

# Servant Leadership and Its Relationship to Organisational Commitment in the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University

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This study aimed to identify the degree of academic leadership practice for the dimensions of the servant leadership in the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University. It also aimed to determine the degree of organisational commitment among college staff while identifying the nature of the relationship between the practices of servant leadership dimensions by the college leaders and the organisational commitment of college staff. The research relied on the descriptive-analytical method. The number of the sample population was 95, which is at a percentage of 44% of the original study population. The study reached several results, the most important of which are: the degree of practicing the dimensions of service leadership from the employees' viewpoint reached 72.6% with a weighted average of 3.63, which represents a high degree of practice. While the degree of organisational commitment among college staff was 77% with a weighted average of 3.85, it represented a high degree of practice. Also, there is an average direct correlation of 0.567 between the servant leadership practices and the organisational commitment of college staff, and significant differences were found between the male and female attitudes toward both the servant leadership dimensions and the overall questionnaire and the difference was in favour of males. There were no significant differences between male and female responses towards the organisational commitment measures. There are significant differences between the responses of both administrators and academics at 5% level of significance. It was found that academics

have a higher attitude than administrators towards servant leadership practices and the organisational commitment measures.

**Key words:** *Servant leadership, organisational commitment, Imam Abdulrahman Bin Faisal University and university employees.*

## Introduction

The nature of leadership is one of the most important topics in many organisations. Administrative leadership is almost the basic criterion that determines the success or failure of organisations to achieve their desired goals (Al-Makhlafi, 2017). Leadership is one of the most important factors that lead to increased organisational performance and success (Homyamyen, 2018:85). The issue of leadership in research and investigation in recent years has emerged in higher education institutions, and because of its changing nature, it is believed that the active leadership and the subordinates with a high organisational commitment to their educational institutions help the higher education institutions to cope with the increasing demand for universities. (Yahaya & Ebrahim, 2016). Recent studies by the Gallup Organisation show that more than two-thirds of employees quit their jobs because of an unsuccessful or incompetent director (Ali and al-Qarni, 2017).

In the midst of active development, which tackled the theories and approaches of leadership in various fields to find solutions to the problems and obstacles that may exist in these approaches and theories of leadership, emerged one of the most important modern approaches of leadership, which was popular among researchers and leaders, namely, Servant leadership. Servant leadership is practiced by leaders who place the needs and interests of their subordinates ahead of their own needs and interests (Greenleaf, 1970). Also, it is gaining increasing research interest (Hoch et al., 2018; Liden et al., 2014). Recently, servant leadership has become a prominent pattern among other leadership styles, as this pattern fosters institutional changes by creating a vision (Kaya et al., 2016) and increasing performance (Schwarz et al. , 2016) in the public and private sectors in general.

In addition (Abid et al., 2015) found a positive relationship between servant leadership, organisational trust, organisational loyalty, organisational identification (Chughtai, 2016), affective commitment (Lapointe & Vandenberghe, 2018), organisational commitment and trust in the supervisor (Chinomona, 2013).

Studies also suggest that servant leadership can enhance the positive attitudes of employees towards work, enhance their positive social behaviour, create a safe atmosphere for staff, and serve to inspire staff to be grateful to their leaders for their support (Sun et al., 2019).

Since servant leaders prioritise the provision of needs-based support to subordinates to help them reach their full potential and capabilities, subordinates exercise appropriate behaviours and make meaningful workplace contributions and suggestions (Greenleaf, 1970; Liden et al., 2014).

The traditional leadership style has not been able to cope with and solve the problems of work in the light of recent changes and with the existence of problems in the higher education sector, which is unique in its challenges (Jouda et al., 2016). Hence there is a major reason to focus on servant leadership, as the fact that it seems to be a leadership approach that fits universities in particular (Ricky, 2017), the researchers argue that the servant leadership cannot find a context better than higher education (Powell and Clark, 2012; Wheeler, 2012). It is believed that servant leadership is necessary to promote innovation and creativity (Dierendonck and Rook, 2011), which are supposed to be the most important skills for a successful university (Tierney, 2014).

The application of servant leadership creates and improves the meaning of work, commitment and satisfaction among higher education leaders (Mayer et al., 2008). It also by creates a passionate and normative commitment among employees within the same sector (Thomson, 2014).

Indeed, the characteristics and features of the servant leadership examined are not of higher education; however, one can adopt such characteristics among academics and administrators in the higher education environment (Ingram, 2016).

A number of studies, such as the Hill study, have found that the theory of servant leadership can be applied as an institutional philosophy practiced by leaders in all types of organisations in various fields, whether for-profit or non-profit, such as schools, universities, health care, religious and social and other institutions (Ali and al-Qarni, 2017).

Indeed, there are a number of leadership theories that overlap or interlocks with servant leadership (Dierendonck, 2014), such as transformational leadership, authentic leadership, ethical leadership, Level 5 leadership, possible leadership, situational leadership, spiritual leadership, and self-sacrifice leadership. However, servant leadership works quite differently from other leadership theories. It is unique in its charitable characteristics, leadership intentions, focus, leadership characteristics and multidimensional nature (Coetzer et al., 2017). It focuses on serving people first (Stone et al., 2014), aiming to achieve an extraordinary vision that creates value for society (Barbuto et al., 2014).

As in Sokoll (2014), and as the study of Jaramillo et al. (2009) shows, there is a positive impact of servant leadership on the organisational commitment of followers (Muthia &

Krishnan, 2015). Although the number is limited, the theory of servant leadership and employee commitment has been carefully explored by researchers (Ebener & O'Connell, 2010; and Winston, 2004) and empirically confirmed by researchers such as Hu and Liden, (2011); Liden et al., (2008) and Hoveida et al. (2011) which showed an important relationship between the servant leadership and staff commitment at the university.

Organisational commitment is one of the objectives of the Organisations. The high level of organisational compliance in the work environment also shows that organisational compliance is a major, indirect, or undesirable factor (Kane-Sellers, 2008) and is closely related to job performance (Vandenberghe & Bentein, 2009). In raising the level of job satisfaction and effectiveness (Fares, 2014)

Moreover, the high level of organisational commitment in the work environment results in a decrease in the number of negative phenomena, mainly the absenteeism and the labour turnover (Abdel Hussein, 2012). It has also been shown to be the most important factor, both directly and indirectly, in reducing the turnover of subordinates (Kane-Sellers, 2008) and is closely related to job performance (Vandenberghe & Bentein, 2009). Increasing the level of job satisfaction, which is reflected in the lack of labour turnover and absenteeism, and the sense of job security among individuals, but at the level of the organisation, it increases the level of belonging to the organisation and the performance and reduce the cost resulting from the absence of workers (Faris, 2014).

Organisational commitment will continue to be one of the most important indicators and success factors, as it is the most important variable that affects the resignation/survival of the faculty member, the greater their commitment, the greater the intention to stay (Cohen, 1993 ; Meyer et al., 2016). As a result, the dropout rate decreases (Loan & Pham, 2016; Krishna and Marquardt, 2015), and even determines whether the organisation will succeed (Shahid & Azhar, 2013).

### **Research Problem**

Due to the scarcity of research in the literature on the relationship between the variables of organisational commitment and servant leadership (Yukl, 2010), and given the link between the servant leadership to organisational commitment and its impact on the efficiency of administrative and academic performance of the college, the main question for this research is ***“Is there a relationship between the practice of servant leadership by the leaders of the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University (IAU) and the organisational commitment of its employees”***.

In line with the problem of the study, this study seeks to answer the following sub-questions:

1. What is the degree of the servant leadership practicing by the leaders of the College of Applied Studies and Community Service at Imam Abdulrahman bin Faisal University from the point of view of its employees?
2. What is the degree of organisational commitment of the employees of the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University?
3. What is the nature of the relationship between the practice of servant leadership and organisational commitment among the employees of the College of Applied Studies and Community Service at Imam Abdulrahman bin Faisal University?
4. Are there statistically significant differences at the level of significance of 5% between the mean scores of the respondents' responses towards practicing the servant leadership and organisational commitment due to gender, nature of work (administrative - academic), number of years of work?

### **Research Methodology**

The research relied on the descriptive-analytical method for its relevance to the nature of this study.

### ***Study Population and Sample***

The original population, which the research sample was derived from, consisted of all college staff.

### ***Study Sample***

The research sample was chosen from among the college members in an unintended way. The questionnaire was distributed electronically and manually to academics and administrators in the college of Applied Studies and Community Service at IAU. After examining the responses, they were found to be valid for statistical analysis.

### **Study Tools and Psychometric Properties**

The study tool consisted of (3) sections: the first part is the primary data of the respondents; the second part is related to servant leadership dimension and the third part is related to organisational commitment dimension. The Liden et al., (2008) Scale of Servant Leadership was adapted to the higher education environment in the light of the opinions of the judges and translations of previous studies (Shurab, 2018; Odeh, 2016).

The scale consists of 28 statements that measure seven sub-dimensions of the servant leadership main dimension which are: conceptual skills (4 statements), empowerment (4 statements), helping subordinates to progress and advance (4 statements), attention to subordinates first (4 statements), acting ethically (4 statements), affective healing (4 statements), commitment to community development (4 statements). Studies have shown that the Servant Leadership Scale is unique (Liden et al., 2008; Schaubroeck et al, 2011), and it has also been shown to be suitable for future use for objective research of servant leadership (Haus, 2018). The results also indicated the reliability of the study tool and also found that there were correlation coefficients of the scale with seven of the eight measures of leadership for the servant leadership (Liden et al., 2008).

The Mayer, Allen & Smith 1993 scale was adopted to measure organisational commitment and consists of the following sub-dimensions: affective commitment (10 statements), continuance commitment (5 statements) and normative commitment (5 statements). After its statements have been adapted to the environment of higher education and in the light of the opinions of the arbitrators, five points Likert scale has been adopted.

### ***The Validity of Study Questionnaire***

***Content Validity:*** The researcher assured the validity of the questionnaire based on the estimates of the Committee of experts from the teaching staff in the College of Education, consisting of (7) members of the college in the disciplines of the Department of Psychology and Educational Administration.

***Internal Validity:*** which is determined by the Cronbach's Alpha of the questionnaire and its sub-dimensions. We find that the questionnaire is valid, as all Cronbach's Alpha = 0.990 and above which is high enough to accept that the questionnaire is valid.

### ***Reliability Analysis***

The reliability was calculated using the method of internal consistency. It was extracted using the Cronbach's alpha coefficient. Table 4 shows the values of the consistency factors resulting from the SPSS outputs.

**Table 1:** The consistency coefficients for the questionnaire dimensions

Main dimensions of the Questionnaire	Sub-dimensions of the Questionnaire	N of Items	Cronbach's Alpha
<b>The servant leadership measure</b>	1. Putting subordinates first	4	0.915
	2. Behaving ethically	4	0.880
	3. Empowerment	4	0.884
	4. emotional healing	4	0.937
	5. Conceptual skills	4	0.942
	6. helping others to grow and succeed	4	0.945
	7. Creating value for the community	4	0.956
<b>Total</b>		<b>28</b>	<b>0.980</b>
<b>Organisational commitment</b>	1. Affective organisational commitment	10	0.963
	2. Continuance organisational commitment	5	0.920
	3. Normative organisational commitment	5	0.789
<b>Total</b>		<b>20</b>	<b>0.968</b>

Cronbach's alpha coefficient was calculated after removing any of the items for each of the sub-dimensions of the Questionnaire, and this did not lead to an increase in the total consistency factor, as shown in Table 1 that the value of the Cronbach's alpha coefficient is very high for the total questionnaire and its dimensions. Also, all of them are significant at the level of significance of 1% and greater than the normative level acceptable in human and administrative studies (0.7). This reflects the significance of the results that can be reached through the analysis of the questionnaire responses, and that the study tool is characterised by high consistency.

## Results and Discussion

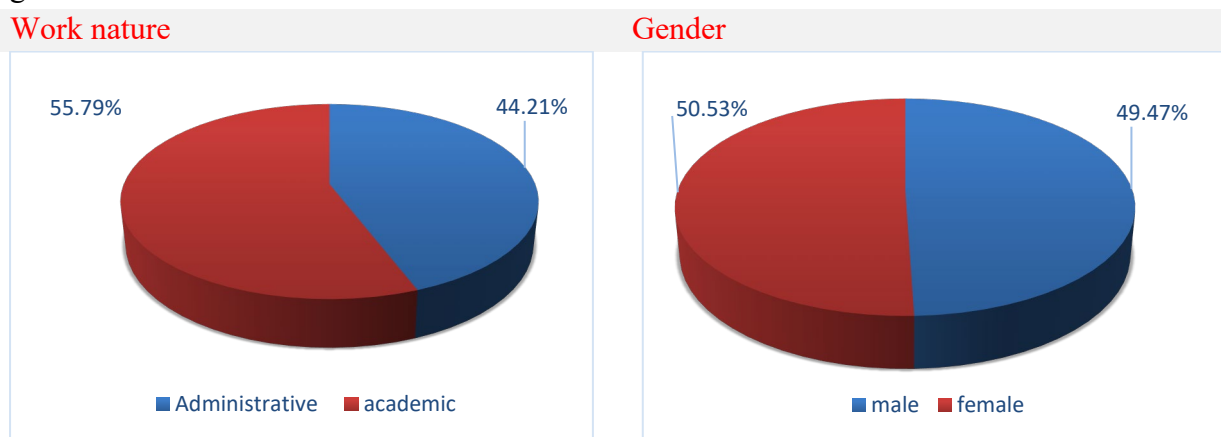
There were 149 responses to the questionnaire and they were entered into the SPSS statistical program. 95 significant responses were accepted, 54 were non-significant and incomplete responses were deleted. Table 2 and figure 1 show the distribution of sample members according to the nature of work, gender, level of education, and years of experience.

**Table 2:** The distribution of the study sample according to the study variables

Nature of work	Gender	Educational level	Years of experience			Total		
			Less than 5	5 to 10	More than 10			
Administrative	Males	Diploma	2	4	5	11	11.58%	
	Females	Diploma	9	9	12	30	32.63%	
Academic	Males	Masters	0	0	1	1		
		Doctorate	1	2	1	4	37.89%	
	Females	Doctorate	2	13	17	32		
		Masters	0	5	0	5	17.89%	
		Doctorate	1	3	8	12		
							95	55.79%

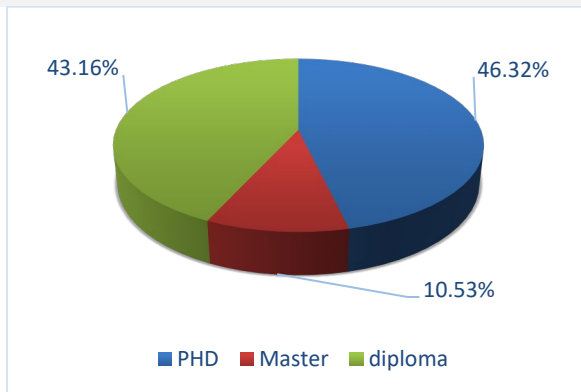
It is clear from the previous figure that 44.21% of the sample size represents the category of administrators, while 55.79% of the sample size belongs to academics. Where we find that there is a normal distribution of the individuals of the sample according to gender, where the percentage of males in the sample is 49.47%, while the percentage of females is 50.53%. The percentage of those holding a diploma in the sample is 43.16%, the percentage of holders of a master's degree is 10.53%, and the percentage of Ph.D. holders is 46.32%. Figure 1 shows the structural distribution of the study sample.

**Figure 1.** The relative distribution of the study sample according to nature of work and gender

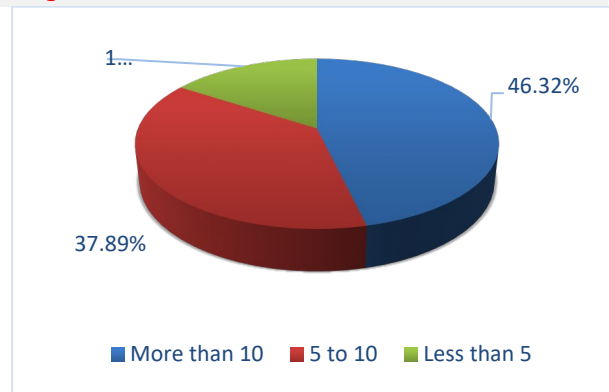




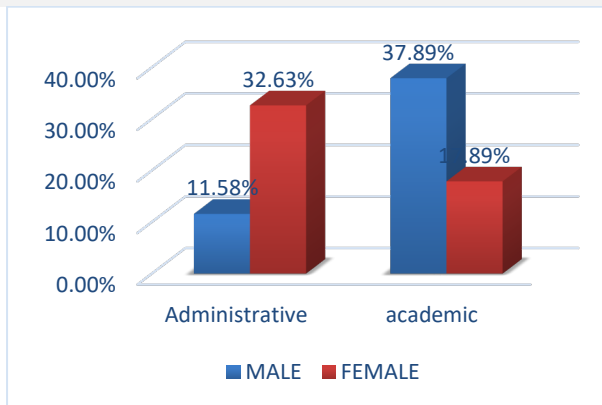
### Educational level



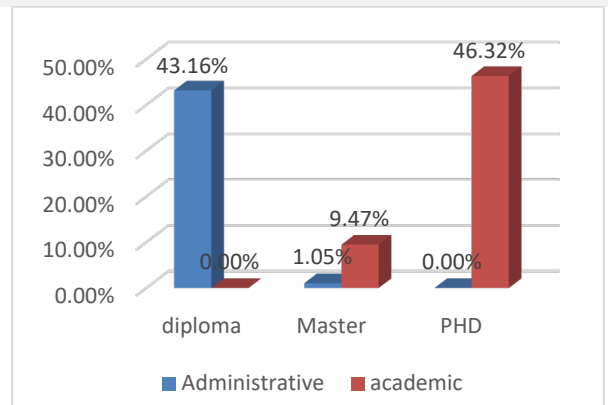
### Experience



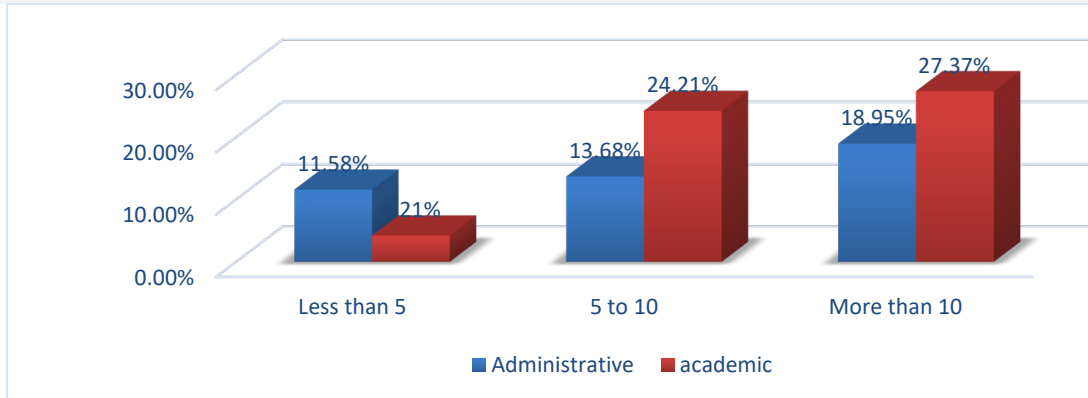
### Gender & Educational level



### Work nature & Educational level



### Experience & Work nature



To answer the study's questions, the researchers relied on the SPSS statistical output at a 1% level of significance, and the results will be presented to answer the study's questions:

The first question “*What is the degree of the servant leadership application by the leaders of the College of Applied Studies and Community Service at Imam Abdulrahman bin Faisal University from the point of view of its employees?*”

By analysing the responses of the employees, table 3 was reached to reflect the attitudes of the employees of the College of Applied Studies and Community Service at IAU for the sub-dimensions of servant leadership

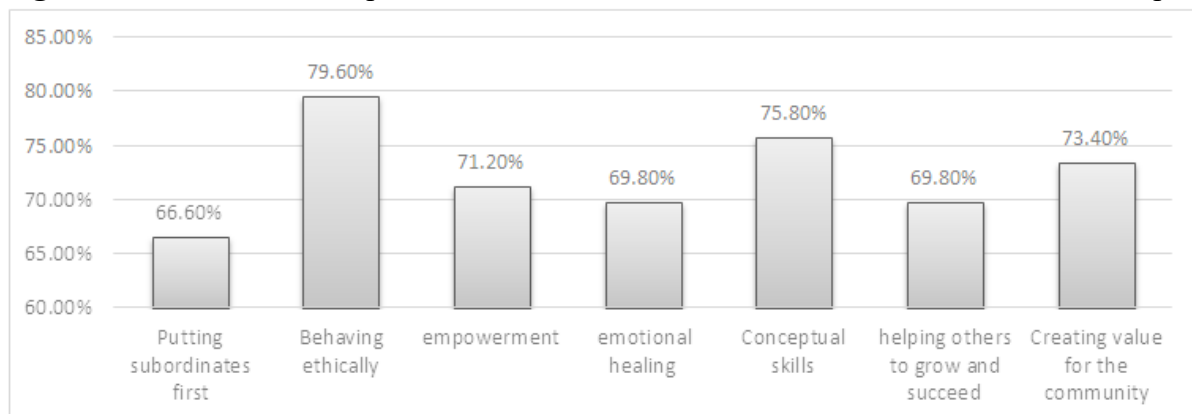
**Table 3:** The average and standard deviation of the responses to the first study dimension. (servant leadership)

Sub-dimensions of the main dimension (servant leadership)	Average	STD	Responses
1/1 Putting subordinates first	3.33	1.21	Medium
2/1 Behaving ethically	3.98	1.13	High
3/1 empowerment	3.56	1.81	High
4/1 emotional healing	3.49	1.31	high
5/1 Conceptual skills	3.79	1.11	high
6/1 helping others to grow and succeed	3.49	1.25	high
7/1 Creating value for the community	3.67	1.22	high
Total	3.63	1.22	high

From the results presented in table 3, we find that there is a significantly positive attitude, at a percentage of 72.6% for respondents toward servant leadership practices by the college administration with a weighted average of 3.63. The respondents' attitudes were "practiced to a large degree" for each of the sub-dimensions (Putting subordinates first, behaving ethically, empowerment, emotional healing, conceptual skills, helping others to grow and succeed, creating value for the community). Therefore, the employees have a *positive* attitude towards practicing the servant leadership by the leaders of the College by trying to develop all of the concepts of ethical behaviour, empowerment, emotional healing, intellectual conceptual skills, helping others to develop and succeed and create value for society. Also, the college staff had an average attitude towards the practices undertaken by the college regarding the direct concern of the leaders in the success of employees as an element of servant leadership.

From the above, the first study question can be answered, which is related to the degree of servant leadership practice in the College of Applied Studies and Community Service at IAU for the dimensions of servant leadership from the viewpoint of college's employee, as the degree of servant leadership practices has reached 72.6% with a weighted average of 3.63 which is a highly positive attitude. Figure 2 shows the attitude of employees towards each of the factors affecting the degree to which the concepts of servant leadership are adopted.

**Figure 2.** Attitude of the respondents towards the sub-dimensions of the servant leadership



The second question: *“What is the degree of organisational commitment of the employees of the College of Applied Studies and Community Service at Imam Abdulrahman Bin Faisal University?”*

By analysing the responses of employees, table 4 reflects the attitudes of employees at the College of Applied Studies and Community Service at IAU towards the sub-dimensions of organisational commitment.

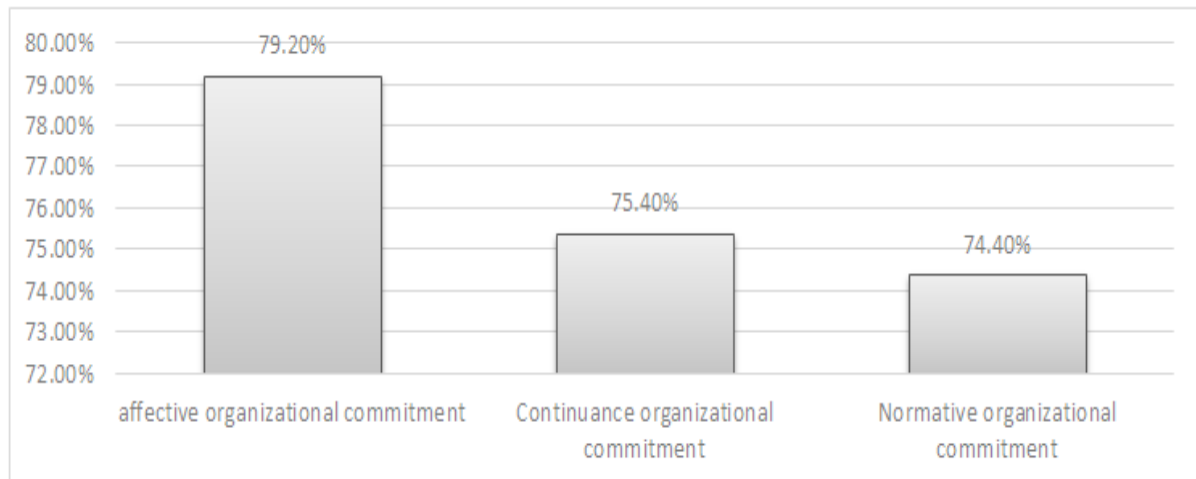
**Table 4:** The average and standard deviation of the responses to the second study questionnaire (*organisational commitment*)

Dimensions of the Questionnaire: <i>organisational commitment</i>		Average	STD	Responses
2/1	Affective organisational commitment	3.96	1.28	High
2.2	Continuance organisational commitment	3.77	1.35	High
2/3	Normative organisational commitment	3.72	1.46	High
Total		3.85	1.35	High

By analysing the results presented in table 4, we find that there is a significantly positive attitude, at a percentage of 77% for respondents towards organisational commitment practices among employees of the College of Applied Studies and Community Service at IAU, where we find that the weighted average was 3.85. The attitudes of respondents were "practiced to a large degree" for all sub-dimensions, and therefore the employees have a positive attitude towards consolidating the concepts and practices of organisational commitment among employees of the College of Applied Studies and Community Service at the University of Imam Abdulrahman Bin Faisal by trying to develop each of the concepts of organisational commitment (normative, continuance, and affective). From the above, we can answer the

second study question, which relates to the measurement of organisational commitment among employees of the College of Applied Studies and Community Service at IAU, that the organisational commitment has reached 77% with a weighted average of 3.85 which is a highly positive attitude. Figure 3 shows the attitude of employees towards each of the factors affecting organisational commitment.

**Figure 3.** The attitude of employees towards the factors of organisational commitment



The third question” *What is the nature of the relationship between the practice of servant leadership and organisational commitment among employees of the College of Applied Studies and Community Service at Imam Abdulrahman bin Faisal University?*”

To study the nature of the relationship between each of the two main pivots of the study (Servant Leadership - Organisational Commitment), table 5 reflects the correlation between each of the main and secondary study dimensions, at a 1% level of significance.

**Table 5:** The correlation between each of the main and secondary study dimensions

variables	Putting subordinates first	Behaving ethically	Empowerment	Affective healing	Conceptual skills	Helping others to grow and succeed	Creating value for the community	Affective organizational commitment	Continuance organizational commitment	Normative organizational commitment	The servant leadership measure
Affective organizational commitment	0.472	0.595	0.538	0.516	0.592	0.527	0.486				
Continuance organizational commitment	0.427	0.466	0.476	0.352	0.442	0.482	0.351	0.784			
Normative organizational commitment	0.421	0.380	0.488	0.335	0.428	0.482	0.341	0.743	0.862		
The servant leadership measure	0.882	0.861	0.870	0.854	0.932	0.945	0.930	0.591	0.475	0.457	
Organizational commitment	0.482	0.546	0.548	0.460	0.551	0.542	0.446	0.946	0.926	0.901	0.567

\* Correlations were significant at  $p < .01$

Through reviewing the results mentioned in table 5, we find that there is a significant relationship between each of the first dimension, which reflects the servant leadership and the second dimension, which is linked to the organisational commitment at the level of significance of 1%. To study the nature of this relationship, reference can be made to the correlation coefficients presented in table 8, where we find that there is an average direct correlation of 0.567 between servant leadership practices with organisational commitment among employees of the College of Applied Studies and Community Service at IAU. The value of the correlation coefficients between the sub-dimensions of the servant leadership and the organisational commitment were (0.380- 0.784), which is an intermediate direct correlation between the sub-dimensions of each of the two main dimensions of the study at the level of significant 1%.

The fourth question: ***“Are there statistically significant differences at the level of significance of 5% between the mean scores of the respondents' responses towards practicing the servant leadership and organisational commitment due to gender, nature of work (administrative - academic), number of years of service and educational level (Bachelor, Diploma, Master, Ph.D.)?”***

The researchers relied on the test homogeneity to verify the extent of homogeneity between the groups subject to evaluation (male-female) in one dependent variable and this is done through a two-tailed t-test. This analysis will be conducted to test the presence of significant differences in dimension trends according to the demographic variable representing gender. The assumptions are formulated as follows and the results of t-test will be presented in table 6:

**The Null Hypothesis:** No significant differences between the responses of the dimensions according to gender.

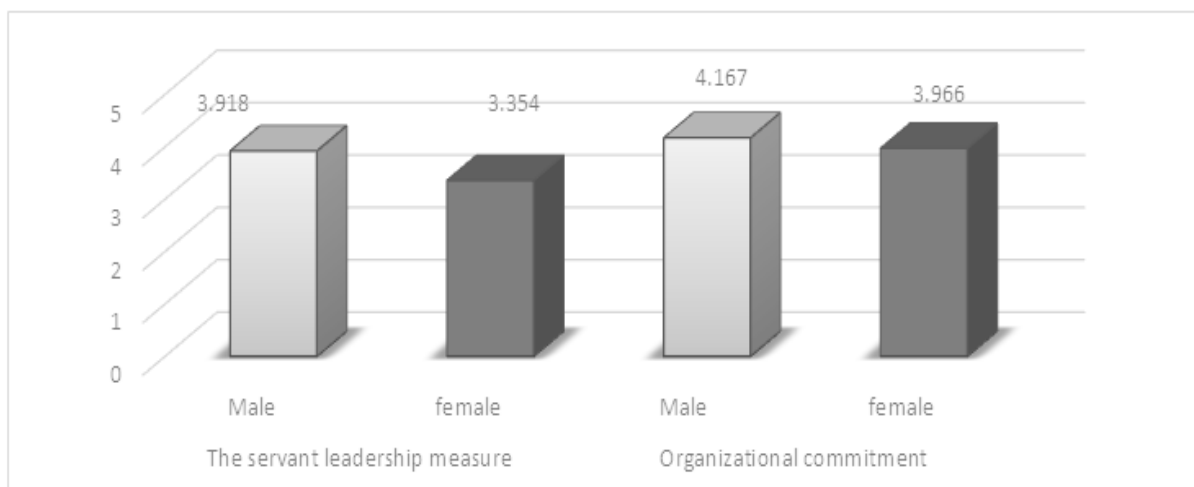
**Alternative Hypothesis:** There were significant differences between the responses to the questionnaire according to gender.

**Table 6:** t-test results for the two major dimensions according to the gender

Group Statistics					
Dimension	Gender	N	Mean	T	p-value
The servant leadership measure	Male	47	3.918	2.904	0.005
	female	48	3.354		
Organisational commitment	Male	47	4.167	1.1469	0.254
	female	48	3.966		
Total questionnaire	Male	47	4.022	2.5044	0.014
	female	48	3.609		

From the results presented in table 6, it is possible to reject the null hypothesis and accept the alternative hypothesis that there are significant differences between the attitudes of both males and females for each of the first major dimension (the servant leadership), as well as the total questionnaire at the level of significance of 5%. Where the values of the test statistic were less than the 5% level of significance. This indicates a lack of homogeneity between the attitudes of respondents. By analysing the values of the means of the responses, we find that the males have a higher attitude than the females towards both the servant leadership measures and the total questionnaire. There were no significant differences between male and female responses towards the dimension of organisational commitment measures. Figure 4 reflects the attitudes of both males and females towards the dimensions of the questionnaire.

**Figure 4.** The attitudes of both males and females towards the questionnaire's dimensions



***Test the Homogeneity Analysis between the Responses to the Two Dimensions According to the Nature of Work***

The assumptions are formulated as follows and the results are presented in table 7.

**The Null Hypothesis:** No significant differences between the responses of the to **the two dimensions according** to the nature of work.

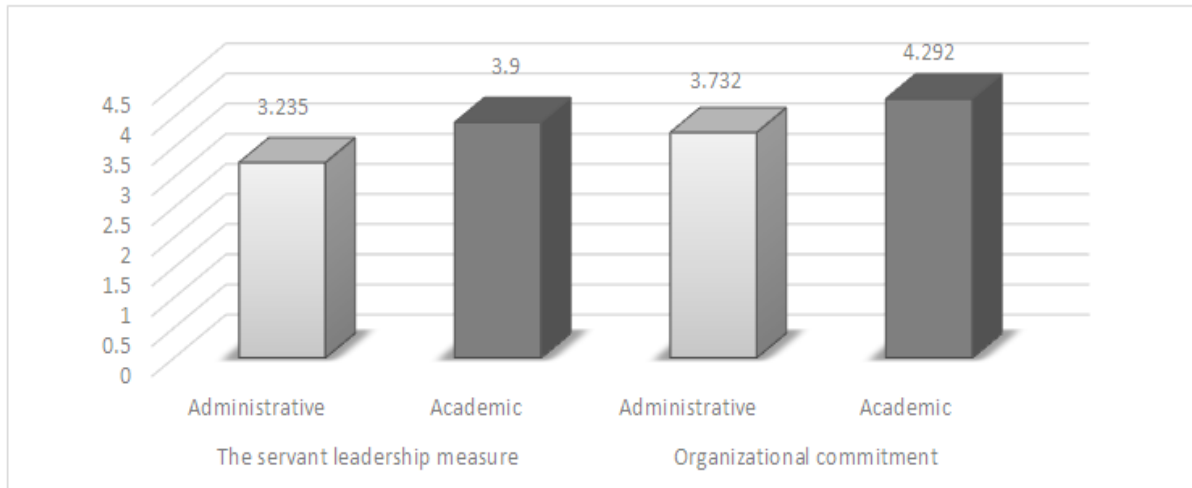
**Alternative Hypothesis:** There were significant differences between the responses to **the two dimensions according** to the nature of work.

**Table 7:** t-test results for the **two dimensions** according to the nature of work

Group Statistics					
Dimensions	Nature of work	N	Mean	t	p-value
The servant leadership measure	Administrative	42	3.235	-3.2707	0.001
	Academic	53	3.900		
Organisational commitment	Administrative	42	3.732	-3.1328	0.003
	Academic	53	4.292		

From the results mentioned in table 7, it is possible to reject the null hypothesis and accept the alternative hypothesis, as there are significant differences between the attitudes of both administrators and academics towards applying the responses of servant leadership and the degree of organisational commitment, as well as the total questionnaire at the level of significance of 5%. All the values of the test statistic were less than the 5% level of significance. This indicates a lack of homogeneity between the attitudes of respondents. By analysing the values of the averages of the responses, we find that the college members have a higher trend than the administrators in terms of servant leadership practices, the organisational commitment measure, and the total questionnaire questions. Figure 5 reflects the attitudes of both administrators and academics towards the dimensions of the questionnaire.

**Figure 5.** The attitudes of both administrators and academics towards the dimensions of the questionnaire.



### ANOVA Test

One-Way ANOVA is used to verify the extent of homogeneity between groups subject to evaluation in one dependent variable. This is done by comparing all of the averages in that one rather than making a two-tailed t-test. This analysis will be conducted to test the presence of significant differences in the responses to the main dimensions according to the demographic variable represented years of experience, as well as the academic degree (Academic Rank).

*Analysis of the Variance between the Responses of the Dimensions According to the Educational Level, and the Results are Shown in Table 8.*

**The Assumptions are Formulated as Follows:**

**The Null Hypothesis:** No significant differences between the responses to the **main** dimensions according to educational level.

**Alternative Hypothesis:** There were significant differences between the responses to **the main** dimensions according to the educational level.

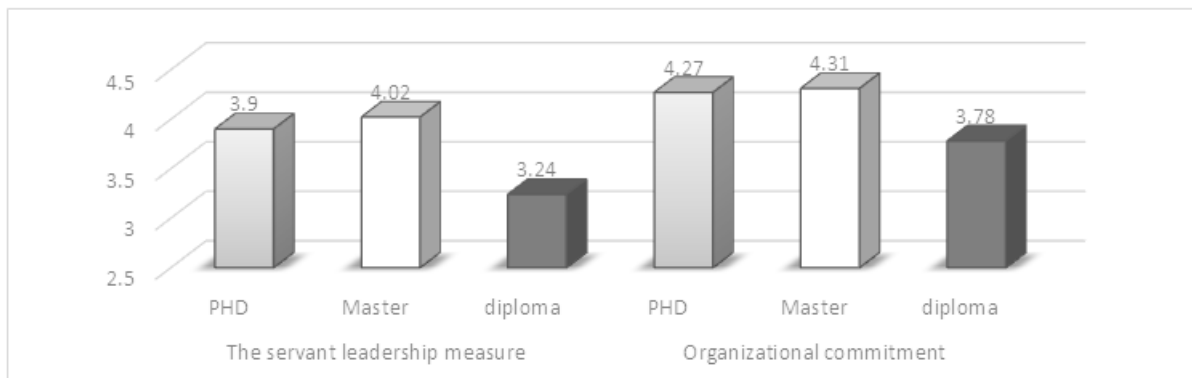


**Table 8:** T-test results for the two dimensions according to educational level

ANOVA						
Dimensions		Sum of Squares	df	Mean Square	F	Sig.
The servant leadership measure	Between Groups	8.95	1	8.955	9.964	.002
	Within Groups	84.48	94	0.899		
Organisational commitment	Between Groups	5.05	1	5.050	7.249	.008
	Within Groups	65.48	94	0.697		
	Within Groups	58.34	94	0.621		

From table 8, there were significant differences between the attitudes of respondents according to the educational level, at the 5% level of significance. The values of the test statistic came less than the level of significance 1%, for all major study dimensions (the practice of serving leadership dimensions, organisational commitment). By reviewing the values of the means, we find that those with a master's degree had the highest trend, then those with a doctorate, and finally those with a diploma, towards servant leadership practices, the measure of organisational commitment, and the total questions of the questionnaire. Figure 6 reflects the attitudes of each respondent according to the educational level towards the questionnaire.

**Figure 6.** The attitudes of each respondent according to the educational level towards the questionnaire



**Analysis of the Variance between the Responses According to the Years of Experience and the Results are Presented in Table 9.**

**The Assumptions are Formulated as Follows:**

**The Null Hypothesis:** No significant differences between the responses to the main dimensions according to the years of experience.

**Alternative Hypothesis:** There were significant differences between the responses to the main dimensions according to the years of experience.

**Table 9:** T-test results for the questionnaire major dimensions according to the nature of the work

ANOVA						
Dimensions		Sum of Squares	df	Mean Square	F	Sig.
The servant leadership measure	Between Groups	0.00	1	0.0032	0.003	0.955
	Within Groups	93.43	94	0.9939		
Organisational commitment	Between Groups	0.16	1	0.1591	0.213	0.646
	Within Groups	70.37	94	0.7486		
	Within Groups	65.50	94	0.6968		

It is clear from table 9 data that there are no significant differences between the attitudes of respondents towards the practice of servant leadership as well as organisational commitment according to years of experience at the level of significance of 5%. All the values of the statistical test were greater than the 5% level of significance. This indicates homogeneity in the attitudes of respondents.

## Conclusion

Through statistical results, it has been found that:

1. The data collection tool used in the research is characterised by validity and consistency, as the Alpha Cronbach coefficient reached 0.980 at the level of significance of 1%.
2. The degree of servant leadership practice in the College of Applied Studies and Community Service at IAU for the dimensions of servant leadership from the viewpoint of its employees is 72.6% with a weighted average of 3.63, which represents a high degree of practice.
3. The degree of organisational commitment among employees of the College of Applied Studies and Community Service at IAU reached 77% with a weighted average of 3.85, which represents a high degree of practice.
4. There is an average direct correlation of 0.567 between servant leadership practices and organisational commitment among employees of the College of Applied Studies and Community Service at IAU.
5. There are significant differences between the attitudes of both males and females towards practicing the dimensions of servant leadership. Where we find that males have a higher trend than females. While there were no significant differences between male and female responses towards the dimension of organisational commitment measures.

6. There are significant differences between the attitudes of both administrators and academics towards the practices of servant leadership as well as organisational commitment at a 5% level of significance. Where we find that academics have a higher trend than administrators in relation to servant leadership practices and the measure of organisational commitment. There were significant differences at the level of 5%. Among the attitudes of respondents towards the dimensions of servant leadership and the organisational commitment according to the educational level, where we find that those with a master's degree had the highest attitude in practicing the dimensions of servant leadership, as well as organisational commitment, then those with a doctorate, and finally those with a diploma.
7. There were no significant differences at the 5% level of significance of attitudes toward servant leadership practices as well as organisational commitment according to years of experience.

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