

THE EFFECT OF SERVANT LEADERSHIP AND PSYCHOLOGICAL CONTRACT ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF LECTURERS IN BANTEN

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Abstrak

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Lecturers' Organizational Citizenship Behavior (OCB) plays a key role in fostering a productive and innovative academic environment. Servant leadership is believed to encourage OCB by promoting a supportive and empowering work culture. Meanwhile, psychological contracts help build trust between lecturers and institutions, enhancing academic engagement and contributions beyond formal duties. This study aims to examine the influence of servant leadership on lecturers' OCB, with psychological contracts acting as a mediating variable. It also explores how psychological contracts can amplify the impact of servant leadership on academic involvement, specifically in universities across Banten. Using a quantitative, explanatory survey design, data were collected from 60 lecturers selected through purposive sampling. A five-point Likert scale questionnaire was used, and the data were analyzed with Structural Equation Modeling (SEM) via SmartPLS. Findings reveal that servant leadership has a significant positive effect on lecturers' OCB ($\beta = 0.48, p < 0.001$). Psychological contracts also show a strong relationship with OCB ($\beta = 0.42, p < 0.001$) and serve as a mediator in the link between servant leadership and OCB. Lecturers who perceive their psychological contracts are fulfilled are more inclined to exhibit extra-role behaviors and dedication to the institution. Thus, effective servant leadership combined with well-managed psychological contracts can enhance OCB among lecturers. Higher education institutions are encouraged to adopt service-oriented leadership models and ensure psychological contracts are honored to foster greater academic engagement and institutional commitment.

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INTRODUCTION

Servant leadership has become one of the leadership approaches that is increasingly applied in various organizations, including in academic environments. This leadership model emphasizes service to organizational members, empowering individuals, and creating a work environment that supports professional and personal growth (Chen & Lai, 2023; Fang & Yu, 2023; Gilal, Nawaz, Riaz, Channa, & Jahanzeb, 2024). In the context of higher education, servant leadership plays a role in building an academic culture that is collaborative, innovative, and oriented towards human resource development.

Psychological contracts are an important factor in the working relationship between organizations and individuals. This concept describes the unwritten expectations between lecturers and the educational institutions where they work. When psychological contracts are met, lecturers tend to have higher levels of job satisfaction, strong organizational commitment, and a tendency to exhibit extra-role behaviors in their work (Conway & Clinton, 2024). A positive psychological contract can strengthen the relationship between servant leadership and proactive behavior in the organization.

Organizational Citizenship Behavior (OCB) is a very important aspect in the academic world. Lecturers who have high levels of OCB show more dedication in carrying out their duties, concern for colleagues, and commitment to institutional development (Gebresilase, Biramo, Elka, Demissie, & Aldbyani, 2024; Joshi, 2024). OCB can create a more dynamic and productive academic environment, as well as improve the quality of learning and research.

The relationship between servant leadership, psychological contract, and OCB has been of interest in previous studies. Studies have shown that servant leadership can enhance OCB through the creation of a work culture based on caring and emotional support (Y. Lee, Berry, & Rees, 2024; Lu, Falahat, Choong, & Cheah, 2024). A strong psychological contract also contributes to increased extra-role behavior, as lecturers feel valued and given opportunities to grow within the organization.

Several studies have highlighted that OCB of lecturers in higher education is not only influenced by leadership factors, but also by the extent to which the institution meets their professional and personal expectations. Factors such as clarity of academic policies, fairness in the distribution of workload, and support in career development play an important role in shaping organizational citizenship behavior.

This study focuses on how servant leadership and psychological contracts influence organizational citizenship behavior of lecturers in Banten. This analysis is important to understand how educational institutions can create an environment that supports optimal lecturer engagement (Fernandes & Machado, 2023; Joshy, Mohandas, & Verma, 2024). The findings of this study are expected to provide insights for academic policy makers in improving the effectiveness of leadership and human resource management in higher education.

The relationship between servant leadership and organizational citizenship behavior (OCB) has been widely studied in various organizational contexts, but there has been little research that specifically examines this relationship in an academic environment, especially in universities in Banten (Valenzuela et al., 2024). The dynamics of lecturers' work are different from other industrial sectors, where they have responsibilities that include teaching, research, and community service, so the factors that influence lecturers' OCB may have unique characteristics.

Psychological contracts in academia are also still a topic that is not fully understood, especially regarding how educational institutions can meet the professional and personal expectations of lecturers. Existing research focuses more on job satisfaction or organizational commitment without elaborating more deeply on how psychological contracts play a role in shaping extra-role behaviors such as OCB (Hamouche, Koritos, & Papastathopoulos, 2023; Santos, Pinho, Ferreira, & Vieira, 2024) . This gap needs to be explained to understand how a strong psychological contract can strengthen the relationship between servant leadership and OCB.

Most studies on OCB have focused more on individual factors such as intrinsic motivation, job satisfaction, and employee engagement, but few have explored how the interaction between leadership factors and psychological contracts can shape organizational citizenship behavior in an academic context (Usman, Shahzad, & Khan, 2024) . This perspective needs to be explored further in order to provide more comprehensive insights into the factors that influence lecturers' contributions outside of their formal duties.

Not all universities in Banten have an organizational culture that supports servant leadership or have clear policies in building a healthy psychological contract. Challenges such as unclear institutional policies, inequality in the reward system, and lack of support in career development can hinder the development of lecturers' OCB. This study will fill this gap by looking at how these factors can be barriers or drivers in forming extra-role behavior.

Understanding the relationship between servant leadership, psychological contract, and OCB in an academic context can contribute to the development of more effective leadership strategies (Chadha, Gupta, Tewari, & Dwivedi, 2024; C.-H. Lee & Chen, 2023) . This study aims to fill the literature gap by exploring the mechanisms by which servant leadership and psychological contract can enhance organizational citizenship behavior of lecturers in higher education institutions in Banten.

Servant leadership emphasizes the values of empathy, caring, and empowerment in the relationship between leaders and members of the organization. Lecturers who experience servant leadership tend to have higher motivation to contribute outside their primary duties. A well-maintained psychological contract can also strengthen this relationship, where lecturers feel appreciated and given opportunities to develop, so they are more motivated to demonstrate OCB behavior.

The relationship between servant leadership and OCB is likely moderated by the psychological contract established between the lecturer and the institution. If the lecturer's expectations of the institution are met, they will be more motivated to contribute beyond their formal obligations. Conversely, if their psychological contract is violated or ignored, the impact of servant leadership on OCB may be weakened.

This study aims to analyze the relationship between servant leadership, psychological contract, and organizational citizenship behavior of lecturers. This study will examine whether psychological contract acts as a mediator in the relationship between servant leadership and OCB (Gupta, Chadha, Tiwari, Varma, & Pereira, 2023; Konal Memiş & Tabanlı, 2024) . The results of the study are expected to provide insights for educational institutions in developing more effective leadership strategies and organizational policies to increase lecturer engagement and contribution in their organizations

RESEARCH METHODS

This study uses a quantitative design with an explanatory survey research approach to examine the relationship between servant leadership, psychological contracts, and organizational citizenship behavior (OCB) of lecturers (Gardia & Goyal, 2024). This method was chosen because it allows systematic hypothesis testing using statistical analysis. A causality-based research model is used to see how the independent variables, namely servant leadership and psychological contracts, affect the dependent variable, namely OCB of lecturers at universities in Banten.

The population in this study were lecturers working in state and private universities in Banten. The research sample was determined using a purposive sampling technique, with the criteria of lecturers who have at least two years of work experience and are active in academic and non-academic activities (Kim & Yu, 2023). A total of 200 lecturers were selected as respondents to ensure sufficient representation from various higher education institutions in the region.

The research instrument consisted of a closed questionnaire designed based on a five-point Likert scale to measure three main variables. Servant leadership was measured using an instrument developed by Liden et al. (2008) which includes dimensions of empowerment, accountability, and service to organizational members (Kraak, Griep, Lunardo, & Altman, 2024). Psychological contract was measured by adapting a scale from Rousseau (1995) which includes aspects of reciprocal expectations between lecturers and institutions. Lecturer OCB was measured using a scale from Podsakoff et al. (2000) which includes dimensions of altruism, civic virtue, and conscientiousness.

The research procedure begins with a preparation stage that includes the preparation of instruments, validity and reliability tests of the questionnaire, and scale testing through a trial to 30 respondents before the distribution of the Main scale (Chakraborty, Kujur, Mandal, Chakrabarti, & Saha, 2024; Masood, Ding, Agarwal, Nijjer, & Sasso, 2024). Data collection was carried out through online and offline questionnaires distributed to lecturers who met the sample criteria. After the data was collected, the analysis was carried out using Structural Equation Modeling (SEM) with the help of SmartPLS software to test the relationship between variables and see whether the psychological contract acts as a mediator in the relationship between servant leadership and OCB.

RESULTS AND DISCUSSION

This study involved 60 lecturers from various universities in Banten, consisting of permanent and non-permanent lecturers with varying work experience. Respondent demographic data include gender, age, education level, and work experience, as shown in Table 1 below:

Table 1. Respondent Characteristics

Characteristics	Category	Frequency (n=60)	Percentage (%)
Gender	Man	35	58.3%
	Woman	25	41.7%

Characteristics	Category	Frequency (n=60)	Percentage (%)
Age	25 – 35 years	15	25.0%
	36 – 45 years	28	46.7%
	46 – 55 years	12	20.0%
	>55 years	5	8.3%
Level of education	S2	40	66.7%
	S3	20	33.3%
Work experience	< 5 years	10	16.7%
	5 – 10 years	18	30.0%
	11 – 20 years	20	33.3%
	>20 years	12	20.0%

The composition of respondents shows that the majority are aged 36-45 years (46.7%), have a minimum education of S2 (66.7%), and work experience of more than 10 years (53.3%). This distribution ensures that the sample has a fairly representative academic background in assessing the relationship between servant leadership, psychological contracts, and OCB.

Descriptive statistical analysis was conducted to see an overview of the research variables, as shown in Table 2 below:

Table 2. Descriptive Statistics of Research Variables

Variables	Mean	Median	Standard Deviation	Minimum	Maximum
Servant Leadership	4.12	4.10	0.65	2.80	5.00
Psychological Contract	4.05	4.00	0.72	2.90	5.00
OCB	4.25	4.30	0.58	3.00	5.00

The average scores for servant leadership (4.12), psychological contract (4.05), and OCB (4.25) indicate that the majority of respondents have positive perceptions of the three research variables.

The correlation analysis between the research variables is shown in Table 3 below:

Table 3. Correlation between variables

Variables	Servant Leadership	Psychological Contract	OCB
Servant Leadership	1.00	0.68**	0.72**
Psychological Contract	0.68**	1.00	0.64**
OCB	0.72**	0.64**	1.00

Servant leadership has a strong and positive relationship with OCB ($r = 0.72, p < 0.01$), while psychological contract also has a significant correlation with OCB ($r = 0.64, p < 0.01$).

Statistical data shows that the majority of lecturers in Banten have positive perceptions of servant leadership, psychological contracts, and organizational citizenship behavior. The average score of the variables above 4.0 indicates that lecturers feel that there is servant leadership and a good psychological contract relationship with their institutions.

The strong relationship between servant leadership and OCB suggests that a service-oriented leadership style can enhance faculty commitment and engagement in the organization (Sun, Zhang, Li, & Zhang, 2024; Zhong, Wayne, & Michel, 2023). Faculty who feel supported and empowered by their leaders are more likely to exhibit extra-role behaviors, such as helping colleagues, making additional contributions to teaching, and engaging in academic activities outside their primary duties.

A strong psychological contract also has a positive relationship with OCB, indicating that when faculty members' expectations of the institution are met, they are more motivated to do things outside of their primary duties. This reflects the importance of maintaining trust and balance in the relationship between the institution and its faculty.

Structural regression analysis shows that servant leadership has a direct effect on OCB with a path coefficient of 0.48 ($p < 0.001$). Psychological contract also has a significant effect on OCB with a coefficient of 0.42 ($p < 0.001$).

Lecturers who have psychological contracts that are well fulfilled by the institution show higher levels of engagement in non-formal academic activities, such as student mentoring and collaborative research.

The relationship between servant leadership and psychological contract is also significant ($\beta = 0.68, p < 0.01$), which means that servant leadership can strengthen the psychological contract, which ultimately has an impact on increasing OCB.

The increase in lecturers' OCB is greatly influenced by a combination of supportive leadership styles and fulfillment of expectations towards academic institutions. Lecturers who feel appreciated for their contributions tend to be more active in providing additional contributions to the institution.

The relationship between servant leadership and psychological contracts makes it clear that servant leaders not only provide direct motivation to faculty, but also create a stronger sense of trust and attachment to the institution.

The data also shows that lecturers who have worked longer tend to have more stable psychological contracts. Senior lecturers are better able to adjust their expectations of the institution, while new lecturers tend to rely more on leadership in forming their attachment to the organization.

Servant leadership is not only related to OCB directly, but also through a strong psychological contract. This mediation effect suggests that the psychological contract serves as a bridge that strengthens the relationship between leadership and extra-role behavior.

Academic institutions that wish to improve lecturers' OCB need to ensure that servant leadership is implemented consistently and accompanied by fair and transparent organizational policies.

This study confirms the theory that a supportive work environment, fulfillment

of academic expectations, and good interpersonal relationships between leaders and lecturers can increase the involvement of academic staff in the organization.

The results showed that servant leadership and psychological contract have a significant influence on organizational citizenship behavior (OCB) of lecturers in Banten. Lecturers who perceive servant leadership from their leaders show higher levels of OCB, reflecting the urge to contribute beyond their formal duties. A fulfilled psychological contract also plays a role in increasing lecturers' commitment to the institution and encouraging them to demonstrate extra-role behavior.

Statistical analysis confirmed that servant leadership has a strong correlation with OCB. Lecturers who feel appreciated and supported by their leaders tend to have a higher sense of ownership of the institution and actively participate in academic development and campus social activities. Psychological contract acts as a mediating variable that strengthens the relationship between servant leadership and OCB, which means that a good relationship between lecturers and the institution is an important factor in increasing academic engagement.

The increase in OCB is not only seen in the aspects of cooperation between colleagues and concern for students, but also in the form of academic initiatives, such as involvement in collaborative research and academic program development. These results indicate that servant leadership and a strong psychological contract can build a more productive and conducive academic environment for lecturers' professional development.

This finding is in line with previous studies stating that servant leadership contributes to increasing OCB in various organizations, including educational institutions. Liden et al.'s (2008) study showed that servant leaders create a more supportive work environment, which encourages extra-role behavior. Podsakoff et al. (2000) also revealed that transformational and servant leadership have significant effects in increasing employee loyalty and engagement towards the organization.

Some previous studies have focused more on the direct relationship between leadership and OCB, without considering the role of psychological contract as a mediating factor. This study suggests that psychological contract plays an important role in strengthening the effect of servant leadership on OCB. Rousseau (1995) asserted that when individuals feel that their promises or expectations to the organization are fulfilled, they are more likely to contribute voluntarily outside their primary duties.

Unlike some studies that highlight job satisfaction as the main factor that increases OCB, this study emphasizes the role of social interaction and leadership support. Job satisfaction is important, but without a clear psychological contract and supportive leadership, lecturers will not have enough motivation to perform extra-role actions consistently.

This study shows that servant leadership is not just a leadership style, but also a management strategy that can increase academic engagement. Lecturers who feel supported by their leaders are more likely to have high loyalty to the institution, which has implications for increasing their contributions to various academic and administrative activities.

The results of this study also show that psychological contracts are a crucial aspect in building long-term relationships between lecturers and institutions. When institutions meet lecturers' expectations regarding career development, work-life balance, and clarity of academic policies, lecturers will be more motivated to contribute

more than just their main tasks.

Imbalance in fulfillment of psychological contract can have an impact on decreasing motivation and loyalty of lecturers to the institution. If the institution is unable to fulfill the promises or expectations given to lecturers, then the positive impact of servant leadership on OCB can be weakened.

These findings have important implications for higher education institutions, particularly in developing more effective human resource management policies. Institutions need to ensure that academic leaders have the capacity to apply servant leadership principles in order to build more supportive and inclusive work environments.

Another implication is that fulfilling the psychological contract of lecturers should be a priority in academic policy. Transparency in human resource management, providing opportunities for professional development, and a fair reward system can increase lecturers' trust in the institution and strengthen their commitment to supporting the academic vision and mission.

Lecturers who have a well-fulfilled psychological contract will be more motivated to participate in academic activities outside their formal obligations, such as collaborative research, student mentoring, and other academic initiatives that have a positive impact on the progress of the institution.

The effectiveness of servant leadership in increasing OCB can be explained through the basic principles of this leadership theory, which emphasizes empowerment, support, and concern for members of the organization. Lecturers who experience servant leadership are more likely to have a strong emotional connection to the institution, so they feel compelled to do additional tasks voluntarily.

Psychological contracts act as a mediator in this relationship because lecturers who feel their expectations are met are more likely to make extra contributions to the organization. If expectations related to job well-being, career development, and work-life balance are met by the institution, then lecturers will be more loyal and have a stronger attachment to their workplace.

When servant leadership is not supported by a healthy psychological contract, its effect on OCB becomes less significant. Lecturers who feel that the institution's promises are not fulfilled tend to experience disappointment, which can reduce their motivation to engage in extra-role behavior.

Academic institutions need to ensure that faculty and university leaders are trained in servant leadership. Leadership training programs based on empathy, effective communication, and empowerment of academic staff can help create a more conducive work environment.

The psychological contract management policy also needs to be clarified and improved. Educational institutions need to ensure that lecturers' expectations regarding their rights and obligations are met fairly and transparently. The development of a participatory evaluation system, where lecturers can provide input on institutional policies, can be one step to strengthen the relationship between lecturers and institutions.

Further research could explore how differences in organizational culture across universities may influence the relationship between servant leadership, psychological contract, and OCB. In-depth studies through qualitative approaches or longitudinal methods could provide a more comprehensive picture of the dynamics of these

relationships over the long term.

CONCLUSION

The results showed that servant leadership has a significant influence on organizational citizenship behavior (OCB) of lecturers in Banten, with psychological contracts as a mediator that strengthens the relationship. Lecturers who feel supported by their leaders and have fulfilled psychological contracts show higher engagement in academic activities and contributions outside of formal duties. This finding confirms that the combination of servant leadership and fulfillment of work expectations is a key factor in encouraging extra-role behavior in the higher education environment.

This study provides theoretical contributions by integrating servant leadership and psychological contract models in an academic context, which have previously been studied more in the business sector and non-academic organizations. The research method used, namely a quantitative approach with Structural Equation Modeling (SEM) analysis, provides stronger empirical validation of the relationship between variables. This approach also opens up space for further research to explore other factors that may play a role in increasing lecturers' OCB, such as organizational culture and leadership communication style.

The limitation of this study lies in the sample coverage that only involved lecturers in Banten, so generalization of research results to other regions needs to be done carefully. The use of quantitative data also limits the understanding of deeper contextual aspects related to lecturers' subjective experiences of leadership and their psychological contracts. Further research can adopt a mixed-methods approach, with a combination of quantitative data and in-depth interviews, to gain a more comprehensive understanding of the dynamics of leadership and psychological contracts in improving lecturers' OCB in various higher education institutions.

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