

Head Department's Servant Leadership and Students' Commitment at Private University

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Abstract- Head departments at private universities in Indonesia are faced with a major challenge regarding the high expectations of guaranteed satisfying services they have to provide which predicted can cultivate and develop the commitment of the students. Realizing the important of this issue, it is necessary to investigate the effect of head department's servant leadership, as one of the essential factors, on students' commitment. This quantitative study used descriptive and simple regression analysis research design, wherein 212 second semester university students were selected as the respondents of the study through convenience sampling method. A two-part questionnaire, based on the theories of Servant Leadership and Organizational Commitment, was used in gathering data. As an overall, the results revealed that the extent of servant leadership practiced by the head department was 'high' ($M = 4.09$), and the students' commitment (Mean = 4.14) was 'high'. This study proved that head department's servant leadership ($r = .831, p = .00 < 0.05$) significantly affected students' commitment. It means that students' high commitment is caused by head department's major effort in fulfilling students' hope and expectation through his servant leadership. Therefore, it is recommended that head department should practice servant leadership in order to foster the sense of commitment of the students for the benefit of the students themselves, and the institution as well.

Index Terms- Servant leadership; Students' Commitment

I. INTRODUCTION

In the vast demand of the global era, educational institutions worldwide are confronted with the increasing demands of the quality in education, in line with the global changes that accompany the advances in science, technology, and information. At higher education level, a major challenge regarding the high expectations from the stakeholders and the needs of the students for the high quality of education still become the central objective of every educational institution. Administrators of higher education must be aware of the importance of this issues which main emphasis is in meeting the expectations and the needs of the students (DeShields, Kara, & Kayaking, 2005). Private university is demanded to be able to compete with other universities both public and private in terms of providing satisfying service quality, so that the students are willing to involve in all programs provided by the institution, follow the learning process to the end, to graduate on time, to be loyal to the university, have no intention to switch major, drop out, or switch to another university. This is crucial since the reduction number of students will affect the existence of the institution, considering the assumption that in order to be existed private university in Indonesia should have at least 2000 of its registered students (Kuncoro, 2008). This becomes a challenge for educational institutions, especially for private university, to be able to guarantee the satisfying service quality they provide that can cultivate and maintain the commitment of the students at the university.

Scholars proposed various factors in university which can increase or decrease students' commitment. One of those factors is the support from the leader, more specifically from head department, through his leadership behavior (Marks & Printy, 2003). Whether or not head department has served the students to his best still leave a big question. As a matter of fact, complains raised and disappointments occurred regarding the existence of head department who failed to give the students solutions to their academic problems and had no empathy to their difficulties which triggered the onset of desire or decisions to switch major or to move to another university. Results from several studies revealed the decreasing number of university students who completed their study accordingly. It was found out that 49% of university students who enrolled in the year 2003-2004 completed their study in 2009, which means they need more than 4 years for this accomplishment. Moreover, 15% remained registered and completed their study after more than six years. Unfortunately, the other 36% no longer continuing their education, or had dropped out (Radford, Berkner, Wheelless, & Shepard, 2010). Another important research finding was revealed that out of 2.2 million students in the United States,

25%-30% of them did not return to register at the university for the second year Strom and Savage (2014). The reducing number of the registered students mostly happened in the first or second year of their study which allegedly affected by the low level of their commitment.

Regarding the needs and conditions above, this study was aimed to determine the extent of servant leadership practiced by head department and the level of students' commitment, and also to find out if there is a significant effect of head department's servant leadership to students' commitment. More specifically, this study was attempted to answer the following questions: 1) To what extent is head department practice servant leadership in terms of the following dimensions: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship? 2) What is the level of students' commitment?, and 3) Is there a significant influence of head department's servant leadership on students' commitment? This study was conducted to the second year students of three private universities in North Sulawesi, Indonesia. There were 212 students involved in this study. There are many factors that might influence students' commitment to their university. However, this study was focused only on servant leadership practiced by head department which theoretically influences students' commitment.

II. LITERATURE REVIEW

As one of the primary stakeholders in higher education, students' commitment holds an important role in goal achievement processes. In general, commitment is regarded as a feeling of obligation, or one's emotions towards something or someone else. The theory of Allen and Meyer (2007) about the commitment of the organization proclaimed that the commitment of a person to the organization is the longing, necessity or compulsion and obligation of someone to remain loyal to an institution/organization. Commitment reflects the psychological conditions that bind a person and the organization (Meyer & Herscovitch, 2001). Commitment is a situation where an individual is loyal to the organization, whose goal or desire is to retain his membership in the organization, has a confidence in the values of the organization, try his best in the interest of the organization, and loyal towards his organization (Robbins & Judge, 2007), the same things that experienced by students as part or members of the educational institution. Thus, commitment is not just a physical existence within the organization, but this demanding an active role in giving the thoughts, concerns, ideas, and dedication entirely for the accomplishment of the organization.

The services offered by the university should provide elements which are predicted as ways to build students' commitment. Students' commitment is distinguished as their feeling of engagement to the educational institution in which they are being registered (Tinto, 1993). Student's commitment is a psychological condition that is reflected through the desire, needs, encouragement and obligations felt by the student to remain loyal to the school and to carry out and practice all the regulations with full consciousness and responsible attitude. Students' commitment exhibits to what extent they are attached to their university, feel satisfy and confident for their choice, and psychologically attached to their university (Davis, 2014). Student's commitment is also a collection of feelings and beliefs shared by students against the school organization as a whole, which measured through three components, namely: affective component (feelings of concern), cognitive component (trust), and behavior component (the thoughts of how to behave) (George & Jones, 2005). The commitment of the students illustrates the extent to which a student becomes a part of or tied to the university. Tied means also feel close, want to share up, be connected and dedicated to the school. Furthermore, the commitment of the students at the university is found as a trigger of the persistence behavior has a direct or indirect influence on their decision to stay at a particular university.

Each student conveys the feelings of attachment to the university through various manifestations. The commitment of the students are manifesting in retention rate, awareness, beliefs and the behavior of positive worth of mouth (Tjiptono & Chandra, 2011). The dimensions of the students' commitment was also constructed by Davidson et al. (2009) as the desire of students to sign up back and earn a degree from an educational institution, the beliefs of students in choosing the right college, and perception of the students to continue their study in an attempt to obtain a degree. In addition, the commitment of the students to the university can also be divided into three constructs, namely: goal commitment, institutional commitment, and external commitment that reflects the commitment of the students to their non-academic activities (Tinto, 1993). However, Woosley, Slabaugh and Mason (2005) categorized students' commitment into two things, namely: certainty toward their choice, and their desire to endure. The endurance signifies their persistence, perseverance and commitment. The instrument used for measuring an individual's commitment in the workplace can also be used in the scope of academic setting (Davis, 2014; Lather, et al., 2015). Based on the organization commitment theory of Allen and Meyer, then students' commitment to the university was categorized on three dimensions, such as follows: students' continuance commitment, students' affective commitment, and students' normative commitment. The results of the study proved that measurement of organizational commitment from can be used as the means to measure the commitment of the students to their university as well.

The need or desire of students to remain enrolled in a particular university, which is based on the specific risks that may be incurred if they did not continue their studies at the institution, demonstrated their continuance commitment (Davis, 2014) which may include time, effort or money. Some of the research results obtained that the students who have continuance commitment showed more intensive efforts in attending a lecture, or actively involved in many activities on campus, and being aware of the loss when they are

not able to use their time wisely to study in college (Tessema, Ready & Yu, 2012). Students who possessed continuance commitment are students who diligently active in learning processes and willing to continue their education (Jamelske, 2009) because they realize the loss if they stop their study. Further he added that students with high level of continuance commitment determine to complete his education on time. On the other hand, if the continuance commitment of the student is low, they have the tendency of not attending the regular class activities, ignoring with the importance of skill and knowledge to them, or even planning to drop out from school.

Students' affective commitment can be identified through their positive attitudes toward school that portray their emotional attachment to the school. Research that examined the students' affective commitment discovered a high affinity low levels of retention or transfer of students, whether it is a move to another major that is still within the scope of the same university or transfer to another university, where one of these things was caused by the leadership behaviors experienced by students (Archambault, 2008). Students' high affective commitment was also triggered by the guidance of the head Department who serve the students wholeheartedly during their time of consultation when they are in trouble or in a dilemma (Letcher & Neves, 2009). From the perspective of the students, affective commitment to the university is a reflection of to what extend the fulfillment of their needs and expectations bestowed by the university through the head department leadership behavior so that students feel obligated to complete their education on time. Not only that, students also actively being engaged in a variety of programs provided by the university, not eager to quit or move to another university. Even more, they feel whatever happens in the university it will become their concern and part of it.

Normative commitment is reflected through students' belief that as a part of a certain university they have to follow the rules set by the university. Normative commitment is an obligation felt by a person in an organization that is affected by his personal experiences before and after he becomes a part of the organization (Wiener as cited by Davis, 2014, p. 9). Students' normative commitment emerges as a reaction to their experiences of satisfying service they received from the head department (Schneider & White, 2004). They realize that they have a responsibility to do good things in order to create and maintain the good image of the university (Davis, 2014). Students who demonstrate normative commitment believe that to be remained in the university they have an obligation to be loyal. Loyal attitude is shown by having the awareness that the important role of the university becomes they concern and responsibility, as well as through acting out positive behaviors in maintaining the good image. They voluntarily inform their family and friends about the positive things the university offers. The existence of student participation in delivering the good and correct information in accordance with what they have been through is the signs of carrying out the normative commitment. The loyalty of students to their higher education institution is also a form of their commitment that will be the key to their academic achievement.

Leadership behavior is specific behavior pattern that is displayed in an attempt to influence others in order to achieve the institutional objectives. Various theories emerge with regard to leadership, including the Traits Theories, Behavioral Theories, and Situational Theories (Robbins & Judge, 2014), then coupled with the emergence of a new leadership perspectives i.e. the Leader-member exchange, and Shared Leadership (Kreitner Kinicki, & 2013). A person or a group of people who have the willingness to be led or influenced by the one they called a leader is usually caused by the behavior or leadership style that is displayed by the leader in treating other people. Leadership style is the behavior and strategies, as a result of a combination of philosophy, skills, traits, and attitude, which is often applied by a leader when he tries to influence the performance of his subordinates (Tampubolon, 2001). The style of leadership in implementing the functions as a leader has a huge impact to other people within the organization, and it is very crucial in managing the organization to achieve its goals.

Though various types of leadership have been proposed by scholars and supported by their proponents, according to Robbins and Judge (2014), "They do not explicitly deal with the role of ethics and trust". It means that those leadership behaviors might not explicitly related to the role of the leader in terms of ethics and beliefs, which for some people is very important in order to complete the picture of an effective leader, especially in the scope of the organization that are in the Asian region, where the leaders are expected to be able to put themselves in the situation of their subordinates. The most important principle stated by Greenleaf (2002) that the main responsibility of a leader is the service to the subordinates by putting the interests of subordinate above the leader's own interests. Long before servant leadership being proposed, leadership behavior that describes the behavior of the leaders that put the subordinates as their major concerns of services had been introduced by Ki Hajar Dewantara, Indonesia's Education founder. He recommended that education leaders should apply '*Tut Wuri Handayani*', a philosophy behind servant leadership, which is now known as the National Education theme in Indonesia.

Different explanations were used by scholars in defining servant leadership. One thing in common, however, they yielded the same principle which is value of equality. Servant leadership is characterized as a fundamental calling that displays selfless and self-sacrificing (Barbuto & Wheeler, 2006). Servant leadership exhibits behavior that deeply derived from the desire to do good things to others, moreover, to the followers (Greenleaf, 2002; Kreitner Kinicki, & 2013). Spears (2002) and Robbins and Judge (2014) described servant leadership as leadership style that places its serve as the main task and seeks to encourage other people within the organization. Leaders who implementing servant leadership facilitate the creation of good relationships and constantly develop the atmosphere of mutual respect of one to another, and empower the followers (Sendjaya & Sarros, 2002). These leaders know the importance of building a community and a good team work. They are responsive and lamented over the fate of colleagues or

subordinates. These behaviors exemplify servant leadership style which makes the followers or subordinates think and feel that they become the focus of their leaders' primary attention.

In order to investigate head department leadership behavior that was assumed as an antecedent of students' commitment, several instruments were constructed and developed. First was based on Wong and Page's (2003) study on servant leadership style who categorized it into four dimensions. First dimension is character-orientation which is represented by leader's wisdom. Second dimension is people-orientation which is represented by altruistic calling or leader's concern, and emotional healing or the restoration of emotions. The third dimension is task-orientation which is represented by organizational stewardship or the organizational supervision and persuasive mapping or convinced planning. And the fourth dimension is process-orientation which is represented by leader's service. Slightly differ from Wong and Page's, Barbutto and Wheeler (2006) also developed servant leadership dimensions based on Greenleaf's (2002) theory which was later known as: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. Altruistic calling, emotional healing, and wisdom are head department's leadership behavior that specifies leader's people-orientation. On the other hand, persuasive mapping and organizational stewardship are head department's leadership behavior that stipulates leader's task-orientation.

Altruistic calling is described as a strong desire of the head department in making a positive difference in the lives of the students. When dealing with students, he serves and puts the interests of the students above himself. Even though he is busy with his administrative responsibilities, he will always work hard to meet the needs of the students. He allocates time dedicated to each student in accordance with the predetermined time and gives special attention to students that fosters an atmosphere of high concern on their academic goals (Holmes, 2004). He is a leader who is trying to understand and establish good communication with the students, as well as demonstrate a caring behavior, such as empathy and appreciation to students' achievements (Ford & Ford, 2009). Providing school environment conducive to the development of learning will indirectly make positive changes in the lives of the students.

Emotional healing is portrayed as the ability possessed by head department in enhancing students' self-confidence and restoring the spirit of students from failures, trauma or suffering they experienced. By doing so, head department helps the students to recover from their obstructions or misfortune they have. Head department helps the students in minimizing any conflicts that arise between the hope of academic achievement and the reality they have to face (McClellan, 2007), while at the same time he has to convince them about their potential. He must be able to encourage them to be independent and to have self-esteem so that no one will underestimate them. This is very important since social abuse or bullying from peers sometimes also happens in higher education. In addition, head department might assist the students in dealing with non-academic issues, such as family problems, financial difficulties, or interpersonal relationships with other students (Kuhn, Gordon, & Webber, 2006). In this case, head department acts out his role as a parent to the students unconsciously.

Wisdom is represented as having a strong intuition to recognize the problems that might occur within the department that he leads, and predicting possible consequences that might happen as the results of his decisions. He is able to understand the situation and the implications of that situation (Barbuto & Wheeler, 2006), and using his awareness and concern in creating the good learning environment in order to assist the students to acquire and share knowledge (Crippen, 2005), and he is able to see the possible opportunities that might be used as the solutions in uncertain circumstances that sometimes happen within the department. Head department is consistent in equipping himself about information and understanding on how to maximize the human resources in the department in attempt to provide qualified services to the students and knowledgeable in the implementation of institution's policy and procedures which are essential in assisting and guiding the students to know what should be done to graduate on time (McClellan, 2007), but remain open to inputs as well as complains from the students.

Persuasive mapping is characterized as the skills owned by head department in persuading rather than imposing his own will on students. He is a representative of unselfish person, performing the act of sacrificing personal interest for the benefits of the students. He has the capability in teaching students to be responsible, and in viewing and mapping out the problems encountered during his leadership, and then conceptualizing the planning that has been set before for the possibility of the emergence of the final results for the department. Head department is able to predict what might happen in the future of the department and anticipatively use his intuition to create a strategic plan and to make the vision become a reality (Barbuto & Wheeler, 2006). Head department involves the students in the process of decision making and inspires them in making it happen through some actions. He uses his academic background and professional interest of students to create plans for student academic progress and achievement (McClellan, 2007). By doing so, students are inspired and motivated to do their best not only for themselves, but for the benefit of the department as well.

Organizational stewardship is illustrated as the extent to which the head department is able to prepare and involve the students in giving a positive contribution to the community through the outreach program. Head department becomes a role model in transferring his knowledge for community development (Paul, 2015). He has a sense of high social responsibility, regularly providing access to the students to participate in community development program held by the department as an opportunity for professional development in the future, in order to improve the overall growth and teach them to appreciate the importance of the development of the community. Head department unrelenting drives the students to participate in various activities both within and outside the campus

that can develop their overall academic experience (Paul, 2015). Head department also plays a role in representing the academic and non-academic programs by involving the competent sources both from within and outside the campus, which is done regularly and its benefit can be felt by all students and the community.

III. RESEARCH METHOD

This quantitative study utilized the descriptive and simple regression analysis research design. Descriptive design was used to describe the extent or the level of each variable under study. In order to find out whether a significant effect exists between independent variables and dependent variable, simple regression analysis research design was used (Fraenkel & Wallen, 2003). This design determined the effect of independent variable, which was head department servant leadership, to students' commitment as the dependent variable of the study. The population of this study were students from three private universities in North Sulawesi, Indonesia. The respondents were freshmen, registered at the second semester, collegiate year of 2016-2017. Through convenience sampling method, questionnaires were collected from 225 students who were present at the time when the instrument was administered. From all 225 distributed questionnaires, 220 were returned and 212 were usable for analysis.

This study employed survey questionnaire. Two-part questionnaire was used to collect data needed in this study. The first part was a questionnaire based on Wheelar and Barbuto's (2006) theory of Servant Leadership which consisted of five dimensions named altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The second part was based on Allen and Meyer's (2007) theory of students' commitment which categorized as continuance commitment, affective commitment, and normative commitment. A pilot study was conducted in order to gain the validity and reliability of this instrument. The result of the reliability test using the Cronbach ALPHA scale was .81, which was greater than the accepted coefficient, wherein $\alpha = .70$ (Fraenkel & Wallen, 2003). The respondents were asked to rate each statement using a five-point Likert scale as follows: 5 (Very agree); 4 (Agree); 3 (Neutral); 2 (Disagree); 1 (Very disagree). The respondents' responses were scaled and the overall mean score was interpreted using the following criteria: 4.50 – 5.00 Very High, 3.50 – 4.49 High, 2.50 – 3.49 Moderate, 1.50 – 2.49 Low, and 0.50 – 1.49 Very Low. The level of significant influence was interpreted at .05. The respondents were given ample time at their own convenience in completing the questionnaire.

The data was encoded and analysed by using the Statistical Package for Social Sciences (SPSS) version 23 to obtain the information essential for data analysis and interpretation. Different statistical treatments were used to analyse the data: 1) To answer research questions 1 and 2 on the level of head department's servant leadership and university students' commitment, the researcher used descriptive statistical analysis through the frequency, mean and standard deviation, 2) To analyse research question 3 in determining the effect of independent variable to dependent variable under study, the mean, standard deviation, and simple regression were used.

IV. FINDINGS AND DISCUSSIONS

A. The level of Servant Leadership of Head Department in Terms of: Altruistic Calling, Emotional Healing, Wisdom, Persuasive Mapping, and Organizational Stewardship

Table 1 shows the mean scores of each dimension of Servant Leadership practiced by the head department. Results indicated that the head department demonstrated high level of altruistic calling (M=4.11), emotional healing (M=4.16), wisdom (M=4.10), persuasive mapping (M=4.07), and organizational stewardship (M=4.02). All dimensions of head department leadership showed 'high' level of servant leadership. As an overall, Table 1 also shows the 'high' level (M = 4.09) of servant leadership performed by head department as perceived by the students.

Table 1: Mean score of head department servant leadership

	N	Minimum	Maximum	Mean	Std. Deviation
Altruistic Calling	212	2	5	4.11	.442
Emotional Healing	212	3	5	4.16	.440
Wisdom	212	3	5	4.10	.406
Persuasive Mapping	212	3	5	4.07	.422
Organizational Stewardship	212	3	5	4.02	.424
Overall Mean	212	3	5	4.09	.392
Valid N (listwise)	212				

The highest mean score on emotional healing indicated that in implementing servant leadership style head departments showed their willingness to listen to students with empathy and owned a heart to serve others. They really cared about the students and students felt welcome when they had to talk with the head department in sharing their problems or difficulties. They have also the enthusiasm to make personal sacrifices in their attempt to minister the students that is based on a strong sense of mission.

B. The Level of Students' Commitment in Terms of Their Continuance Commitment, Affective Commitment, and Normative Commitment

As delineated in Table 2, the mean score of students' commitment in terms of their continuance commitment, affective commitment, and normative commitment were calculated as having different high level of commitment. Affective commitment received the highest mean score (M=4.17), while the other two constructs of students' commitment, continuance (M=4.12) and normative commitment (M=4.10), received lower mean score, respectively. In addition, Table 2 also shows that as an overall students' commitment to their university was 'high' (M = 4.14). These results meant that students possessed high degree of commitments as a result of being engaged to the school and social environment. Students felt that they are a vital part of the university. Committed students admitted that they exercised 'go extra miles', and accomplished their school tasks with a degree of enthusiasm.

Table 2: The mean score of students' continuance commitment, affective commitment, and normative commitment

	N	Minimum	Maximum	Mean	Std. Deviation
Continuance Commitment	212	3	5	4.12	.434
Affective Commitment	212	3	5	4.17	.410
Normative Commitment	212	2	5	4.10	.538
Overall	212	3	5	4.14	.419
Valid N (listwise)	212				

C. The Effect of Head Department Servant Leadership on Students' Commitment

Table 3 shows the significant effect of head department servant leadership on students' commitment.

Table 3. The effect of head department servant leadership to students' commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 ^a	.691	.690	10.499

a. Predictors: (Constant), Head Department's Servant Leadership overall

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Beta		
(Constant)	22.579		2.980	.003
Head Department' Servant Leadership overall	.645	.030	.831	.000

a. Dependent Variable: Students' commitment overall

As hypothesized, the study revealed that head department's servant leadership has a significant effect on students' commitment ($r = .831, p = 0.00 < 0.05$). Therefore, on the basis of the results the null hypothesis which claims that there is no significant effect of head department servant leadership on students' commitment is rejected. The effect was in a positive direction, indicating that head department who possessed and practiced wisdom, altruistic calling, empathy, persuasive mapping, and organizational stewardship through his services influenced students' decision whether to stay or to leave. The strength of the influence was .831 which means that head department's servant leadership gave 83% contribution to student's commitment, while the other 17% was influenced by another variables that were not investigated in this study. The findings of this study indicated that the students perceived their head of department level of servant leadership was high. This finding is in line with some studies that revealed servant leadership is manifested through characteristics of leader who places the students' needs above his own needs (McClellan, 2007), provides an open and caring school atmosphere conducive to their learning that enables them to grow and develop their knowledge and skills, similar to the leadership behavior that was applied by head departments in private universities in North Sulawesi, Indonesia. This finding also implies that head departments have the willingness to allocate appropriate time for each student's appointment and give the students their attention to foster a caring environment. He also shows his enthusiasm in helping the students to recover from the trauma or difficulties they faced by providing assistance to provide emotional healings, and show his empathy and sympathy on student's misfortune. Moreover, head department is aware of the school environment and tries to search whatever campus sources have which can be used to educate the community through community service programs and enable the students to have the access to involve in that programs (Paul et al., 2012). Factors that seem worthless, nevertheless, provide significant effects on students' commitment to the university.

Maintaining a strong commitment to the organization is important to the organization itself since the loss of commitment will result in failure; the same thing also applied to any success of a university (McNally & Irving, 2010). The factor that influences the problems mentioned above is allegedly due to the lack of supports and services from institutions which meet the expectations of the students either through leadership style of the leaders in the respective study program, or other services which do not meet the expectations of the student that yield unsatisfactory and have an impact such as the low level of student commitment. That commitment occurs through active participation of students in lectures, social activities on campus, and through interaction with various parties in the campus environment. Thus, the commitment of the students as members of school organization is closely related to their feelings and trust to their university. Indicating the factors that may affect or alter the institutional commitment of the students will give an understanding of the various interventions that can enhance their commitment. Therefore, leadership that practice unselfishness should be applied by the head departments that aims to develop and maintain student commitment.

V. CONCLUSION

Based on the results of the study, it can be concluded that:

- As an overall, head departments of private universities in North Sulawesi in Indonesia exhibited high level of servant leadership as perceived by the students. This means that in leading and guiding the students, head departments put into practice the elements which represent the calling to serve others, the healing towards one's emotional problems, the wisdom, the influential actions through persuasive mapping, and the capability of embracing others in actuating organizational stewardship.
- Students who were registered at three different private universities in North Sulawesi in Indonesia have high level of commitment to their university. This means that students in these three private universities have committed to complete their study on time, had no intention to move or transfer to another university, and designated to be loyal to the university.
- There was a significant effect on students' commitment which was caused by the head department's servant leadership. This means that head department implemented servant leadership in dealing with the students. Students felt more likely to be committed to the university because they experienced the help and support from the head department.
- The results of this study are consistent with the theory that proclaims subordinates will be committed to an organization when they are led by the leader who provides consideration, useful influence, and professional support in a nonthreatening manner.

VI. SUGGESTIONS

In maintaining and developing students' commitment to the university it is suggested that:

Head Departments in private universities in North Sulawesi, Indonesia need to implement servant leadership in order to foster students' commitment to the university. Private university, as forefront of delivering academic services in higher education, should promote its teacher who has the quality of a servant leader to be the head department. University students might preserve greater commitment if head department demonstrate such behavior.

University Students should build up their commitment to the university by being engaged actively on the learning processes and to the various programs facilitated by the university, and to optimize the access or other services which have been provided that might prevent them from the tendency of having low commitment to the university.

The findings of this study in general contribute to the leadership literature by determining the extent to which servant leadership style of private university head departments influenced students' commitment to their university. However, further research is needed that includes more variables related to students' commitment and servant leadership.

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