



The Effect of Servant Leadership on Work-Family Conflict and Work-Family Positive Spillover: The Role of Prosocial Motivation

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Abstract

In the modern world, rapid changes and developments in globalization, technology, and communication significantly impact employees and their business lives; therefore, leaders have greatly expanded responsibilities. In this respect, servant leadership, which covers all leadership models and focuses on individuals, is one of the crucial factors in ensuring an organization's success and extending its achievements. Likewise, work and family have an all-encompassing importance in individuals' lives. This study investigated the role of prosocial motivation on the work-family conflict and work-family positive spillover of an individual exhibiting servant leadership behavior.

A quantitative method was employed in this study. The data were collected between October/2020 and July/2022 through an online survey using convenience and purposive sampling. The study sample consisted of 473 teachers working in schools in the city center, affiliated to the Osmaniye Provincial Directorate of National Education. The data obtained within the scope of the study were analyzed in SPSS, AMOS, and Process Macro using the bootstrap technique. Confirmatory factor analysis, structural equation modeling, and mediation model were used, and their significance was calculated.

According to the findings, servant leadership significantly and negatively affects work-family conflict. In contrast, it affects work-family positive spillover and prosocial motivation significantly and positively. Prosocial motivation does not play a mediating role in the relationship between servant leadership and work-family conflict. However, it has a mediating effect on the relationship between servant leadership and work-family positive spillover.

Keywords

Servant leadership, Work-family conflict, Work-family positive spillover, Prosocial motivation

INTRODUCTION

From time to time, the duties and responsibilities of individuals within work life and their responsibilities to their families compete, and conflict is inevitable. In some cases, what happens at work positively impacts family life. Thus, the organization where the individuals work and the family value system should be compatible. According to Kinnunen and Mauno (1998), previous studies examined the effects of family conflicts or positive events in business life. However, today, the main topic of studies is the work-family conflict or work-family positive spillover concepts due to work-related problems or benefits.

The employees should be motivated while doing their jobs to provide a sustainable competitive advantage for the organizations against competitors. The prosocial motivation concept emerged to understand employee motivation from sources other than internal and external motivation (Grant, 2007). Prosocially motivated individuals work in tandem with their leaders and colleagues and in line with the goals and objectives of the organization (Parker & Axtell, 2001). Thus, they contribute to the organization's success by providing maximum benefit.

Considering the effect of employees' perceptions of their leaders on various aspects of work and organization, i.e., job satisfaction, job performance, and prosocial motivation, examining the effects of the perceived servant leadership style on the work-family life of the individual is vital. Therefore, this study investigated the interactions of servant leadership with work-family conflict and work-family positive spillover. In addition, the mediating role of prosocial motivation in this interaction was also discussed. An essential aspect of the study is its contribution to national and international literature. In this context, the study addressed the question: "Is prosocial motivation a mediator in the effect of servant leadership on work-family conflict and work-family positive spillover?"

LITERATURE

Servant Leadership

Servant leadership is one of the modern leadership approaches. Robert K. Greenleaf coined this concept and introduced the world of literature, conceptualizing it in 1970 (Duyan & Dierendonck, 2014; Greenleaf, 1977). This concept has come to the fore with the phrase that the leader is a servant used in Greenleaf's (1977) work titled "The Servant as Leader."

According to Greenleaf (1998), a servant leader is an individual who prioritizes the interests of others before their own. They prefer to direct their followers by persuasion rather than pressure or coercion. In addition, they listen to their audience and try to understand them emotionally (Greenleaf, 1977). A servant leader is an individual who constantly tries to meet the employees' demands and desires by making some effort to make a difference in their lives (Vinod & Sudhakar, 2011). Laub (1999) defined servant leadership as a leader who values other people, supports their development and does not establish authoritarianism. Buchen (1998), on the other hand, described the servant leader as an individual who establishes relationships based on mutual trust with other individuals and acts in a way that considers their future.

Many researchers (Laub, 1999; Russell & Stone, 2002; Melchar & Bosco, 2010) have examined servant leadership traits differently. Spears (1998), who developed and conceptualized the servant leadership approach of Greenleaf (1977), discussed ten essential characteristics of servant leadership: listening, empathy, improving, awareness, persuasion, conceptualization, foresight, service orientation, commitment to personal development, and community building.

There are many studies in the literature related to the dimensions of servant leadership. One of these belongs to Liden et al. (2008). In this study, seven dimensions of servant leadership were discussed. These are emotional support and improvement, adding value to society, conceptual skills, empowerment, helping subordinates in their individual development, prioritizing subordinates, and acting ethically (Liden, Wayne, Zhao, & Henderson, 2008; Shekari & Nikooperavar, 2011; Boone and Makhani, 2012; Bambale, Shamsudin, & Subramaniam, 2012).

Servant leadership has advantages and disadvantages. Its benefits include being valuable in other individuals' eyes and trusting them to the end, allowing employees' improvement, being committed to the organization, preferring to encourage and facilitate instead of showing authority, not refraining from making sacrifices, guiding the employees, and thus increasing their performance. The disadvantages, on the other hand, include having very similar characteristics with transformational leadership, failing in a target-oriented structure, being seen as a religious approach, modesty being sometimes perceived as a weakness, some employees' failure to respond to this approach, and damaging the hierarchical order within the organization (Kartal, 2018).

To summarize, the servant leader should support the employees in many aspects: employees should act in line with their mission and vision, both for themselves and their organizations, with a sense of responsibility; they should adopt the principle of continuous improvement and unity; their performance should be based on innovation and service orientation, and they should do the right thing at the right time.

Work-Family Conflict

Today, the most significant responsibilities of individuals are work and family. The roles played in work and family are the ones that carry importance throughout the whole life. The needs and desires arising in both simultaneously make it necessary for the individual to choose. In this case, the individual experiences conflict. Work-family conflict is the incompatibility between two lives due to the expectations and demands of work and family (Cinamon & Rich, 2002). Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) defined work-family conflict as a conflict that occurs due to inconsistencies between the roles expected from the individual in the working environment and the family. In short, work-family conflict arises when someone's role at work prevents them from fulfilling their responsibilities to their family.

The conflicts between roles in work-family life are classified in many ways in the literature; among these, the most accepted classification belongs to Greenhaus and Beutell (1985). The first classification is time-based conflict, arising from the time limitation one has. The individual who wants to meet the demands of work and family does not have the time needed, resulting in a conflict. The second conflict type occurs when the individual gets exhausted in one role, and their aggressive behavior negatively affects their performance in another (Greenhaus and Beutell 1985). The third conflict type occurs when the behavior patterns of the individual in one role do not match the expected behaviors in the other (Kinnunen & Mauno, 1998).

Regarding the literature, the factors that cause work-family conflict can be examined in three groups, personal, work-related, and family-related. Individual factors include gender, age, marital status, personality traits, and education level (Hall, 1972; Greenhaus & Beutell, 1985; Kinnunen & Mauno, 1998; Fu & Shaffer, 2001; Lambert, Hogan, Camp & Ventura, 2006; Leineweber, Baltzer, Hanson & Westerland, 2013; Fretwell, Lewis & Hannay, 2013). Work-related

factors that cause work-family conflict include working conditions, job requirements, the attitude of the manager, lack of communication in the working environment, lack of job security, and work stress (Kinnunen & Mauno, 1998; Parasuraman & Simmers, 2001; Lindorff, 2001; Redman, 2006). Family-related factors include family structure, the number and age of children, and the problems experienced within the family (Voydanoff & Kelly, 1984; Mcmanus, Korabik, Rosin, & Kelloway, 2002; Zhang & Liu, 2011).

Theories related to work-family conflict include rational choice, compensation (balancing), spillover (spread), separation, and conflict theories. According to Gutek, Searle, and Klepa (1991), in the rational choice theory, conflict occurs due to the time spent in activities related to work or family. Staines (1980) discussed the existence of a negative causal relationship between work and family in the compensation theory. In other words, if someone fails to achieve happiness or satisfaction in their work or family life, they try to compensate for it in the other part of their life and get more satisfaction from there. The spillover theory was first put forward by Staines (1980); it suggests that an individual's satisfaction at work will contribute to their family life; dissatisfaction, on the other hand, will negatively affect family life. The same is valid for family life (Evans and Bartolome, 1984). According to the separation theory suggested by Wilensky (1960), living areas of work and family are different and independent. Therefore, there cannot be any interaction between them. Work and family life have their own cycle, characteristics, rules of conduct, and responsibilities. Conflict theory was put forward by Kahn et al. (1964). According to this theory, the individual's role at work or with family does not create conflict alone. Failure to adequately meet the expectations of both roles establishes a conflict between them. According to Evans and Bartolome (1984), work-family areas are in constant conflict, so they cannot be harmonized easily or quickly.

According to Greenhaus (2003), if an individual wants to establish a work-family balance, they should pay attention to some aspects. Time balance - allocating equal time to work and family roles; satisfaction balance - similar satisfaction from the roles at work and with family; and participation balance - the individual's equal presence in work and family roles.

Work-Family Positive Spillover

The concept of work-family spillover was first used by Crouter in 1984. According to Sümer and Knight (2001), the effect of the events experienced in one area on the other is called work-family spillover. It is divided into two, positive and negative work-family spillovers. According to Grzywacz and Marks (2000), positive work-family/family-work spillover is the positive contribution of knowledge, abilities, experience, resources, and documents gained in work/family life to the other. Negative work-family/family-work spillover is the damage of events experienced in work/family to the other by spreading negatively.

Edwards and Rothbard (2000) suggested four specific types of positive spillover in the workplace; mood, values, skills, and behaviors. Mood spillover is defined as the mood in one area influencing the other. Learning skills in an area affects the individual's general knowledge and skills in another particular area. The development of behaviors results in permanent habits, reflected in the second area. It directly affects the behaviors in the second area (Crain, 2012).

Many studies proved that the positive aspect of the work-family spillover has a positive effect on the physical and mental health of the individual. A study determined that individuals with high positive family-work spillover and low negative work-family spillover had the highest level of mental health (Grzywacz and Bass, 2003, p. 248). Kirchmeyer (1992) stated that individual resources, such as participating in family roles, self-esteem, and skills, are later carried into the workplace, allowing the individual to increase their ability to meet job demands. In the study of Carlson, Ferguson, Kacmar, Grzywacz, and Whitten (2011), positive spillover from work to family experienced by employees resulted in increased job performance per the evaluations of both employees and managers.

Prosocial Motivation

According to Grant and Berg (2010), prosocial motivation focuses on when and how individuals are motivated to make a positive difference in their lives. Batson (1987) expressed prosocial motivation as individuals putting effort to aid the betterment of others without self-interest, in short, as a lose-win tactic. According to Grant (2007), prosocial motivation is employees acting in line with the goals and objectives of the organization without coercion or self-interest, thus contributing to the organization's progress. Weinstein and Ryan (2010) stated that prosocial motivation includes volunteer help besides professional assistance. Prosocially motivated individuals prioritize others, add spirituality to their work, give importance to unity and commonality, exhibit dynamic and energetic behaviors, show creativity and focus on doing their job best (Flynn, 2003).

The sense of prosocial motivation emerges in individuals with two behavior types; prosocial behaviors, which are generally included in positive social behaviors, and prosocial service behaviors. Literature shows that prosocial motivation is an antecedent of prosocial behaviors and ensures that social behaviors are positive. Prosocial motivation behavior is the desire to positively affect the progress of others or an organization without looking after own interests (Grant, 2007). On the other hand, prosocial service behavior is the individual acting for the benefit of others without any request or demand. Prosocial motivation results in employees exhibiting organizational citizenship behavior from which the organization and other individuals will benefit (Bateman and Organ, 1983).

Relations Between Concepts

The literature review showed that no study examined the relationships between servant leadership, work-family conflict, work-family positive spillover, and prosocial motivation in a holistic model by considering the direct and indirect effects between them. The relationships among involved variables thus can be explained by the Conservation of Resources Theory (Hobfoll, 1989) and the Job Demands and Resources Model (JD-R Model) developed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001).

The Conservation of Resources Theory (Hobfoll, 1989) suggests that there are different resources in individuals' lives and emphasizes the effects of these resources on individuals. These include material resources, energy states, individual characteristics, and various psychological states and conditions. JD-R Model (Schaufeli & Bakker, 2004; Bakker & Demerouti, 2007; Crawford, LePine & Rich, 2010; Bakker & Demerouti, 2017; Tummers & Bakker, 2021) assumes that the balance of the demands from the individual and the resources they have to deal with those demands results in the employee's well-being and commitment to the job. On the other hand, the imbalance will cause negative results in work and personal life. According to the model, all features of the work context are one of two types: job demands and job resources. The negative and challenging parts of the job are categorized as job demands, and the positive aspects are called job resources. The resources here include the employees' psychological and physiological personal resources and the resources provided by the work environment (Schaufeli & Bakker, 2004; Bakker & Demerouti, 2007).

The concepts of servant leadership and prosocial motivation are in the job resource category of the JD-R Model. Accordingly, the existing leadership characteristics must be appropriate so that individuals can cope with the work and tasks for which they are responsible.

METHODOLOGY

Research Model and Hypotheses

The research model includes the hypotheses created to answer the research questions, which are based on the concepts in the study. It is presented in Fig. 1.

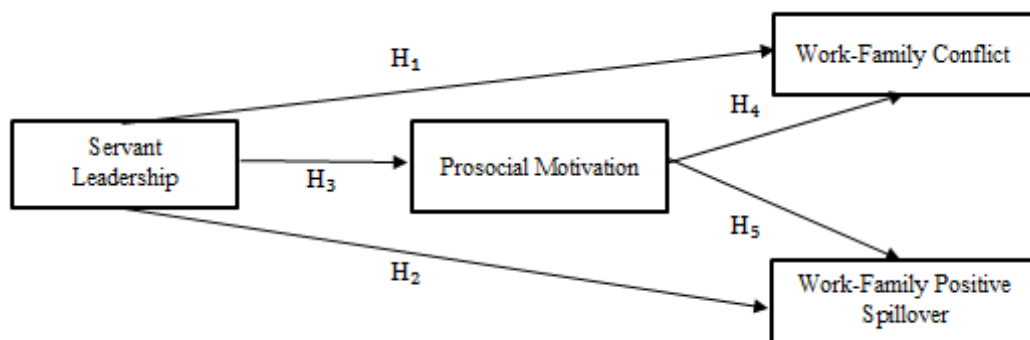


Fig. 1 Research model

Based on the literature, the research hypotheses created regarding the relations between the concepts of servant leadership, work-family conflict, work-family positive spillover, and prosocial motivation are as follows:

- H₁: Servant leadership negatively affects work-family conflict.
- H₂: Servant leadership positively affects work-family positive spillover.
- H₃: Servant leadership positively affects prosocial motivation.
- H₄: Prosocial motivation negatively affects work-family conflict.
- H₅: Prosocial motivation positively affects work-family positive spillover.
- H₆: Prosocial motivation is a mediating variable in the Servant leadership - work-family conflict relationship.
- H₇: Prosocial motivation is a mediating variable in the Servant leadership - work-family positive spillover relationship.

The Universe, Sample, and Data Collection Method of the Study

The study population comprises teachers working in schools in the city center, affiliated to the Osmaniye Provincial Directorate of National Education. A total of 3,760 teachers work in the center of Osmaniye; 473 of these teachers gave feedback.

A questionnaire was created, and permissions were received from the Osmaniye Provincial Directorate of National Education and the Scientific Research and Publication Ethics Committee of Osmaniye Korkut Ata University. The survey was prepared online; its link has been sent to all schools in the city center via e-mail by Osmaniye Provincial DNE. The e-mail stated that participation in the study was voluntary. The survey started in October/2020 and ended in July/2021. The data collection process was prolonged and took about ten months to increase the number of participants. In addition, due to the pandemic that profoundly affected the world, face-to-face training had been interrupted, online education had started, and the second term had ended. Due to these factors, obtaining data in a short time frame has become difficult. All data were collected through the internet.

Within the scope of this study, non-random sampling methods, namely convenience and purposeful sampling, were used. These methods were preferred to obtain the necessary permissions and support from the Osmaniye Provincial Directorate of National Education in the data collection.

Scales

The servant leadership scale consisted of 7 items and one dimension. It was developed by Liden et al. (2008) and used to measure the servant leadership variable in the study. The Turkish version of the scale was taken from Kılıç and Aydın (2016).

A 5-item and one-dimensional scale, developed by Netemeyer et al. (1996) and adapted into Turkish by Akın, Tunca, and Bayrakdar (2017), was used to measure the work-family conflict variable.

The work-family positive spillover sub-dimension of the work-family spillover scale, developed by Grzywacz and Marks (2000), was used to measure work-family positive spillover. The sub-scale consisted of 3 items and one dimension, and it was adapted to Turkish by Polatçı (2014).

The Prosocial Motivation Scale was taken from the study of Grant and Sumanth (2009). Kesen and Akyüz (2016) adapted the English statements in the scale into Turkish. The scale consists of 5 items and one dimension.

In all scales, the statements were scored on a 5-point Likert scale: "1-Never, 2-Very rarely, 3-Sometimes, 4-Often, 5-Always".

FINDINGS

Preliminary Analysis

Preliminary analysis, confirmatory factor analysis (CFA), and structural equation modeling (SEM) were used to analyze research findings. Mediation analysis was performed using the process-macro program. Mediation analysis was performed twice: one for the mediating effect of prosocial motivation in the relationship between servant leadership and work-family conflict and the other for its mediating effect in the relationship between servant leadership and work-family positive spillover.

Confirming the validity of the data set is the first stage of the preliminary analysis. The minimum and maximum scores of each item were checked to determine coding errors in the data set, if any (Gürbüz & Şahin, 2018). Then, demographic data were coded. All items were scored on a 5-point Likert scale. As expected, the scores were observed to be in the 1-5 range, showing no unexpected values in the data set. Afterward, each item's mean and standard deviation were compared. According to Tabachnick and Fidell (2013), the mean should be greater than the standard deviation. The analysis results showed that all means were higher than standard deviations.

Missing value analysis was performed to check the suitability of the obtained data. The analysis showed that there were no missing values.

Tabachnick and Fidell (2013) suggested checking univariate outliers in the data set by converting the item scores into z scores. The data falling outside -2.5 and +2.5 of each item's "z" values are potential outliers. However, standardized z values are sensitive to sample size; therefore, it is recommended to take the threshold value as ± 3.29 instead of ± 2.5 in large samples ($N > 200$) (Gürbüz and Şahin, 2018). Since the sample size of this study was 473, the "z" values for each item should be between -3.29 and +3.29. Analysis results showed that only 1 item's "z" value was below -3.29 (Prosocial Motivation Scale - Item 3.).

Some authors suggest deleting the outliers; others state that the data better represent the universe when outliers are kept (Orr, Sackett, & DuBois, 1991). It was decided to keep the outlier without changing the data.

In the next step, multivariate outlier analysis was performed using the Mahalanobis Distance (MD). MD is a measure of the distance between point P and distribution D. There was no data far from the center at $p < .001$ significance level, therefore, it was determined that there was no extreme value in the data set (Mahalanobis, 1936).

The scales with different structures were placed independently in the questionnaire. The items related to the dependent variable were asked after those associated with the independent variables. In this context, answers were given without a causal link (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). In addition to these precautions, Harman's single-factor test, one of the most preferred methods, was used to check if bias occurred due to common methods. The number of factors was fixed at 1 in the principal components analysis to find a general and single factor. The emerging single factor explained 22.36% of the total variance, which was very low ($s^2 < .50$) and below the value suggested by Podsakoff and Organ (1986). The review of the findings showed that the common method bias did not pose a problem in the data set.

Skewness and kurtosis values were checked to confirm normal distribution. They were between ± 3 , upper and lower limits; therefore, it can be said that the data show a normal distribution (Kalaycı, 2010). As a result, no item was removed from the scale at this stage.

Demographic Information

Six different demographic variables were used in the study; gender, marital status, age, type of school, term of employment in the institution, and total working time. The demographic characteristics are presented in Table 1.

Reliability and Confirmatory Factor Analysis

Confirmatory factor analysis was performed to confirm the scale's construct validity and verify the constructs created in the measurement model. In this study, Cronbach's alpha coefficients were used to measure the scales' reliability. The Cronbach's coefficient of the scales and their dimensions were as follows: .86 for the servant leadership scale (7 items), .92 for the work-family conflict scale (5 items), .83 for the work-family positive spillover scale (3 items), and .91 for the prosocial motivation scale (5 items). As can be seen from the reliability analysis results, all Cronbach alpha coefficients were above .70, which is considered acceptable in social science studies (Churchill, 1979). In this context, it can be said that the scales performed consistent measurements.

Table 1 Demographic characteristics of participants

Demographic Variables		Frequency	Percentage (%)
Gender	Female	318	67.2
	Male	155	32.8
Marital Status	Single	106	22.4
	Married	367	77.6
Age	20-25	9	1.9
	26-31	155	32.8
	32-37	216	45.7
	38-43	79	16.7
	44 and more	14	3.0
Type of School	Preschool	58	12.3
	Primary School	161	34.0
	Secondary School	159	33.6
	High School	95	20.1
Term of employment in the institution	0-5 years	255	53.9
	6-10 years	134	28.3
	11-15 years	41	8.7
	16-20 years	27	5.7
Total Working Time	21 years and more	16	3.4
	0-5 years	73	15.4
	6-10 years	92	19.5
	11-15 years	116	24.5
	16-20 years	100	21.1
	21 years and more	92	19.5
Total		473	100.0

The created model investigated the mediating role of prosocial motivation on the effect of servant leadership on work-family conflict and work-family positive spillover. Thus, servant leadership (SL) was defined as the inclusive extrinsic latent variable; work-family conflict (WFC), work-family positive spillover (WFPS), and prosocial motivation (PM) were set as inclusive endogenous latent variables. Fig. 2 shows the measurement model.

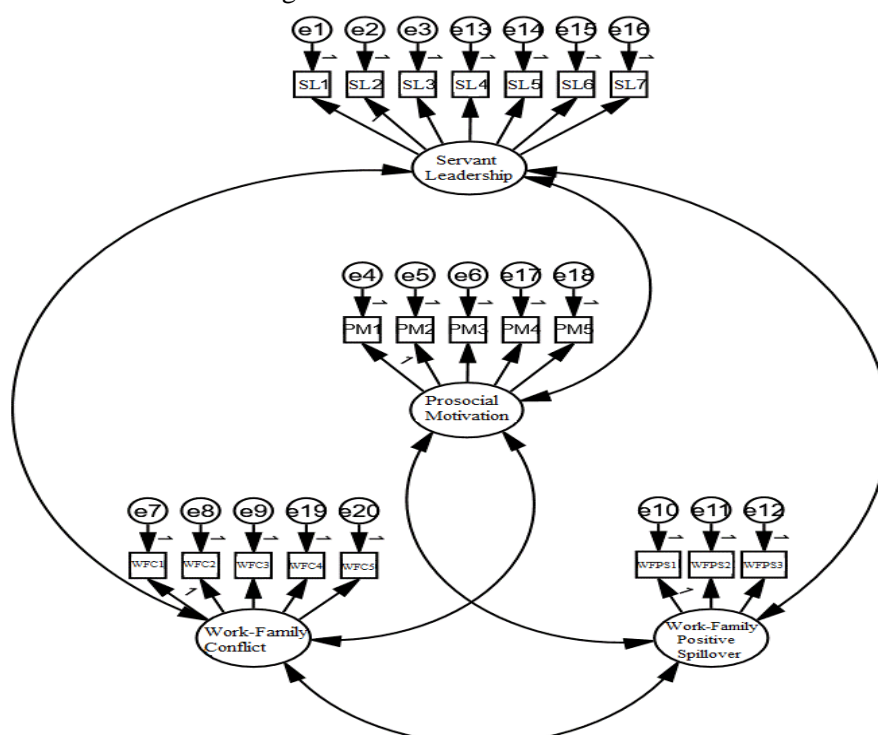


Fig. 2 Measurement model

At first, problematic estimations were investigated following the suggestion of Hair et al. (2005). There were no problematic estimations, such as insignificant or negative error variances, extremely high standard errors (4 and above), or coefficients close to 1.

Another issue to be checked is factor loads of CFA. For a sample size of 200, the factor load of each variable should be over 0.30. In addition, factors with a factor load over 0.50 should be meaningful. This study has no variable with a factor load of less than 0.50.

The reference values of the goodness-of-fit criteria were based on Hair, Black, Babin, Anderson, and Tatham (2005). The results are shown in Table 2.

Table 2 The goodness of fit results of the model

Goodness of Fit Criteria	Reference Values		Results of the Model
	Good Fit	Acceptable Fit	
Df (sd)	-	-	164
CMIN (χ^2)	$0 \leq \chi^2 \leq 2sd$	$2sd \leq \chi^2 \leq 3sd$	488.306
CMIN/DF	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 5$	2.977
P-value	$.05 \leq p \leq 1.00$	$.01 \leq p \leq .05$	.00
NFI	$0.95 \leq NFI \leq 1$	$0.90 \leq NFI \leq 0.95$	.918
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$	.944
GFI	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI \leq .95$	.905
RMSEA	$0 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$	.065
SRMR	$0 \leq RMR \leq .05$	$.05 < RMR \leq .08$	.043
TLI	$.95 \leq TLI \leq 1.00$	$.90 \leq TLI \leq .95$	.935

The analysis showed that the model's p-value is significant ($p < .00$). All other goodness of fit values were within acceptable limits. As a result, the structural model was adopted since the measurement model was compatible.

Factor loadings are checked to examine composite reliability. The factor loads of the observed variables should be .50 or higher (Hair et al., 2005). The standard loads of the variables on their latent variable ranged from 0.58 to 0.88. In this respect, each item is statistically significant in its dimension.

Nomological and discriminant validity, the other two parts of construct validity, can be examined through the standardized correlation matrices of the constructs in the measurement model (Ghadi, Alwi, Bakar, Talib, 2012).

Table 3 Correlation values

Factors	1	2	3	4
1 Servant Leadership	1.00			
2 Work-Family Conflict	-.178**	1.00		
3 Work-Family Positive Spillover	.377**	-.190**	1.00	
4 Prosocial Motivation	.311**	-.047**	.298**	1.00

** simgesi $p < .01$ anlamlılık düzeyini göstermektedir.

The correlation values are shown in Table 3, confirming that both discriminant and nomological validity are provided. Regarding the correlation between the factors, the highest correlation was between work-family positive spillover and servant leadership (0.377).

The structural model created to test the hypotheses is shown in Fig. 3.

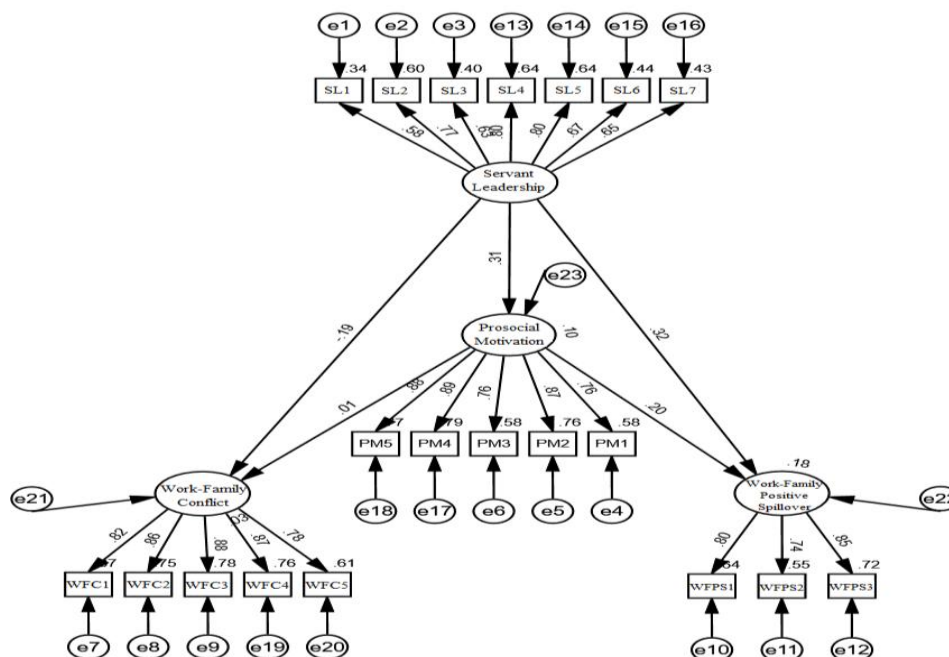


Fig. 3 Structural equation model

First, problematic estimations were checked (Hair et al., 2005). There were no problematic estimations, such as insignificant or negative error variances, coefficients close to 1, or extremely high standard errors (4 and above). As there was no problem, the goodness of fit values of the model were compared with the references. Table 4 shows the reference values of the goodness-of-fit criteria based on the study of Hair et al. (2005) and the study's results.

Table 4 SEM goodness of fit results

Goodness of Fit Criteria	Reference Values		Results of the Model
	Good Fit	Acceptable Fit	
Df (sd)	-	-	165
CMIN (x^2)	$0 \leq x^2 \leq 2sd$	$2sd \leq x^2 \leq 3sd$	495.169
CMIN/DF	$0 \leq x^2/sd \leq 2$	$2 \leq x^2/sd \leq 5$	3.001
P-value	$.05 \leq p \leq 1.00$	$.01 \leq p \leq .05$	.00
NFI	$0,95 \leq NFI \leq 1$	$0,90 \leq NFI \leq 0,95$	.917
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$	.943
GFI	$.95 \leq GFI \leq 1.00$	$.90 \leq CFI \leq .95$	.904
RMSEA	$0 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$	.065
SRMR	$0 \leq RMR \leq .05$	$.05 < RMR \leq .08$	.049
TLI	$.95 \leq TLI \leq 1.00$	$.90 \leq TLI \leq .95$	.934

According to the results in Table 4, the p-value of the model is significant ($p < .00$). NFI (normed fit index), CFI (comparative fit index), GFI (goodness of fit index), RMSEA (root mean square error of approximation), and TLI (Tucker–Lewis index) were within acceptable limits, while SRMR (Standardized Root Mean Squared Residual) indicated a good fit. In this framework, the data fit the established model.

Factor loads of the factors in CFA and SEM analysis should be calculated and compared to support the model's validity in the structural model's analysis (Hair et al., 2005). Table 5 contains values for comparison.

Table 5 Comparison of factor loads in CFA and SEM analysis

Constructs/ Variables	Regression Coefficient (CFA)	Regression Coefficient (SEM)	Constructs / Variables	Regression Coefficient (CFA)	Regression Coefficient (SEM)
Servant Leadership			Prosocial Motivation		
SL1	.58	.58	PM1	.76	.76
SL2	.77	.77	PM2	.87	.87
SL3	.63	.63	PM3	.76	.76
SL4	.79	.79	PM4	.88	.88
SL5	.79	.79	PM5	.87	.87
SL6	.66	.66	Work-Family Conflict		
SL7	.65	.65	WFC1	.82	.81
Work-Family Positive Spillover			WFC2	.86	.86
WFPS1	.79	.79	WFC3	.88	.88
WFPS2	.74	.74	WFC4	.86	.86
WFPS3	.85	.84	WFC5	.77	.78

CFA: Confirmatory factor analysis, SEM: Structural equation model, SL: Servant leadership, WFC: Work-family conflict, WFPS: Work-family positive spillover, PM: Prosocial motivation

No significant difference was observed between CFA and SEM factor loads, which confirms the model's validity. After confirming that goodness of fit values are acceptable, the direction and strength of the relations between latent variables were calculated and shown in Table 6.

Table 6 Calculated values regarding the research model

Factor	Direction	Item	β_0	β_1	CR	p	R ²
Servant Leadership	→	Prosocial Motivation	0.31	0.29	4.20	<.001	.97
Servant Leadership	→	Work-family positive spillover	0.31	0.33	6.14	<.001	.18
Prosocial Motivation	→	Work-family positive spillover	0.19	0.22	3.88	<.001	
Servant Leadership	→	Work-Family Conflict	-0.18	-0.20	-3.43	<.001	.03
Prosocial Motivation	→	Work-Family Conflict	0.00	0.01	0.74	0.86	

β_0 : Standardized coefficient, β_1 : Non-standardized coefficient, CR: Construct reliability, p: Statistical significance level, R²: Multiple correlation coefficient

According to the findings, servant leadership has a statistically significant positive effect on prosocial motivation (0.31, $p < .001$). Servant leadership, the independent latent variable, explained 97% of the change in the mediating variable, prosocial motivation.

The effects of servant leadership (0.31, $p < .001$) and prosocial motivation (0.19, $p < .001$) on work-family positive spillover are statistically significant and positive. In this respect, servant leadership, the independent latent variable, and prosocial motivation, the mediating variable, explain 18% of the total change in the work-family positive spillover, the dependent latent variable.

Servant leadership has a statistically significant negative effect on work-family conflict (-0.18, $p < .001$). On the other hand, the effect of prosocial motivation on work-family conflict is not statistically significant (0.86, $p > .10$). Servant leadership, the independent latent variable, and prosocial motivation, the mediating variable, explain 3% of the change in work-family conflict, the dependent latent variable.

The results of the mediation analysis performed using Process Macro 4 are shown in Table 7. Accordingly, servant leadership affects prosocial motivation significantly and positively ($\beta = .228$, 95% CI [.1549, .3023], $t = 6.093$, $p < .01$). The non-standardized value (β_1) is significant because the p-value is less than .01 and the confidence interval (CI) does not include 0 (zero). Servant leadership explains about 7% of the variation in prosocial motivation ($R^2 = .073$). Accordingly, the H_3 hypothesis was supported.

Table 7 The effect of servant leadership on prosocial motivation

Independent Variable	Mediating Variable: Prosocial Motivation					Model Summary	
	SL	β	t	LLCI	ULCI	R ²	F
(Constant)	.12	3.34	26.16**	3.09	3.60	.073*	37.13
Servant Leadership	.03	.22	6.09**	.15	.30		

* $p < .05$, ** $p < .01$, SE: Standard error, β : Beta coefficient, t: significance level of t-statistics,

LLCI: Lower Limit of Confidence Interval, ULCI: Upper Limit of Confidence Interval, R²: Multiple correlation coefficient

Table 8 shows the combined effects of prosocial motivation, the mediating variable, and servant leadership on work-family conflict, the outcome variable. Accordingly, servant leadership affected work-family conflict significantly and negatively ($\beta = -.160$, 95% CI [-.2572, -.0628], $t = -3.235$, $p < .01$). In other words, as the servant leadership perception of the employee increases, the level of work-family conflict decreases. On the other hand, prosocial motivation did not significantly affect work-family conflict ($\beta = .01$, 95% CI [-.1043, .1255], $t = .1814$, $p = .856$). Servant leadership and prosocial motivation explain 2% of the change in work-family conflict ($R^2 = .022$). In this context, the H_4 hypothesis was not supported.

Table 8 Effects of servant leadership and prosocial motivation on work-family conflict

Variables	Dependent Variable: Work-Family Conflict					Model Summary	
	SL	β	t	LLCI	ULCI	R ²	F
(Constant)	.25	3.09	12.17**	2.59	3.59		
Servant Leadership	.04	-.16	-3.23**	-.25	-.06	.022*	5.49
Prosocial Motivation	.05	.01	.18**	-.10	.12		

* $p < .05$, ** $p < .01$, SE: Standard error, β : Beta coefficient, t: significance level of t-statistics,

LLCI: Lower Limit of Confidence Interval, ULCI: Upper Limit of Confidence Interval, R²: Multiple correlation coefficient

Table 9 shows the effect of servant leadership on work-family conflict in a model excluding prosocial motivation, the mediating variable (total effect). Accordingly, after removing prosocial motivation, servant leadership had a significant and negative effect on work-family conflict ($\beta = -.157$, 95% CI [-.2510, -.0641], $t = -3.3128$, $p < .01$). In other words, as the servant leadership perception of the employee increases, a decrease occurs in the work-family conflict. In this context, the H_1 hypothesis was supported.

Table 9 Effect of servant leadership on work-family conflict

Independent Variable	Dependent Variable: Work-Family Conflict					Model Summary	
	SL	β	t	LLCI	ULCI	R ²	F
(Constant)	.16	3.13	19.31**	2.81	3.45		
Servant Leadership	.04	-.15	-3.31**	-.25	-.06	.022*	10.97

* $p < .05$, ** $p < .01$, SE: Standard error, β : Beta coefficient, t: significance level of t-statistics,

LLCI: Lower Limit of Confidence Interval, ULCI: Upper Limit of Confidence Interval, R²: Multiple correlation coefficient

Table 10 shows the indirect effect of servant leadership on work-family conflict through the mediating variable. The indirect effect of servant leadership on work-family conflict was reported through confidence intervals from the bootstrap analysis. Accordingly, the indirect effect of servant leadership on work-family conflict was significant. However, prosocial motivation did not mediate the relationship between servant leadership and work-family conflict ($\beta = .002$, 95% CI [-.0249, .0304]). The indirect effect (.002) can be interpreted as follow. Suppose there are two employees. Work-family conflict of the employee whose servant leadership perception is one unit higher will be .002 units higher than the other (because the one with a higher servant leadership perception would have higher prosocial motivation, and the employee's work-family conflict with higher prosocial motivation would be higher). The confidence interval (CI) obtained from the Bootstrap analysis includes 0 (zero), indicating no effect. So there is no mediating variable (Bozkurt, 2021). In this case, the H_6 hypothesis was not supported.

Table 10 Total, indirect and direct effects of the variables

Etki	Bootstrap Coefficient	SL	t	Lower Limit	Upper Limit
Total Effect	-.1576	.04	-3.312**	-.2510	-.1509
Direct Effect	.2872	.04	-3.235**	-.2572	-.0628
Total Indirect Effect	.0024	.01		-.0242	.0305
Indirect Effect (SL→PM→WFC)	-.1600	.05		-.2613	-.0588

Bootstrap:5000, 95% Confidence Intervals, *p<.05, **p<.001, SE: Standard error, t: significance level of t-statistics

Table 11 shows the combined effects of prosocial motivation, the mediating variable, and servant leadership on work-family positive spillover, the outcome variable. Accordingly, servant leadership has a significant and positive effect on work-family positive spillover ($\beta = .287$, %95 CI [.1974, .3769], $t = 6.287$, $p < .01$). Moreover, prosocial motivation has a significant and positive effect on work-family positive spillover ($\beta = .232$, %95 CI [.1263, .3386], $t = 4.302$, $p < .01$). Servant leadership and prosocial motivation explain 14% of the change in work-family positive spillover ($R^2 = .143$). In this context, the H_5 hypothesis was supported.

Table 11 Effects of servant leadership and prosocial motivation on work-family positive spillover

Variables	Dependent Variable: Work-family positive spillover					Model Summary	
	SL	β	t	LLCI	ULCI	R ²	F
(Constant)	.23	1.06	4.53**	.6029	1.526		
Servant Leadership	.04	.28	6.28**	.1974	.3769	.143**	39.19
Prosocial Motivation	.05	.23	4.30**	.1263	.3386		

*p<.05, **p<.01, SE: Standard error, β : Beta coefficient, t: significance level of t-statistics,

LLCI: Lower Limit of Confidence Interval, ULCI: Upper Limit of Confidence Interval, R²: Multiple correlation coefficient

Table 12 shows the effect of servant leadership on work-family positive spillover in a model excluding prosocial motivation, the mediating variable (total effect). Accordingly, after removing prosocial motivation, servant leadership had a significant and positive effect on work-family positive spillover ($\beta = .340$, %95 CI [.2523, .4283], $t = 7.5985$, $p < .01$). In this context, the H_2 hypothesis was supported.

Table 12 Effect of servant leadership on work-family positive spillover

Independent Variable	Dependent Variable: Work-Family Positive Spillover					Model Summary	
	SL	β	t	LLCI	ULCI	R ²	F
(Constant)	.15	1.84	12.06**	1.542	2.143		
Servant Leadership	.04	.3403	7.59**	.2523	.4283	.109*	57.73

*p<.05, **p<.01, SE: Standard error, β : Beta coefficient, t: significance level of t-statistics,

LLCI: Lower Limit of Confidence Interval, ULCI: Upper Limit of Confidence Interval, R²: Multiple correlation coefficient

Table 13 shows the indirect effect of servant leadership on work-family positive spillover through the mediating variable. Accordingly, the indirect effect of servant leadership on work-family positive spillover is significant. Therefore prosocial motivation mediates the relationship between servant leadership and work-family positive spillover ($\beta = .053$, 95% CI [.0269, .0823]). The indirect effect value (.053) can be interpreted as follow. Suppose there are two employees. Work-family positive spillover of the employee whose servant leadership perception is one unit higher will be .053 units higher than the other (because the one with higher servant leadership perception would have higher prosocial motivation, and the work-family positive spillover of the employee with high prosocial motivation would be higher). The confidence interval (CI) obtained from the Bootstrap analysis does not include 0 (zero); thus, it is significant and has a mediating effect. In this case, the H_7 hypothesis was supported.

Table 13 Total, indirect and direct effects of the variables

Etki	Bootstrap Coefficient	SL	t	Lower Limit	Upper Limit
Total Effect	.3403	.04	7.598**	.2523	.4283
Direct Effect	.2872	.04	6.287**	.1974	.3769
Total Indirect Effect	.0531	.01		.0269	.0823
Indirect Effect (SL→PM→WFC)	.0106	.05		-.1105	.1219
Indirect Effect (SL→PM→WFPS)	.2872	.05		.1316	.3280

Bootstrap:5000, 95% Confidence Intervals, *p<.05, **p<.001, SE: Standard error, t: significance level of t-statistics

Regarding the hypotheses formed within the scope of the study, H_1 , H_2 , H_3 , H_5 , and H_7 were supported, while H_4 and H_6 were not supported.

CONCLUSIONS AND RECOMMENDATIONS

There are studies in the literature reporting that servant leadership behavior positively affects employees' attitudes toward work, organization, and social life (Black, 2010; Ürü Sanı, Çalışkan, Atan, & Yozgat, 2013; Bolat, Bolat, & Yüksel, 2016; Kumar, 2018).

The first research hypothesis, "Servant leadership negatively affects work-family conflict," was supported. The relationship between servant leadership and work-family conflict was analyzed. A significant negative relationship was found between these two variables. As servant leadership perception increases, a decrease occurs in work-family conflict. The studies investigating individuals experiencing work-family conflict revealed that their behaviors towards work or family are negatively affected by it (Perrone, Aegisdottir, Webb, & Blalock, 2006; Wong & Goodwin, 2009; Valk & Srinivasan, 2011; Kara, 2018). It can be considered normal for individuals who cannot distinguish between work and family roles to experience work-family conflict. Employees may feel helpless in the face of the troubles, problems, or challenges they experience at work; they may be stagnant and distracted until these are resolved. They may unwittingly reflect this mood in their family life. A conflict situation is likely to arise as a result.

The second research hypothesis, "Servant leadership positively affects work-family positive spillover," was supported. The relationship between servant leadership and work-family positive spillover was analyzed. A significant positive relationship was found between these two variables. Accordingly, an increase in work-family positive spillover was observed as the servant leadership perception increased. There is no study dealing with the servant leadership & work-family positive spillover relationship in the literature; however, there are studies on work-family positive spillover. Sandberg, Yorgason, Miller, and Hill (2012) concluded that the positive dimensions of work-family spillover affect job satisfaction positively. Burke and Ronald (1989) reported that positive work-family spillover increases the individual's job satisfaction. Considering that most of the individuals' time is spent in work and family environment, positive or negative interactions involuntarily occur between work and family. Undeniably, there is a positive interaction between work and family in individuals exhibiting servant leadership behavior. These individuals reflect the knowledge and experience they have gained at work to their family life positively, adapt them to the family life, and make family life easier. Thus, individuals carry out their work in a more motivated way, which is essential to the organization's continuity.

The third research hypothesis was "Servant leadership positively affects prosocial motivation." Analysis results showed that the effects of servant leadership on prosocial motivation were significant and positive. The hypothesis that servant leadership positively affects prosocial motivation has been supported in this context. Accordingly, an increase in prosocial motivation was observed as the servant leadership perception increased. The studies investigating individuals with high prosocial motivation reported that this concept positively affects the attitudes and behaviors of employees towards work, organization, and social life (Ilies, Scott, & Judge, 2006; Grant & Berry, 2011; Vieweg, 2018). As individuals need to make a prosocial difference to be constantly motivated in their work environment and social life, several positive changes occur in their social behaviors. It is related to individuals' increased desire to be more useful in their work. Employees who act with prosocial motivation are the ones who focus on the welfare and happiness of the individuals around them. In other words, they assign greater importance to their work, create a coordinated work plan, set common goals for the job and individuals, and help each other in line with these goals.

The fourth hypothesis of the study is that "Prosocial motivation negatively affects work-family conflict." Analysis results revealed that the effect of prosocial motivation on work-family conflict was insignificant; thus, this hypothesis was not supported. In this respect, it is normal for prosocially motivated individuals intending to be more helpful to their colleagues to experience disruptions in their roles towards the family and therefore have conflicts.

The fifth hypothesis of the research, "Prosocial motivation positively affects work-family positive spillover," was supported. The relationship between prosocial motivation and work-family positive spillover was analyzed. A significant and positive relationship was found between these two variables. Prosocially motivated employees who do their best in work and attempt to meet other employees' demands rather than themselves reflect this behavioral style in their family environment and prioritize the happiness and needs of other family members rather than themselves.

The sixth research hypothesis, "Prosocial motivation is a mediating variable in the servant leadership - work-family conflict relationship," was not supported. In this respect, the relationship between servant leadership and work-family conflict was analyzed, and a negative relationship was found between the two variables. Afterward, the direct effect of servant leadership on work-family conflict was analyzed. For this purpose, prosocial motivation, the mediating variable, was removed from the model. The indirect effect of servant leadership on work-family conflict was significant; thus, it was concluded that prosocial motivation did not mediate the relationship between servant leadership and work-family conflict. In this respect, employees with high servant leadership perception have a high prosocial motivation, and those with high prosocial motivation experience more work-family conflict.

The seventh research hypothesis, "Prosocial motivation is a mediating variable in the servant leadership - work-family positive spillover relationship," was supported. The relationship between servant leadership and work-family positive spillover was examined in this context. A positive relationship was found between the two variables. Afterward, the direct effect of servant leadership on work-family positive spillover was addressed. For this purpose, the mediating variable, prosocial motivation, was removed from the model; it was found that servant leadership positively explained the work-family positive spillover in the models containing the intermediary variable. Accordingly, it can be said that the prosocial motivation of employees with a high servant leadership perception is high, and the work-family positive spillover of those with high prosocial motivation is high.

In conclusion, in light of all the findings obtained for the variables discussed in this study, the study fits the Resource Conservation Theory and the JD-R Model, which express the study's theoretical background. Work-family conflict, discussed in this study, appears to increase stress in individuals. Servant leaders' work-family conflict may cause the work-family balance to deteriorate. As a result, these individuals may also lose their prosocial motivation, which

causes things to slow down and even get problematic. The model is based on the inference that having many resources increases motivation and performance (Schaufeli & Taris, 2014). The increase of work-family positive spillover and prosocial motivation with the rise in servant leadership and being positively related in terms of direct and indirect effects indicate that theoretically assumed relations are statistically confirmed

Although the relationships between servant leadership, work-family conflict, work-family positive spillover, and prosocial motivation with different concepts have been examined, no studies analyzed them together in a holistic model. This study presented a different perspective by analyzing these four concepts together and addressing the effects of prosocial motivation as a mediator. Thus, it has contributed to the literature for new research on these issues.

The study made a theoretical contribution as well. The relationships between servant leadership, work-family conflict, work-family positive spillover, and prosocial motivation were estimated by the Resource Conservation Theory and JD-R Model. The findings of the comprehensive analysis supported the estimates. They provided a vital output in terms of expanding the scope of the relevant model.

Employees will feel more valuable, and their motivation will increase as their wishes and demands are satisfied by the institutions they work for. Their desire to produce new ideas will grow, they will want to develop their creativity, their internal relations will be strengthened, and they will make a wholehearted effort while doing their work. When they are appreciated for their work, their commitment will increase. Establishing a work-family balance will ensure that this process will be completed with increased effectiveness and efficiency.

Teachers who adopt the servant leadership approach can quickly reach their objectives by developing attitudes and behaviors that increase their motivation. They will reflect it in the training they provide. This training includes personal development, empathy, management of emotions, communication, body language, sensitivity, attention, and psychological awareness. Educational institutions also have some responsibilities in this regard. They should coordinate with leaders and proceed in this direction by creating a model that covers servant leadership and work-family life. Their career advancement should be supported by giving development seminars.

When this study is adapted to teachers, school principals and vice principals are school leaders, and teachers are class leaders. In this way, school principals and vice principals should act in a servant leadership approach toward teachers. At the same time, teachers should also adopt this approach in their relations with their students. Thus, the ties between school principals/vice principals and teachers and between teachers and students will be strengthened. An intimate communication environment can be established by creating the necessary setting. It will increase the reliability of educational institutions in the eyes of society.

An organizational culture that instills the trust that employees will not be deprived of career opportunities and rewards should be created. For a positive corporate culture, strategies should be developed with measures that integrate individual and organizational goals. For this, leaders should use the language of us rather than me and create awareness about the benefit of the work done to individuals using visuals, statements, etc. Workloads should be adjusted so that employees do not experience work-family conflict. The need for additional staff, if any, should be met, and teachers should be requested from the relevant institutions. The workload should be evenly distributed among the employees. In some cases, including the employees in the decision process or getting their support for solving problems will strengthen commitments, and the individual will see that their ideas are valued.

It is essential that leaders, who adopt servant leadership, act more tolerantly regarding the responsibilities of the employees towards the family. They should offer other options to solve the employees' problems and provide improvement when necessary.

Reorganizing the structures in the institution's internal dynamics and allowing the employees to act with prosocial motivation will increase the human relationships between employees. They will fulfill their duties and responsibilities more effectively. Activities and social events should be organized to ensure the continuity of intra-organizational interaction and communication. The voluntary participation of the employees in charity organizations should be promoted to raise their awareness about prosocial motivation and to make them experience the pleasure that this motivation will give.

Work-family conflicts can be prevented, and work-family positive spillover can be improved by creating suitable working environments, inviting experts to give seminars that support work and family life, and establishing in-house psychological guidance and counseling systems. In addition, employee satisfaction can be enhanced by providing parents with supportive services such as nursery, child assistance, and health services. Work-family conflicts may occur from time to time, as in our society, the responsibilities of female teachers include the housework, such as cooking, cleaning, and taking care of children.

Males, on the other hand, are seen as income-generating individuals in our society. For this reason, men are not involved with the housework and childcare, and conflict arises. A balance can be achieved by taking care of children alternately according to working conditions and dividing the housework or house-related jobs, that is, by sharing the home life properly and helping each other. Suppose teachers can balance their responsibilities at work and with family. In that case, the work-family conflict will reduce, and thus work-family positive spillover will increase. Employees will be motivated by disseminating practices that integrate work and family life, and a performance increase will be achieved.

This study was carried out in the city center of Osmaniye; it is recommended to carry it out in other provinces and districts, and villages to expand its scope. It is conducted with teachers working in public schools; conducting it with teachers in private schools will expand the research area. Performing the same research in organizations with horizontal

relations rather than those with a vertical hierarchy and in different cultures and occupational groups and comparing the results will further contribute to the literature.

Another suggestion is related to the duration of the research. A cross-sectional data collection method was used in this study; therefore, the obtained results are limited to the research period. A longitudinal data collection will make it possible to reach more explanatory findings in future studies.

Another suggestion for future research involves the research design. Using a quantitative research method through an online survey caused limitations in this study. Future studies should also include qualitative techniques to eliminate this situation. This way, it will be possible to examine the relationships more deeply.

LIMITATIONS OF THE STUDY

As in all studies, this study also has some limitations. The study was conducted with teachers working in schools in the city center of Osmaniye Provincial Directorate of National Education. Therefore, the data obtained are limited to the answers of the sample in this study. In addition, focusing on a single sector and collecting data from a single province is another limitation. As the data were collected within a certain period, the results are limited to the period in which the research was conducted. No study covering these four concepts was found in the literature review. The lack of studies on the research subject prevented comparing the results with the others.

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