

# The Effect of Servant Leadership on Satisfaction of University Community Service Activity

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**ABSTRACT---** *The purpose of research is to find ways to emit true social leaders through servant leadership in college. Analyzing the effect of servant leadership on the satisfaction of social service activity, it showed positive effect on satisfaction of social service activity. This study used SPSS ver. 19.0 in December 2016 for 108 university students in Seoul, Korea. Statistical data were processed and the significance level was set at  $p < 0.05$ . The detailed statistical analysis method was demographic and social statistics, independent sample t-test and multiple regression analysis. Therefore, it is considered that more personality education should be preceded in order to support more students to continue their activities while rewarding their service activities. In particular, in order to grow students into leaders who contribute to society, curriculum and activities should be provided to internalize servant leadership rather than traditional leadership.*

**Keywords---** Servant Leadership; Service Activity

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## 1. INTRODUCTION

In recent years, the universities have paved pragmatic academics and expanded the movement to pursue vigorous educational reform. Faced with the challenge of ensuring social contribution and responsibility of the university as one of practical measures,

Universities that are interested in community service are increasing every year, and the number of participating universities is actually increasing. However, it is reported that more than 40% of the volunteers stop the volunteer activities within 6 months even though they are in this quantitative increase trend (Kim Beom-soo, 2001).

Many colleges and universities are making efforts to improve the satisfaction of volunteers and analyze the reason for the interruption to pursue new changes. Especially, the university is looking for ways to emit true social leaders through servant leadership. Therefore, this study analyzed the influence of servant leadership among various factors influencing college social service activities.

## 2. PRECEDENT RESEARCH

### 1. Servant Leadership

Lee, Kwan-yeong (2001) argues that traditional leaders desire others' obedience and try to build their own images. Under traditional organizations, leaders tend to monopolize all authority and responsibility alone. They review what they have done today, and distribute specific works to members. If the members could not handle their work correctly, leaders reprimand. This coercive leadership has caused many problems in modern society. Greenleaf explained that concept of servant leadership through the story of Leo, a servant in H. Hese's companion book. Greenleaf (1970) assumed that all humans have a servant nature. But they argue that such a nature is faded by social environment and organizational environment. In the control-oriented management environment, the servant nature is distorted by the leader and the instructor. In Greenleaf's philosophy, they recovery of servant nature is the recovery of humanity. A great leader must first be seen as a servant, because the human servant consciousness makes it possible to care, serve, and devote for others.

Supervisors and executives must be seen as servants to many members. The leader position is only temporarily given to a person with a servant nature, and even though a person can step down from the leader position at any time, servant nature in a person can not disappear.

### 2. University Community Service.

The way in which college students participate in volunteering activities varies from personal activities, club activities, and credit-based social services. Contrast to usual motive as to help others, college students are more likely to serve in

order to acquire new experiences and knowledge rather than to help others. Additionally, students tend to volunteer just to fulfil the requirements for classes. These selfish and involuntary college student services are showing the limit of short term volunteering and high drop-out rate. In an education field, where college students do not put priority on volunteer activities, and using volunteering as a requirement fulfillment, the services should not be controlled only in terms of convenience and in position of the service recipient institution. The psychological and emotional compensation of students should be provided when considering the position of volunteers, so it can be a place of self-development and self-realization (Hwang, Nan-sook, 2010).

Therefore, they should not generalize selfless and voluntary services and consider deeply about the effect of volunteer service with selfish and involuntary motivation. In order to improve, they should consider the volunteer's satisfaction. Due to the nature of service as unpaid activities, psychological and emotional reward that exclude other financial and economic rewards are emphasized, and the importance of volunteer satisfaction is increasing. Therefore, satisfaction with service activities has become an important concept to measure the effectiveness of service activities (Choi, Kyung-Bun, 2012). This will enable us to look for desirable college student volunteer service management methods and expect sincere effectiveness and result of volunteer services provided by university.

### **3. RESEARCH**

In this study, statistical data processing was performed using SPSS ver. 19.0 through data coding of questionnaires. This study used SPSS ver. 19.0 in December 2016 for 108 university students in Seoul, Korea. Statistical data were processed and the significance level was set at  $p < 0.05$ . The detailed statistical analysis method was demographic and social statistics, independent sample t-test and multiple regression analysis.

#### ***1. Analysis of the general characteristics of the sample***

<Table> Analysis of general characteristics of sample

	division	division		Total	$\chi^2$ , p
		Students taking classes	Students not taking classes		
gender	male	34(31.5)	47(42.7)	81(37.2)	2.952 .086
	female	74(68.5)	63(57.3)	137(62.8)	
grade	1 Grade	107(99.1)	55(50.0)	162(74.3)	68.750*** .000
	2 Grade	1(.9)	55(50.0)	56(25.7)	
major	Humanities / Social Science	37(34.3)	74(67.3)	111(50.9)	26.292*** .000
	Natural / Engineering Series	0(.0)	1(.9)	1(.5)	
	Arts & Physical Education	63(58.3)	33(30.0)	96(44.0)	
	Others	8(7.4)	2(1.8)	10(4.6)	
religion	Christian	54(50.0)	49(44.5)	103(47.2)	1.150 .886
	Catholic	4(3.7)	6(5.5)	10(4.6)	
	Buddhism	4(3.7)	3(2.7)	7(3.2)	
	atheism	44(40.7)	50(45.5)	94(43.1)	
	Others	2(1.9)	2(1.8)	4(1.8)	
Type of Service	Social welfare facilities / institutions	56(51.9)	44(40.0)	100(45.9)	21.307*** .000
	Public institutions	30(27.8)	13(11.8)	43(19.7)	
	Community	0(.0)	1(.9)	1(.5)	
	Street	5(4.6)	12(10.9)	17(7.8)	
	Others	17(15.7)	40(36.4)	57(26.1)	
Service Satisfaction	Very complaining	2(1.9)	0(.0)	2(.9)	53.417*** .000
	complaining	0(.0)	13(11.8)	13(6.0)	
	usually	16(14.8)	53(48.2)	69(31.7)	
	good	58(53.7)	35(31.8)	93(42.7)	
Service time	very good	32(29.6)	9(8.2)	41(18.8)	59.112*** .000
	Less than 20 hours	30(27.8)	84(76.4)	114(52.3)	
	Less than 40 hours	57(52.8)	14(12.7)	71(32.6)	
	Less than 60 hours	4(3.7)	7(6.4)	11(5.0)	
	Less than 80 hours	5(4.6)	2(1.8)	7(3.2)	
Major related	Over 80 hours	12(11.1)	3(2.7)	15(6.9)	2.363 .124
	Related	39(36.1)	51(46.4)	90(41.3)	
	not Related	69(63.9)	59(53.6)	128(58.7)	
Total		108(100.0)	110(100.0)	218(100.0)	

\*\*\* : p<.001

As a result of analyzing the general characteristics of the sample, there was no statistically difference in sex, and there were more female students than students in both classes. (68.750,  $p < 0.001$ ). The students in the first year were mostly in the first grade, and the students in the first and second years were 50.0%. There was statistically significant difference (= 26.292,  $p < 0.001$ ) in the majors, the most in the arts / physical education classes and the humanities / social classes in the general students.

There was no statistically significant difference in religion, and Christianity and non-religion were high. ( $P < 0.001$ ). In addition, there was a significant difference in service type (= 21.307,  $p < 0.001$ ). Students attending social welfare facility / institution, public institution, Public institutions, and street. There was a statistically significant difference in service satisfaction (= 53.417,  $p < 0.001$ ). The students were the most satisfied and the general students the most. (59.112,  $p < 0.001$ ). The students with less than 40 hours were the most frequent students and the students with less than 20 hours were the most students. There was no statistically significant difference between the major and the major, and there were more students who did not have both students and general students.

**2. Satisfaction of social service activity and servant leadership difference between student and general student**

<Table> Analysis of the Difference in Satisfaction of Community Service Activity

division		N	Average	Standard Deviation	t	p
Pursuing experience	Students taking classes	108	4.10	.46	6.279***	.000
	Students not taking classes	110	3.63	.63		
Social contact	Students taking classes	108	3.85	.51	3.213**	.002
	Students not taking classes	110	3.57	.74		
Expectation	Students taking classes	108	3.84	.69	4.208***	.000
	Students not taking classes	110	3.41	.83		
Social recognition	Students taking classes	108	3.97	.58	5.787***	.000
	Students not taking classes	110	3.44	.75		
Social exchange	Students taking classes	108	3.44	1.02	2.013*	.045
	Students not taking classes	110	3.17	.98		
Personal accomplishment	Students taking classes	108	4.03	.67	5.172***	.000
	Students not taking classes	110	3.51	.81		
Social responsibility	Students taking classes	108	3.76	.53	4.107***	.000
	Students not taking classes	110	3.40	.72		
Total	Students taking classes	108	3.89	.42	5.515***	.000
	Students not taking classes	110	3.49	.64		

\* :  $p < .05$ , \*\* :  $p < .01$ , \*\*\* :  $p < .001$

As a result of analyzing the difference of the satisfaction level of the social service activity between the student and the general student, there was a statistically significant difference ( $t = 5.515$ ,  $p < 0.001$ ) Activity satisfaction was higher. In the sub - variables, students' satisfaction was higher in both experience seeking, social contact, expectation response, social recognition, social exchange, personal accomplishment, and social responsibility.

<Table> Analysis of differences in servant leadership

division	N	Average	Standard Deviation	t	p	
vision suggest	Students taking classes	108	3.45	.61	.284	.776
	Students not taking classes	110	3.43	.61		
human Respect	Students taking classes	108	3.94	.48	2.075*	.039
	Students not taking classes	110	3.79	.59		
Growth support	Students taking classes	108	3.78	.48	2.663**	.008
	Students not taking classes	110	3.59	.59		
Community formation	Students taking classes	108	3.80	.47	3.224**	.001
	Students not taking classes	110	3.56	.62		
Total	Students taking classes	108	3.80	.41	2.721**	.007
	Students not taking classes	110	3.63	.51		

\* : p<.05, \*\* : p<.01

As a result of analyzing the difference of servant leadership between the student and the general student, statistically significant difference was found in the whole (t = 2.721, p <0.01) Respectively. In the sub-variables, the student attendance was higher in human Respect, growth support, community formation, but there was no statistically significant difference in vision presentation.

### 3. Analysis of the influence of servant leadership on satisfaction of social service activity

<Table> Effect of Servant Leadership on Satisfaction with Social Service Activities (Total Students)

Dependent variable	Independent variable	Non-standardization factor		Standardization factor	5t	p	Collinearity statistic	
		B	Standard error	B			Tolerance limit	VIF
Community service satisfaction	(constant)	2.322	.310		7.495	.000		
	vision suggest	.225	.068	.235	3.283**	.001	.820	1.220
	human Respect	.039	.115	.037	.340	.735	.363	2.755
	Growth support	.208	.115	.197	1.818	.070	.358	2.792
	<b>Community formation</b>	-.089	.102	-.087	-.880	.380	.434	2.306

R Square(Adj R Square)=.102(.085), F(p)=6.027\*\*\*(.000), D-W=1.459

\*\* : p <.01, \*\*\* : p<.001

As a result of analyzing the effect of servant leadership on the satisfaction of social service activities, the explanatory power of the regression model was 10.2% and the regression model was significant. The D-W value was 1.459 and autocorrelation did not exist. The tolerance limit was 0.1 or more and the VIF value was 10.0 or less. The influence of servant leadership was positively (+) on the volunteer service satisfaction, t = 3.283.

## 4. CONCLUSION AND IMPLICATIONS

There was statistically significant difference in service satisfaction, students were most satisfied, and general students were the most frequent. There was a statistically significant difference in service time, and students taking less than 40 hours were the most frequent students, while those of general students were less than 20 hours.

As a result of analyzing the effect of servant leadership on the satisfaction level of social service activity, it showed positive (+) effect on satisfaction of social service activity.

The results of this study suggest that fundamental character education should be preceded in order to support more students to continue their activities while rewarding their service activities. In particular, in order to grow students into leaders who contribute to society, curriculum and activities should be provided to internalize servant leadership rather than traditional leadership.

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