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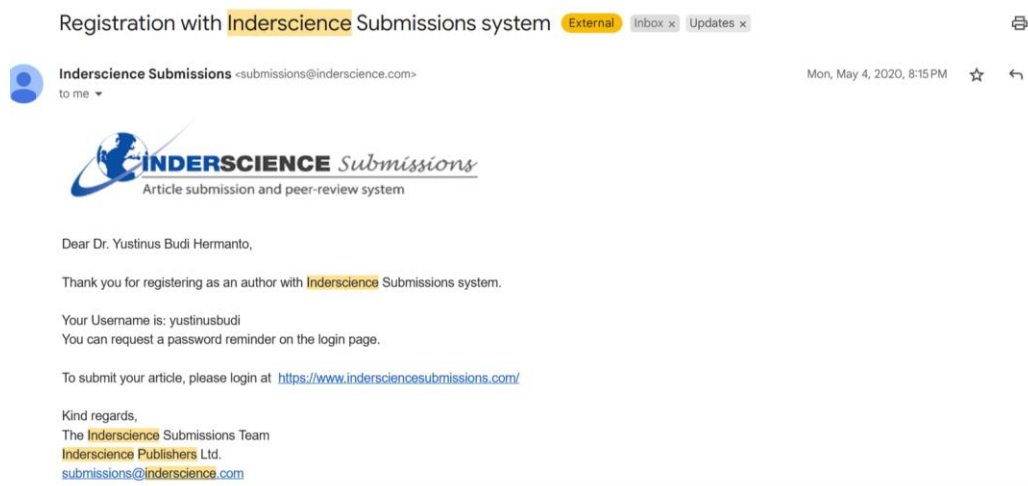
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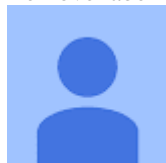
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Review date: 22 Jun 2020

MANUSCRIPT FEATURES

Originality of the work: Acceptable

Subject relevance: Marginal

Professional/industrial relevance: Marginal

Completeness of the work: Marginal

Acknowledgement of the work of others by references: Marginal

Organisation of the manuscript: Marginal

Clarity in writing tables graphs and illustrations: Acceptable

Likelihood of passing the test of time: Marginal

QUALITY AND RIGOUR

Have you checked the equations and/or statistics? (if applicable): yes

Are you aware of prior publication or presentation of this work?: yes

Is the manuscript free of commercialism?: yes

Is the article too long?: no

RECOMMENDATION: Acceptable with major revisions

REVIEW COMMENTS:

Changes which must be made before publication:

The subject of the paper looks interesting and suitable for IJPQM. However, the paper requires a revision before it can be accepted for publication:

1. Number the main and sub.sections correctly to avoid any confusion.
2. The introduction section should include 4.6 latest journal references (2017.2020) and appropriate extracts from them to motivate the researchers in the subject.
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4. The research objectives and methodology should be better explained and motivated.
5. The theoretical/conceptual framework/mathematical model should be described and motivated further.
6. The results and analysis section should be better analyzed and developed further.
7. Develop the conclusions section to include the unique contributions of the paper, theoretical and managerial implications, limitations of the research and future research directions.
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9. References must follow the style of IJPQM.

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NA

REVIEWER 2

Review date: 30 May 2020

MANUSCRIPT FEATURES

Originality of the work: Good

Subject relevance: Good

Professional/industrial relevance: Acceptable

Completeness of the work: Good

Acknowledgement of the work of others by references: Honours

Organisation of the manuscript: Good

Clarity in writing tables graphs and illustrations: Good

Likelihood of passing the test of time: Acceptable

QUALITY AND RIGOUR

Have you checked the equations and/or statistics? (if applicable): yes

Are you aware of prior publication or presentation of this work?: yes

Is the manuscript free of commercialism?: yes

Is the article too long?: no

RECOMMENDATION: Acceptable with minor revisions

REVIEW COMMENTS:

Changes which must be made before publication:

The Title should be changed to Extra not Extrea. Some literature should be added to articles like Behavioural Studies on Teachers.

Suggestions which would improve the quality of the article but are not essential for publication:

None

REVIEWER 3

Review date: 22 Jun 2020

MANUSCRIPT FEATURES

Originality of the work: Acceptable

Subject relevance: Acceptable

Professional/industrial relevance: Good

Completeness of the work: Good

Acknowledgement of the work of others by references: Acceptable

Organisation of the manuscript: Acceptable

Clarity in writing tables graphs and illustrations: Acceptable

Likelihood of passing the test of time: Acceptable

QUALITY AND RIGOUR

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Is the manuscript free of commercialism?: yes

Is the article too long?: no

RECOMMENDATION: Acceptable with minor revisions

REVIEW COMMENTS:

Changes which must be made before publication:

Need bit correction on title to be more catchy

Suggestions which would improve the quality of the article but are not essential for publication:

none

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The Role of Servant Leadership and Work Engagement in Improving Extra-Role Behaviour and Teacher Performance

Abstract: The maximum performance of the teachers is a strategic key for schools to realize their organization objectives. This study aimed to provide empirical evidence regarding several essential factors that affect teacher performance, namely servant leadership, work engagement, and extra-role behaviour. In addition, this study also examined the direct and indirect effects of servant leadership behaviour on improving the performance of permanent teachers in high schools and vocational high schools in cities in East Java and the eastern part of Central Java areas. It could be seen by all p-values < 0.050 with all t-values > 2,000. T-test and path analysis obtained the following results: the practice of servant leadership principals directly and positively affect work engagement, extra-role behaviour, and teacher performance. The results of the tests proved that extra-role behaviour and employee performance could be improved through the practice of servant leadership and increased work engagement.

Keywords: Servant Leadership; Work Engagement; Extra-Role Behaviour; Teacher Performance

1 Introduction

Teacher performance is an important factor in determining the learning quality in schools. It affects the quality of educational output because the teacher is the educational leader who determines the success of the learning process in the classroom. The role of leadership was reflected in how teachers carry out their roles and duties. Performance means the act of displaying or carrying out an activity. Therefore, performance is often interpreted as work performance or behaviour work. Employee performance in organizations is crucial in their personal development and the organization's ability to play an optimal role in society. Likewise, teacher performance will determine the quality of the school as an educational organization. Optimal performance gains in educational organizations require effective management performance, and educators who have work engagement (WE) and high extra-role behaviour (ERB). WE is vivacious for teachers to improve and maintain the quality of education (Aprilia and Katiara, 2020), and teacher engagement may improve interaction and behaviors between teachers and students (Jackson, 2018).

Managing employee performance (EP) is an organizational effort to assist employees in achieving their goals in the context of increasing performance contributions to the organization. Managing employee performance requires quality management because of quality management practices had a positive impact on quality performance (Sundar and Prabhu, 2019). The findings of Singh, H. Singh, J. Singh, and Kumar (2019) showed that top management support, workforce commitment, people management, and workplace organisation are directly related to organizational (business) performance. One of the aspects of organizational management that plays an important role in this process is the practice of organizational leadership. Leadership is the key to organizational success because a leader is an entity that directs the performance of subordinates to achieve organizational goals. Leadership style influences the total quality management of an organization, and Soliman (2018) found that charismatic leadership style has a significant impact on total quality management. The leader has a lead role in several phases of the innovation process in an effort to increase productivity (Kiaei, Rahro, and Shirخورshidi, 2018).

Positive leader behaviour is vital to develop a conducive work environment and build a motivational climate for subordinates to produce high performance. Servant leadership (SL) is a contemporary leadership behaviour that is considered capable of driving organizational performance in various sectors, including educational organizations. (Northouse, 2013), who focused on leadership from the perspective of the leader and his behaviour, emphasized attention to the problem of followers, empathy, and developing followers. Interesting research in the field of organizational studies in the last decades with special attention to the leader's role as a servant, the needs of others first to consequently foster positive organizational outcomes (Lapointe & Vandenberghe, 2018; Liu, 2019; Newman et al., 2017). Leaders may want to augment their own levels of engagement, since this may impact their leadership, as well as follower engagement through emotional contagion, role modeling, and social exchange processes (Decuyper & Schaufeli, 2019). Scholars have distinguished between in-role and extra-role behaviors in the relationship between servant leadership and individual performance (Saleem, Zhang, Gopinath, and Adeel, 2020). A study conducted on 319 permanent teachers from 27 high schools and vocational high schools in Madiun City and Madiun District showed that SL could encourage the growth of employee engagement, organizational justice, ERB, and teacher performance (Srimulyani, Rustiyarningsih, & Kurniawati, 2016). Likewise (Zehir, Akyuz, Eren, & Turhan 2013), in his study of 300 respondents from private educational institutions in Turkey, proved that SL had an indirect impact on ERB and job performance with organizational justice as mediation.

As a leader, the principal is an organ that should be able to influence the attitudes and behaviour of the teachers so they can improve their WE and ERB. WE are an important factor needed by organizations to improve employee performance and organizational success. WE is one perspective in a positive psychology approach in organizations (Shaleh, 2016). Employees who are fully committed to work can bring positive influence to the organizational environment. WE is a passionate condition at work that is characterized by a spirit (vigor), dedication, and absorption in work (Schaufeli & Bakker, 2004). Employees who are engaged in their work (work engagement) and organization (organization engagement) will be able to contribute to the success of the organization in the competition and the challenges of a changing environment. Yongxing, Hongfei, Baoguo, & Lei (2017), found that WE was positively and significantly related to objective task performance. Furthermore, the relationship between the two was significantly moderated by the perception of organizational support (POS). From various empirical studies, it was found that WE are very important for organizations because they contribute to the bottom line (Demerouti, Cropanzano, Bakker, & Leiter, 2010; Macey & Schneider, 2008). WE proved to be positively related to job performance as assessed by supervisors (Bakker & Bal, (2010); Halbesleben & Wheeler, (2008), financial results (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009), and client satisfaction (Salanova, Agut, & Peiró, 2005).

With the increasing demands faced by schools recently, school administrators need ERB for teachers to help achieve school goals amid increasingly fierce competition in education services. High teacher ERB is reflected in the behaviour, loyalty, and contribution of teachers outside their primary role in the workplace. Robbins & Judge, (2008) defined ERB as "a chosen behaviour that is not part of an employee's formal work obligations, but supports the functioning of the organization effectively." Therefore, ERB is needed by organizations to create and improve organizational effectiveness through group effectiveness by influencing the organization's social and psychological commitment. Previous research showed that ERB is an important part and predictor of WE. Furthermore, the empirical study by Rizki, Titisari, & Prihatini, (2019) found a positive and significant effect of ERB on employee performance. Other empirical results showed that school effectiveness was significantly and positively correlated with all dimensions of teachers organizational citizenship behaviours, and significantly and negatively correlated with stress (Karabatak, Alanoğlu & Şengür, 2018).

Thus, WE and ERB become an interesting problem to study because the organization currently requires employees to perform optimally and loyally in order to survive and develop their careers, especially organizations in educational services in this digital age. The main objective of this study was to find out how SL behaviour can increase the WE and ERB of teachers. Also, this study aimed to find out its direct and indirect impact on improving the performance of permanent teachers in public and private high schools and vocational schools in East and Central Java.

2 Materials and Methods

2.1. Servant Leadership (SL)

Every subordinate wants a leader who can lead in a better direction and can protect all his followers indiscriminately. In line with these expectations, Greenleaf introduced the concept of SL, which is a concept of leadership that emphasizes the role of a leader as a "steward" who encourages others to serve and protects them in order to achieve the main objective (vision and mission) of the organization. Laub, (1999) defined SL as an understanding and practice of leadership that prioritizes the development of followers rather than the personal interests of the leader. The SL approach is a leadership model that focuses on developing the full potential of employees to achieve the effective respective task fields, the development of service communities, an increase in self-motivation, and the development of future leadership abilities (Liden, Wayne, Zhao, & Henderson, 2008). This study used five dimensions of SL measurement by Barbuto Jr & Wheeler, (2006), namely altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship, and added three dimensions developed by Wong & Page, (2003), namely service, humility, and vision. Servant leadership strongly predicted affective trust, organizational citizenship behaviours (OCBs), and task performance of subordinates; affective trust fully mediated servant leadership's effect on task performance while partially mediates servant leadership's effect on subordinates' OCB (Saleem, et al., 2020). The results of Santosa, Syamsir, and Khaidir (2018) showed that servant leadership and school organizational culture simultaneously have a significant effect on teachers performance. The results of other studies showed that servant leadership behaviors that school administrators have a significant effect on organizational commitment of teachers (Türkmen and Gül, 2017).

The explanation of the SL dimensions used is as follows.

- a. Wisdom describes leaders who can easily identify occurring phenomena in the organizational environment. They are good at understanding the situation and its implications.
- b. Humility describes the humility of leaders who place and value others' achievements more than their achievements.
- c. Altruistic calling describes the strong desire of leaders to make a positive difference in the lives of others, but the interests of others above their interests, and work hard to meet the needs of their subordinates.
- d. Emotional healing describes the commitment of a leader to improve and restore the enthusiasm of their subordinates.
- e. Persuasive mapping describes the leaders' ability to map problems, conceptualize the highest likelihood of happening, and persuade someone to take action while articulating an opportunity.
- f. Organizational stewardship describes the extent to which leaders prepare their organizations to make positive contributions to their environment.

- g. Vision describes the extent to which leaders build the commitment of all members of the organization to the shared vision by inviting members to determine the future direction of the organization.
- h. Service describes how service is seen as the core of leadership, and leaders show service behaviour to their subordinates.

2.2. Work Engagement (WE)

It is not an easy task to make employees feel involved with their organizations. Organizations need to inspire and strengthen the ability of employees so that they are willing to commit their abilities. The committed workers are those who are willing and able to invest themselves in their work roles fully, are proactive, and are committed to meeting high-performance standards (Bakker & Leiter, 2010). Schaufeli & Bakker, (2004) defined WE as a passionate condition at work. The hallmark of WE is the presence of enthusiasm (vigor), dedication (dedication), and absorption (absorption) at work. Engagement to organizations affected by several factors, such as emotional and rational attitudes, related to overall employment and work experience. Aprilia and Katiara (2020) stated that there was a significant positive correlation between workplace spirituality and work engagement of high school teachers. In summary, Schaufeli & Bakker, (2004) described the dimensions used to measure WE, namely:

- a. Vigor is an intense outpour of energy and mentality during work. Employees strive to complete their work, persevere in facing work difficulties, have a strong willingness to invest all efforts in work, and persevere despite difficulties.
- b. Dedication is a feeling of being very involved in work. Employees feel meaningful, enthusiastic, pride, inspired, and are challenged at work.
- c. Absorption is an attitude full of concentration. Employees are serious when working so that time passes so quickly, and it is hard to separate themselves from their work.

2.3. Extra-Role Behaviour (ERB)

Extra-role behaviour (ERB) is individual behaviour that reflects satisfaction based on performance. It is not based on a formal request and does not expect material (money) compensation. ERB is also interpreted as voluntary behaviour, not forced action. It prioritizes the interests and achievement of organizational goals. ERB is influenced by two main factors, namely internal factors (job satisfaction, commitment, personality, employee morale, motivation, etc.) and external factors such as leadership style, organizational culture, etc. (Fatoni, Prihatini, & Suryaningsih, 2018). OCB is a behaviour that contributes to organizational goals that emphasize the social and psychological environment (Rotundo & Sackett, 2002). Barzoki and Rezaei (2017) showed that a negative relationship between ERB and intention to quit; and a positive relationship between ERB and organizational trust. Other empirical results indicate that organizational citizenship behavior or ERB has a positive and significant effect on employee performance (Dwomoh, Gyamfi, and Luguterah, 2019).

The dimensions used to measure ERB in this study refer to Organ, Podsakoff, & MacKenzie, (2005), namely:

- 1) Altruism is the willingness of employees to help co-workers to minimize work and personal problems.
- 2) Courtesy is the polite behaviour and employee's effort to foster good relationships with co-workers to avoid interpersonal problems.
- 3) Conscientiousness is the behaviour of an employee who tries to exceed organizational expectations, is voluntarily aware of more responsibilities, does beyond the formal tasks, is on time, and pays attention to the quality of tasks without considering the benefits.
- 4) Sportsmanship is the employee's tolerance for discomfort in the organization without complaints, thereby creating a positive climate in the work environment.
- 5) Civic Virtue is employee dedication to organizational roles, such as the willingness to adjust to organizational change and initiative to provide positive input for organizational development.

2.4. Employee Performance (EP)

Employee performance is the result of work achieved by employees in accordance with the standards and needs of the organization. Motowidlo & Van Scotter, (1994) defines task performance as "the officially required outcomes and behaviours that directly serve the goals of the organization. Performance is the quantity or quality of goods produced or services provided by someone who does work (Luthans, 2011). Performance is defined as individual competence based on knowledge, skills, attitude, and motivation to produce outcomes.

Employee performance in this study is the task performance of the teacher, hereinafter referred to as teacher performance. Given the fact that teacher appraisal can be the primary key to improve the quality of teaching, understanding the various aspects of successful performance appraisal is essential (Elliott, 2015). According to the OECD, there are four key elements in developing an effective performance appraisal system (Isoré, 2009):

- 1. Teachers are involved in the process
- 2. Stakeholders understand the process and develop a common language of quality:
- 3. Teachers have opportunities to express their perceptions and concerns throughout the process
- 4. Teachers have confidence in the evaluation.

Teacher performance is the result of teacher's tasks in school in a semester. It is measured from the teacher's perceptions about planning, implementation, job evaluation, and development. The quality of the work can be seen from the professionalism of tasks and other humanitarian tasks. The measurement of teacher performance is done empirically. This

refers to the Teaching Performance Appraisal Instrument (TPAI), which includes five elements, namely: (a) Management of Instructional Time, (b) Management of Student Behaviour, (c) Instructional Presentation, (d) Instructional Monitoring, and (e) Instructional Feedback (Swartz, White, Stuck, & Patterson, 1990).

2.5. The Direct Influence of Servant leadership on Work Engagement

Several longitudinal studies have shown that different positive leadership styles act as an antecedent of work engagement, for example, ethical leadership (Adnan, Bhatti and Farooq, 2020), authentic leadership (Mehmood, Nawab and Hamstra, 2016). Liden et al., (2008) noted that servant leaders have a humble nature and are more focused on their subordinates rather than themselves. Therefore, this leadership style can foster a positive relationship between leaders and their followers. Sousa & van Dierendonck, (2017) empirical study suggested that servant leaders had a significant impact on the involvement of their followers. Other empirical research which found SL to have a positive influence in WE include Srimulyani et al., (2016) and (Zheng, Graham, Epitropaki, & Snape, 2020). This indicates that the increase in WE can be done through SL practice.

H1: Servant leadership directly affect work engagement

2.6. The Direct and Indirect Influence of Servant leadership on Extra-Role Behaviour

SL focuses on meeting the needs of followers and making followers reach their full potential. Therefore, through SL, followers perform their optimal effort to achieve the goals and objectives of the organization. Servant leaders tend to be role models and influence the people they lead (Barbuto Jr & Wheeler, 2006). The exemplary servant leader can promote the emergence of their followers' ERB either directly or indirectly. It has been empirically proven that SL is positively related to ERB (Saleem, Zhang, Gopinath, & Adeel, 2020) as well as having a positive and significant effect on ERB (Zhao, Liu, Gao 2016; Walumbwa, Hartnell, & Oke, 2010). According to Lavy (2019) daily processes such as supervision from the leadership, relationships with coworkers underlie longer term effects of OCB from teachers.

H2: Servant leadership directly influence extra-role behaviour

Saks, (2006) synthesized various research sources and stated that employee engagement is the primary antecedent that influences the success of initiating change in the organization. Babcock-Roberson & Strickland (2010) empirical study proved a significant positive relationship between charismatic leadership and WE, between WE and OCB, and between charismatic leadership and OCB. Furthermore, work engagement also mediated the full influence of charismatic leadership on OCB. Srimulyani & Hermanto, (2019) empirical study stated that ERB is directly influenced by employee engagement and indirectly influenced by SL through employee engagement.

H3: Work engagement directly affects extra-role behaviour

H4: Servant leadership indirectly affect extra-role behaviour through work engagement

2.7. The Direct and Indirect Influence of Servant Leadership and Work Engagement on Teacher Performance

Organizational performance is strongly influenced by the performance of members and the role of organizational leaders. The practice of SL in various empirical studies has been proven to have a direct and indirect positive impact on the performance of members of the organization. SL is a leadership concept emphasized on 'other-oriented.' It prioritizes the needs and interests of individual followers and is oriented towards caring for others, including society at large (Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019). Tomigolung, (2015) found that SL had a significant and positive impact on employee performance. (Saleem et al., 2020) showed that SL directly and significantly becomes a predictor of task performance of subordinates and affective trust as a full mediating relationship between SL and task performance. Zheng et al., (2020) specifically found indirect effects of SL on service performance through work engagement.

High levels of work engagement protect against burnout and high engagement for teaching leads to job crafting in teaching (Berg, Verberg, Scherpbier, Jaarsma, Arah, and Lombarts, 2018). WE can influence productivity (performance) directly or indirectly. So, organizational managers need to focus on how to increase work engagement. Priyono, Cahyaningsih, Indriyaningrum, & Putra, (2019), in his empirical study, proved that SL and employee engagement (EE) directly influence ERB; SL, EE, and ERB directly affect EP; and ERB becomes an intervening variable in the effect of SL and EE on EP. Zehir et al., (2013) found an indirect effect of SL on employee performance with ERB as a mediator. Meanwhile, Fatoni et al., (2018); found a significant effect, both directly and indirectly, of employee engagement to the EP via the ERB, a significant direct effect on employee engagement on ERB; and ERB has a significant direct impact on EP.

Thus, employee performance can be well achieved if employees are engaged in the organization, have a good organizational commitment, and show extra-role behaviour.

H5: Servant leadership directly affect teacher performance

H6: Work Engagement directly affect teacher performance

H7: Servant leadership indirectly affect teacher performance through work engagement

H8: Extra-role behaviour directly affect teacher performance

H9: Servant leadership indirectly affect teacher performance through extra-role behaviour

H10: Work engagement indirectly affect teacher performance through extra-role behaviour

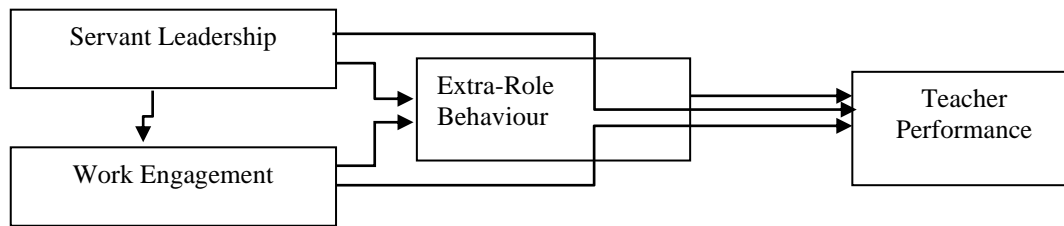


Figure 1 Theoretical Model

This study used a quantitative approach. Data collection was done through a survey, which is defined as research that takes samples from a population. Furthermore, this study used a questionnaire as the primary data collection tool. The sample was determined using the convenience sampling method. The survey was carried out in schools in East Java, such as Surabaya, Blitar, Kediri, Nganjuk, Kertosono, Madiun, Ponorogo, Magetan, and Ngawi, as well as the eastern area of Central Java, namely Cepu, Blora, and Rembang. The object of the research was permanent teachers of public and private high schools and vocational schools. The measurement of variables and operational definitions of variables are described in Table 1.

Table 1 Operational Definition and Measurement

Variable	Operational Definition	Measurement	Literature
Servant Leadership	The style of leadership is very concerned over the growth and dynamics of followers as well as community-oriented character, people, tasks, and processes.	1. Wisdom 2. Humility 3. Altruistic calling 4. Emotional healing 5. Persuasive mapping 6. Organizational stewardship 7. Vision 8. Service	Barbuto Jr & Wheeler, (2006); Wong & Page, (2003) Measurement Scale: Likert from 1 to 5 points.
Engagement Work	Passionate employees at work, characterized by vigor, dedication, and absorption at the work	Vigor Dedication Absorption	Schaufeli & Bakker, (2004) Scale: a Likert scale of 1 to 5 points.
ERB (Extra-Role Behaviour)	Employee exceeds their job description voluntarily, does not expect a reward, and overall improve the effectiveness of organizational functions.	1) Altruism 2) Courtesy 3) Conscientiousness 4) Sportsmanship 5) Civic Virtue	Organ et al., (2005)
Teacher Performance	Describes teacher competencies in learning time management, student behaviour management, instructional presentations, learning to monitor, and learning feedback.	1) Management of Instructional Time 2) Management of Student Behaviour 3) Instructional Presentation 4) Instructional Monitoring 5) Instructional Feedback	Swartz et al., (1990)

This research used descriptive analysis and verification methods to analyse and interpret data. Verification tests in this study included: testing classic assumptions, testing simple and multiple linear regression that is performed for hypothesis testing, and analysis of model suitability (goodness of fit test).

3 Results

3.1. Variable Description

Researchers distributed 825 questionnaires to permanent teachers in 25 public schools and 31 private schools in Surabaya, Blitar, Kediri, Nganjuk, Kertosono, Madiun, Ponorogo, Magetan, and Ngawi, as well as Cepu, Blora and Rembang. The

response rate was 98.54% (813 returned questionnaires). The descriptive analysis of research variables is presented in the following tables.

Table 2 Mean Servant Leadership (SL) Value

Variable	Mean	Remark
Servant Leadership	4.04	High
Wisdom	4.25	Very High
Humility	4.00	High
Altruistic calling	3.84	High
Emotional healing	3.83	High
Persuasive mapping	4.28	Very High
Organizational stewardship	4.05	High
Vision	4.09	High
Service	4.05	High

Table 2 shows that teachers gave the practice of SL in school principals the high category. In essence, the schools agreed that the headmasters exhibited 8 SL characters, which include: altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, vision, and service. The most prominent value was the aspect of persuasive mapping (4.28). It means that the headmaster easily understands the situation and its impact. Another dominant aspect was wisdom (4.25) because the principal has the ability to influence others by not relying on formal authority and power, but rather by conviction.

Table 3 Average Value of Work Engagement (WE)

Variable	Mean	Remark
Work Engagement (WE)	3.64	High
Vigor	3.66	High
Dedication	3.96	High
Absorption	3.35	High

Measuring the WE in teachers include aspects of vigor, dedication, and absorption in work. Vigor refers to energy, effort, and endurance; dedication refers to the involvement, a sense of meaning, enthusiasm, inspiration, pride, and challenge; and absorption is characterized by concentration and feeling that time passes by quickly. Table 3 shows that WE teachers, on average, are in the high category (3.64) with the dedication aspect that is the most prominent than the other two aspects.

Table 4 Average Extra-Role Behaviour (ERB)

Variable	Mean	Remark
Extra-Role Behavior (ERB)	3.98	High
Altruism	4.05	High
Courtesy	3.80	High
Conscientiousness	4.24	Very High
Sportsmanship	3.89	High
Civic Virtue	3.91	High

Table 4 shows the average value of the teachers' answers to the ERB measurement. It was found to be in the high category (3.98). Furthermore, a more in-depth examination of the value of each dimension found that the value is very high in the dimension of conscientiousness. It means that teachers are willing to put more effort, that their task exceeds their formal assignment, that they take full responsibility for their work, are on time, and they pay attention to detail and quality of their tasks. In the second place is the dimension of altruism (4:05), which is the teachers volunteer to help co-workers who face difficulty both at work and personally.

Table 5 Average Score of Teacher Performance (EP)

No	Indicator Measurement	Mean	Remarks
1	Teachers always prepare themselves before carrying out teaching activities.	4.24	Very High

2	Teachers always make teaching plans before teaching.	4.27	Very High
3	The teacher always adjusts the teaching method to the classroom situation.	4.20	High
4	Teachers always prepare appropriate teaching methods according to the teaching material.	4.19	High
5	Teachers are always motivating for students to learn.	4.38	Very High
6	The teacher always makes a teaching conclusion at the end of each lesson.	4.19	High
7	Teachers always give exercises to students after each teaching ends.	4.21	Very High
8	Teachers always use the tools available at school for teaching.	4.02	High
9	Teachers always take advantage of teaching facilities in schools.	4.13	High
10	The teacher always assesses the work carried out by students.	4.25	Very High
11	Teachers give examinations to students regularly.	4.24	Very High
12	Teachers always assess the exams given to students.	4.33	Very High
13	The teacher always checks the work done by students.	4.29	Very High
14	Teachers always provide feedback on assignments given to students.	4.22	Very High
15	The teacher always returns the results of the work given to students.	4.11	High
	Average Value of Teacher Performance	4.22	Very High

Table 5 shows the average value of teacher performance, which is measured at 4.22 (very high). The examined dimensions include management of instructional time, management of student behaviour, instructional presentation, instructional monitoring, and instructional feedback described in 15 statement items (table 5). The analysis showed that the 5th item (teachers always give motivation to students to learn) got the highest mark (4.38). In contrast, the second-highest mark went to the 12th item (4.33) (teachers always assess the examination given to students).

3.2. The goodness of Fit Test

The accuracy of a sample regression to estimate the actual value can be measured through the goodness of fit test. In this study, the goodness of fit test was performed by analysing the statistical value of F and the statistical value of t. Overall testing of the model was done with the F test, i.e., by comparing the F count with the F table at a 5% confidence level ($\alpha = 0.05$). Table 6 below assert the value of F calculated from multiple regression analysis in this study.

Table 6 Test F Results

Regression Equations	F arithmetic	F table	Sig.	Remark
$ERB = a_0 + b_1SL + b_2WE + e_1$	101,089	3.00	0,000	Significant
$EP = a_0 + b_1SL + b_2WE + e_1$	85,737	3.00	0,000	Significant
$EP = a_0 + b_1SL + b_2WE + b_3ERB + e_1$	124,870	2.61	0,000	Significant

From table 6, it can be concluded that the calculated F value > F table and the p-value (sig) (0.000) < of the significance level (0.05). Hal means that three multiple regression equations are developed. Simultaneously, all independent variables have a significant effect on the dependent variable.

3.3. Partial Influence Test (t-test)

This research uses a t-test to examine whether the coefficient values obtained are significantly different or not between t arithmetic and critical value at a 5% confidence level ($\alpha = 0.05$). The values of coefficient regression and t count are presented in table 7.

Table 7 Summary of regression analysis results

	Estimate	SE	Standardized Coefficients Beta	t-hit	Critical Value	P-value	Remark
$WE = a_0 + b_1SL + e_1$model 1)							
SL → WE	0.220	0.020	0.366	11.190	2.000	0.000	Significant
$ERB = a_0 + b_1SL + e_1$model 2)							
SL → ERB	0.184	0.029	0.214	6.243	2.000	0.000	Significant
$ERB = a_0 + b_1SL + b_2WE + e_1$model 3)							
SL → ERB	0.113	0.028	0.131	4.081	2.000	0.000	Significant
WE → ERB	0.227	0.018	0.401	12.481	2.000	0.000	Significant
$EP = a_0 + b_1SL + b_2WE + e_1$model 4)							
SL → EP	0.194	0.020	0.323	9.896	2.000	0.000	Significant
WE → EP	0.189	0.030	0.207	6.340	2.000	0.000	Significant
$EP = a_0 + b_1SL + b_2WE + b_3ERB + e_1$model 5)							
SL → EP	0.138	0.027	0.152	5.053	2.000	0.000	Significant
WE → EP	0.112	0.027	0.181	4.214	2.000	0.000	Significant
ERB → EP	0.447	0.034	0.421	12.955	2.000	0.000	Significant

From table 7, it can be seen that the ten proposed hypotheses are accepted. It is proven by all p-values <0.050 with all t-values > 2,000.

4 Discussion

4.1. The Direct Influence of Servant leadership on Work Engagement

In table 7, the regression coefficient of SL model 1 is 0.366 with p-value 0.000 <0.050 and t arithmetic is 11.190 > 2,000. It signifies that H1 (servant leadership directly influences work engagement) is accepted. The results of this study corroborated the statement of Tomigolung, (2015); Srimulyani et al., (2016); Zhao, Liu, Gao (2016); Runikasari, (2018); and Zheng et al., (2020). School administrators have to do things that make employees more involved with schools. Therefore, school performance and effectiveness can be improved. Increased WE can be pursued through SL practices, which include altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, vision, and service. With SL practices, teachers are encouraged to have full involvement and enthusiasm in work as well as in matters related to long-term school activities.

4.2. The Direct Influence of Servant leadership on Extra-Role Behaviour

From the results of direct testing in model 2 (table 7), a regression coefficient of 0.214 with a p-value of 0.000 <0.050 and t arithmetic of 6.243 > 2,000 was obtained. It means that H2, which states that "servant leadership directly affects extra-role behaviour," is accepted. ERB that provides benefits for organizations (including civic virtue, conscientiousness, and sportsmanship) and personal benefits (including courtesy and altruism) can be increased through SL. This is in line with the findings of (Saleem et al., 2020), (Srimulyani et al., 2016); (Zhao et al., 2016); and (Walumbwa et al., 2010).

SL is a service behaviour for organizational effectiveness, which put high attention to the needs of followers in the organization. Leaders must perform actions that show voluntary service, such as helping and contributing to subordinates. It can significantly affect the ERB of the subordinates. When the leaders serve the subordinate with sincerity and give a good example, they will foster their followers' ERB. Principals who reflect the SL behaviours greatly influence the ERB of teachers because teachers tend to imitate what their leaders do.

4.3. The Direct Influence of Work Engagement on Extra-Role Behaviour

In Table 7, it is shown that the direct effect of WE on ERB (model 3) has a regression coefficient of 0.227 with a p-value of 0.000 <0.050 and t arithmetic of 12.481 > 2,000. It means that H3, which states "work engagement directly affects extra-role behaviour," is received. The results of this study support the statement of Babcock-Roberson & Strickland, (2010); and Saks, (2006), who found a significant positive relationship between WE and OCB; and Srimulyani & Hermanto, (2019) who found a positive and significant effect on WE on ERB.

The driving force behind the popularity of WE's is the positive impact it has on the organization (Saks, 2006). Engagement is a feeling that includes an attachment, a sense of belonging, commitment, loyalty, involvement, or desire to contribute both to work and the organization voluntarily without coercion. The results indicated that a good relationship between teachers and 1) the work for which they are responsible for, as well as 2) the organization where the teachers work, principals who provide support and advice, or co-workers who support each other, make teachers willing to give their best effort beyond the requirements of their job for the success of the task and organizational progress.

4.4. The Indirect Influence of Servant leadership on Extra-Role Behaviour through Work Engagement

Based on model testing (see table 7), several WE requirements as mediating are fulfilled. First, the independent variable (SL) significantly influences the mediator variable (WE) in model 1 with coefficient $a \neq 0$ (0.366). Second, the independent variable (SL) significantly influences the dependent variable (ERB) in model 2 with a coefficient $c \neq 0$ (0.214). Third, the mediator variable (WE) significantly influences the dependent variable (ERB) on model 3 with the coefficient $b \neq 0$ (0.401) and the effect of the independent variable (SL) on the dependent variable (ERB) is lower on model 3 ($c' = 0.131$) than with model 4 ($c = 0.214$) but the effect remains significant. Thus, it can be concluded that WE are a partial mediating effect of SL on ERB. That is, H4, which states, "servant leadership indirectly Affect extra-role behaviour through work engagement" is accepted.

The results of this study support the statement of Srimulyani & Hermanto, (2019) that ERB is directly and indirectly affected by employee engagement and servant leadership with employee engagement as mediating. These results indicate that SL can, directly and indirectly, have a positive and significant impact on ERB with work engagement as a mediator. Brown in Robbins & Judge, (2008) states that an employee is said to have a work engagement if the employee can identify themselves psychologically with his work and consider his performance is essential for himself and the organization so that they devote physically and psychologically to their work. This condition can be grown through SL practice, and the impact of ERB can be increased.

4.5. The Direct Influence of Servant Leadership on Employee Performance

From the direct effect test on model 4 (see table 7), the SL regression coefficient is 0.323, with a p-value of $0.000 < 0.050$, and t arithmetic is $9,896 > 2,000$. That is, H5, which states that "servant leadership directly affects teacher performance" is accepted. The results of this study support previous research, namely Hernández-Perlines & Araya-Castillo, (2020); Saleem, et al., (2020); Priyono et al., (2019); Santosa et al. (2018) who found that SL affected EP positively and significantly. The impact of servant leaders in schools is to improve teacher performance. The more school principals are able to show behaviour as servant leaders, the higher the performance of teachers is shown by increasing the ability of teachers in preparing learning plans, implementing increasingly innovative learning strategies, evaluating effective learning, improving the climate/learning culture, and developing the profession and better communication.

4.6. The Direct Influence of Work Engagement on Employee Performance

From the results of direct testing in model 4 (see table 7), we obtain the regression coefficient value WE of 0.207 with a p-value of $0.000 < 0.050$ and t arithmetic of $6,340 > 2,000$. That is, H6, which states that "work engagement directly affects teacher performance" is accepted. The results of this study support the findings of Halbesleben & Wheeler (2008); Bakker & Bal, 2010; Yongxing et al., (2017); Fatoni et al. (2018); Priyono et al., (2019) which shows that WE has a significant positive effect on EP. WE are the level where someone gives attention and has an attachment to the performance of his role. Employees with high WE empower themselves to achieve performance in their work. In educational organizations, WE is shown from how teachers empower themselves in performance so that teachers can also achieve high performance in their work. With the increase in employee performance, organizational performance has also improved.

4.7. The Indirect Influence of Servant Leadership on Employee Performance through Work Engagement

Based on model testing, several WE requirements as mediating are fulfilled (Table 7). First, the independent variable (SL) significantly influences the mediator variable (WE) in model 1 with coefficient $a \neq 0$ (0.366). Second, the independent variable (SL) significantly influences the dependent variable (EP) on model 4 with a coefficient $c \neq 0$ (0.323). The three variables mediators (WE) significantly affect the dependent variable (EP) on the model 5 with coefficient $b \neq 0$ (0.181) and the influence of the independent variable (SL) to the dependent variable (EP) was lower in model 5 ($c' = 0.152$) compared to model 4 ($c = 0.303$), but the effect remained significant. Thus, it can be concluded that WE has a partial mediating effect of servant leadership on employee performance. That means, H7, which states, "servant leadership indirectly or directly affects teacher performance through work engagement" is accepted. The results of this study support (Zheng et al., 2020), who found direct and indirect effects of SL on service performance through WE.

The success of the individual, group, and organizational performance depends on the involvement of the leader. According to Robbins & Judge, (2008), a leader is a dominant figure in building employee performance related to their capacity, role, behaviour, and character. SL is a leadership practice that focuses on 1) character development, 2) human resources development-oriented, 3) emphasizing the achievement of productivity and success, and 4) improving organizational efficiency. SL practice can improve WE and employee performance. On the other hand, employees who have a high WE also influence their own success in carrying out their job roles because employees with high WE are equipped with high energy and enthusiasm at work. Therefore, it can directly impact their performance.

4.8. The Direct Influence of Extra-role Behaviour on Employee Performance

Table 7 shows the results of testing model 5, where the ERB regression coefficient value is 0.421 with a p-value of 0.000 <0.050 and t arithmetic of 12,955> 2,000. That is, H8, which states that "extra-role behaviour directly affects teacher performance" is accepted. These results support Priyono et al., (2019); Rizki et al., (2019); Fatoni et al., (2018), Dwomoh et al. (2019) who found a significant positive effect on ERB on EP. These results indicated that increasing helping behaviour, positive behaviour, efforts to perform beyond the minimum standard, volunteering and participating in supporting organizational functions, being responsible, patient, responsive, and proactive in schools can have an impact on improving the performance of teachers, co-workers, groups, and organization.

4.9. The Indirect Influence of Servant leadership on Employee Performance through Extra-Role Behaviour

Table 7 shows that some ERB requirements as mediating are met. First, the independent variable (SL) significantly influences the mediator variable (ERB) in model 3 with coefficient $a \neq 0$ (0.131). Second, the independent variable (SL) significantly influences the dependent variable (EP) on model 4 with a coefficient $c \neq 0$ (0.323). Third, variable mediators (ERB) significantly affect the dependent variable (EP) on the model 5 with coefficient $b \neq 0$ (0.421) and the influence of the independent variable (SL) to the dependent variable (EP) was lower in model 5 ($c' = 0.152$) compared to model 4 ($c = 0.303$) but the effect remained significant. Thus, it can be concluded that ERB is a partial mediating effect of SL on EP. That is, H9, which states, "servant leadership indirectly affects teacher performance through extra-role behaviour," is accepted.

The results showed that teacher performance was influenced directly or indirectly by the practice of SL and ERB in teachers. These results support (Priyono et al., 2019), who found significant direct and indirect effects of SL on EP through ERB. SL values such as a sense of belonging, participation, volunteerism, proactive and teamwork (synergy), emphasizing attention to the followers' problems, empathy and follower's development can encourage ERB, employee performance, and organizational performance in various sectors, including educational organizations, directly or indirectly with ERB as mediating. ERB is the voluntary behaviour of employees to perform tasks or work outside of their responsibilities or obligations to advance their organization. Employees also tend to take action outside their primary responsibility when employees are satisfied with their work, have positive moods. Moreover, employees with direct responsibility can improve their performance.

4.10. The Indirect Influence of Work Engagement on Employee Performance through Extra-Role Behaviour

Based on testing the regression model developed (see table 7), some of the requirements of the ERB as mediation are met. First, the independent variable (WE) significantly influences the mediator variable (ERB) in model 3 with coefficient $aa \neq 0$ (0.227). Second, the independent variable (WE) significantly affects the dependent variable (EP) in 4 models with coefficients $c \neq 0$ (0.207). Third, the mediator variable (ERB) significantly influences the dependent variable (EP) on model 5 with the coefficient $b \neq 0$ (0.421) and the effect of the independent variable (WE) on the dependent variable (EP) is lower on model 5 ($c' = 0.112$) compared to model 4 ($c = 0.207$) but the effect remained significant. So, it can be concluded that ERB is a partial mediating of WE's relation to EP. Thus, H10, which states, "work engagement indirectly affects teacher performance through extra-role behaviour," is accepted. This means that teacher performance can be directly or indirectly influenced by WE through the ERB of teachers.

These results support Fatoni et al. (2018) and Priyono et al. (2019), who found significant direct and indirect effects of employee engagement on EP through ERB. These results indicate that teachers who have a high WE can go further in the interests of the workplace organization so that it can foster ERB in the workplace. In the end, the ERB will have an impact on better employee performance. The results of this study also indicate that WE can also have a significant direct impact on employee performance.

5. Conclusions

The success of the individual, group, and organizational work depends on the involvement of the leader. The results prove that the practice of servant leadership of school principals directly has a positive impact on work engagement, extra-role behaviour, and teacher performance. Teacher performance is also influenced positively and significantly by work engagement and extra-role behaviour. Likewise, in testing the indirect effect, it is proven that work engagement and extra-roles play a role in the partial mediating the influence of servant leadership on teacher performance. This study also found that work engagement acts as a partial mediating influence of servant leadership on extra-role behaviour and extra-role behaviour, partially mediating the effect of work engagement on teacher performance.

The aspects of servant leadership that are most prominent are persuasive mapping and wisdom. That is the ability of leaders to understand the situation and its impact, as well as the accuracy of taking action and the ability of leaders to influence others by convincing and motivating subordinates, is a character that has a substantial impact on the formation of work engagement, extra-role behaviour, and employee performance.

The most prominent aspect of work engagement most is dedication. This aspect has indeed become a significant demand for employees who work in services such as educational organizations. Work engagement is formed because of the role model

servant leader. The emergence of this work engagement also encourages employees' voluntary behaviour in carrying out tasks even though it is outside their primary task (extra-role behaviour) because it actually helps employees improve their performance, even group performance, and organizational performance.

The dimension of extra-role behaviour that predominantly influences teacher performance is conscientiousness, which is the willingness of employees to work hard, be responsible, be trusted, and be willing to carry out in-roles and extra-roles beyond what is expected by the organization. The second-order dimension that influences teacher performance is altruism, which is the behaviour of helping each other among teachers who need help solving problems both related to assignments and personal problems.

6. Limitation and recommendation for further research

The present study was limited in several ways that future studies could expand.

First, it was cross-sectional, meaning it was designed to capture attitudes of teachers at one point in time. Based on research showing teachers attitudes may change, future research that include longitudinal data would benefit schools in the study of antecedents and the consequences of work engagement and extra-role behavior from teachers. For example: affective trust (Salem et al, 2020); workplace spirituality (Aprilia and Katiara, 2020); job crafting in teaching (Berg et al, 2018); school organizational culture (Santosa et al., 2018); burnout (Berg et al., 2018); stress (Karabatak, Alanoğlu & Şengür, 2018); organizational trust (Barzoki and Rezaei, 2017); organizational commitment (Türkmen and Gül, 2017)

Second, future research should use a much larger sample size that can be generalized for teachers in one geographical area; should include teachers in elementary and middle schools

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Thu, Jul 9,
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to sveronikaagustinis, me



Dear Dr. Yustinus Budi Hermanto,

(Co-authors are copied into this email for information purposes.)

Ref: Article title: "The Role of Servant Leadership and Work Engagement in Improving Extra_Role Behavior and Teacher Performance"

Submission code: IJPQM-43551

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REVIEWER 1 (Offline Reviewer)
Review date: 22 Jun 2020

MANUSCRIPT FEATURES

Originality of the work: Acceptable
Subject relevance: Marginal
Professional/industrial relevance: Marginal
Completeness of the work: Marginal
Acknowledgement of the work of others by references: Marginal
Organisation of the manuscript: Marginal
Clarity in writing tables graphs and illustrations: Acceptable
Likelihood of passing the test of time: Marginal

QUALITY AND RIGOUR

Have you checked the equations and/or statistics? (if applicable): yes
Are you aware of prior publication or presentation of this work?: yes
Is the manuscript free of commercialism?: yes
Is the article too long?: no

RECOMMENDATION: Acceptable with major revisions

REVIEW COMMENTS:

Changes which must be made before publication:

The subject of the paper looks interesting and suitable for IJPQM. However, the paper requires a revision before it can be accepted for publication:

1. Number the main and sub.sections correctly to avoid any confusion.
2. The introduction section should include 4.6 latest journal references (2017.2020) and appropriate extracts from them to motivate the researchers in the subject.
3. Develop the literature review part of the paper to include 6.8 latest journal references (2017.2020) and

relevant extracts from them. Please include 4.6 references from IJPQM.

4. The research objectives and methodology should be better explained and motivated.
5. The theoretical/conceptual framework/mathematical model should be described and motivated further.
6. The results and analysis section should be better analyzed and developed further.
7. Develop the conclusions section to include the unique contributions of the paper, theoretical and managerial implications, limitations of the research and future research directions.
8. The language of the paper needs a careful editing. Otherwise, the paper will be rejected.
9. References must follow the style of IJPQM.

Suggestions which would improve the quality of the article but are not essential for publication:
NA

REVIEWER 2

Review date: 30 May 2020

MANUSCRIPT FEATURES

Originality of the work: Good

Subject relevance: Good

Professional/industrial relevance: Acceptable

Completeness of the work: Good

Acknowledgement of the work of others by references: Honours

Organisation of the manuscript: Good

Clarity in writing tables graphs and illustrations: Good

Likelihood of passing the test of time: Acceptable

QUALITY AND RIGOUR

Have you checked the equations and/or statistics? (if applicable): yes

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Is the manuscript free of commercialism?: yes

Is the article too long?: no

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REVIEW COMMENTS:

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The Title should be changed to Extra not Extrea. Some literature should be added to articles like Behavioural

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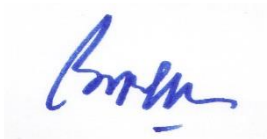
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REVIEWER 3

Review date: 22 Jun 2020

MANUSCRIPT FEATURES

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Subject relevance: Acceptable

Professional/industrial relevance: Good

Completeness of the work: Good

Acknowledgement of the work of others by references: Acceptable

Organisation of the manuscript: Acceptable

Clarity in writing tables graphs and illustrations: Acceptable

Likelihood of passing the test of time: Acceptable

QUALITY AND RIGOUR

Have you checked the equations and/or statistics? (if applicable): yes

Are you aware of prior publication or presentation of this work?: yes

Is the manuscript free of commercialism?: yes

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REVIEW COMMENTS:

Changes which must be made before publication:

Need bit correction on title to be more catchy

Suggestions which would improve the quality of the article but are not essential for publication:
none

*** End of reviewer comments ***

7. Email tentang Final Version (22 Juli 2020, 10: 32 AM)

IJPQM-43551 - final version of your paper External Inbox x



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to me, sveronikaagustinis@gmail.com

Wed, Jul 22, 2020, 10:32 AM ☆ ↶ ⋮

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Subject: Re: IJPQM-43551 - final version of your paper - URGENT

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Date: Mon, Aug 17, 2020 at 2:10 PM

Subject: RE: IJPQM-43551 - final version of your paper - URGENT

To: Yustinus Budi <yustinus.budi@ukdc.ac.id>

Dear Author,

Acknowledging the receipt of your email.

Best regards,

Jay

Online Submissions Manager

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9. Email tentang waktu Publikasi di tahun 2022 (10 Oktober 2020, 10:58 PM)

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IJPQM_43551: Comment from Norma Banks External Inbox x

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 **Inderscience Submissions** <norma@ielan.com>
to me ▾

Sat, Oct 10, 2020, 10:58 PM ☆ ↶ ⋮

Dear Yustinus Budi Hermanto,

Submission Title: The Role of Servant Leadership and Work Engagement in Improving Extra-Role Behavior and Teacher Performance

Dear Author Your paper is in production with our typesetters and you will receive proofs from them to check in due course. The paper hasn't yet been allocated to a specific issue of IJPQM but it is likely to be included in a 2022 issue of the journal. Regards Norma Banks Journal Manager Ref: HAR

Thanks & Regards,
Norma Banks

10. Email Inderscience Publishers: IJPQM-43551 -your article proofs are ready to check (18 November 2020, 2:48 PM)

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Wed, Nov 18,
2020, 2:48 PM

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Ref: Article title: The Role of Servant Leadership and Work Engagement in Improving Extra-Role Behavior and Teacher Performance

Submission code: IJPQM-43551

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Fri, Dec 11,
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Article title: "The Role of Servant Leadership and Work Engagement in Improving Extra-Role Behavior and Teacher Performance"

Submission code: IJPQM-43551

Submitted to: Int. J. of Productivity and Quality Management

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Tue, Jan 25, 2022,
12:32 PM

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Dear Dr. Yustinus Budi Hermanto,

Ref: Article ID: IJPQM-43551,

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entitled: "The Role of Servant Leadership and Work Engagement in Improving Extra-Role Behavior and Teacher Performance"
is ready to be published.

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The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance

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13. Publikasi Artikel secara Online (31 Januari 2022)

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[The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance](#)
by Yustinus Budi Hermanto; Veronika Agustini Srimulyani
International Journal of Productivity and Quality Management (IJPQM), Vol. 35, No. 1, 2022

Abstract: The maximum performance of the teachers is a strategic key for schools to realise the objectives of their organisations. This study aimed to provide empirical evidence regarding several essential factors that affect teacher performance, i.e. servant leadership, work engagement, and extra-role behaviour. Besides, this study also investigated the direct and indirect effects of servant leadership behaviour on improving the performance of permanent teachers in high schools and vocational high schools of the cities in East Java and the eastern part of Central Java. Using the t-test and path analysis with the p-values < 0.050 and all t-values > 2.000, the results obtained was that the practice of servant leadership principals directly and positively affects work engagement, extra-role behaviour, and teacher performance. The results of the tests proved that extra-role behaviour and employee performance could be improved through the practice of servant leadership and increased work engagement.

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Yustinus Budi Hermanto and Veronika Agustini Srimulyani

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The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance

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