0.726				
	SL3	0.716				
	SL4	0.758				
	SL5	0.656				
	SL6	0.737				
	SL7	0.780				
T	T1	0.752	0.521	0.771	0.775	0.844
	T2	0.760				
	T3	0.710				
	T4	0.689				
	T5	0.695				
JS	JS1	0.740	0.623	0.851	0.868	0.892
	JS2	0.792				
	JS3	0.735				
	JS4	0.815				
	JS5	0.857				

Note: MM: Motivation to serve; SL: Servant Leadership; T: Trust; JS: Job Satisfaction

The discriminant validity test is assessed using the Heterotrait-Monotrait Ratio of Correlation (HTMT) because it is more appropriate for testing the full PLS-SEM model. HTMT is the average value of item correlation across constructs relative to the average correlation mean for items measuring the same construct. An HTMT value above 0.90 would indicate a discriminant validity issue. On the other hand, the second criterion estimate, the value of the Heterotrait-Monotrait Ratio of Correlation (HTMT) ratio, should be less than 0.90, as recommended by Henseler et al.. (2015). Table 4 shows that all HTMT values are less than the 0.90 threshold value. There is no discriminant validity issue for

this measurement model. In conclusion, all identified constructs and indicators are suitable for evaluating the model and testing the hypothesis.

Table 4. Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)

	JS	MM	SL	T
JS				
MM	0.309			
SL	0.562	0.669		
T	0.507	0.739	0.800	

Note: MM: Motivation to serve; SL: Servant Leadership; T: Trust; JS: Job Satisfaction

4.3. Structural Model Test

The direct influence between variables in SEM analysis is known through a significance value of 0.05 with a t-value of 1.645. If the t-value is greater than or equal to 1.645, the relationship is significant at $\alpha < 0.05$. Based on the output of the complete analysis of the PLS-SEM model (Figure 5), a summary of the influence between variables can be summarized. Based on Figure 5, it is known that the four direct influences between variables are significant.

Indirect influence between variables is the influence between variables through mediation variables tested using the bootstrapping test instead of the Sobel test because the Sobel test has low power compared to the bootstrap test (Zhao et al., 2010). Based on the type of mediation (Zhao et al., 2020), the results of this study have a complementary type of mediation due to significant direct and indirect influences in the same direction (+/-). Table 5 shows that all were significant from one mediating effect between variables.

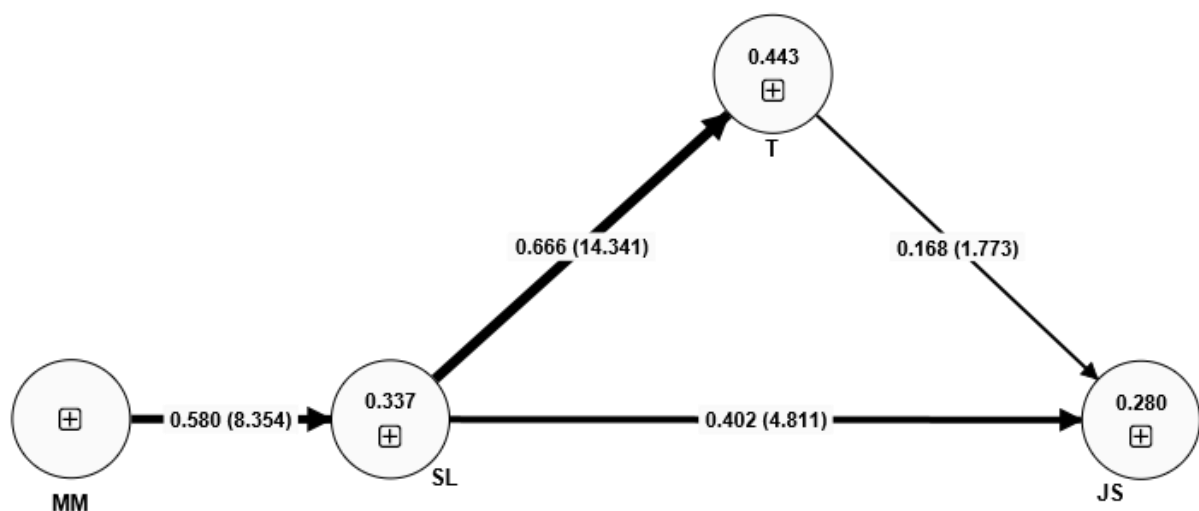


Figure 5. Hypothesized PLS-Path Model

Table 5. Summary of Hypotheses Testing

Hypotheses	Path	Std. Beta	Std. Error	t-value	p-value	Bias	Confidence Interval		Decision
							5.00%	95.00%	
Direct									
H1	MM -> SL	0.580	0.069	8.354	0.000	0.008	0.432	0.676	Supported
H2	SL -> JS	0.402	0.084	4.811	0.000	0.009	0.249	0.527	Supported
H3	SL -> T	0.666	0.046	14.341	0.000	0.008	0.568	0.727	Supported
H4	T -> JS	0.168	0.095	1.773	0.038	0.000	0.004	0.320	Supported
Indirect									
H5	SL -> T -> JS	0.112	0.065	1.707	0.044	0.002	0.000	0.219	Supported

Note: $p \leq 0.05$ (1-tailed test). MM: Motivation to serve; SL: Servant Leadership; T: Trust; JS: Job Satisfaction

4.4. Uji R2 Adjusted, Effect Size (f2) and VIF

PLS-SEM aims to maximize the R2 adjusted endogenous variable in pathway models. This study evaluated the predictive accuracy of the model through R2 adjusted. It can be seen as the combined effect of exogenous variables on endogenous variables. In other words, it represents the variance in an endogenous construct described by all associated exogenous variables (Table 5). Adjusted R² values range from 0 to 1, with higher levels indicating higher levels of predictive accuracy. The rule of thumb used is 0.67 (substantial), 0.33 (medium), and 0.19 (weak) (Chin, 1998). The R2 adjusted SL value is 0.332 (medium). Therefore, MM determines 33.2% of variances in SL. In other words, 66.8% of the variance is determined by other factors not included in the model. The R2 adjusted T value is 0.439 (moderate) or 43.9% of the variance in the trust determined by SL. In other words, 43.9% of the variance is determined by other factors not included in the model. The R2 adjusted JS value is 0.269 (weak) or 26.9% of the variance in JS determined by SL and T. In other words, 73.1% of the variance is determined by other factors not included in the model.

In addition to evaluating the R2 adjusted values of all endogenous constructs, changes in adjusted R2 values when certain exogenous constructs are removed from the model can be used to evaluate whether the removed constructs have a substantive impact on endogenous constructs (Table 5). The rule of thumb used is 0.35 (large), 0.15 (medium), and 0.02 (small) (Cohen, 1988). MM has a large effect on SL ($f^2 = 0.507$), SL has a medium effect on JS ($f^2 = 0.125$), SL has a large effect on T ($f^2 = 0.795$), and T has a small effect on JS ($f^2 = 0.022$).

Assessment using SmartPLS 4 shows that this study is free of common method variance (CMV) problems because all VIF values are less than five, as suggested by Hair et al. (2019), presented in Table 6.

Table 6. R² Adjusted, f² and VIF

Hypotheses	Path	R ² adjusted	f ²	VIF
H1	MM -> SL	0.332	0.507	1.000
H2	SL -> T	0.439	0.795	1.000
H3	SL -> JS	0.269	0.125	1.795
H4	T -> JS		0.022	1.795
H5	SL -> T -> JS			

Note: MM: Motivation to serve; SL: Servant Leadership; T: Trust; JS: Job Satisfaction

4.5. Importance-Performance Map Analysis

The results of this study show that the servant leadership construct (SL = 0.514; 72.226) has a higher Importance-Performance Map [JS] (Construct) than other constructs, as can be seen in Figure 6. More importantly, the Importance-Performance Map [JS] Indicators are presented in Table 7. There are three indicators of high importance, including SL7 (0.093), "My rector/chairman makes me feel like I am working with him, not for him", SL4 (0.083), "My rector/chairman creates a sense of community among lecturers of the study program") and SL10 (0.083), "The rector/chairman understands that serving others is the most important") than other indicators.

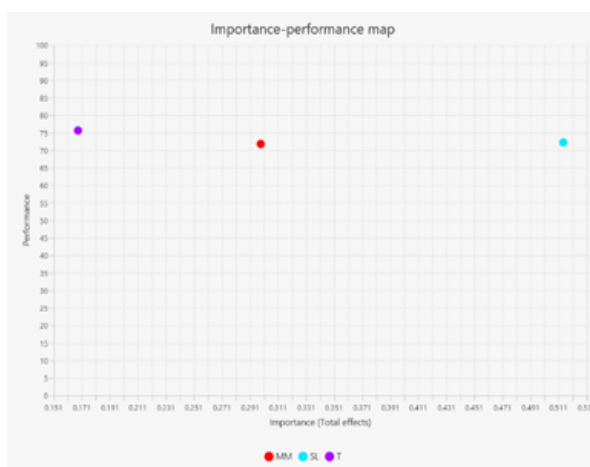


Figure 6. Importance-Performance Map [JS] (Construct)

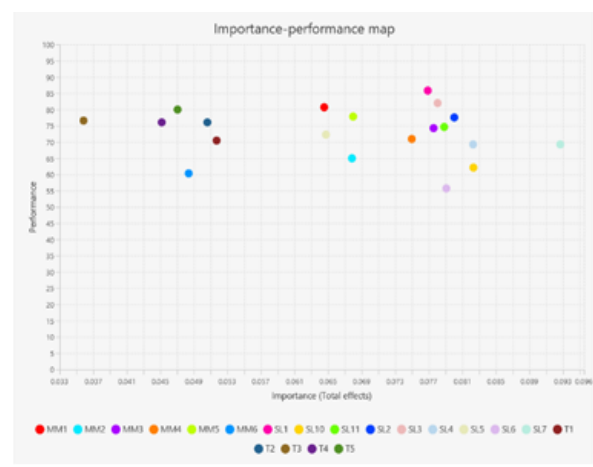


Figure 7. Importance-Performance Map [JS] (Indicators)

5. Discussion

The current study examines the role of motivational antecedents for service to servant leadership and investigates the mediating effects of trust on servant leadership relationships and job satisfaction.

5.1. Motivation to Serve and Servant Leadership

The results of this study confirm the results of previous research that motivation to serve is an antecedent for servant leadership (Ng & Koh, 2010; Ng et al., 2008), not as moderator (Amah, 2015)

and dependent (Fonataba, 2016). This finding is corroborated by the results of the f2 test, which shows that motivation to serve significantly affects servant leadership.

Motivation to serve can be understood as the antecedent of servant leadership because it is conceptualized on the premise that leaders' drive is influenced by their servant leadership's value orientation, personality, and experiences (Ng & Koh, 2010). The study found the variable motivation to serve as an antecedent because it stems from a leader's self-identity. Individuals who desire to lead see themselves as leaders in many situations and have a strong self-identity as leaders. Motivation to serve focuses on the people being led rather than the leader, who considers benefiting by leading (Sun, 2018). In addition, the study affirms that the concept stating that motivation to serve as a concept that is not properly articulated is unacceptable because it is proven that motivation to serve independently has dimensions in line with previous research (van Dierendonck & Nuijten, 2011). Greenleaf (1977) and Barbuto (2005) report that motivation to serve drives servant leadership behavior and does not act as a substitute for servant leadership variables. However, motivation to serve is a construct with one dimension.

5.2. Servant Leadership, Trust and Job Satisfaction

The results indicate that servant leadership positively affects job satisfaction and trust. This finding is in line with previous research related to the influence of servant leadership on job satisfaction (Kiker et al., 2019; Hajjaj, 2014; Mccann et al., 2014; Alonderiene & Majauskaite, 2016), while related to the influence of servant leadership on trust, this study is consistent with previous research (Mooradian et al., 2006; Hi & Van, 2021; Amini & Kemal, 2021; Senjaya & Pekerti, 2010).

In the college context, these results are consistent with previous research, which found that servant leadership affects the job satisfaction of academic members in higher education (Latif & Marimon, 2019; Maisyaroh et al., 2020; Latif et al., 2021). Empirical research in public and private universities reveals a significant positive impact of leadership style on job satisfaction of faculty, where servant leadership style was found to have the highest positive significant impact on faculty job satisfaction compared to the leadership style of coach, human relations specialist, controlling autocrat, transformational visionary, and transactional exchange (Alonderiene & Majauskaite, 2016). Gil et al. (2023) state that servant leaders are primarily concerned with the development and growth of their followers, which facilitates follower job satisfaction.

Current studies show that trust's effect on job satisfaction is weak, whereas servant leadership strongly influences trust. These results indicate that a strong understanding of trust can translate into the importance of improving the ability of servant leaders to ensure faculty and college performance outcomes. Trust determines a person's essential work outcomes for organizational performance improvement, such as performance and job satisfaction (Zhu et al., 2013). Lambert et al. (2020) concluded that trust is positively associated with job satisfaction, suggesting that when college, management, and co-workers are given higher levels of trust, job satisfaction tends to be higher and vice versa.

5.3. Mediating effect of trust

The current study investigates the mediating role of trust in the relationship between servant leadership and job satisfaction. As a result, trust is a mediator and is not in line with previous research that found trust as a predictor or combining trust and servant leadership (Du Plessis et al., 2015).

Based on the types of mediation and non-mediation from Zhao et al. (2010), current research findings show that the type of mediation is complementary mediation, meaning indirect effect (path a x b) and direct effect (path c) both significant and point in the same direction. Thus, this study aligns with the findings of Dami et al. (2022). Chan and Mak (2014) found that trust in leaders mediates the relationship between servant leadership and subordinate job satisfaction. The positive influence of

servant leadership on subordinate trust in the leader and job satisfaction is stronger for short-term than for long-term subordinates.

5.4. Theoretical Implications

The antecedent role of motivation to serve leadership can be explained by self-determination theory (Van Dierendonck et al., 2014). Rectors/chairmen who apply the SL style will gain pleasure (i.e., autonomous motivation), such as having prosocial motivation, service orientation, and compassion (Gagné & Forest, 2008). Furthermore, the relationship between the motivation to serve and servant leadership can be explained by social consistency theory because a servant leader will see the motivation to serve as a portrayal of his or her identity (Aronson, 1997; Greenleaf, 1977).

The role of mediators of trust can be explained by social exchange theory (Rousseau et al., 1998). In servant leadership, the process of interaction and exchange (explicit or implicit) between the servant leader and subordinates is central to the relationship; in the process of serving the followers, the leader engages in a high level of interaction with them and, therefore, will affect the level of job satisfaction of the lecturer. In addition, these results imply that when followers feel that their leader empowers them, helps them, and builds relationships with them, they can achieve followers' needs for autonomy, competence, and interconnectedness, as suggested in the relational theory perspective (Blustein, 2011). Casimir et al. (2016) suggest that a leader who has credibility and competence and focuses on the needs and welfare of his subordinates will encourage trust in the leader. This argument is in line with affective event theory, which states that a positive stimulus will lead to a positive attitude (job satisfaction), meaning that a positive stimulus from a servant leader will encourage a positive attitude (job satisfaction) of subordinates, namely trust in their leader.

5.5. Managerial Implications

This research shows that increasing lecturer job satisfaction can be achieved by increasing motivation to serve, servant leadership, and trust, so this is a guide for foundation managers, managers, and rectors/chairmen. The results show that servant leadership is the most important element in the overall quality of job satisfaction (compared to other constructs). However, it is necessary to pay attention to the antecedent of SL, namely the motivation to serve, because it has a significant effect on SL. Therefore, these findings offer managerial recommendations for Christian college administrators. Managerial actions must prioritize improving servant leadership (SL) performance because it has the greatest importance, which can be achieved by focusing on SL constructs that impact job satisfaction. In addition, the rector/chairman needs to pay special attention to the SL7 items: "My rector/chairman makes me feel like I work with him/her, not for him/her.", SL4: "My rector/chairman creates a sense of community among the employees of the study program", and SL10: "The rector/chairman understands that serving others is the most important"). These SL indicators must be a priority because they can increase lecturer job satisfaction.

6. Conclusion, Limitations and Future Research

This study's main objective is to empirically examine the antecedent role of motivation to serve on servant leadership and investigate the mediating effects of trust in the relationship between servant leadership and job satisfaction. in Indonesian Christian higher education. As per current findings, this study has demonstrated the contribution of the antecedent role of motivation to serve in servant leadership. Servant leadership positively influences job satisfaction and trust, and trust positively influences job satisfaction. Regarding mediation, trust is the complementary mediating effect of servant leadership on job satisfaction.

Two limitations in the current study should be considered in future research. These limitations present opportunities for further studies that could provide novelty to the field of education management in higher education. The first limitation is that the study only tested one leadership style, which was servant leadership. Future research should use other leadership styles, such as transformational, transactional, entrepreneurial, charismatic, servant, e-leadership, and Bafadal's leadership morality (Bafadal et al., 2024) and spiritual leadership (Dasrimin et al., 2023), to make comparisons. Second, demographic data are not used in hypothesis analysis. Future research may use some demographic data as moderator variables. Third, data collection is only taken from the individual level. Future research needs to take data from the individual and organizational levels.

Declarations

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