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Servant Leadership and Employee Voice - the Role of Organizational Trust and Courageous Followership

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Abstract

Servant leadership has been deemed crucially relevant for organizational effectiveness and success; thus, significant emphasis is laid upon enhancing and sustaining favorable attitudes and behaviors of leaders towards their followers. Earlier scholars have presented various models of servant leadership; however, a meager number of researches have concentrated on employee voice as a significant antecedent to servant leadership. Therefore, the present study analyzed the key role of employee voice on servant leadership; under the mediating role of courageous followership and moderating role of organizational trust. Employing 214 valid responses; conveniently, from the educational sector organizations operating in twin cities of Pakistan, this study found that the relationship between employee voice and servant leadership is mediated by courageous followership and moderated by the organizational trust; signifying that, a coherence among employee voice and organizational trust is likely to stimulate higher levels of courageous followership, eventually nurturing servant leadership. The study draws upon; discussion, conclusion, limitations, and implications at the closure.
Keywords: Servant Leadership, Employee Voice, Courageous Followership

Introduction

In recent years, the idea of servant leadership has attracted a broad range of audiences from all types of organizations nowadays. This emergent interest is driven by immense changes taking place within the organizations as well as with society. An immense focal change has flounced the research upon leadership in the 21stcentury. Previous research studies continuously established the significance of servant leadership over traditional leadership styles (Greenleaf & Spears, 2002; Walumbwa, Hartnell & Oke, 2010). Literature is moving towards moral styles of leadership, in which the role of servant leadership is very significant from the past few years (Kriger & Zhovtobryukh, 2013; Spangenberg, 2014). Servant leadership is a new paradigm under exploration, but the research has been restricted to the recognition (Greenleaf, 1977), identification of the key attributes (Russell & Stone, 2002; Spears, 2003), development of measures (Barbuto & Wheeler, 2006) and presentation of a conceptual framework (Van Dierendonck, 2011). There was very little empirical research on servant leadership and the possible impacts of different concepts on servant leadership.

A vast array of researchers focused upon this notion that how servant leadership impacts the employees' voice in different industrial settings within different countries (Erkutlu & Chafra, 2015; Lapointe & Vandenberghe, 2015; Yan & Xiao, 2016; Tian, Peng & Zhang, 2018; Yan, 2018). Many researchers in Pakistan studied the concept of servant leadership within different industries and with a different set of concepts and linkages (Amin, Ahmed, & Soomro, 2019; Chughtai, 2016; Faraz et al., 2019; Abid, Gulzar, & Hussain, 2015; Sehar, 2017; Brohi et al., 2018). Moreover, the available research lacks congruence as to the causation of the variables involved in the instant study. Yang & Wei (2018) deliberated upon the need for such research that is mainly focused upon the impact of employee's characteristics and behaviors on leadership. They further elaborated that very less knowledge is available regarding the effect of employees on leadership. While, Gandolfi & Stone (2018) argued that there is a need of fostering widespread awareness, recognition, and approval of the viability of servant leadership within contemporary organizations. Servant leadership is recognized as

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an efficient style of leadership in service settings. Hence, conducting a cross-sectional study in various service industries will contribute towards the evidence regarding the role of organizational trust in the relationship of servant leadership with other concepts (Karatepe, Ozturk, & Kim, 2018)

The role of the leader is imperative for the success of the organization. However, very less spotlight has been given to the flip side of the leadership coin i.e. Followership. Followers are the basis for leadership. Hollander (2009) emphasized the investigation into the linkage between followers and leaders (p.8). Howell and Shamir (2005) stated that mostly the focus of the theories is leaders, which is why the followers remain unexplored. Martin (2015) criticized that excessive emphasis upon leadership has led towards the ignorance of the part of followership in process of leadership. Research studies conducted by Uhl-Bien, Riggio, Lowe, and Carsten (2014) highlighted the need for the "Reversing the lens" technique by presenting leadership behaviors at the receiving end of the followership behaviors. This technique features the need for the research to turn the traditional notion of leadership, where the styles of a leader are deliberated as followership outcomes. This approach emphasizes how the followership behavior ascertains the behaviors of leaders, it the followership behavior that develops and enhances the capacity of leadership (Collinson, 2006). According to Oc and Bashshur (2013), leadership and its effects are mutually fabricated with the followership. Davis (2017) recommended that there is a need to methodically explore the followership and servant leadership linkage from the follower's perspective.

Traditional theories on leadership studied followers as dependent variables, while contemporary studies examined followers as the modifiers (Dixon, 2003; Dvir & Shamir, 2003). Moreover, there are few studies that focused upon courageous followership (Dixon, 2003, 2006, 2009; Dixon, Mercado, & Knowles, 2013; Dixon & Westbrook, 2003; Fobbs, 2010; Havins, 2010, Lincoln, 2016; McClure, 2009; Muhlenbeck, 2012; Ray, 2006; Rich, 2008; Ricketson, 2008; Williams, 2015). There is also a lack of empirical research on the concept of followership in the context of Pakistan. Shahzadi, John, Qadeer and Mehnaz, (2017) investigated the relationship between followership and leader's trust, while, Khan, Busari, Abdullah, & Mughal, (2018) examined the moderating role of followership towards the linkage among transactional leadership style and employee's reactions to organizational transformation. While only one study is focused upon the concept of courageous followership, Ghias, Hassan, and Massod, (2018) studied how the dimensions of courageous followership facilitate the development of exemplary leaders. Research conducted by Khan et al., (2018) calls for conducting the study based on employee's reactions (employee voice) to servant leadership and studying the different perspectives of followership in different organizational settings. On the other hand, Ghias, Hassan, and Massod, (2018) highlights that there is a keen call to study courageous followership in the service industry, particularly in the educational sector because followership plays a vital role in these types of sectors (Schwab, 2017). They further recommended that future research should be carried out by utilizing demographic variables such as gender, education experience. Tsakeni and Jita, (2017) posited that the research on leadership needs to deliver a fuller picture, as the existence of leadership is impossible without followership.

Based on the literature gap, the instant study endeavors to establish causal linkage between employee voice and servant leadership, the role of mediation of courageous followership, and intervening contribution of organizational trust to enhance servant leadership in the educational institutes especially private schools. This study to our knowledge is the first in Pakistan currently nothing in the available literature entails causation among the studied concepts. Therefore, the instant study is carried in response to the call for research because it is very important to examine, how leadership is developed (Dionne et al., 2014).

Research Objectives

Following are the objectives of the instant study:
 i. To understand the impact of employee voice upon servant leadership.
 ii. To investigate the mediating effect of courageous followership in the relationship between employee voice and servant leadership.
 iii. To examine the moderating effect of organizational trust in the relationship between employee voice and courageous followership .

Significance of the Study

This research is conducted to examine the association between employee voice and servant leadership and adds to servant leadership and employee voice literature. It focuses upon different leadership

qualities and the significance of employee voice towards enhancing the efficiency of the leaders and the organizations. This study also contributes by responding to the challenging requirements of the present age featuring the role of courageous followership and organizational trust. Leaders, therefore, need to create such a setting where employees are free to communicate their ideas, opinions, problems, and discontents with a purpose to reach personal and organizational goals because employees/followers are the individuals who make the leaders and consider them as role models.

Literature Review

Servant leadership illustrates that the basic focus on a leader is to helping, guiding or one can say serving others rather than leading, this depicts the importance of truthfulness and personal integrity, while; encouraging the fact that the organizational responsibilities should not be limited to the organizations but they should be extended to the society as well (Carter & Baghurst, 2014; Parris & Peachey, 201; Graham, 1991; Greenleaf, 1977, 1998; Liden et al., 2008). Servant leadership is also focused on developing and maintaining long-lasting relations among employees and leaders (Liden et al., 2008). Leaders symbolize and represent the organizations (Eisenberger et al. 2002; Liden et al. 2004), servant leaders also contribute towards strengthening the relationship between organizations and employees (Van Dierendonck et al. 2014).

Employee voice (EV)

Van Dyne and LePine (1998) described employee voice as "Promotive behavior that emphasizes the expression of constructive challenge intended to improve rather than merely criticize. Making innovative suggestions for change and recommending modifications to standard procedures even when others disagree." (p. 109). LePine and Van Dyne (1998) further defined employee voice as "Non-required behavior that emphasizes the expression of the constructive challenge with the intent to improve rather than merely criticize." (p. 854). Millward et al. (1992) described employee voice as "the ability of employees to influence the actions of the employer", whereas; Boxall and Purcell (2003) advocated that "Employee voice is the term increasingly used to cover a whole variety of processes and structures which enable, and sometimes empower employees, directly and indirectly, to contribute to decision-making in the firm". Morrison et al. (2011) elaborated voice behavior as "the discretionary verbal communication of ideas, suggestions, or opinions with the intent to improve organizational or unit functioning" (p. 183).

Keeping in view the above-mentioned definitions, employee voice can be seen as a change-oriented and challenging way of communicating ideas, concepts, thoughts, and apprehensions regarding the organizational concerns and issues with a purpose to advance the operations of the organization. Employee voice is such a term that has comprehensive and a wide range of meanings and it has been used diversely in many fields (Wilkinson & Fay, 2011). Therefore, a variety of definitions have been presented by different researchers (Van Dyne & LePine, 1998; Millward et al., 1992; Boxall & Purcell, 2003; Morrison et al., 2011). Wilkinson & Fay (2011) advocated that voice is a practice for the employees that enable them to share their ideas, opinions, and concerns related to work and decision-making. According to Budd, Gollan, & Wilkinson (2010), there are four key viewpoints for voice. Firstly, voice can be viewed as an interpretation of an employee's discontent or discomfort, which means that employees respond to a particular problem. The second viewpoint is grounded upon collective organizations via unions and groups. Thirdly, voice can be used as a way to improve the working conditions and assists in the decision-making process. In the last viewpoint, the task of the voice can be seen as the long-term growth and sustainability of the organization that can be accomplished with the help of partnerships. Employee voice is an approach that provides employees the opportunity to communicate and share ideas, opinions, issues, satisfaction, or dissatisfaction related to work or the organization.

Courageous Followership (CF)

According to Baker and Gerlowski (2007), a Follower can be defined as a determined, cooperative, and participative role in which an individual is willing to support and encourage the opinions of the leader and deliberately makes efforts to attain accomplish the mutual goals and objectives of the leader/organization. Sirivat (2003) defined a follower as an individual who is willing to work for the leaders to accomplish organizational goals. Carsten et al. (2010, p. 559) suggested that it is "a relational role in which followers can influence leaders and contribute to the improvement and attainment of the group and organizational objectives".

Followers involving in independent critical thinking evaluate and interpret the information, carefully and efficiently analyze the circumstances and then draw conclusions independent and irrespective of the likely outcomes and consequences of decisions (Kelley, 1992; Latour & Rast, 2004). Such followers self-focused and are very creative (Banutu-Gomez, 2004). Moreover, they willingly examine the information and give productive and practical feedback. Critical thinking is considered to be the necessary characteristic of an employee. It helps to improve and boost the health of employees in traumatic conditions (Dowd & Bolus, 1998). Furthermore, it provides grounds for continuous learning, which ultimately results in improved performance (Yeo, 2007), and additionally, it is necessary for teamwork and online atmospheres (Dundis & Benson, 2003; Kurubacak, 2007). As posited by Kelly (1992) active engagement is the second dimension to elaborate on the characteristics of followers. Individuals, who actively take action, feel the responsibility, and actively embrace it, are the ones who work hard to accomplish organizational goals (Kahn, 1990; Romano, 1995; Rothbard, 2001).

Organizational Trust (OT)

According to Cook and Wall, (1980) organizational trust is defined as "the extent to which one is willing to ascribe good intentions too, and have confidence in the words and actions of other people". Trust is the foundation of organizational relationships, predominantly when organizational changes occur and all the decisional powers are transferred to front line managers/employee (Cangemi & Caillouet, 1996). Gilbertand Tang (1998) advocated that organizational trust is the conviction that an employer will remain honest and committed to the organization. Trust denotes the faith of the employee in the leaders and the confidence that the organizational activities are going to be advantageous for the employees. According to Mishra and Morrissey (1990) sharing ideas, opinions, communicating problems, and involvement of employees in decision making promote trust in the organizations. Butler (1991) describes the conditions for trust those are "discreetness, availability, competence, consistency, fairness, integrity, loyalty, openness, overall trust, promise fulfillment, and receptivity". Trust should be an essential and vital component of an organization's culture to implement changes efficiently and effectively. As advocated by Johns (1996), to empower the employees it is necessary to realize their needs, strengths, and to facilitate them for the accomplishment of personal and organizational goals. Reciprocal trust is a significant element of this procedure. Leaders must show their willingness for the empowerment of the employees and employees need to accept all the challenges that are an integral part of the empowerment and pledge to the organizational goals and objectives (Davidhizar, 1989). Higher ranks organizational trust is fundamental to bring about change. Tyler and Degoey (1996) maintained that leaders play a critical part in the establishment of trust, as they are the ones who control the flow of information within the organizations. The degree and strength of the organization depend upon organizational culture, organizational structure, philosophy of leadership, mutual understanding of the employees. Gilbert and Tang (1998) established that there exists a significant relationship between organizational trust and the degree of commitment in the organizations. They proposed that more access to communications channels within the organization increases the level of organizational trust.

Employee Voice and Servant Leadership

Going beyond one's self-interest is the core of servant leadership (Greenleaf, 1977). Servant leadership is highly focused upon serving others, promoting honesty, and polishing the abilities of the employees/followers (Liden, et al., 2015). To develop the followers, servant leaders adopt a one-on-one communication where the needs, problems, goals, and ambitions of each follower are addressed (Sendjaya, 2015). Llopis (2012) advocated that employee voice is the exchange of loyalty, capabilities, and creativity. Therefore, without employee voice, the servant leaders are unable to know the possible potential of their followers/employees. Van dyne and Lepine (1998) described employee voice as "Promotive behavior that emphasizes the expression of constructive challenge intended to improve rather than merely criticize. Making innovative suggestions for change and recommending modifications to standard procedures even when others disagree." (p. 109). Employee voice is informal, open and upward communication of ideas, opinions, problems and discontents (Lepine & Van Dyne, 1998; Morrison, 2014). It is a proactive behavior that intends to enhance the status quo (Parker & Collins, 2010). The status quo of the servant leaders and the organization is dependent upon the proactive voice of employees because such leaders put the needs of the followers first and empower those (Liden et al., 2014).

Employee voice represents the "conversation opportunities", distinct and exclusive chances to have authentic, straightforward, and truthful communication of problems and possibilities with the leaders (Westley, 1990). Having an understanding of each employee's distinctive characteristics, goals, and passions, can assist the leaders in decision making and supporting the followers (Eva et al., 2019). Knight and Haslam (2010) advocated that employee voice is used to define such organizational procedures that facilitate the employees to have a say in decision making (p. 721). This helps to share quality information and to build strong and quality relationships. Excellent relationships and quality information sharing are the key attributes of servant leadership and serve as a foundation for the functioning of leaders (Wheatley, 2001). Servant leaders aim at developing long term relationship with their followers/employees (Liden et al., 2008), because servant leadership is other-oriented, based on one-on-one communications, places others needs above their own needs and reflects that each employee is unique, and has varied interests, opinions, needs, objectives, capabilities, and strengths. Servant leaders are interested in understanding the background, beliefs, values, and expectations of each employee which blurs the line between the personal and professional lives of the leaders and the followers (Eva et al., 2019). This all happens due to the presence of employee voice because employee voice is a way to have a say in organizational affairs related to concerns that influence work and the interests of the owners and managers (Wilkinson et al., 2014, p. 5) and the absence of employee voice restricts the leaders and the organizations to access the ideas, opinions, suggestions, and recommendations that promote growth, development, and improvement (Deret & Burris, 2007). Yan (2018) elaborated that through voice employees can put forward their suggestions on the prevailing organizational problems, which includes the opinions of the employees regarding the leadership process. Followers/employees mostly direct their voice to such people who are capable to take suitable actions based upon the voice (Morrison, 2014). Therefore, employees direct their voice towards the leaders as the leaders generally have the right and options to bring about change due to employee voice (Takeuchi, Chen, et al., 2012). Effective employee voice enables the employees and provides them with opportunities to develop such skills and abilities so that they can assist in those decisions that are usually taken by the leaders (Dundon & Gollan, 2007, p. 1186). For Building a culture of servant leadership a combination of highly motivated people and hardworking people is necessary (Eva et al., 2019). Erkutlu and Chafra (2015) described that servant leader are easily accessible because they are engaged in one-on-one interaction with followers, based upon this fact they are directly influenced by the employee voice. Hence, it is hypothesized that:

H1: Employee voice and Servant Leadership are positively related

Employee Voice and Courageous Followership

Chaleff (1995) described courageous followers as the individuals who undertake and accept the responsibility themselves and facilitate the leaders in the development and growth of the organizations. Such responsible behavior helps to enhance the self-accountable capabilities of the followers towards their job and profession. Chaleff (1995) further elaborated that five behavioral dimensions recognize the courageous follower. Employee voice is informal, open, discretionary, and upward exchange of ideas, opinions, solutions, or apprehensions related to work (LePine & Van Dyne, 1998; Morrison, 2014). Parker and Collins (2010) advocated that employee voice is a proactive behavior that is focused on improving and developing the status quo. Because courageous followers serve the leaders and the organizations and it implicates knowing when the right time to speak is, consult and ask the leaders (Chaleff, 2009). Therefore employee voice facilitates effective communication of loyalty, vision, creativeness, and work engagement (Lilopis, 2012). So, employee voice supports the employees/followers to become courageous followers whose characteristics involve serving both the leaders and the organizations.

Employee voice presents the leaders with those ideas and information that act as a catalyst to bring about change in the organizations (Pinder & Harlos, 2001) this aids the employees to serve as courageous followers because courageous followers help in the transformation process, welcome the change and sometimes initiate the process of transformation (Chaleff, 1995) and work as change agents (Carsten et al., 2010). As described by (Fuller & Marler, 2009; Williams et al., 2010) employee voice enables the followers to take control of the situation, forecast the problems, and provide suggestions. Courageous followers often challenge the decisions of the leaders if they are not in line with organizational goals and success (Chaleff, 1995). They dare to take moral actions and as a result leave the organizations based on unethical practices (Chaleff, 1995). This ability to challenge is

triggered by employee voice because it is a risk involving prosocial behavior as it is focused upon challenging the managers, leaders, and co-workers (Van Dyne & LePine, 1998; Wei, Zhang, & Chen, 2015) and allows the followers to take appropriate actions (Morrison, 2014). Therefore, it is hypothesized that:

H2:   Employee voice and courageous followership are positively related.

Courageous Followership and Servant Leadership

Without effective followership, there is no existence of leadership (Tsakeni & Jita, 2017). From the followership perspective, it is the followership behaviors that establish the abilities of the leadership (Collinson, 2006). According to Litzinger and Schaefer (1982) leadership exists and lives on with the essence of followership, moreover, followership is the heart of leadership. The majority of the organization is made up of followers. As described by Kelly (1992), the leaders contribute only 20% towards the success of the organizations while the rest of the 80% contribution is from the followers.
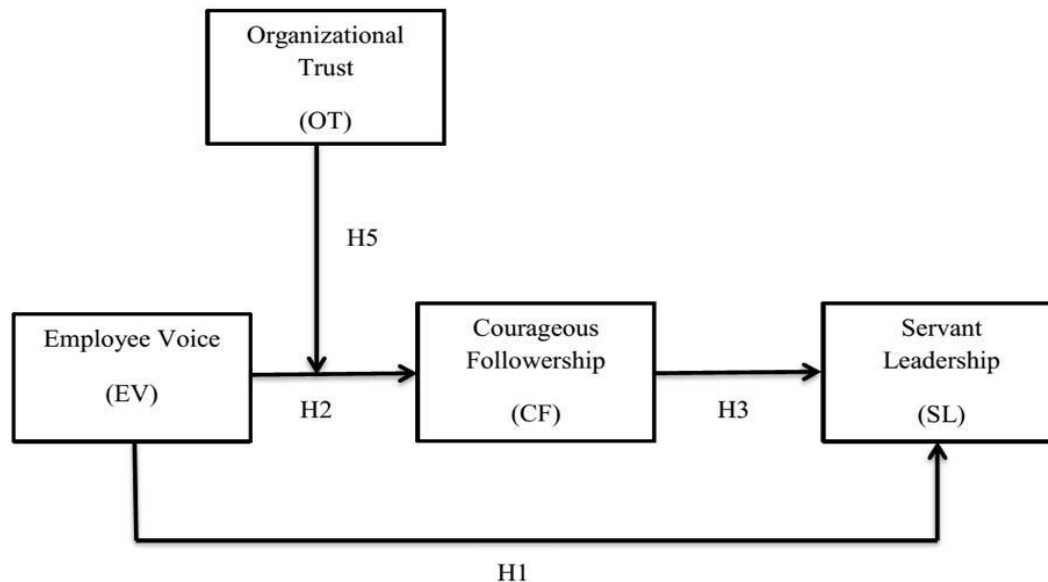
Based on the reviewed literature it is hypothesized that courageous followership and servant leadership are significantly related.

H3: Courageous followership and servant leadership are positively related

Conceptual Framework

The conceptual framework is presented hereunder showing the concepts under study along with the pattern of relationships

Figure 04: Conceptual Framework

Based on the literature review following hypotheses are established:

H1:   Employee voice and servant leadership are positively related,

H2:   Employee voice and courageous followership are positively related,

H3:   Courageous followership and servant leadership are positively related,

H4:   Courageous followership mediates the relationship between Employee voice and servant leadership,

 H5:   Organizational trust moderates the relationship between employee voice and courageous followership.

Research Methodology

This study aims at examining, verifying, and interpreting the relations among employee voice, servant leadership, courageous followership, and organizational trust; with a purpose to establish and centralize the fragmented parts of information available on the subject matter. The study primarily focuses on extending the prior research being carried out on employee voice and servant leadership by investigating the stated relationships in the Pakistani context. The study is concerned with the Responses of the respondents towards the studied variables in terms of their age, gender, education, and experience.

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Population

For the instant study, one industry design has been selected, targeting the private schools' employees of Islamabad. Research data has mainly been gathered from the administrative employees of private schools.

Sample size

According to Yuksel, Yuksel, and Bilim (2010) for a sample to be the true representative of the population it should be comprised of at least 200 respondents ; while, Hair, Black, Babin & Anderson (2010) proposed that a sample size that encompasses at-least 100 elements/subjects is suitable for analyses . Likewise, Roscoe (1975) posited that a sample size should be 30-500 in range; for it to be applicable .

Hoe (2008) stated that a sample encompassing several respondents above 200 is adequate for analyses. While keeping this in view, 200 questionnaires were distributed, while maintaining a self-administered survey technique and 100 questionnaires were sent online to lessen the risk of low response rate and to achieve good results. Out of 200 questionnaires distributed traditionally a total of 151 responses were received with a response rate of 75.5%; whereas, 63 responses were received against virtually (online) forwarded questionnaire with a response rate of 63%. The total number of questionnaire executed were 300, out of which 214 responses were received; with a comprehensive response rate of 71.3%. Thus, the chosen sample size is provisionally justified for consistent and reliable results.

Instruments for Data Collection

The data was collected using a self-administered questionnaire; consisting of 83-items, anchored on a five-point Likert scale. The questionnaire used for data collection was comprised of five sections along with the particulars regarding the demographic data. The first four sections comprised of the concepts under study, whereas; the last section tapped into the details of the demographic data. The first section consisting of twenty-three (23) items measured employee voice; the second section comprised of fifteen (15) items measured organizational trust, whereas the third and fourth section having twenty-four (24) and twenty-three (23) items measured the concept of courageous followership and servant leadership respectively. To quantify the studied concepts, validity and reliability were ensured. The items of all the concepts are presented in the following paragraphs.

Data Collection and Analysis

Descriptive Statistics

The analysis revealed that there were no missing data; moreover, the information concerning the demographic variables is as under :

Table 05 : Descriptive Statistics

Statistics

	Age	Gender	Education	Experience
Valid	214	214	214	214
Missing	0	0	0	0

Frequency tables for demographic variables

Table 06: Respondents' Age Distribution (n=214)

Age Category	Frequency	Percentage
Below 30 years	93	43.4
31-40 years	80	37.4
41-50 years	35	16.4
Above 50 years	6	2.8
Total	**214**	**100.0**

The table above reflects the age distribution of the respondents; which showed that the highest number of participants was from the age bracket of below 30 years making up 43.4% of the total responses; whereas, the age bracket 31-40 years and 41-50 years forms 37.4% and 16.4% of the total responses respectively; while the age bracket that is above 50 years forms up 2.8% of the total responses.

Table 07: Respondent's Gender Distribution (n=214)

Gender Category	Frequency	Percentage
Male	109	50.93
Female	105	49.07
Total	**214**	**100.0**

As demonstrated in the above table, the male respondents were 109, i.e., 50.93% of the total responses; while the female respondents were 105, i.e., 49.07% of the total responses.

Table 08: Respondents' Education Distribution (n=214)

Education Category	Frequency	Percentage
High school	-	-
Bachelor's Degree	39	18.22
Master's Degree	145	67.76
Higher studies (M.Phil./PhD)	30	14.02
Total	**214**	**100.0**

The education distribution of the respondents has been illustrated in the above table; most of the respondents possessed a Master's Degree i.e., 67.7 % of the total responses; while Bachelor's Degree and higher studies (M.Phil. /Ph.D.) Holders were 18.22% and 14.02% of the data set respectively .

Table 09: Respondents' work experience (n=214)

Experience Category	Frequency	Percentage
Not more than 1 yrs	46	21.50
Between 1 to 5 yrs	69	32.24
Between 6 to 10 yrs	69	32.24
Between 11 to 15 yrs	19	8.88
16 and above	11	5.14
Total	**214**	**100.0**

The total work experience is presented in the table above. 32.24% of the respondents served for a period of 1-5 years matching with the percentage of the respondents having 6-10 years i.e., 32.24%; followed by the individuals having less than 1 year and 11-15 years of work experience forming 21.50% and 8.88% of the data set respectively; whereas 5.14% of the individuals had work experience of 16 years and above.

Reliability and Validity

Table 10: Reliability statistics for study variables

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
EV	0.897	0.920	0.659
CF	0.742	0.837	0.562
OT	0.908	0.929	0.686
SL	0.739	0.830	0.550
Criteria	**≥ 0.7**	**≥ 0.7**	**≥ 0.5**

The Cronbach's Alpha alongside the Composite Reliability and Average Variance Extracted (AVE) coefficients in respect of each of the studies variables have been reflected in the table above. The internal consistency reliability has been assessed through Cronbach´s Alpha; whereby, the analysis yielded above par 'α' values. It indicates how well the adapted instrument measures what it ought to measure. Cronbach´s alpha requires a minimum value of 0.6 for being considered as acceptable (Sekaran, 2000). Hayes (2000) classified the acceptable alpha value to be >0.80. Likewise, Nunnaly (1978) described that if the value of Cronbach's alpha is greater than or equal to 0.70, the outcome is considered as acceptable as the value is equal to or greater than the minimum described value i.e. 0.70. Cronbach's alpha values for the present study show that the requirement for reliability is fulfilled.

Discriminant Validity

Table 11: Discriminant Validity for study variables

Variable	Courageous Followership	Employee Voice	Organizational Trust	Servant Leadership
CF	**0.750**			
EV	0.449	**0.812**		
OT	0.561	0.537	**0.828**	
SL	0.367	0.385	0.314	**0.741**

Discriminant validity is a measure of distinction of the studied constructs i.e., the degree to which one concept is distinctive from others (Hulland, 1999); therefore, discriminant validity establishes the distinctiveness and individuality of a concept and details phenomena not signified by any other construct in the outer (measurement) model (Hair et al., 2014a).

As a criterion, a latent construct should be better able to explain its own indicators' variance rather than other constructs' variance. The discriminant validity was assessed through examining the results for any cross-loadings under the Fornell-Larcker criterion and it was found that the data complied with the established criteria i.e., the square root of AVE for every latent construct was higher than the construct's highest correlation with any other construct in the model . The condition for discriminant validity concerning the Fornell-Larcker criterion has been satisfied as evident from the results above.
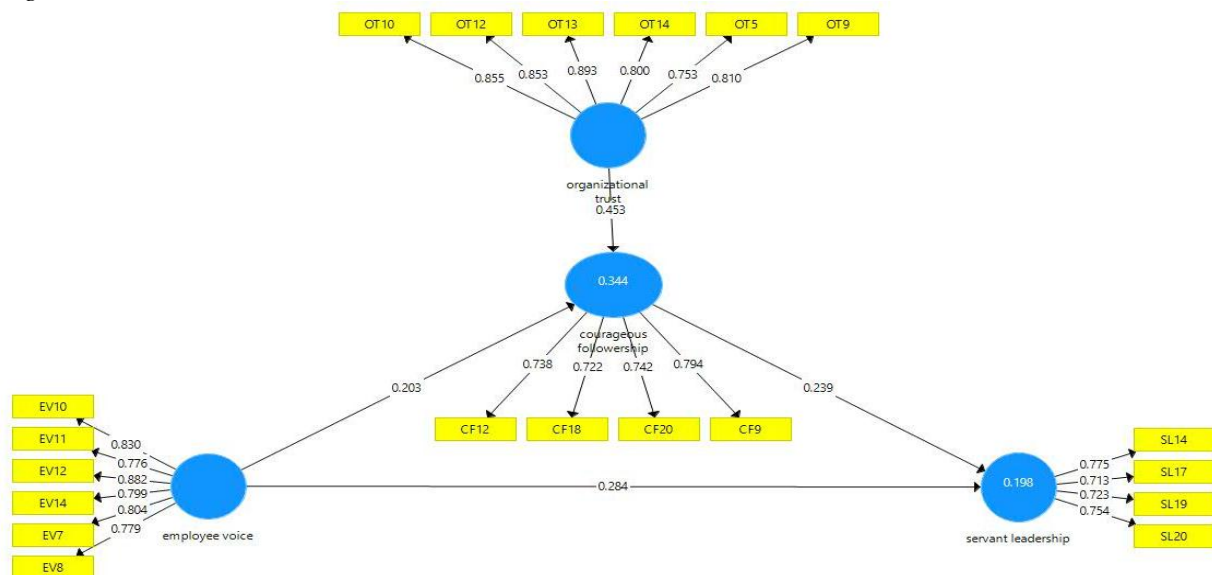
Outer Loadings

Table 12: Individual indicator Reliability for study variables

	CF	**EV**	**OT**	**SL**
CF 12	0.737			
CF 18	0.722			
CF 20	0.743			
CF 09	0.794			
EV 10		0.823		
EV 11		0.780		
EV 12		0.870		
EV 14		0.789		
EV 07		0.818		
EV 08		0.788		
OT 10			0.852	
OT 12			0.857	
OT 13			0.898	
OT 14			0.801	
OT 05			0.746	
OT 09			0.808	
SL 14				0.773
SL 17				0.708
SL 19				0.719
SL 20				0.763

The individual indicator's reliability is presented in the above table; whereby, the outer loadings in respect of all indicators of reflective constructs yielded above par values; in contrast to the threshold 0.7 (Hair et al., 2014).

Final measurement model

Figure 11: Final Measurement Model

The results reflect acceptable indicator reliability; while corroborating convergent and discriminant validity. The measurement model alongside individual indicator loadings for respective constructs is presented through the above figure; whereby, the results 66revealed that the constructs

are subject to an acceptable error level. Therefore, the measurement model demonstrates ample robustness required for testing the relationships between latent constructs.

Structural model

A structural model reflects direct paths representing a causal chain amid latent constructs (Henseler *et al*. 2009); where relationships originate from a unique construct pointing towards other constructs. The structural model is more often the postulated theoretical model (Ringle *et al.* 2010).

Hypotheses Testing

A total of five logically conjectured relationships i.e., hypotheses were postulated via the proposed research model. After having made the Bootstrapping calculations by running the PLS algorithm through SmartPLS; the respective path coefficients concerning the relationships among studied variables were extracted, which denoted the strength of relationships as well as the respective P values for verifying the statistical significance of the relationships.

Hypotheses Testing: Direct effect results

Table 13: Direct Relationship' between the Employee voice, courageous followership, organizational trust and Servant leadership

Linkages	Beta-value (β)	Standard Error (SE)	t-values	P-values	Decision	R^2
EV -> SL	0.332	0.068	4.866	0.000	*Supported*	*0.715*
EV -> CF	0.203	0.073	2.762	0.006	*Supported*	*0.623*
CF -> SL	0.239	0.087	2.737	0.006	*Supported*	*0.821*

Control Variables: age, gender, education, experience

The Bootstrapping procedure through SmartPLS version 3.0 was utilized to assess the significance of *t*-values for each path. The postulated hypotheses were confirmed after data analysis; based upon a 10% significance level i.e., (1.65) Hair et al., (2014a), as reflected in the table above.

Mediation Analysis

Table: 14 Mediation Analyses

Linkages	Beta-value (β)	Standard Error (SE)	t-values	P-values	Confidence Interval Lower Limit (2.5%)	Upper Limit (97.5%)	Decision	R^2
EV -> CF -> SL	0.048	0.028	1.714	0.008	0.007	0.614	*Supported*	*0.697*

Control Variables: age, gender, education, experience

To test the hypothesized relationships and to determine the mediating effect of courageous followership between employee voice and servant leadership bootstrapping technique in smart pls 3.0 was used. The above table shows the mediating effect of the courageous followership the results indicate that the confidence interval did not contain a zero so the relationships are supported (Preacher and Hayes, 2004).

Moderation Analysis

Table 15: Moderation Analysis

Linkages	Beta-value (β)	Standard Error (SE)	t-values	P-values	Confidence Interval Lower Limit (2.5%)	Upper Limit (97.5%)	Decision
Moderating Effect 1 -> CF	0.113	0.053	2.134	0.033	0.218	0.061	*Supported*

Control Variables: age, education, gender, experience

For testing the moderating effect of Organizational trust SmartPLS 3.0 was used in which bootstrapping technique was conducted using 214 cases. The results show that the confidence interval did not have zero so the hypothesized moderating effect is fully supported (Preacher and Hayes, 2004).

Conclusion and Recommendations

The goal of this research was to analyze a) the relation between employee voice and servant leadership b) mediating effect of courageous followership employee voice and servant leadership and

c) moderating effect of organizational trust employee voice and courageous followership. Moreover, organizational trust plays an important and symbolic function in strengthening courageous followership in the employees as a moderator. It is also established that courageous followership is a way to enhance servant leadership but is more useful when there is prevailing trust in the organizations. To analyze the objectives of the research, five hypotheses were formed and all of them were supported. The findings of the research were established upon the data being collected from educational institutes of Rawalpindi and Islamabad.

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