

Servant Leadership: Antecedent Factors, Impact, and Education Theories Used as Researcher's Perspective

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Abstract

A comprehensive understanding of the antecedent factors, and the impact of servant leadership and also about the education theories used as a perspective are so essential for leaders and researchers. However, there is not enough information about it. This paper was made to fill this gap by using the literature review approach. It was done to 71 Scopus indexed articles, which were published in the 2015 – 2020. There are several results of the review, those are: (1) servant leadership is influenced by the emotional intelligence, self-efficacy, motivation to serve, non-calculative as one dimension of motivation-to-lead, and mindfulness; (2) servant leadership have an impact on 38 dependent variables in individual level and 16 dependent variables in the organizational level both directly and indirectly; (3) there are 31 theories, which are used as a researcher's perspective, and two between them, which are mostly used are the social exchange theory and social learning theory. The result of this research gives contribution, which enriches the theoretical scope of servant leadership. This academic contribution is for sure will be so beneficial for leaders who commit to developing the best potential owned by their staff for a better organization. The result of this research will also be essential for future researchers because it shows a state of the art and research gap about servant leadership.

Keyword: servant leadership, social exchange theory, social learning theory, leadership style, educational theory

1. Introduction

Leadership is one of the critical factors that determine the success of an organization. Leadership influence depends on the style that is applied. Different leadership styles have different effects (Qaralleh, 2020) because leadership styles affect the behavior and performance of subordinates (Bhana & Bayat, 2020). Furthermore, it affects the performance and achievement of organizational goals

Servant leadership is one of the modern leadership styles that has developed since the 80s. This leadership style developed in tandem with other current leadership theories. The examples are authentic, transformational, spiritual, charismatic, visionary, cultural, moral, ethical, quantum, secret, and entrepreneurial leadership. All of these leadership styles develop in the direction of the changes that occur in society (Esmer & Dayi, 2017). Mcmanus said service is "the intention and the essence of our leadership" (Spears, 1995). This statement confirms the importance of serving to be the character and commitment of a leader. Awareness of this will encourage researchers and decision-makers to try to identify and understand the antecedent factors and the impact of servant leadership and educational theories that are the perspectives of researchers both in education and other fields. Therefore there has been a lot of research on this topic in recent years. Some of these are the results of a literature review (Zhang, Zheng, Zhang, L., Xu, Liu, & Chen 2019; Aij & Rapsaniotis, 2017; Aij & Rapsaniotis, 2017; Qiu & Dooley, 2019; Bavik, 2020). But no research comprehensively makes a study on this matter. This gap is the background of the writing of this paper.

This paper is a literature review on servant leadership in articles published in 2015-2020. This literature review aims to identify several things, such as 1) factors or variables that influence servant leadership; 2) the impact of servant leadership at the level of the organization and its members; 3) antecedent factors and the effect of servant leadership in education 4) educational theories that are used as perspectives in research on servant leadership; What are the antecedent factors and the impact of servant leadership in the field of education

2. Servant Leadership Theory

The first people who introduce the concept of servant leadership were (Greenleaf, 1977); (Yukl, 2013); (Dierendonck & Patterson, 2015). According to him, servant leadership is a leadership approach that places a leader as a servant who prioritizes meeting the needs of subordinates or staff. Leaders have the primary responsibility to help others achieve common goals by facilitating individual development, empowerment, and consistent collective work for the long-term welfare of followers.

Greenleaf's view above is reflected very deeply by Mcmanus. He said that it was vital first to know how to serve before learning how to lead. These two things have different consequences. If someone becomes a leader before becoming a servant, he will use his ability to move others to fulfill his plan. He tends to manipulate others for his personal goals. Conversely, if someone becomes a servant before becoming a leader, he will devote his best abilities as a gift for the good of others. Its strength lies in its sacrifice and not its position. He was followed not because he was feared but because he was admired. He has great appeal, but not because of his title or status, but because of his blood, sweat, and tears of devotion. These people have the right to lead because they have set standards for serving (Spears, 1995).

Servant leadership is created from a deep desire to serve others (Maxwell, 2014). The hope is not monumental but becomes a character. Leaders who have the spirit of serving always try to be the best, and proactively serving their subordinates to grow and develop (Sullivan, 2019). He focused his attention on helping his subordinates grow and develop optimally by utilizing every available opportunity (Robbins & Timothy, 2005). According to the results of the study made by Spears as former President & CEO of Greenleaf Center for Servant Leadership on various Greenleaf writings, there are ten characteristics of leaders who serve. Those are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to focus on the growth of people, and community building (Sendjaya, 2015; Bryant, 2017; Blanchard & Broadwell, 2018; Sullivan, 2019). Barbuto and Wheeler conducted internal consistency testing, confirmation of factor structure, and an assessment of the convergent, divergent, and predictive validity of servant leadership characteristics. The results of the factor analysis show that there are five dimensions of leadership serving: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship — which appear to be conceptually and empirically distinct. All of these characteristics are widely used by researchers as indicators of servant leadership (Barbuto & Wheeler, 2006; Dierendonck & Patterson, 2015; Sendjaya, 2015; Burton, Peachey, & Wells, 2017; Erdurmazli, 2019).

3. Method

This paper was created using a literature review approach. The literature reviewed is limited to articles published in English in all international journals indexed by Scopus Q4-Q1, and published in 2015-2020. Articles are searched using a search engine called "Search Engine for Research Articles - SEforRA" using the keyword "servant leadership".

The articles obtained are then selected using the following criteria: 1) Articles that use the phrase "servant leadership" as one of the keywords. 2) Items that explicitly include the phrase "servant leadership" in the title; 2) articles containing research results using a quantitative approach or mixed-method. 3) Articles containing statistical test results of the factors that influence servant leadership and the impact of servant leadership on other variables at both the individual and organizational levels.

4. Result

The search results with "Search Engine for Research Articles - SEforRA" show that servant leadership has been widely researched. The 1104 articles indexed Scopus Q4-Q1, which were published in 2015-May 2020, as featured in Table 1.

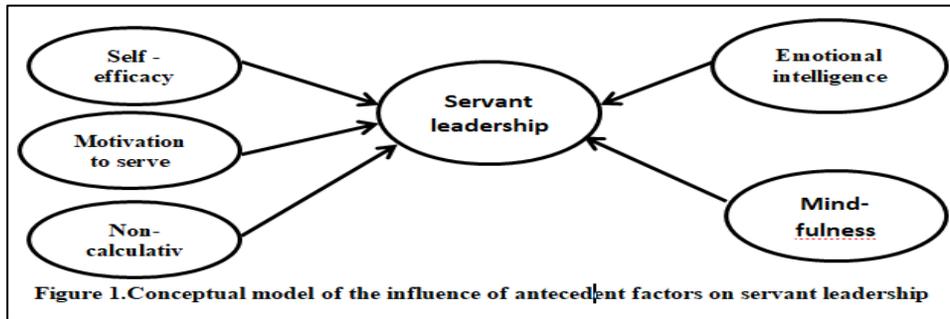
Table 1. Scopus Indexed Articles Based on Quartiles

Year	Q1	Q2	Q3	Q4	NQ	NI	Sub Total
2015	41	75	10	17	0	0	143
2016	89	68	55	37	0	0	249
2017	64	72	55	5	0	0	196
2018	70	58	50	34	0	0	212
2019	92	49	31	28	0	0	200
2020	62	17	10	15	0	0	104
Total Results							1104

Articles that contain the phrase "servant leadership" as one of the keywords or pieces that use the phrase explicitly in the title are 132 articles. Items that meet all the predetermined criteria are 71 articles. Based on an in-depth study of all these articles, the author can identify all the things that are the purpose of writing this paper

4.1 Antecedent Factors on Servant Leadership

Based on an analysis of 71 previous studies, the authors found that only four articles (see appendix) that discuss antecedent factors for servant leadership (Du Plessis, Wakelin, & Nel, 2015; Verdorfer, 2016; Amah, 2018; Lee, 2018). Their results indicate that there are several antecedent factors in servant leadership. The model of the relationship of these factors with servant leadership can be seen in Figure 1.



4.2 Impact of Servant Leadership

The leadership style of a person or group of people at the top leadership level and middle leadership has a significant influence on subordinates' attitudes and behavior and organizational progress. It also applies to a servant leadership style. At the individual level, servant leadership affects 50 dependent variables. Some of them have been tested in 2 or more studies, as shown in Figure 2.

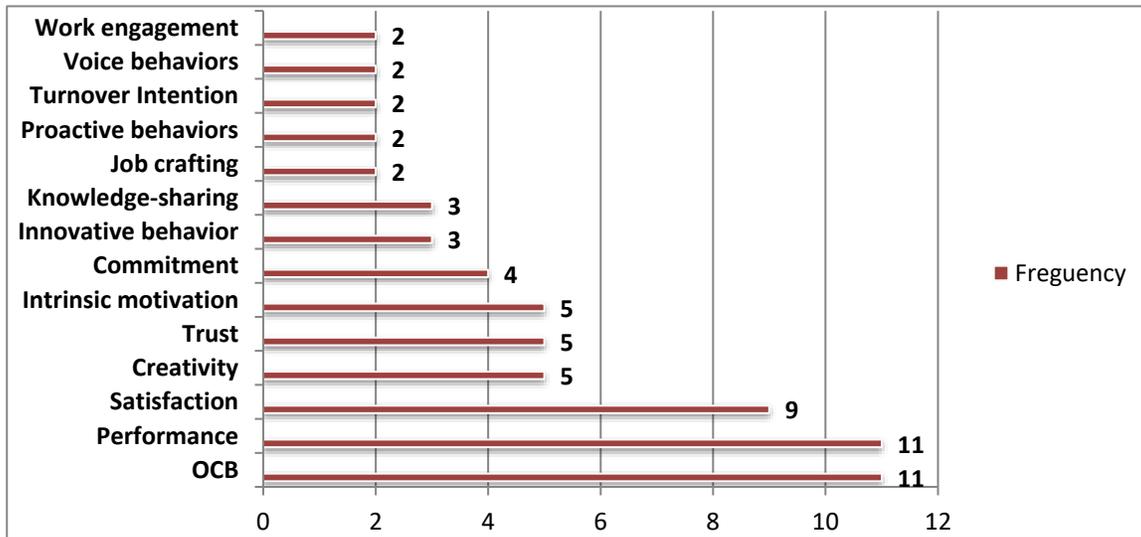


Figure 2. Frequency of research on the impact of servant leadership

Figure 2 shows the impact of servant leadership on 14 dependent variables whose research frequency ranges from 2-12 times. Almost all of the studies show the same results, namely the positive and significant impact of servant leadership. But there is one study on the effect of servant leadership on satisfaction, which shows that servant leadership does not have a positive effect on achievement (Triraharjo, Aima, & Sutawijaya, 2019). Meanwhile, the effect of servant leadership on other variables has not been much studied. The result of servant leadership on each of these variables has been tested in one study. These variables can be seen in Table 2.

Table 2. The impact of servant leadership on the individual level

No	Dependent Variable	Reference
1.	Adaptivity	(Belén, Fernández, Varela-Neira, & Otero-Neira, 2016)
2.	Career planning	(Chughtai, 2019)
3.	Emotional exhaustion	(Tang, Kwan, Zhang, & Zhu, 2016)
4.	Employee retention	(Alafeshat & Tanova, 2019)
5.	Fairness in reward allocation	(Schwepker, 2016)
6.	Harmonious passion	(Ye, Lyu, & He, 2019)
7.	Identification with leader	(M. Wang, Kwan, & Zhou, 2017)
8.	Job withdrawal intention	(Ng, Choi, & Soehod, 2016)
9.	Needs for competence	(Peachey, Burton, Wells, & Chung, 2018)
10.	Needs for relatedness	(Peachey et al., 2018)
11.	Needs for autonomy	(Peachey et al., 2018)
12.	Networking behaviour	(Chughtai, 2019)
13.	Participation in quota setting	(Schwepker, 2016)
14.	Perceived insider status	(Opoku, Choi, & Kang, 2019)
15.	Personal learning	(Tang et al., 2016)
16.	Psychological climate	(Ozyilmaz & Cicek, 2015)
17.	Psychological empowerment	(Newman, Schwarz, Cooper, & Sendjaya, 2017)
18.	Quality customer relationships	(Wong, Liu, Wang, & Tjosvold, 2018)
19.	Quality of family life	(Yang, Zhang, Kwan, & Chen, 2018)
20.	Rewards	(Sihombing, Astuti, Mussadieq, Hamied, & Rahardjo, 2016)
21.	Self-efficacy	(Belén et al., 2016)
22.	Skill development	(Chughtai, 2019)
23.	Social identity	(Chen, Zhu, & Zhou, 2015)
24.	Social interactions	(Zoghbi-Manrique-de-Lara & Ruiz-Palomino, 2019)

Servant leadership's impact on several other variables occurs both directly and through several mediating variables and is reinforced by several different variables as moderator variables. These variables can be seen in Table 3.

Table 3. The impact of servant leadership on the individual level (F*=Frequency)

No	Moderator	Mediator	Dependent Variable	F*	Reference
1	proactive personality	perceptions of leader member exchange, procedural justice, job crafting, positive psychological capital, leader-member dyadic communication, style agreement	organizational citizenship behavior	11	(Ozyilmaz & Cicek, 2015; Hsiao, Lee, & Chen, 2015); Shim et al., 2016; Donia, Raja, Panaccio, & Wang, 2016; Malingumu, Stouten, Euwema, & Babygeya, 2016; Abu Bakar & McCann, 2016; Newman et al., 2017; Bavik, Bavik, & Tang, 2017; Tuan, 2017; Amah, 2018; Linuesa-L.J., Ruiz-P.P., & Elche, D., 2018)

2	high politeness of exchange	Service climate, ethical work climate, public service motivation, proactive behavior, harmonious passion and customer orientation served, organizational identification, perception of, organizational support, rewards, organizational culture	performance	11	(Abu Bakar & McCann, 2015; Chen et al., 2015; Jaramillo, Bande, & Varela, 2015; Schwarz, Newman, Cooper, & Eva, 2016; Sihombing et al., 2016; Otero-Neira, Varela-Neira, & Bande, 2016; Linuesa-L.J., Ruiz-P.P., & Elche, D., 2017; Tuan, 2019; Chughtai, 2019; Ye, Lyu, & He, 2019; Varela, Bande, Del Rio, & Jaramillo, 2019)
3	general self-efficacy, motivation	organization-based self-esteem, trust in organization, job satisfaction, career satisfaction, workplace positive affect, collectivistic orientation, employee engagement	satisfaction	9	(Ozyilmaz & Cicek, 2015; Donia et al., 2016; Setyaningrum, 2017; Amah, 2018; Yang et al., 2018; Ilkhanizadeh & Karatepe, 2018; Li, Li, Tu, & Liu, 2018; Al-Asadi, Muhammed, Abidi, & Dzenopoljac, 2019; Alafeshat & Tanova, 2019)
4		creative self-efficacy, psychological empowerment, team-member exchange, trust in leaders	creativity	4	(Yang et al., 2017; Yang, Gu, & Liu, 2019; Malingumu et al., 2016; Jaiswal & Dhar, 2017)
5		outcome control		5	(Belén et al., 2016; Trong, 2016; Schwarz et al., 2016; Erdurmazli, 2019; Shim & Park, 2019)
6		volunteer motivation	commitment	4	(Politis & Politis, 2018; Jang & Kandampully, 2018; Joo, Byun, Jang, & Lee, 2018; Erdurmazli, 2019)
7		knowledge-sharing	innovative behavior	3	(Cai, Lysova, Khapova, & Bossink, 2018; Zhu & Zhang, 2019; Opoku et al., 2019)
8	employee organizational identification	public service motivation	knowledge-sharing	3	(Trong, 2016; Tuan, 2017; Zhu & Zhang, 2019)
9		job crafting	job crafting	2	(Bavik et al., 2017; Harju, Schaufeli, & Hakanen, 2018)
10	customer orientation	leader-member exchange	proactive behaviors	2	(Mostafa & El-Motalib, 2019; Varela et al., 2019)
11		Affective organizational commitment,	turnover intention	1	(Jang & Kandampully, 2018)
12		affective commitment, psychological safety	voice behaviors	2	(Yan & Xiao, 2016; Politis & Politis, 2018)
13		affective trust, cognitive trust	emotional labor	1	(Lu, Zhang, & Jia, 2019)
14		felt responsibility for constructive change	follower prohibitive	1	(Arain, Hameed, & Crawshaw, 2019)
15		organisational facilitators	happiness at work	1	(Vallina & Guerrero, 2018)
16		leader-member exchange	helping behavior	1	(Zou, Tian, & Liu, 2015)
17		organisational justice	less burnout	1	(Divya & Suganthi, 2018)
18		perception of organizational support	organizational identification	1	(Otero-Neira et al., 2016)
19		career planning, skill development, networking behaviour	perceived employability	1	(Chughtai, 2019)
20	job autonomy	perceptions of meaningful work	perception of meaningful work	1	(Cai et al., 2018)
21		social interactions	personal social capital	1	(Zoghbi-Manrique-de-Lara & Ruiz-Palomino, 2019)

22	corporate social responsibility		public service motivation	1	(Trong, 2016)
23		middle level servant leadership	service-oriented behaviors	1	(Ling, Lin, & Wu, 2016)
24		identification with leader, positive spillover	work-family balance	1	(M. Wang et al., 2017)
25	general self-efficacy	collectivistic orientation	workplace positive affect	1	(Li et al., 2018)
26		emotional exhaustion and personal learning	work-to-family conflict	1	(Tang et al., 2016)

At the organizational level, servant leadership has impact on 17 variables. The intended impact occurs either directly or indirectly through several mediating variables and is strengthened by several other variables as moderator variables, as can be seen in Table 4.

Table 4. The impact of servant leadership on the organizational level (Note: F*: research frequency)

No	Moderator	Mediator	Dependent Variable	F*	Reference
1.	1 positive reciprocity belief		leader-member exchange	3	Zou, Tian, & Liu, 2015; Newman et al., 2017; Amah, 2018)
2.	competitive intensity	green climate, climate	service organizational performance	3	(Huang, Li, Qiu, Yim, & Wan, 2016; Tuan, 2019; Triraharjo, Aima, & Sutawijaya, 2019)
3.			organizational culture	2	(Sihombing et al., 2016; Setyaningrum, 2017)
4.	team distance	power	organizational efficacy	1	(Yang, Liu, & Gu, 2017)
5.			service climate	2	(Huang et al., 2016; Linuesa-L.J., Ruiz-P.P., & Elche, D., 2017)
6.		team efficacy	creativity	1	(Yang et al., 2017)
7.			customer treatment	1	(Ghosh & Khatri, 2018)
8.		trust in leadership	ethical climate	1	(Burton et al., 2017)
9.		group citizenship behavior	group social capital	1	Linuesa-L.J., Ruiz-P.P., & Elche, D., 2018)
10.		role of encouragement of participation	innovativeness	1	(Ruiz-Palomino, Hernández-Perlines, Jiménez-Estévez, & Gutiérrez-Broncano, 2019)
11.			organization-based self-esteem	1	(Yang et al., 2018)
12.			procedural justice	1	(Shim, Park, & Eom, 2016)
13.			quality customer relationships	1	(Wong et al., 2018)
14.			service failure prevention	1	(Ghosh & Khatri, 2018)
15.			service failure recovery	1	(Ghosh & Khatri, 2018)
16.		co-operative & competitive approaches to conflict	team coordination	1	(Wong et al., 2018)
17.		emotional exhaustion & personal learning	work-to-family positive spillover	1	(Tang et al., 2016)

Table 4 shows that of the 17 dependent variables that are influenced by servant leadership, there are five dependent variables tested in 2-3 empirical studies: leader-member exchange, organizational performance, organizational culture, organizational efficacy, and service climate. The relationship of servant leadership with the dependent variables occurs both directly and through mediating variables and strengthened by moderator variables. The impact of servant leadership on 12 other variables was examined only once in the past six years. Empirical testing of the influence of servant leadership on these variables needs to be re-tested in different contexts or settings both directly and with certain variables as a mediator or moderator. It is essential to do to enrich the theoretical treasures of servant leadership.

4.3 Antecedent Factors and Impact Servant Leadership in the Field of Education

Research on servant leadership has not been done much in the field of education. Of all the articles relevant to this paper, there are only four studies using study set in the field of education, with the following participants: athletic directors working in public high schools in the US (Lee, 2018), working adults recruited by graduates and undergraduate students from a US public regional comprehensive university (Williams Jr., Wallace Alexander, Brandon, Hayek, Haden, & Atinc, 2017), the school teachers working in private, and public schools in Pakistan (Brohi et al., 2018), and employees working at different organizations hospitals, financial service companies, public administration, engineering companies or high schools in Spain (Rodríguez et al., 2019). The findings show that there are one antecedent variable and three moderator variables, four mediator variables, and nine dependent variables. The complete data can be seen in Table 5.

Table 5. The results of research on servant leadership in the field of education

No	Antecedens	Moderator	Mediator	Dependent variable	References
1	Emotional intelligence			developmental goal orientation	(Lee, 2018)
2		the leader's political skill	workplace spirituality	employee creativity	(Williams Jr, Wallace Alexander, Brandon et al., 2017)
3			the meaning in life at night and vitality the next morning	goal attainment goal attainment	(Rodríguez-Carvajal et al., 2019)
4		Proactivity		meaning in life at night turnover intention psychological safety	(Brohi et al., 2018)
5		promotion focus	psychological safety	turnover intention	
5				organizational trust. organizational efficacy	(Nastiezaie, Bameri, & Dadkan, 2016)

4.4 Theory Used

The study of servant leadership becomes very rich because many researchers use different theories as to their perspective. In 71 studies that have been conducted, 31 approaches are used as researchers' perspectives (see appendix1). The frequency of use of these theories in research can be seen in Figure 3.



Figure 3. Theories used in previous research

Figure 3. presents data that describes that the theory most often used as a researcher's perspective is the social exchange theory. It is used in 17 empirical studies. Another theory that is commonly used is the social learning theory. This theory is used in 9 reviews. While there are several theories used in 2-5 studies, namely self-determination theory(Verdorfer, 2016; Williams et al., 2017; Peachey et al., 2018; Yang et al., 2019; Chughtai, 2019), conservation of resources theory (Tang et al., 2016; Harju et al., 2018; Tuan, 2019; Ye et al., 2019) and social identity theory (Chen et al., 2015; Otero-Neira et al., 2016; Linuesa et al., 2018); Opoku et al., 2019). The rests are 25 theories that are rarely using only one time.

5. Discussion and Conclusion

The findings of this study indicate that servant leadership is a leadership style that is not easily applied. It can only be carried out by people who have emotional intelligence (Du Plessis, et al., 2015; Lee, 2018). It cannot be run by people who like to manipulate subordinates for their own sake (Sendjaya, 2015). More than that it can only be run by people who have self-efficacy, motivation to serve, non-calculative as one dimension of motivation-to-lead (Amah, 2018), and mindfulness (Verdorfer, 2016). With all these competencies, a leader can apply a servant leadership style.

Servant leadership is proven to have a tremendous and broad impact. At the individual level, servant leadership has a massive effect on the attitudes and behaviors of subordinates, as seen in Tables 2 - 5. The results of this study confirm what Laub said. Namely, that servant leadership is a leadership practice that places "the good of those led over the self-interest of the leader" (Spears, 2005). Several leaders focus on six main areas, such as the values people, develop people, build communities, display authenticity, provides leadership, and share leadership. With this style of leadership, subordinates tend to have trust, loyalty, and satisfaction that is influenced by the integrity and concern of leaders towards them. Moreover, assistants tend to be more easily influenced to do what the leader wants (Yukl, 2013). It is even believed that the best way to motivate subordinates is to develop themselves to achieve full self-actualization (Dierendonck & Patterson, 2015); (Verdorfer, 2016).

Organizational members who have felt the positive impact of leadership on the growth and development are driven to give their best abilities to the organization. Table 5 shows that *servant leadership* has a positive effect on a leader-member exchange, performance, climate, efficacy, culture, and 12 other variables at the organizational level. It is in line with what Maxwell said. According to him, one of the paths that must be taken to achieve organizational goals is to focus on efforts to meet the needs of subordinates to grow and develop. If a leader can help them find their best potential and work in their zones of strength, everyone (founders, leaders, subordinates, and organizations) will win (Maxwell, 2014).

In research on servant leadership, the theory most often used is the social exchange theory. According to this theory, the exchange of useful services strengthens social ties. Social exchange fosters a moral obligation to return the favor (Blau, 1964) even though that is not the aim of the action. Subordinates will try to maintain that social bond, and are encouraged to give their best abilities to the organization (Ozyilmaz & Cicek, 2015; Hsiao et al., 2015; Zou et al., 2015; Trong, 2016; Shim et al., 2016; Malingumu et al., 2016; Yan & Xiao, 2016; Jaiswal & Dhar, 2017; Newman et al., 2017; Linuesa et al., 2017); Amah, 2018; Brohi et al., 2018; Ilkhanizadeh & Karatepe, 2018; Jang & Kandampully, 2018; Bao, Li, & Zhao, 2018; Arain et al., 2019; Lu et al., 2019); Alafeshat & Tanova, 2019); Mostafa & El-Motalib, 2019). Another theory that is often used is the social learning theory. According to this theory, a lot of learning takes place when we observe others, and then model behaviors that lead to pleasant outcomes and avoid actions that have consequences for punishment (Bandura, 1977). The servant leadership style of leadership fosters subordinates' enthusiasm to make leaders a role model in serving others through their primary tasks, and functions (Jaramillo et al., 2015); (Schwarz et al., 2016; Trong, 2016; Tuan, 2017; Bavik et al., 2017; Linuesa et al., 2018; Z. Wang, Xu, & Liu, 2018; Zoghbi-Manrique-de-Lara & Ruiz-Palomino, 2019; Shim & Park, 2019). Another theory that is mostly used is the *social learning theory*. This theory is used for nine times (Jaramillo et al., 2015; Schwarz et al., 2016; Trong, 2016; Tuan, 2017; Bavik et al., 2017; Linuesa et al., 2018; Z. Wang et al., 2018; Zoghbi-Manrique-de-Lara & Ruiz-Palomino, 2019; Shim & Park, 2019).

Finally, it must be recognized that this paper has due limitations. This review is limited to articles on servant leadership that use a quantitative approach and mixes published in 2015-2020. The results will undoubtedly be far more comprehensive if the materials reviewed are not only those published in the past six years. However, this paper provides an extensive theoretical contribution to the antecedent factors and the impact of servant leadership on the organization. It is also for its members of both organizations in education and other organizations. This paper also presents a comprehensive sharing of educational theories that can be used as researchers' perspectives on servant leadership. This theoretical contribution will undoubtedly benefit leaders who are committed to developing the best potential of subordinates and advancing the organization. The results of this study will also be beneficial for researchers in the future because these findings indicate state of the art and open a research gap on servant leadership. The impact of servant leadership on various variables tested empirically only once in the past six years is a research gap that needs to be filled through future research in other contexts or settings.

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Appendix 1

No	Theory used	Frequ- ency	References
1.	The social exchange theory	17	(Ozyilmaz & Cicek, 2015; Hsiao et al., 2015; Zou et al., 2015; Trong, 2016; Shim et al., 2016; Malingumu et al., 2016; Yan & Xiao, 2016; Jaiswal & Dhar, 2017; Newman et al., 2017; Linuesa et al., 2017; Amah, 2018; Brohi et al., 2018; Ilkhanizadeh & Karatepe, 2018; Jang & Kandampully, 2018; Bao et al., 2018; Arain et al., 2019; Lu et al., 2019; Alafeshat & Tanova, 2019; Mostafa & El-Motalib, 2019).
2.	Not specify	12	(Du Plessis et al., 2015; Ng et al., 2016; Donia et al., 2016; Nastiezaie et al., 2016; Setyaningrum, 2017; Burton et al., 2017; Ghosh & Khatri, 2018; Lee, 2018; Politis & Politis, 2018; Divya & Suganthi, 2018; Joo et al., 2018; Triraharjo et al., 2019)
3.	The social learning theory	9	(Jaramillo et al., 2015; Schwarz et al., 2016; Trong, 2016; Tuan, 2017; Bavik et al., 2017; Linuesa et al., 2018; Z.Wang et al., 2018; Zoghbi-Manrique-de-Lara & Ruiz-Palomino, 2019; Shim & Park, 2019)
4.	The self-determination theory	5	(Verdorfer, 2016; Williams, et al., 2017; Peachey et al., 2018; Yang et al., 2019; Chughtai, 2019)
5.	The conservation of resources theory	4	(Tang et al., 2016; Harju et al., 2018; Tuan, 2019; Ye et al., 2019)
6.	The social identity theory	4	(Chen et al., 2015; Otero-Neira et al., 2016; Linuesa et al., 2018; Opoku et al., 2019)
7.	The conversational constraint theory	2	(Abu Bakar & McCann, 2015; Abu Bakar & McCann, 2016)
8.	The work–family enrichment theory	2	(M. Wang et al., 2017; Yang et al., 2018)
9.	The consistency theory/ cognitive consistency theory	2	(Schwepker, 2016; Amah, 2018)
10.	The social information-processing theory	2	(Huang et al., 2016; Lu et al., 2019)
11.	The broaden-and-build theory	2	(Li et al., 2018; Rodríguez et al., 2019)
12.	The trickle-down paradigm of leadership	2	(Ling et al., 2016; Z.Wang et al., 2018)
13.	The norm of reciprocity	2	(Zou et al., 2015; Varela et al., 2019)
14.	The efficacy theory perspective	1	(Yang et al., 2017)
15.	The interaction richness theory	1	Abu Bakar & McCann, 2015)
16.	The upper echelons theory	1	(Ruiz et al., 2019)
17.	The work–family balance model	1	(M.Wang et al., 2017)
18.	The cognitive evaluation theory	1	(Belén et al., 2016)
19.	The social cognitive theory	1	(Zhu & Zhang, 2019)
20.	The intrinsic motivation theory	1	(Newman et al., 2017)

21.	The two-factor theory of job satisfaction	1	(Al-Asadi et al., 2019)
22.	The he voluntary functions inventory	1	(Erdurmazlı, 2019)
23.	The situational leadership theory	1	(Cai et al., 2018)
24.	Theory of cooperation & competition	1	(Wong et al., 2018)
25.	The exchange theory	1	(Schwepker, 2016)
26.	The equity theory	1	(Schwepker, 2016)
27.	The goal setting theory	1	(Schwepker, 2016)
28.	The relational identification theory	1	(Zou et al., 2015; Varela et al., 2019)
29.	The the human capital theory	1	(Vallina & Guerrero, 2018)
30.	The job- demands resources theory	1	(Vallina & Guerrero, 2018)
31.	The relational leadership theory	1	(Abu Bakar & McCann, 2016)
32.	The the service profit chain theory	1	(Ling et al., 2016)
