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The Influence of Servant Leadership on Job Performance through Employee Empowerment and the Dimensions of Organizational Commitment

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ABSTRACT

Employee performance in educational institutions is frequently associated with leadership style, empowerment practices, and organizational commitment; however, comprehensive empirical models integrating these variables, particularly within private school contexts, remain underexplored. This study aims to analyze the influence of servant leadership on employee empowerment, examine the effect of empowerment on the three dimensions of organizational commitment (affective, normative, and continuance), assess their impact on job performance, and test the moderating role of perceived supervisor support. A quantitative research design was employed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). Data were collected from 161 private school teachers in Tangerang through purposive sampling and analyzed using SmartPLS 4. Measurement validity and reliability were confirmed prior to hypothesis testing, and structural relationships were evaluated through bootstrapping procedures. The findings indicate that servant leadership significantly enhances employee empowerment, and empowerment positively influences affective, normative, and continuance commitment. Among these dimensions, only affective commitment has a significant positive effect on job performance, whereas normative and continuance commitment do not. Furthermore, perceived supervisor support does not moderate the relationship between employee empowerment and the three commitment dimensions. The results highlight the pivotal role of empowerment and emotional attachment in driving teacher performance and underscore servant leadership as a strategic mechanism for strengthening empowerment in educational organizations.

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1. INTRODUCTION

In modern management, organizational performance is a key indicator of organizational effectiveness and long-term success in achieving strategic objectives. Organizational performance is no longer measured solely by financial outcomes, but also by the ability to create added value, improve operational efficiency, and maintain competitiveness in a dynamic business environment [1]. Studies indicate that organizational excellence practices, such as innovation, total quality management, and employee empowerment, contribute to improved organizational performance across various sectors [2]. In this framework, human resource management plays a crucial role, as organizational performance is essentially the accumulation of individual performance aligned with the organization's vision and objectives [3].

Job performance is a primary outcome in human resource management studies, reflecting individuals' effectiveness in meeting job demands and contributing to organizational goals [4]. In the context of changing work patterns, digitalization, and increasing workloads, high levels of job performance are essential to maintaining productivity, job satisfaction, organizational commitment, and competitiveness [5]. In the education sector, this issue becomes even more critical because school success largely depends on teachers' performance in managing learning processes and delivering educational services.

To enhance job performance, organizations focus not only on technical competencies but also on leadership styles that encourage employee involvement and participation. One leadership style that has received significant scholarly attention is servant leadership, which emphasizes service, care, and empowerment, guiding leaders to prioritize followers' needs and foster their development [6]. Empirical studies show that servant leadership is positively associated with psychological and employee empowerment, which, in turn, enhances employee motivation and performance [7]. Therefore, servant leadership is important to cultivate because it creates a supportive and empowering work climate that positively affects employee commitment and job performance [8].

In addition to leadership, employee empowerment is another critical approach. Empowered employees tend to have higher self-confidence in facing challenges and are more motivated to pursue continuous improvement [9]. Employee empowerment focuses on enhancing individuals' capacity to make decisions, take initiative, and actively participate in their work [10]. Empirical evidence indicates that effective empowerment increases productivity, job satisfaction, and affective commitment, as employees feel trusted and valued [11]. Crespín and García [12] also found that work engagement mediates the relationship between psychological empowerment and task performance. Therefore, employee empowerment is a key factor in improving individual performance through increased work involvement and motivation [13].

Furthermore, employee empowerment is closely related to organizational commitment, which is defined as an individual's psychological attachment to the organization [14]. Organizational commitment generally consists of three dimensions: affective, normative, and continuance commitment, each reflecting emotional attachment, a

1 sense of obligation, and rational considerations for remaining in the organization, respectively [15]. Research shows that employee empowerment enhances all three dimensions of organizational commitment [16]. High levels of organizational commitment are important because they encourage employees to remain with the organization, exert extra effort, and consistently support organizational goals. In the school context, teachers' commitment plays a vital role in maintaining workforce stability and ensuring the sustainability of educational programs.

The effectiveness of empowerment and commitment is also strongly influenced by perceived supervisor support (PSS). Positive relationships between supervisors and employees are built through constructive feedback, clear vision, and the ability to motivate teams [17]. Within the framework of social exchange theory, supervisors are viewed as representatives of the organization; therefore, supervisors' attention and assistance are perceived as organizational support [18].

15 Research indicates that perceived supervisor support moderates the relationship between employee empowerment and organizational commitment and strengthens the relationship between employee empowerment and the dimensions of affective, continuance, and normative commitment [19]. Consequently, perceived supervisor support is crucial because it determines the extent to which empowerment and employee commitment can be translated into better performance through perceptions of supervisor support and recognition [20].

1 This study refers to the conceptual model proposed by Alomran et al. [21] in the *Journal of Work-Applied Management*, which examined the effect of employee empowerment on the three dimensions of organizational commitment with perceived supervisor support as a moderating variable in the hospitality industry in Ghana. The results showed that perceived supervisor support strengthened the relationships between employee empowerment and affective and continuance commitment, although it did not significantly affect normative commitment. This study adapts and extends the model by incorporating servant leadership as an antecedent variable influencing employee empowerment and job performance as the outcome variable in the educational context.

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5 Previous studies have examined servant leadership, employee empowerment, organizational commitment, perceived supervisor support, and job performance; however, most have been conducted separately and predominantly within industrial, hospitality, and service contexts [22]. Studies that simultaneously examine these seven variables within a single model in the educational context remain limited, even though private schools possess distinct characteristics and dynamics, particularly regarding educational missions, teacher–student relationships, and parental expectations for service quality. Therefore, this study focuses on private school teachers in the Tangerang region to examine the relationships among servant leadership, employee empowerment, organizational commitment (affective, continuance, and normative commitment), perceived supervisor support, and job performance. The findings are expected to contribute theoretically to the development of human resource management literature in education and provide practical implications for school principals in designing effective leadership and empowerment strategies to enhance teacher performance sustainably.

2. METHOD

This study employed a survey method using a five-point Likert-scale questionnaire to measure servant leadership, employee empowerment, perceived supervisor support, organizational commitment (affective commitment, continuance commitment, and normative commitment), and job performance. All measurement instruments were adapted from previously validated studies. The research population consisted of private school teachers in the Tangerang region, and a sample of 161 respondents was selected through purposive sampling based on a minimum tenure of 1 year and non-temporary employment status. Data were collected online via Google Forms distributed through WhatsApp and Instagram.

Data analysis was conducted using Structural Equation Modeling with a Partial Least Squares (PLS-SEM) approach in SmartPLS version 4.0, as the research model was exploratory and involved multiple latent variables with a relatively limited sample size. Prior to the main analysis, a pretest was conducted with 30 respondents, followed by construct validity and reliability testing using Confirmatory Factor Analysis on the outer model.

3. RESULT AND DISCUSSION

A pilot test was conducted with 30 respondents to determine the validity and reliability of the questionnaire items. Based on the results of the validity and reliability analysis using SmartPLS, the servant leadership variable retained 5 valid and reliable items from the original 7 items; employee empowerment retained 6 valid and reliable items from 7; perceived supervisor support retained all 4 items; affective commitment retained 4 valid and reliable items from 6; continuance commitment retained 4 valid and reliable items from 6; normative commitment retained all 5 items; and job performance retained all 4 items. Further details are provided in Appendix 5A.

The total number of respondents who completed the questionnaire in this study was 161. The respondents were private school teachers located in Tangerang City, Tangerang Regency, and South Tangerang. Of the 161 respondents, 73.1% were female, and 26.9% were male. All respondents met the criteria of having at least 1 year of work experience, teaching in the Tangerang area, and not being honorary (temporary) teachers.

Data analysis began with an evaluation of the outer model to ensure that all indicators were appropriate for measuring the latent variables. Based on the SmartPLS 4 output, all indicators for the employee empowerment, perceived supervisor support, affective commitment, and job performance variables showed outer loading values greater than 0.70 and were therefore considered valid. Several indicators for servant leadership, continuance commitment, and normative commitment, such as SL3 (0.643), NC1 (0.663), and CC2 (0.627), were retained because they were still within the acceptable tolerance range for social science measurement. All constructs had AVE values greater than 0.50, indicating that the requirement for convergent validity was met. Furthermore, discriminant validity testing using the HTMT criterion showed that all values were below 0.90, confirming that the constructs were well discriminated from one another. For reliability testing, all latent variables demonstrated composite reliability (CR) values above 0.70 and Cronbach's alpha values above 0.70, indicating that all constructs were reliable and met the recommendations

of Hair et al. (2014). Complete information regarding the validity and reliability tests is provided in the SmartPLS output appendix.

After completing the outer model analysis, the next step was to evaluate the inner model by examining the R-square values for each endogenous construct. Based on the SmartPLS 4 output, the R-square values were 0.583 for affective commitment, 0.260 for continuance commitment, 0.329 for normative commitment, 0.325 for job performance, and 0.181 for employee empowerment. These values indicate that each variable has moderate to strong predictive power. The model was then further tested using the bootstrapping procedure to assess the significance of the relationships among variables. The results of the study are presented in Figure 1 below.

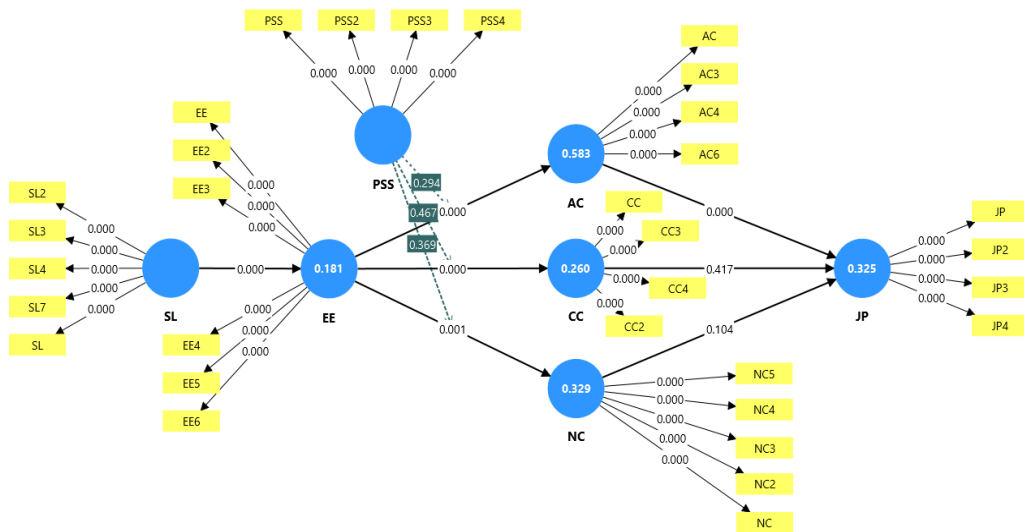


Figure 1. Bootstrapping Results

Based on the bootstrapping results presented in Figure 1 above, the hypothesis testing for the research model can be concluded as follows:

Table 1. Hypothesis Testing for the Research Model

Hypothesis	Statement	Original Sample	T Statistics (> 1.96)	P Values (< 0.05)	Conclusion
H1	Servant Leadership has a positive effect on Employee Empowerment	0.426	5.761	0.000	Supported
H2	Employee Empowerment has a positive effect on Affective Commitment	0.467	7.386	0.000	Supported
H3	Employee Empowerment has a positive effect on Normative Commitment	0.254	3.154	0.001	Supported
H4	Employee Empowerment has a positive effect on Continuance Commitment	0.356	4.185	0.000	Supported
H5	Affective commitment has a positive effect on Job Performance	0.497	5.225	0.000	Supported
H6	Normative commitment has a positive effect on Job Performance	0.119	1.259	0.104	Not Supported
H7	Continuance Commitment has a positive effect on Job Performance	-0.021	0.208	0.417	Not Supported
H8a	Perceived Supervisor Support moderates the relationship between Employee Empowerment and Affective Commitment	-0.019	0.542	0.294	Not Supported

	Empowerment and Affective Commitment				
H8b	Perceived Supervisor Support moderates the relationship between Employee Empowerment and Normative Commitment	-0.019	0.333	0.369	Not Supported
H8c	Perceived Supervisor Support moderates the relationship between Employee Empowerment and Continuance Commitment	-0.006	0.082	0.467	Not Supported

Source: Processed data from SEM-SmartPLS 4 (2025).

Based on the hypothesis testing results presented in Table 1, servant leadership was found to have a positive and significant effect on employee empowerment, with an original sample value of 0.426, a t-statistic of 5.761, and a p-value of 0.000. Furthermore, employee empowerment had a significant effect on all three dimensions of organizational commitment, namely affective commitment (0.467; p = 0.000), continuance commitment (0.356; p = 0.000), and normative commitment (0.254; p = 0.001), indicating that all related hypotheses were supported.

In contrast, only affective commitment was proven to have a significant effect on job performance (0.497; p = 0.000). Meanwhile, normative commitment (0.119; p = 0.104) and continuance commitment (-0.021; p = 0.417) did not show significant effects on performance. The perceived supervisor support variable did not moderate the relationship between employee empowerment and the three commitment dimensions, as indicated by p-values above 0.05 for all relationships. Regarding mediation testing, employee empowerment had a significant indirect effect on job performance through affective commitment (0.255; p = 0.000), while the mediation paths through normative commitment and continuance commitment were not significant. Complete information regarding the SEM-PLS analysis in this study is provided in the SmartPLS output appendix.

Discussion

The results of this study indicate that servant leadership plays an important role in enhancing employee empowerment among private school teachers. Leaders who apply service-oriented principles, such as providing support, trust, and opportunities for teachers to participate in decision-making, can create a work environment where teachers feel valued and in control of their work. This condition strengthens teachers' self-confidence, autonomy, and perceptions of professional decision-making capacity. These findings are consistent with Albasal et al. [23], who found that teachers' perceptions of principals as servant leaders enhanced teachers' psychological empowerment through consistent support and mentoring. Other studies also show that servant leadership in educational contexts contributes to increased educator engagement and performance, both directly and through psychological mechanisms such as empowerment and work meaningfulness [24]. Thus, this study confirms that servant leadership is a significant factor in promoting teacher empowerment in private school settings, supporting the argument that service-oriented leadership strengthens subordinates' competence, work meaning, and self-efficacy.

Furthermore, employee empowerment significantly influenced all three dimensions of organizational commitment, with the strongest effect on affective commitment. This finding indicates that teachers who experience autonomy, developmental opportunities, and resource support demonstrate stronger emotional attachment to their schools. Contemporary research suggests that empowerment enhances dimensions of meaning, competence, and perceived impact at work, which in turn strengthens affective commitment because employees perceive their work as important and aligned with personal [25]. In educational contexts, this condition encourages teachers to feel proud of and connected to their schools, motivating them to become more involved in school activities, including development programs and extracurricular initiatives. These results are consistent with studies showing that increased employee empowerment is positively associated with affective commitment across various sectors, including among young workers in Indonesia.

The effect of empowerment on normative commitment was also significant, although with lower intensity. This indicates that when teachers feel trusted, involved, and supported in their development, a sense of moral obligation to continue contributing to the school emerges, as they perceive the institution as fair and supportive. This finding aligns with Yao et al. [26], who emphasized that empowerment fosters psychological indebtedness and normative obligations to remain with the organization. Similarly, empowerment also had a significant effect on continuance commitment. Teachers who feel empowered perceive their work experience, social relationships, and developmental opportunities at school as valuable work investments. Consequently, the perceived cost of leaving the organization becomes higher, leading them to maintain their organizational membership. These findings are consistent with research showing that empowerment strengthens continuance commitment by increasing perceptions of side bets or potential losses associated with leaving the organization. Nevertheless, the effects of empowerment on normative and continuance commitment were weaker than on affective commitment, as these two dimensions are generally more influenced by contextual factors such as organizational culture, reward systems, and labor market conditions.

In contrast to the previous results, only affective commitment significantly influenced job performance. This confirms that teachers' emotional attachment to their schools is the strongest psychological factor driving performance. This finding is consistent with numerous studies showing that affective commitment is positively related to task performance and extra-role behavior, as emotionally attached individuals tend to exert greater effort, demonstrate initiative, and maintain high work standards [27]. Meta-analyses on the relationship between organizational commitment and performance also reveal that attitudinal or affective commitment shows the most consistent correlation with job performance. Recent research by Dangga et al. [28] further indicates that affective commitment plays an important mediating role in the relationship between psychological empowerment and task-based job performance.

Conversely, normative commitment and continuance commitment did not significantly influence job performance in this study. Normative commitment, grounded in moral obligation, does not necessarily promote superior performance unless it is accompanied by positive emotional work experiences. Meanwhile, continuance

commitment, driven by cost considerations or limited job opportunities, is more closely related to retention and the continuity of presence than to performance quality. These findings reinforce the view that non-emotional commitment primarily functions as a “membership keeper,” whereas affective commitment is more strongly associated with performance outcomes. Thus, in the context of private schools, teacher performance is mainly influenced by emotional attachment to the institution rather than by moral obligation or cost-based considerations.

1 The results also indicate that perceived supervisor support did not moderate the relationship between employee empowerment and the three dimensions of organizational commitment. This condition can be understood in the context of private schools, where the role of principals as “main supervisors” is not always determined by leadership quality or managerial competence. However, it may be influenced by foundation decisions, personal closeness, or trust-related factors. This situation potentially produces two consequences. First, the support provided by principals may become less consistent, more administrative, or not perceived as truly addressing teachers’ work needs. Second, teachers may develop the perception that supervisor support is not a primary determinant of their task performance, thereby weakening the role of PSS in shaping relationships among variables.

5 In addition to leadership selection factors, some private schools operate under relatively structured systems through SOPs, curriculum targets, administrative standards, and evaluation mechanisms. Under such conditions, teacher performance is often more strongly determined by organizational rules and structures than by personal supervisory support. In other words, whether supervisor support is present or not does not substantially alter work behavior because teachers continue to follow the same system. Consequently, strong organizational structures may statistically weaken or obscure the moderating effect of PSS. This finding differs from Mauludi et al. [29] in the hospitality sector, which found that PSS moderated the relationship between empowerment and both affective and continuance commitment. This difference may be attributed to the service industry’s strong reliance on intensive interpersonal relationships and immediate feedback, making supervisor support more salient as a source of social exchange. In contrast, in formal educational contexts, several studies suggest that teacher commitment is more strongly shaped by organizational climate, role clarity, school values, and intrinsic factors such as professional calling rather than by personal relationships with supervisors.

Finally, the indirect effect of employee empowerment on job performance via affective commitment was significant, whereas mediation through normative and continuance commitment was not. This result indicates that teacher empowerment does not directly improve performance but rather operates through a psychological process that strengthens emotional attachment to the school. Teachers who feel empowered through autonomy, developmental opportunities, and resource support tend to develop pride, a sense of belonging, and positive emotional bonds with their institutions. In turn, high affective commitment encourages them to improve the quality of lesson preparation, increase their involvement in school activities, and demonstrate a willingness to exert extra effort beyond minimum job requirements.

This pattern is consistent with Rifdha and Susilawati's [30] three-component commitment model and the psychological empowerment literature, which hold that empowerment enhances performance by increasing psychological resources such as meaning, competence, and emotional commitment. The non-significant mediation of normative and continuance commitment further confirms that, in educational contexts, emotional commitment is the dominant mediating mechanism linking empowerment and teacher performance. In contrast, obligation-based and calculation-based commitment primarily serve to maintain retention rather than to drive performance excellence.

4. CONCLUSION

This study underscores the central importance of empowerment-oriented leadership in fostering meaningful organizational attachment among teachers. The analysis demonstrates that leadership rooted in service principles catalyzes strengthening teachers' psychological resources, which, in turn, shape their level of commitment and work contributions. Among the dimensions of commitment, emotional attachment plays the most decisive role in channeling empowerment into enhanced professional outcomes. These findings highlight that sustainable performance in educational institutions is primarily driven by intrinsic psychological engagement rather than by obligation-based or cost-based considerations.

The implications of this research extend to both managerial practice and educational governance. For school principals, the findings emphasize the need to cultivate participatory leadership climates that promote autonomy, trust, and professional development. Institutionalizing empowerment through inclusive decision-making structures, structured mentoring systems, and performance recognition mechanisms can reinforce teachers' sense of belonging and strengthen educational quality. For policymakers and school foundations, the study suggests that leadership development programs should prioritize empowerment-based frameworks to ensure long-term institutional effectiveness and teacher retention.

Despite its contributions, this research is subject to several limitations. The investigation is confined to private school teachers within a specific regional context, which may limit broader generalization. The reliance on cross-sectional survey data restricts causal interpretation, and **the use of self-reported measures may introduce perceptual bias.** Furthermore, the model does not encompass broader organizational or environmental determinants that may interact with leadership and empowerment processes.

Future research is encouraged to examine similar models across diverse educational levels and geographical settings to enhance external validity. Longitudinal designs could provide deeper insight into causal dynamics over time, while mixed-method approaches may enrich understanding of contextual influences. Incorporating additional moderating variables—such as school climate, psychological safety, workload distribution, or institutional governance structures—may further clarify the mechanisms linking empowerment and performance. For the wider public, this study provides valuable insights into how leadership quality and teacher empowerment influence educational outcomes, offering practical guidance for strengthening institutional credibility and improving the overall quality of private education.

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