



**THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP PRACTICE
AND TEACHERS' JOB SATISFACTION AS PERCEIVED BY TEACHERS
IN HIGH SCHOOLS OF ARADA SUB CITY**

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL MANAGEMENT AND LEADERSHIP**

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LEADERSHIP PRACTICE AND TEACHERS' JOB
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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND
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This is to certify that the thesis prepared by Mesfin Kebede Teferi entitled “The Relationship between Servant Leadership Practice and Teachers’ Job Satisfaction as Perceived by Teachers in the Schools of Arada Sub City” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the university and meets the accepted standards with respect to the originality and quality.

APPROVED BY BOARD OF EXAMINERS

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DECLARATION

I, Mesfin Kebede Teferi, hereby declare that this thesis entitled “**The Relationship between Servant Leadership Practice and Teachers’ Job Satisfaction as Perceived by Teachers in the Schools of Arada Sub City**” is the outcome of my own effort and all sources of materials used for the study have been duly acknowledged. This study has not been submitted for any degree in this university or any other university.

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ACRONYMS

SPSS: - statistical Package for Social Science

OLA: - Organizational Leadership Assessment

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ABSTRACT

*Servant Leadership qualities of principals in schools play a critical role in teachers' job satisfaction. Nevertheless, there is little research in the literature that is available on the links between principals' servant leadership behavior and teachers' job satisfaction in Addis Ababa high schools. Thus, the purpose of this study was to assess the relationship between servant leadership and teachers' job satisfactions in the schools of Arada Sub city, Addis Ababa. The target population of the study consists of four hundred forty nine secondary school teachers. Of which 150 teachers, representing 33% of the population, were participated in the study. Stratified and simple random sampling methods were employed to select samples. Data were collected through a closed questionnaire filled by teachers through hard copy and they were analyzed through SPSS version 25 software. In the analysis of the data, descriptive statistics such as percent, frequency, mean, standard deviation were used. Correlation statistics were also used to study the relationship between the variables. According to the research findings, this study supported and verified that there is implementation of servant leadership qualities ($M = 3.63$), high job satisfaction (80.04%, $M = 3.977$) of teachers and strong relationship ($r = .701^{**}$) between servant leadership practice and teachers' job satisfaction. Therefore, to attain teachers' satisfaction in their work, leaders in sample schools and others are advised to be service oriented and apply servant leadership approach in their respective work contexts.*

Key Words: Servant leadership, Job satisfaction, High school, Principal

CHAPTER ONE

INTRODUCTION

Teachers and principals are the leading factors for the quality of education (Hallinger and Heck, 1996 ;). Teachers who teach in schools and expend more time with students have significant impact on student performance. In this regard, if we give thought to the fact that teachers with a high job satisfaction contribute to working more effectually and achieving a high performance, improving teachers' job satisfaction to the attainment of school accomplishment and the improvement of education can certainly be comprehended. Contented teachers are likely to be more passionate to pass more time and expend more energy for teaching students (Nguni et al., 2006).

Thus, understanding teachers' satisfaction in their job is indispensable for improving the information needed to backing a fruitful educational organization. As a result, researches have been conducted on elements that have casual connection with teachers' job satisfaction. Since leadership characters of principals are one of the rudiments positively linked to job satisfaction (Miears, 2004), the association of various leadership styles to job satisfaction has been studied. Also, as indicated by Wheaton (1999), one of these leadership approaches that relates to job satisfaction is servant leadership, which has the prospective to advance the whole school atmosphere in which teachers live and serve, and offers a chance to teach learners.

Though there are certain studies in the literature about servant leadership and job satisfaction (Hebert, 2003; Miears, 2004), studies on this subject have scarcely been carried out in Ethiopian Schools (Fikire & Goitom, 2016). For this reason, this study focuses on the relationship of servant leadership behaviors of school principals to teachers' job satisfaction.

1.1 Background of the Study

The quality of education brings about significant impact on students' performance and outcomes, and scholars believe that one of the most prominent school related factor of students' achievement is the teacher (Ryan Timothy Siegle 2019). Some of the characteristics that affect students' outcomes are teachers' experience, content knowledge, pedagogical knowledge, and teachers' job satisfaction. Teachers' job satisfaction is one of the main factors that affect students' performance. Beside to student's achievement, job satisfaction is also essential for the retention of teachers, and it gives birth to teachers' commitment as well as contributes to school effectiveness, (Shann, 2001). Job-satisfied teachers achieve better in the classroom, which can lead to increased student achievement. The teachers' total career satisfaction at large, and satisfaction with their jobs in specific, is vital to sustaining quality teaching (Nguni, Slegers, & Denessen, 2006)

As stated by Nguni et al., (2006), deficiency in teacher job satisfaction results in frequent teacher absence from school, violent conduct towards co-workers and students, untimely departures from the profession, and emotional withdrawal from the work. High attrition rates amongst teachers could be attributed to job dissatisfaction. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, irritation, bitterness and vainness (Pinder, 2008). Thus, an absence of job satisfaction has serious implications for the teacher, as well as for the organization in which he or she is working.

There are a number of factors that contributes to lack of job satisfaction of teachers. These are lack of appreciation, low chances for promotion, too much paperwork, and loss of independence, deficiency of provisions, low pay, and stressful interpersonal interactions. According to Herzberg, (1987) the factors that are known to influence the level of job satisfaction are pay, promotion, work condition, supervision, Personnel value, skills and abilities, company administrative policies, interpersonal relationship and achievement and leadership style.

Leadership conducted in schools play a critical role in teachers 'job satisfaction, (Patterson, 2003). Research results have revealed that the two main sorts of leadership in organizations which are possibly to influence employee's job satisfaction are the transactional and the transformational one, (Marius Whilem & S.R, 2009). However, a new leadership style, servant

leadership, considered to focus on service to followers before leading them, and recently emerged, is believed to contribute a lot to teachers' job satisfaction.

Stone, Russell and Patterson (2003) stated that servant leadership, in contrast to transformational leadership, is mostly a relation focused leadership, with the worker as its principal emphasis, while organizational results are subordinate. If the employees feel honored in their jobs and gain intrinsic benefits from their work, this should influence their level of job satisfaction so, discerning the relationship of servant leadership style on teachers' job satisfaction is of great concern

Nevertheless, there is little research in the literature that is available on the links between managers' servant leadership behavior and teachers' job satisfaction. Though it is not satisfactory, most servant leadership and teachers' job satisfaction studies were conducted in Western countries. In Africa, specially, in Ethiopia it has been very rarely conducted, (Fikire, 2016). This study aimed to fill the gap by investigating these variables in a group of schools in Ethiopia.

1.2. Statement of the Problem

In this modern time, organizations call for a leadership that underscores equality of human beings, individual growth of workers in organizations, empowerment of employees, mutual trust, cooperation, ethical practice of power, and value of serving and the wellbeing of employees which is servant leadership (Greenleaf, 1970).

Though globally there is ample empirical research on servant leadership and its relationship to organizational environment (Noland & Richard), studies have been inadequate to the measurement of characteristics of servant leadership here in Ethiopia. According to Fikre (2017) despite the availability of a number of conceptual and empirical studies globally, he could not find adequate published or unpublished research report in the area of servant leadership practice and/or its correlation with employee job satisfaction in Ethiopian context. In particular, researches on servant leadership conducted in Ethiopian high schools are very rare, especially with the topic being discussed.

For instance, the research conducted by Aytaged (2016) argues for the need to consider servant leadership style in Ethiopian higher education institutions in comparative perspective, and the research findings revealed that the current higher education leadership style differs from the servant leadership style as servant leadership is best leadership style for Ethiopian higher education institutions.

The study on Servant Leadership, Institutional Healthy and Effectiveness in Ethiopian Teacher Training Colleges by Fentahun (2018) showed that in colleges understudy, leaders and staffs exhibit servant leadership practices at moderate level which calls for better applications.

In the study conducted by Fikre (2017) it was noted that servant leadership is well practiced at Compassion International in Ethiopia, and the organization is categorized as servant-oriented organization. Besides, the findings of this study revealed that the level of employee job satisfactions of the organization is very high.

The findings on the study ‘The Relationship between Leadership Style and Academic Job Satisfaction at Addis Ababa University’ (Yonas 2018) indicated that the results of the study signify the presence of academic job satisfaction at AAU was predominantly due to transformational leadership and secondly due to transactional leadership.

Consequently, the researcher identified two major gaps in the prior researches. Primarily, based on the review of the prior researches, there is a population gap which is the study of servant leadership in high schools setting. This population segment has been under-researched in the prior researches and has been given little attention. According to Miles, (2017) this gap refers to population that is not adequately represented or under researched in prior research. Secondly, the researcher identified research gap. One previous research has focused and revealed primarily the relationship of transformational and transactional leadership style to teachers’ job satisfaction. In this study, the researcher seeks to provide a new inquiry on principals’ servant leadership practices with teachers’ job satisfaction to address the gap which focused only on transformational and transactional leadership style.

Thus, servant leadership and its association with teachers' job satisfaction worth studying. This study is conducted to bridge the existing research gaps by investigating the practice of servant leadership and its relationship with the teachers' job satisfaction in Addis Ababa government high schools.

1.3. Research Questions

This study is conducted to generate research data that answer the following research questions.

1. What is the status of principals' servant leadership practice in secondary schools of Arada Sub City?
2. What is the level of teachers' job satisfaction in the study area?
3. Is there any significant relationship between principals' servant leadership practice and teachers' job satisfaction?
4. Which specific servant leadership characteristics are highly related to teachers' job satisfaction?

1.4. Research Objectives

1.4.1. General Objective

The general objective of this research is to assess the level of servant leadership practice and teachers' job satisfaction, and analyze their correlation in Arada Sub City schools.

1.4.2. Specific Objectives

- To determine the level of servant leadership practice in Arada Sub City Government schools
- To assess the level of teachers' job satisfaction in Arada Sub City government schools
- To examine the existence and level of correlation between the practice of principals' servant leadership and teachers' job satisfaction in Arada Sub City government schools.

1.5. Purpose Statement

The intent of this study is to test the theory of servant leadership that relates to job satisfaction of high school teachers at Arada Sub City, Addis Ababa. Understanding the benefits of servant leadership practice will determine if this leadership strategy is a practical option to help improve teachers' job satisfaction. Teachers' behaviors and attitudes are usually influenced by the leadership practices displayed by leaders. So, strategies that help teachers' job satisfaction and consequently, effective performance should be incorporated through servant leadership in order to ensure a successful, effective and positive environment.

1.6. Significance of the Study

The study aimed to study principals' servant leadership practice and its relation to teachers' job satisfaction of Arada Sub City, Addis Ababa.

Therefore, the results of the study will be of great benefit to the following elements;

To management and leadership entities: Results given may provide the management and leadership bodies with information how servant leadership style affects employs' job satisfaction

To Leadership instructors: The results of the study could help the instructors to evaluate the quality of this leadership style and enhance knowledge, skills, and attitude to the students.

To researchers: The study may help the student researchers to be aware and knowledgeable of the effect of servant leadership on job satisfaction and be initiated to further study.

To School principals: The greater demand for highly satisfied teachers justified the need for more effective, environment changing servant leadership approach. Thus, it motivates school leaders to apply servant leadership characteristics so that teachers may exercise job satisfaction.

To the researcher: Literature indicates that little attention is given to servant leadership approach, especially here in Ethiopia due to its' late inception in leadership studies. So, the result of this study would help the researcher to investigate deeper the factors that are related with this leadership approach.

1.7. Scope of the Study

The scope of this research focused on exploring servant leadership practice and its relationship to teacher's satisfactions in Governmental schools of Arada Sub City (Minilik, Kelemework, Bethlehem, Belay Zeleke, Agazi secondary schools). The target population of the study is teachers of these schools.

The main focus of this study was to assess the perception of teachers on the relationship between servant leadership styles and teachers' job satisfaction at Arada Sub City, Addis Ababa. Consequently, the study is principally based on theoretical model developed by Laub (1999), but it did not take other leadership models of servant leadership in to consideration. Thus the scope of the study was delimited to the theoretical and conceptual model of the components Organizational Leadership Assessment developed by Laub (1999)

I believe on the significance of conducting extensive research that covers not only Arada Sub City schools, but also all Government in Addis Ababa. Nevertheless, due to scope of the study area, the study was also delimited to Arada Sub City Government schools. So, the results cannot be generalized to other government schools in Addis Ababa.

1.8. Limitation of the Study

First, there is a limitation for this study with the use of quantitative surveys to capture data about complex phenomena such as servant leadership and job satisfaction. Servant leadership has many attributes that are difficult to capture in 60 Likert-style items on a survey. Participants may desire to elaborate on their answers but are unable to do so with the survey tool. Second, there is a limitation for this study with the use of qualitative surveys to capture the true perspectives of participants. Participants may feel uncomfortable providing honest answers if they have negative perceptions about the organization that they sense could be in any way traced back to them.

1.9. Definition of Terms

Leadership Style: A leader's skills in directing, motivating, guiding, and managing employs in organizations.

Servant Leadership: A when the leader's main goal is to give service to his/her own followers.

Servant Leader: A leader who provide service to followers

Satisfaction: It refers to the contentment experienced when a want is satisfied.

Job Satisfaction: Job satisfaction is a term used to describe how contented an individual is with his or her job

Principal: The head or director of school who manages followers

1.10. Organization of the Study

This thesis covers five chapters;

Chapter one comprises the background of the study and statement of the problem. This is followed by setting of research objectives and research questions. Then justification of the study, limitations, delimitations, significance of the study, definition of key terms and conclude with the organization of the study.

Chapter two includes literature review from various sources to establish work done by other researchers, their findings, conclusions, and identification of knowledge gaps which forms the basis of setting objectives and research questions for the study. The theoretical and conceptual framework is explained

Chapter three contains the research design, population and sampling, sample size and sampling procedures. This is followed by data collection methods, data collection instruments, and data analysis procedures.

Chapter Four consists of data analysis, presentation, discussion, and interpretation of findings. It displays various tables and subsequent interpretation paragraphs and is concluded with summary of the chapter

Chapter Five has summary of findings, discussion, conclusions, and recommendations of the study. It is concluded with suggested areas for further research

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Historical Background of Modern Servant Leadership

Lately leadership studies have prominently turned from a strong focus on transformational leadership to a stronger emphasis on a mutual, interpersonal, and worldwide viewpoint where particularly the communication between a leader and a follower is a key foundation ,Avolio, (2009, 11).

This idea is in line with servant leadership theory on receptive listening, understanding, stewardship, participatory leadership, social responsibilities and development of followers. Servant leadership complements these elements to transformational leadership. It further plainly stresses the needs of followers more than any other leadership theory, Amy and Andrew,(2011)

Although the recent study of servant leadership was developed primarily from Greenleaf (1970), the practice of servant leadership is not a new notion; it dated back to earliest teachings of the world's great religions and what great leaders stated and lived. For instance, servant leadership was depicted in the life and words of Mother Theresa, Moses, Mahatma Gandhi, Martin Luther King, Jr., Confucius, and many other religious, historic, and current leaders. Many scholars believe that Jesus Christ's teachings to his disciples are best example of servant leadership Denise L. (2013). In Mathew 20:28 Jesus proclaimed, "Just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." To this effect, Jesus at the end of his ministry, he washed his disciples' feet. "So he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him, (John 13:4). So, it is human to experience in modern organizations as well.

The modern concept of servant leadership is credited to Robert Greenleaf (Henning, 2016) who coined it in his inspiring essay "The Servant as Leader," first published in 1970. Greenleaf asserted that his reading of Hermann Hesse's 1932 book, 'Journey to the East' was the basis of inspiration in formulating the idea of servant –leader in his essay. (Greenleaf, 1970) In 1960s there was students' unrest and the university leaders were struggling to handle the situation.

When Greenleaf was reading the book, it was with the mind to help university leaders' deal with the unrest.

The story is concerning a group of men, each had personal objective, on a legendary journey to the East, with them was the servant Leo, who does their tedious chores, supports them with his spirits and his songs, and, because of his very close presence, he filled them with high spirit. All goes well until Leo does a vanishing act. Then the group falls into confusion and the journey finally was abandoned. They cannot make it without the servant Leo. The narrator, one of the parties, after some years of wandering finds Leo, and Leo was a title leader who had sponsored the journey to the East. He discovers that Leo with his guiding spirit is a great and noble leader. (Green leaf, 1970)

Leo depicts two characters that are often seen opposing 'the servant leader'. the servant who, by acting integrity, building spirit and trust, lifts people and helps them grow, and the leader who is dependable and shapes others' destinies by going out ahead to show the way. (Greenleaf, 1970)

After reading this story, according to Spears, (1998) Greenleaf came up with its principal meaning which he stated that the great leader is first experienced as a servant to others, and that this simple fact is central to the leader's greatness. According to Greenleaf, true leadership arises from those whose key inspiration is a profound desire to help others.

Then, Greenleaf wrote three foundational essays—*The Servant as Leader* (1970), *The Institution as Servant* (1972a), and *Trustees as Servants* (1972b)—all of which he published after retiring from 40 years of management work at AT&T. (Spears, 1995)

Slowly but surely, Greenleaf's servant-leadership writings have made a lasting impact on leaders, educators, and many others who are concerned with issues of leadership and personal growth. Standard practices are rapidly shifting toward the ideas put forward by Greenleaf, as witnessed by the work of Stephen Covey, Peter Senge, Max DePree, Margaret Wheatley, Ken Blanchard, and many others who suggested that there is a better way to lead and manage our organizations. Greenleaf's writings on the subject of servant-leadership helped to get this movement started, and his views have had a profound and growing effect on many people. (Avolio, 2009)

2.2. Definition of Servant Leadership

While scholars view Greenleaf's essay as the origin of modern servant leadership movement, his essay doesn't clearly define servant leadership and its characteristics, or does entitle servant leadership as specific or new style of leadership, and no consensus on a definition for servant leadership exists (Paul, David, 2017)

However, Spears (1998) believed Robert Greenleaf gave birth to the paradoxical term servant leadership, intentionally combining *servant* and *leader* which are commonly believed as being contrary.

Greenleaf described it in this way: "Servant leadership begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead." This is sharply different from the person who is *leader* first. (Green leaf 1970)

Many find it hard to swallow the marvel of servant leadership because they do not understand how a servant can be a leader and how a leader can be a servant; that is, it seems to be an oxymoron. (Dierendonck, 2011)

However, some servant leaders take this idea further, understanding leading and serving as synonymous. Max De Pree (1992) stated, "above all, leadership is a position of servant hood. Leadership is also a position of debt; it is a loss of rights" (p. 220)

Greenleaf described the servant leaders as follow;

The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? Greenleaf, (2002, p. 27).

What does it take to be a servant-leader? Spears and Lawrence (2002) [16] suggest that servant-leadership is a form of leadership based on teamwork , one that seeks to involve others in decision making, one strongly based in ethical and caring behavior, and one that is attempting to enhance the personal growth of workers while improving the caring and quality of institutions.

According to Patterson, (2003), servant leadership is about emphasis. The emphasis of the leader is on followers, and his/her behaviors and attitudes are in line with follower emphasis. This is in deep contrast to transformational leadership in which the focus of the leader is on the organization. Servant leadership stands alone in regard to this follower focus.

Bearing the above definitions of servant leadership in mind, Nathan (2019) offers a new definition of servant leadership this way:

Servant leadership is another-oriented approach to leadership manifested through one-on-one prioritizing of follower individual needs and interests and outward reorienting of their concern for self towards concern for others within the organization and the larger community.

The definition on top has three aspects that compose the spirit of servant leadership. Primarily, the servant leadership is People-oriented style to leadership than leader or organization oriented, subsequently, the servant leader is concerned in apprehending each follower's conditions, main values, convictions, and assumptions in emphasizing followers' individual needs, interests, and objectives above those of the leader. This reflects recognition that each individual follower is unique, and has different needs, interests, desires, goals, strengths, and limitations. Thirdly, servant leaders make certain that both their followers and the institution will be sensibly cultivated and developed to an all-inclusive wellbeing of the wider organizational stakeholders and the larger community. (Nathan 2019)

2.3. Characteristics of Servant Leadership

After some years of carefully considering Greenleaf's original writings, Spears (1995) had recognized a set of ten characteristics of the servant leader that he observed as central to the development of servant-leaders. His work involves the following characteristics and how they add up to the significant practice of servant leadership. These ten characteristics include;

Listening: a servant leader seeks to listen receptively to what is being said and what is not being said; (2) **Empathy:** understanding others and accepting how and what they are; (3) **Healing:** the ability to help make whole by healing the broken heart; (4) **Awareness:** being awake; (5) **Persuasion:** seeking to influence others relying on influence not on positional power; (6)

Conceptualization: to dream and have vision of the future; (7) **Foresight:** predicting outcomes of situations and working with insights; (8) **Stewardship:** serving the needs of others; (9) **commitment to the growth of people:** nurturing the personal, professional, and spiritual growth of others; and 10) **Building community:** emphasizing that local communities are essential in a person's life.

Consequently, though servant leadership had been written about and practiced by several, it had not been studied in a systematic manner. There was a significant lack of quantitative research, so Laub studied to define servant leadership in terms of its characteristics and to use those characteristics to design an assessment tool that can be used within organization. Based on his research findings he defined servant leadership ;(Laub 1999)

“Is an understanding and practice of leadership that places the good of those led over the self-interest of the leader? Servant leadership promotes the valuing and developing of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization. (Page, 23)

Laub's model was a significant contribution to the scientific servant leadership research in that it was and it still is useful to determine to what extent an organization has a servant leadership culture. (Dierendonck, 2011)

Laub (1999) provided six characteristics of servant leadership. Since this study focuses on these characteristics, they are discussed in detail;

First, valuing People is reflected in serving others first, believing and trusting people, and listening empathetically and receptively. People are to be valued and developed, not used, for the purposes of the leader or organization. Leaders in organizations need to serve people by exhibiting the qualities of valuing People (Laub, 1999).

Servants leaders are to serve others first, focus on the needs of subordinates and how they can best meet the needs of others. Serving Other's needs before their Own is the fundamental nature of servant leadership; putting others before self, easy to say, very hard to do. Greenleaf put it well; “It begins with the natural feeling that one wants to serve, to serve first. Then conscious

choice brings one to aspire to lead” (1970, pp. 13-14). We all know that natural feeling, the deep sense of personal satisfaction that comes from serving others, giving freely to them with only the expectation of seeing them flourish.

Servant leaders choose to trust others, deciding to give trust as a gift so that others can feel the power of this trust even before they work to earn it. Giving trust as a gift is a powerful way to serve those you lead. Servant leaders believe in and trust the people they lead taking the bold step of trusting others first and seeing this as the best strategy for developing trustworthiness in others. It empowers people to perform at higher levels knowing that their leaders believe in them. Servant leaders must trust others and believe that others can do their job and have positive intentions. Mears (2004)

They need also listen receptively. When leaders truly listen to others, they listen not mechanically but listen to understand in a manner which is non-judgmentally, asking for the ideas and feedback of others and truly wanting to know what they think. Through this they accept and give value to their workers, not based on what they do but on who they are. Servant leaders typically speak less and listen more. When we listen to others in an open nonjudgmental way, we show respect and value for them as a person. We encourage them to speak out and take the lead knowing that they can make a difference. Herbert (2003).

Second, developing People is displayed in growing people. Each person embodies future potential not just present reality. Servant leaders are prepared to allow people grow and supply numerous opportunities. They do so by providing opportunities to learn, modeling appropriate behavior, and providing encouragement and affirmation believing that each person can develop to their full potential.

Servant leaders provide and offer people opportunities for new learning. (Laub1999) They are serious about empowering others to become both servants and leaders. They are more open to failure in others and themselves since they know that failure is often a pathway to success, learning and growth. The learning mindset of a servant leader leads them to different kinds of questions. Instead of *who is at fault here?* They ask *what are we to learn from this?* The mistakes of others are seen as opportunities to learn. They provide an atmosphere where mistakes can lead to new insights. This changes the relational dynamic from one of self-

protection to one of openness and authenticity. Servant leaders encourage learning and risk taking to provide opportunities for their workers to grow. Amy (2011)

Servant leaders model the behavior they expect from others. They help people to develop by working alongside them so that people can learn from their example. They are dare enough to work alongside their followers to model the work and attitudes needed. Moreover, servant leaders serve employees by offering words of appreciation and encouragement. It all begins with the servant leader believing in their people and encouraging them with that fact. This simple act of faith by the leader creates higher productivity, increased engagement with colleagues and more positive relationships with customers and clients. Servant leaders interact with their followers to provide encouragement and affirmation both for who they are and what they do, and they recognize accomplishments and celebrate creativity. They speak words of encouragement and intentionally affirm. (Laub1919)

Third, building Community is another characteristics forwarded by Laub. Servant leaders work to build strong positive relationships and are willing to accept the differences of others as strength for the collective. They encourage collaborative work over competition and are committed to building a sense of belonging and community throughout the entire organization.

Servant leaders know that people will be more impacted by the quality of relationship than they will be by the accomplishment of tasks. Therefore, they intentionally work to build a community that works together and learns to serve one another in the process. Desmond Tutu states “*a person is a person through other persons.*” This indicates the power of relationship and team. We each become more fully ourselves and are able to reach our potential only as we relate well with other people. People need to know that they belong, that they have something valuable to contribute and that by serving others they too can lead to make a difference Yes, leading begins with the individual, but it is fulfilled only within community. As servant leaders we understand this powerful dynamic; that we must build up each person by building the community in which we exist. As leaders work with people within organizations, they will serve people by displaying the qualities of building community Mears (2004).

Some leaders believe more will be accomplished by competing worker against worker. Servant leaders understand that we must move beyond competition to true collaboration so that the true power and synergy of team is revealed. The simple truth is that we can do more together than we

can do separately. We need each other to be our own best and only in community do we find the amazing potential we each possess, Servant leaders work to enhance a spirit of collaboration and cooperation at all levels of the organization.

Servant leaders respect and celebrate differences in ethnicity, race, gender, age and culture. They know the power of bringing these differences together into a collaborative community committed to each other and the task they share. The servant leader knows, of course, that there is not only a unique beauty that comes from differences, but there are also unique challenges as we work to bring these differences together through inevitable conflict and disagreement. The servant leader knows however that this challenge is the only way to true community commitment and true team effectiveness. We need to work through our differences with honesty, authenticity and a commitment to each other in Community. (Henning, 2016)

Fourth, displaying Authenticity is the fourth qualities of servant leadership. Servant leaders are real, honest, transparent and humble. They practice a bold style of authenticity that allows others to both follow and lead. The leadership that the servant leader displays is one of authenticity and openness. It is reflected through integrity, honesty, trust, transparency, humility, openness and accountability as well as the willingness to learn from others. As leaders work with people within organizations, they are expected to display the qualities of truthfulness. Leaders are to be open, real, approachable and accountable to others. Leaders will resist the tendency to protect themselves at all cost and rather remain open and accountable. When they make mistakes, they will openly admit them and recognize that they are accountable to others and not just those who are over them. People in a healthy organization can fully risk being open with each other due to the high levels of trust and genuineness. Amy (2011)

Fifth, providing Leadership results through establishing and clarifying goals, taking initiative, and envisioning the future. Leadership is described as initiative, influence and impact. Leaders do not neglect to take appropriate action; in fact, they have a bias for action. This initiative-taking comes not from being driven to personal ambition but by being called to serve the highest needs of others (Laub, 1999). Organizations are future oriented and hence leaders are expected to envision the future. They look ahead to envision what could be, and should be. The leaders recognize that they serve as partners with other leaders throughout the organization who also are

looking ahead to the future for common accomplishments. Leader in the organization shares vision openly with the goal of creating a new and shared vision with others, Mears (2004).

Last, sharing Leadership is when leaders share the power they have with others so that others can lead; thus, it increases the potential influence and impact of the total organization. Organizations know that the vision of an organization does not belong to a single leader and the vision has to be shared with others. A clear vision of the future, shared by the entire group, becomes a powerful instrument in drawing together all of the resources, skills and abilities of the entire team. Power in organizational terms it represents the ability to make important decisions, allocate resources...moving people and projects forward to make things happen. Henning, (2016) Shared leadership empowers all people to act, for the good of the group and the mission of the organization. Leadership is not about position, status or prestige. Leaders in healthy organizations resist the strong tendency to accept the special perks and privileges of leadership position. They know that all people throughout the organization need to be affirmed and recognized for their inherent value and for what they contribute to the success of the entire organization.

2.4. Servant Leadership and Organizations

As indicated above, the first measure of servant leadership was developed by Laub (1999). He determined the essential characteristics of servant leadership from a comprehensive review of the available literature combined with a Delphi survey among experts that resulted in six clusters of servant leadership, as discussed above. Items were formulated in terms of organizational culture and leadership in general.

(Spears, 1995) Many businesses and nonprofit organizations are experiencing a rapid shift from the more traditional autocratic and hierarchical models of leadership toward servant leadership as a way of building relationship with others. Servant leadership seeks to involve others in decision making, and it is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life.

(Spears, 1995) The concept of servant leadership is increasingly viewed as an ideal leadership form to which untold numbers of people and organizations aspire. In fact, it can be witnessed

that today there is a huge interest in, and practice of, servant leadership. In the years since then, many of today's most creative thinkers are writing and speaking about servant leadership.

This leadership principle and practice can enable improvement in the management of corporations, governments, universities, schools, states' agencies, non-governmental organizations, and other organizations. Servant leadership implies a comprehensive view of the quality of people, work, and community spirit, and requires a spiritual understanding of identity, mission, vision and environment. Servant leaders are often seen as humble stewards of their organization's resources: human, financial and physical. (Northouse, 2015).

2.5. Importance of Servant leadership

Why is servant leadership more relevant today than ever? The incoming workforce demands it. Research shows that as millennial assume a larger and larger share of the U.S. workforce, they're looking for organizations that "put people over profit," "behave in an ethical manner," and have "leaders committed to helping improve society." (Spears, 1995)

Concerning its importance Greenleaf explained

Ours are revolutionary times not so much for the extent of turbulence and disruption as because of the emergence of a significant number of thoughtful and aware people who see more clearly the world as it is and are not satisfied with it. They challenge both the pervasive acceptance of injustice and the sharp disparity between the quality of society that they know is reasonable and possible with our available resources, and, on the other hand, the actual performance of the whole range of institution that exist to serve society. (Greenleaf page32)

Servant leadership is an approach of leadership with strong altruistic and ethical motives that asks and requires leaders to be attentive to the needs of their followers and empathize with them; they should take care of them by making sure they become healthier, wiser, freer and more autonomous. The ultimate goal is to teach others to become servant leaders (Northouse, 2015).

2.6. Servant leadership in Education

Servant leadership makes a great difference in any organization or institution. The school, for example, is primarily a service-oriented institution that would become highly responsive and caring when the school head is a servant-leader.

Servant-leadership in education has helped to create responsible and humane schools. Recently, program development and academic research have focused on servant-leadership in educational institutions (Beggs, 2011) Servant leadership is a practice with ethics, values, and beliefs, certainly inspire commitment and service that can make schools great. Servant leadership is gaining momentum in the educational setting. Bass (2000) found that “servant leadership has a place in educational organizations in the new millennium because servant leadership is based on teamwork and community”.

It is obvious that the benefit of servant leadership in educational setting is enormous, but how does a principal in a school begin to practice it? A principal leads by example; therefore, by actively demonstrating and teaching the characteristics of a servant leader; the principal can enact change that produce a positive school climate. In addition to a positive school climate which will support greater student achievement, research has shown there to be a significant positive correlation between teachers’ job satisfaction and principal’s exhibition of the qualities of servant leaders (Shaw & Newton, 2014, p. 104).

2.7. Job Satisfaction

Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction refers to the attitude and feelings people have about or towards their job, not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

Robbins (2005) conforms that a person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus, job satisfaction is a result of the overall reaction towards a job.

People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.

Additionally, job satisfaction has emotional, cognitive and behavioral components (Bernstein & Nash, 2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work (Bernstein & Nash, 2008)

People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George, J.M. and Jones G.R 2008) have suggested dimensions, which represent the important characteristics of a job, and about which people have affective responses. These are: - work itself, pay, supervision, co-workers, and promotion opportunities.

There are two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job") (Mueller & Kim, 2008). The second is job related satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage")

2.8. Job Satisfaction Theories

The most common and prominent theories in this area include: Maslow's needs hierarchy theory; Herzberg's motivator-hygiene, and Expectancy theory.

2.8.1. Maslow's Hierarchy Needs Theory

Maslow's Hierarchy of needs is a **theory** of motivation which states that five categories of human needs dictate an individual's behavior. Those needs are **Physiological needs** - include the needs for food, water, and shelter, etc. **Safety needs**- include protection against danger, threat, and deprivation. **Social needs**- comprise affection, affiliation, friendships, and love. **Esteem needs**- focus

on self- respect includes recognition and respect from others. **Self – actualization** -emphasis on the attainment of one's full potential for continued self-development (Thiagaraj et. al., 2017).

Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security_and/ or having suitable company structures and policies (Thiagaraj et.al. 2017)

When this is satisfied the employees can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team/ organization. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organization. The final step is where the employee seeks to self-actualize; where they need to grow and develop in order to become everything they are capable of becoming (Imran, 2014)

Although it could be seen as separate, all the progressions from one step to the next contribute to the process of self-actualization. Therefore, organizations looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs. However, more recently this approach is becoming less popular as it fails to consider the cognitive process of the employee and, in general, lacks empirical supporting evidence. In addition, others have found fault with the final stage of self-actualization. The lack of a clear definition and conceptual understanding of self-actualization, paired with a difficulty of measuring it, makes it difficult to measure what the final goal is or when it has been achieved.(Imran,2014)

2.8.2. Herzberg's Motivation Theory Model, Two Factor Theory

It argues that there are two factors that an organization can adjust to influence motivation in the workplace. These factors are: **Motivators**: The presence of motivators causes employees to work harder. They are found within the actual job itself. It is only the motivating factors which generate job satisfaction. The very task/job and the outcomes of the job like recognition reward,

responsibility, promotion, and growth have potential to generate job satisfaction. (Thiagaraj et. al., 2017) **Hygiene factors:** These won't encourage employees to work harder, but they will cause them to become unmotivated if they are not present. The absence of hygiene factors will cause employees to work less hard. Hygiene factors are not present in the actual job itself but surround the job. Hygiene factors should be present in the organization so as to avoid dissatisfaction from job. For example, power cut, poor relations with superiors and colleagues, poor pay, restrictive policies, absence of job security and so on have the power to disturb the employees. But they cannot empower the employees (Jyoti & Sharma, 2009:52).

Motivating factors include: **Achievement:** A job must give an employee a sense of achievement. **Recognition:** A job must provide an employee with praise and recognition of their successes. **The work itself:** The job itself must be interesting, varied, and provide enough of a challenge to keep employees motivated. **Responsibility:** Employees should "own" their work. They should hold themselves responsible. **Advancement:** Promotion opportunities should exist for the employee. **Growth:** The job should give employees the opportunity to learn new skills. This can happen either on the job or through more formal training (Imran, 2014)

Studies in different organizations have found that the absence of acceptable intrinsic factors in the work-place leads to high employee attrition rates. Intrinsic factors are related to high attrition rates in many professions, including teaching (Jyoti & Sharma, 2009:52). Their presence, on the other hand, is related to high job satisfaction. Applying these concepts to teachers, Herzberg, et al. (1959:113-117) claimed that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. A teacher who is not recognized and not given responsibility for his or her high-quality performance in the work-place will not necessarily quit teaching, as long as he or she is well – paid and has good relationships with colleagues.

Hygiene factors include: **Company policies:** These should be fair and clear to every employee. **Supervision:** Supervision must be fair and appropriate. The employee should be given as much autonomy as is reasonable. **Relationships:** There should be no tolerance for bullying or cliques. A healthy, amiable, and appropriate relationship should exist between peers, superiors, and subordinates. **Work conditions:** Equipment and the working environment should be safe, fit for purpose, and hygienic. **Salary:** The pay structure should be fair and reasonable. It should also be

competitive with other organizations in the same industry. **Status:** The organization should maintain the status of all employees within the organization. Performing meaningful work can provide a sense of status. **Security:** It is important that employees feel that their job is secure and they are not under the constant threat of being laid-off (Gedefaw, 2012)

With regard to teachers, a teacher who feels that his or her salary is not ample will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005:334). However, the fulfillment of hygiene factors cannot by itself result in job satisfaction, only in the reduction or elimination of dissatisfaction. If for example, the air conditioner breaks in the middle of the school-day in hot summer, the teachers will be greatly dissatisfied. However, if the air conditioner works throughout the school day, this will not increase the teachers' job satisfaction (Gedefaw, 2012)

2.8.3. Expectancy Theory

This theory is clearly centered on the individual. It relates to the ways in which individual sees and perceives the environment. In particular, it relates to his/her view of work, his expectations, aspirations, ambitions and desired outcomes from it, and the extent to which these can be satisfied at the work place (Tasnim. S., 2006)

The expectancy theory was proposed by **Victor Vroom** of Yale School of Management in 1964. Vroom stresses and focuses on outcomes, and not on needs unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual (Tasnim. S., 2006)

The expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality)

In short, **Valence** is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals.

Expectancy is the faith that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

Instrumentality is the faith that if you perform well, then a valid outcome will be there. Instrumentality is affected by factors such as belief in the people who decide who receives what outcome, the simplicity of the process deciding who gets what outcome, and clarity of relationship between performance and outcomes. Thus, the expectancy theory concentrates on the following three relationships: (Mueller & Kim, 2008).

- Effort-performance relationship: What is the likelihood that the individual's effort be recognized in his performance appraisal?
- Performance-reward relationship: It talks about the extent to which the employee believes that getting a good performance appraisal leads to organizational rewards.
- Rewards-personal goals relationship: It is all about the attractiveness or appeal of the potential reward to the individual.

Vroom views employees consciously decide whether to perform or not at the job. This decision solely depended on the employee's motivation level which in turn depends on three factors of expectancy, valence and instrumentality.

2.9. Factors affecting job Satisfaction

Job satisfaction is under the influence of a series of factors such as: The nature of work, Salary, advancement opportunities, management, work groups and Work conditions. A somewhat different approach regarding the factors of job satisfaction is provided by Rue and Byars (2004) suggested the following:

Pay: is what an employee gets against his/her work after fulfilling his/her duty include all types of financial and non-financial rewards. **Promotion:** getting high status in work place by doing effective work generally increase motivation of employees. **Contingent Reward:** is the acknowledgement of an individual contribution showing appreciation and to reward the individual for an accomplishment of a task ,Osthuizen (2001) or in recognition for good performance. **Fringe Benefits:** A benefit refers to employees' satisfaction with pension, medical schemes and leave. The variable 'reward" emerged as the most important factor in predicting overall job satisfaction. **Nature of the work:** Lam et al. (2000) found that the job itself is an influential factor in predicting overall job satisfaction. A job itself should be seen as challenging and interesting and variety and flexibility in managers' work are important.

Communications: Lack of communication in the workforce is a major contributor to dissatisfaction. This is usually the result of managerial staff that is isolated and does not know how to relate to their employees on a personal or professional level (Branham, 2005).

Supervision: Supervisors should set an example by promoting friendly relationships with the staff so the work environment is healthier (Kaye & Jordan-Evans, 1999). They need to learn to listen to the employees when they have a concern or a question about the work that they are doing or the direction that the company is taking. It is imperative that managers show respect for all employees, their opinions, and their work.

Co-Workers: Another dimension which influences job satisfaction is the extent to which coworkers are friendly, competent and supportive (Robbins et al., 2003). Research indicates that employees who have supportive co-workers will be more satisfied with their jobs

2.10. Job Satisfaction and Teachers

Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. (Mueller & Kim, 2008)

Any work cannot be effectively done without satisfaction. So, job satisfaction is an important concept that is not only related to a teacher, but it is relevant for the school community's

wellbeing. Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. In educational institutions, teachers are the key players who ensure achievement of goals and objectives of the organization and they are key people who mold the students to excel in their career. (Shann 2001).

A survey was conducted on teacher's job satisfaction in 12 countries about the low job satisfaction of the teachers. It has been identified that absenteeism, irregularity and the shortage of commitment are all effects of low job satisfaction (Bennell&Akyeampong, 2007).Teacher's job satisfaction is not only important to the teachers but also important to the students. Teachers retention, commitment can be predicted by job satisfaction (Shann 2001).This shows that job satisfaction is important for school teachers.

Bruce and Blackburn's (1992) meta-analysis of more than 2000 research studies suggested a positive correlation between job satisfaction and better job performance, including enhanced productivity and efficiency in the workplace. In the case of a teacher, job satisfaction is related to his/her affective relation to the role of teaching.

A teacher who has an adequate level of job satisfaction is likely to perceive a positive relation between what s/he wants to achieve from teaching and what the job has been offering (Zembylas & Papanastasiou, (2004). Moreover, schools' success also may be related directly to the level of job satisfaction among its teachers Hulpia et al., (2009).

A principal's management or leadership styles can make a great difference in a teacher's experience in the school, and are reported as one of the most often-cited reasons for dissatisfaction. Public schools "can pour all the money in the world into training new crops of teachers and pass mandates to assure high quality, but if schools do not have leaders who can cultivate and retain great teachers, the effort is amiss (Shaw, 2014, p.106)

2.11. Leadership and Job satisfaction

There are the studies that found there is a positive relationship amongst transactional and transformational leadership style and employees' job satisfaction. The transformational and transactional leadership styles emphatically affected with employees' job satisfaction. At the end

of the day, the discoveries upheld that employees working in abroad and Ethiopia altogether favored both sorts of leadership styles. Be that as it may, there is a solid relationship between transformational leadership style and job satisfaction rather than the transactional leadership style.

2.12. Job satisfaction and servant leadership

Spector suggested organizations should be guided by human values. Such organizations will be willing towards treating workers fairly and with respect. In such cases the attainment of job satisfaction may serve as a good indicator of employee effectiveness. High levels of job satisfaction may be sign of a good emotional and mental state of employees.

Various studies have been performed in different ways to determine the relation between servant leadership and teachers' job satisfaction, as shown in the table below. As presented by Laub (1999), six constructs of servant leadership mentioned above correlate positively with teachers' job satisfaction. While examining the interrelations between perceptions of servant leadership and followers' job satisfaction, Hebert (2003) found a very remarkable relation between the two. Similarly, Thompson (2003) also found a statistically positive correlation between the level of job satisfaction and perceptions of participants' servant leadership.

Table 2. 1 The Relationship between Servant Leadership and Job Satisfaction

Hurriyet (2021) summarized researches on the relationship between servant leadership and job satisfaction.

Years	Research	Primary Findings
1999	Laub	Positively correlated with teacher job satisfaction.
2003	Hebert	Significant relationship between servant leadership and job satisfaction.
2003	Thompson	Positive correlation between level of job satisfaction and perception of participant's servant leadership.
2004	Miears	Linked servant leadership to job satisfaction level among teachers.
2009	Cerit	Positive and significant relationship between servant leadership behaviors of principal's and teachers' job satisfaction.
2015	Krog & Govender	The effective traits of servant leadership that played an effective role to enhance the job satisfaction.
2015	Noland & Richards	Servant leadership positively impacts the motivation of the student and teacher in the school environment.
2016	Sun	Servant leadership has the tendency to establish the job satisfaction in an effective manner.

Miears (2004) linked servant leadership specifically to teachers' level of job satisfaction. He reported further that the level of job satisfaction among individual teachers increased as their perception of the implementation of servant leadership in their schools increased. There also was a noteworthy correlation between principals' servant leadership behaviors and the corresponding level of job satisfaction among teachers (Cerit, 2009)

However, Hurriyet (2021) in his study of Servant Leadership and Job Satisfaction revealed that not all servant leadership characteristics are related to job satisfaction. He further indicated the need for more studies to support the accuracy of the results since it seems like there is no effect on job satisfaction. The research proposed by Duky (2015) to explore the effects of servant leadership on employee satisfaction revealed none of the proposed moderators was found to yield significant effects on the predicted relationship between servant leadership and employee satisfaction.

CHAPTER THREE

3. RESEARCH DESIGN AND METHOD

This chapter presents the research methodology that was employed in doing the study. It includes research design, sources of data, description of the study area, study population, sample size, data collection instruments, data gathering procedure, the sampling techniques, and data analysis method.

3.1. Research Design

In this study, there is an interest to assess if any servant leadership characteristics is practiced and to study the relationship in the variables of servant leadership practice and teachers' job satisfaction in the selected schools. Consequently, descriptive survey and correlational design were employed. Descriptive survey enables the researcher to what extent servant leadership is being practiced in the selected schools and correlational study helps the researcher to see whether there is relationship between the practiced servant leadership and teachers' job satisfaction.

3.2. Source of Data

The study focuses on principals' servant leadership and its relation to teachers' job satisfaction as perceived by teachers. So, since the focus are teachers, teachers are used as primary source of data.

3.3. Description of Study area

In Addis Ababa city administration, there are 11 Sub Cities. Among these one is Arada sub city which is found at the center of the capital city. There are seven government high schools in this sub cities. Among these, the study was conducted on five schools which were randomly selected. The government Preparatory and secondary schools were Minilik Preparatory School, Kelemework Preparatory School, and Bethlehem Secondary School, Belay Zeleke Secondary School and Agazi Secondary School.

3.4. Population, Sample Size and Sampling Technique

In order to answer the research questions, the researcher conducted a quantitative survey using the stratified and simple random sampling method with a sample of hundred fifty teachers from five government schools in Arada Sub City. The total population of the study of high schools were six hundred fifty, but of the target population is four hundred forty nine. Specifically, one hundred fifty in Minilik, one hundred thirty four in Kelemework, sixty nine in Bethlehem, fifty six in Belay Zeleke and forty in Agazi. Since the target population size is considered as a large size, the researcher took 33% of the population from each school. In this way, one hundred fifty participants composed of teachers were contacted for the study.

3.5. Data Collection Instrument

This study used the Organizational Leadership Assessment (OLA) standard survey instrument, developed by Dr. James Laub in 1999, to measure both the servant leadership practice in the organization and the job satisfaction levels of the research participants (Laub, 1999). Laub developed the specific questionnaire using Delphi's technique which identified 60 servant leader attributes and grouped into 6 groups that formed the 6 sub-scales of the questionnaire and, according to Laub (1999), they outlined the key characteristics of servant leadership. Finally, Laub (1999) added an additional separate tool of six proposals to this questionnaire so as to assess the degree of teachers' job satisfaction and correlation of the two variables so as to be continued with the servant leadership framework. In this study, this instrument is pilot tested prior the actual collective analysis to check if in each five sample schools servant leadership is practiced.

3.6. Data Gathering procedure

As a step, the researcher had contacted responsible officials of the Arada Sub City Education Office to carry out the study in this government secondary schools. Then, further communications were made to each of the school principals who granted permission for the conduct of the study. The questionnaire was prepared with hard copy and distributed to each schools. Since the researcher had to go to each schools and collect the data, there was no specified time of data collection.

3.7. Methods of analysis

Here descriptive statistics in the arrangement of percentage, mean and standard deviation were used to illustrate the data of the respondents. The answers of the respondents for the variables were measured based on five-point Likert scale with measurement value 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5 =strongly agree. The data analysis started with the completion of the questionnaire collection and took place using the statistical program IBM SPSS statistics 25. Initially, the researcher applied descriptive statistic, mainly percentage, mean, and standard deviation to assess the status of servant leadership practice, and Pearson's correlation to test the relationship between the "OLA total scale" and "Job Satisfaction scale" as well as among the six OLA sub-scales with "the job satisfaction scale" single and multiple regression analysis were also conducted to check whether and how the sample teachers' perception of the existence of certain attributes of servant leadership in their school's leading figure contributes significantly to the prediction of the level of their job satisfaction (Creswell, 2012)

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS, DISCUSSION, AND INTERPRETATION

4.1. Introduction

The purpose of this study was twofold. The first was to identify whether servant leadership was or not practiced in Arada Sub City high schools. The second was to examine the connection between servant leadership practiced and job satisfaction felt in these schools. To this effect, in the first section, the reader will be presented in detailed information about the population from which the research sample was taken, and the OLA questionnaire return rate, status of job satisfaction of respondents, detailed analysis of the data and findings of the relation between servant leadership practice and job satisfaction in government schools of Arada Sub City. To analyze the collected data of the research undertaking, statistical procedures were carried out using SPSS version 25.0 software.

4.2. Profile of the Respondents

This section attempts to identify and explain the demographic characteristics of the respondents in the schools in Arada Sub City. Major demographic variables in this analysis include Age, sex, marital status, education, position, years of experience in current position, and years of experience in the schools under stud

Table 4. 1 Summary of Respondents' Characteristics

No.		Category	Frequency	Percent
1	Age	18 -24	3	2
		25 -34	67	44.6
		35 -44	44	29.33
		45 - 55	25	16.6
		Above 55	11	7.3
		Total	150	100
2	Sex	Male	116	77.3
		Female	34	22.6
		Total	150	100

3	Marital status	Single	41	27.3
		Married	109	72.6
		Total	150	100
4	Education	Certificate	1	0.6
		Diploma	9	6
		Degree	73	48.6
		Masters	67	44.6
		Doctorate		
		Total	150	100
5	Position	Teacher	127	84.6
		Department head	17	11.3
		Supervisor	5	3.3
		Principal	1	0.6
		Total	100	100
6	Years of experience in current position	Less than five years	17	11.3
		6 – 10 years	44	29.3
		11 -15 years	42	28
		16 – 20 years	14	9
		above 20 years	33	22
		Total	150	100
7	Years of experience in this school	Less than five years	57	38
		6 – 10 years	51	34
		11 -15 years	28	18.6
		16 – 20 years	4	2.6
		above 20 years	10	6.6
		Total	150	100

The above table 4.1 shows that the majority (44.6%) of respondents were under the age interval 25 - 35, which comprises 67 teachers, followed by (29.33%) of respondents in the age range 35 - 44. This indicates that most of the working force, 111 in number were in the age range 25 – 44, which is constructive age. Twenty five respondents which comprise 16.6% of the respondents were found in the age interval 45 -54 while (7.3%) of respondents which are 7 in number were found above 55. Three (2%) respondents which comprises of the respondents were in the age interval 18 – 24.

Table. 4.1 depicts that the majority (77.3%) were male teachers while the remaining 22.6 % were female teachers. This shows most of the teachers in this schools are males which are 116 against 34 females.

The other characteristics asked were marital status. 27.3% are single which comprises 41 respondents. 109 respondents were married which consists of 72.6% of the respondents.

From the above Table 4.1 it is indicated that 48.6 % which consists of 73 respondents were degree holders while 67 respondents which are 44.6% were master's degree holders, followed by 6% respondents which consist of 9 in number were diploma holders. Only one respondent was certificate holder. This shows that though the majority of degree and master holders fulfill the requirements of the Ministry of Education, diploma and certificate holders should be taken in to consideration since they are not qualified for high schools.

Out of 150 respondents, 127 which comprises 84.6 % were teachers while 17(11.3 %) of respondents were department heads. Five respondents which is 3.3% were supervisors and 1 respondent was principal. Since the research asks the perception of teachers, the questionnaire was purposefully delivered to teacher respondents. Included respondents which were department heads, supervisors, and principals served dual responsibilities, as teachers and their respective position.

Regarding years of experience of the respondents in Table 4.1, it shows that 44 (29.3%) of the respondents had an experience of 6-10 years while 42 (28%) had 11-15 years' experience. 22 % which comprises 33 respondents had above twenty years' experience while 17(11.3%) of respondents had below five years' experience. The least was 14 (9%) of respondents which had 16 - 20 years' experience.

Concerning years of experience in the school under study, 57 (38%) of the respondents worked less than five years in their schools while 34% which comprises 51 respondents worked in their schools 6-10 years. 28 (18.6%) respondents worked for 11-15 years while 6.6 % which comprises 10 respondents worked above twenty years. Only 4 (2.6%) worked for 16 – 20 years.

4.3. Questionnaire return rate

The OLA questionnaire were prepared through hard copy and distributed personally to each respondent by the researcher to each five government schools teachers. A total of 170 participants were contacted. Out of them, 150 filled and returned the questionnaire, which comprises 33% of the total population of the sample schools. Then, each school's level of implementations of servant leadership was assessed separately to check if there was any school in which servant leadership is practiced, and to exclude schools in which servant leadership is not practiced from the study. The result is shown as follow.

Table 4. 2 Level of Servant Leadership of the Schools

No	Servant Leadership in Schools	No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Sta. Dev.
			%	%	%	%	%		
1	Minilik Preparatory School	52	29.12	38.66	19.22	11.88	1.02	3.866	1.010
2	Kelemework Preparatory School	44	12.77	45.30	22.15	13.19	6.54	3.447	1.073
3	Bethlehem Secondary School	22	15.07	49.18	19.98	10.48	4.38	3.563	0.992
4	Belay Zeleke Secondary School	18	13.04	51.34	22.32	10.46	3.14	3.596	0.918
5	Agazi Secondary School	14	12.32	59.08	20.35	8.08	0.15	3.709	0.719

According Table 4.2, among the five schools, the highest average was showed by Minilik School ($M=3.866$, $S.D. =1.010$), in which the majority of the sample (67%) perceived servant leadership is practiced to a great extent, whereas the lowest average was taken by Kelemework School ($M =3.44$, $S.D. =1.073$), which however was perceived by the 58.07. % of the sample to a good or great extent. So, since servant leadership is practiced in each schools, all schools have been included in the study for data analysis.

4.4. Level of Practice of servant Leadership Characteristics

In this part, descriptive statistics is used in the form of percentage, mean and standard deviation to measure the degree of practice of servant leadership characteristics, categorizing the value of 60 questions in the scale: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree. For mean, 1.8 = Strongly Disagree =1.81-2.60 = Disagree (low), 2.61- 3.40, Undecided, 3.14 – 4.20 = Agree and 4.21-5.00 = strongly agree are assigned. Depending on the degree they received, (Positive: Agree (high) + strongly agree (very high) and: Undecided (moderate) Negative: Disagree (low) + strongly disagree (very low).

The level of practice of servant leadership in Arada Sub City high schools was assessed using the OLA questionnaire survey. Accordingly, the overall perception of level of practice of servant leadership was that 65.17% of 150 respondents with M = 3.63, S.D = 0.943 perceived positively servant leadership is practiced highly. On the other hand, 20.8% percent remained undecided, and 14% disagreed.

Table 4. 3 The Level of Servant Leadership Practice

No	Items	No	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Sta. Dev.
	Total servant leadership	No	%	%	%	%	%		
1	Value People	150	18.12	51.72	18.24	9.36	2.42	3.733	0.907
2	Develop People	150	17.50	45.50	21.28	11.35	4.41	3.557	0.991
3	Build community	150	16.96	50.63	19.35	11.04	2.23	3.674	0.936
4	Display Authenticity	150	15.74	47.83	22.95	10.84	2.80	3.610	0.940
5	Provide leadership	150	18.01	48.67	20.32	9.84	3.13	3.663	0.933
6	Share Leadership	150	13.66	47.94	22.69	12.50	4.06	3.567	0.948
	Total servant leadership average	150	16.46	48.71	20.80	10.82	3.18	3.634	0.943

First, the average percentage, mean, and standard deviation of each sub scale was calculated, and then the average of the total OLA. (See Table 4.3). The highest average was taken by the sub-scales "value People" ($M = 3.733$, $SD = 0.907$) which was assumed by 69.84% of respondents whereas the sub-scale "Develop People" ($M = 3.557$, $SD = 0.991$) which was perceived by 63% of respondents received a lower average.

In more detail, the highest average out of the ten questions of value people (the highest sub scale) was showed by the sentence "Respect each other" ($M=4.07$, $S.D. =0.886$), in which the majority of the sample (83.68%) perceived to a great extent, whereas the lowest average is comprised of the sentence: "Are aware of the needs of others " ($M =3.58$, $S.D.=0.86$), which however was perceived by the 60.8% of the sample to a good or great extent.

The highest average out of the nine statements in the sub-scale "Develop People" is established in the sentence: "Create an environment that encourages learning" ($M =3.730$, $S.D. =1.033$), which was perceived highly by 71.56% of the sample, whereas the least average was found in the sentence: "Use their power and authority to benefit the teachers/ staff" ($M =3.399$, $S.D. =1.099$), which is understood though by the 50.14% of the sample with low extent.

In the sub-scale "Builds community", out of the ten statements, the one with the highest average is: "Work to maintain positive working relationships" ($M=3.857$, $S.D.= 0.900$), which is understood by the 75.44.% of the sample to a great or big enough extent, whereas the lowest average was comprised of the sentence: "Attempt to work with others more than working on their own " ($M =3.483$, $S.D.= 0.905$), which however is perceived by the 56.96.83% of the sample to a good or great extent. Also, a great deal of perception was made by the proposal: "Know how to get along with people" ($M=3.828$, $S.D. =0.828$) and understood by 75.05 % of greater extent respondents.

The highest average out of the twelve statements of the sub-scale "Display Authenticity" is evident in the sentence "Promote open communication and sharing of information" ($M=3.869$, $S.D. =0.998$), which is understood by the 77.38% of the sample to the most. The lowest average was comprised of the sentence: "Are non-judgmental – they keep an open mind" ($M =3.47$, $S.D. =0.975$), which however is perceived by the 53.12% of the sample to a good or great extent.

The highest average out of nine proposals in the sub-scale “Provide leadership” is found in the statement: “Are clear on the key goals of the school” ($M=3.834$, $S.D. = 0.884$), which is perceived by the 76.06 % of the sample to a great extent. Also, high levels of acceptance noted in the statements: “Communicate clear plans & goals for the organization” ($M =3.9$, $S.D. =1.05$), (74.12%). “Build people up through encouragement and affirmation” ($M=3.73$, $S.D. =0.907$). The lowest average is found in the statement “Encourage people to take risks even if they may fail.” ($M =3.427$, $S.D. =0.942$) which however is perceived by 53.58% of the sample to good or great extent.

Finally, the highest average out of the ten statements of the sub-scale “Share leadership” is evident in the sentence “Allow teachers/staff to help determine where this school is headed” ($M =3.736$, $S.D. =0.798$), which is understood by the 72.4% of the sample to the most. Also, a great deal of acceptance took place with the statement: “In this school, a person’s work is valued more than their title” ($M=3.720$, $S.D. =0.955$), (70.6).

Based on the assessment results obtained through the structured questionnaire administered to the teachers, it was noted that there is a significant perception of the practice of servant leadership characteristics. However, the sub scale “Develop People” should be worked upon, specifically, principals should use their power and authority to benefit the teachers/ staff.

4.5 Degree of Job Satisfaction

The percentage mean and standard deviation are estimated (see Table 4.4) in order to reflect the level of the sample teachers’ job satisfaction. In more detail, it was found that the sample teachers gained too much or too great satisfaction from their work ($M = 3.964$, $S.D. = 0.881$) which is understood by 80% of sample to a great extent.

Of the six items on the scale, the highest average was “My job is important to the success of the school ” ($M = 4.23$, $SD= 0.783$) which is understood by 88.32% of the sample to a great extent and “ I feel good about my contribution to the school ”($M = 4.016$, $S.D. = 0.784$) which is perceived by 84.48% of the sample to the same extent. The lowest average is found in the statement “I am working at a high level of productivity.” ($M= 3.876$, $S.D. 0.929$) which is however perceived by 71.54% of the sample to a great extent

Table 4. 4 Level of Job Satisfaction

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Sta. Dev.
	Job Satisfaction	%	%	%	%	%		
1	I am working at a high level of productivity	20.2	51.34	17.78	8.16	3.1	3.786	0.929
2	I feel good about my contribution to the school	25.2	59.28	9.64	3.64	2.22	4.016	0.784
3	My job is important to the success of the school	39.62	48.7	8.34	2.2	1.12	4.235	0.783
4	I enjoy working in this school	22.2	57.56	10.48	8.44	1.6	3.909	0.859
5	I am able to be creative in my job	25.44	52.84	11.14	5.46	4.68	3.894	0.979
6	I am able to use my best gifts and abilities in my job	26.76	51.14	13.98	3.9	3.1	3.944	0.951
	Average	26.57	53.47	11.89	5.3	2.63	3.964	0.881

4.6. Correlations between Total Servant Leadership (OLA) and Job Satisfaction

A Pearson's' correlation was run to determine the relationship between overall servant leadership (Total OLA) and teachers' job satisfaction,(See Table 4.5). The researcher found reasonable to use the guideline recommended by Field, (2013) to interpret the strength of the relationship between servant leadership and job satisfaction. It is classified that correlation coefficient: 0.1 -0.29 as weak or small; 0.3 – 0.49 moderate or medium and > 0.5 as strong or large relationship. Accordingly, there was a strong, positive correlation between total OLA and job satisfaction ($rp = 0.701$, $P < 0.001$) (see Table 4.5)

Table 4. 5 Correlations between Total Servant Leadership (OLA) and Job Satisfaction

Variables	1.	2.
Total servant leadership (OLA)	1.00	
Job satisfaction	.701**	1.00
Note: ** $P < 0.001$.		

A Pearson’s correlation was run to determine the relationship between six servant leadership characteristics and job satisfaction, (See Table 4.6). There was a strong, positive correlation between six servant leadership characteristics and job satisfaction (ranging from $r_p = 0.62$ to $r_p = 0.69$, $p < 0.001$) (see Table 4.6). The highest correlation coefficient was observed by the sub-scale “Value people” with $r_p = 0.694^{**}$ followed by sub scale “Provide leadership” and “Display Authenticity” with $r_p = 0.658$ and $r_p = .658$ and $.680$ respectively.

Table 4. 6 Correlation of the of Job Satisfaction with Servant Leadership Dimensions

Variables	1	2	3	4	5	6	7
Job Satisfaction	1.000						
Value People	0.694**	1.000					
Develop People	0.629**	0.854**	1.000				
Build Community	0.639**	0.877**	0.846**	1.000			
Display Authenticity	0.680**	0.874**	0.913**	0.869**	1.000		
Provide Leadership	0.685**	0.863**	0.860**	0.852**	0.909**	1.000	
Share Leadership	0.647**	0.834**	0.886**	0.821**	0.907**	0.890**	1.000

4.7. Regression analysis of total servant leadership (OLA) on job satisfaction

Simple linear regression was used to test if servant leadership (OLA) significantly predicted teachers’ job satisfaction (Table 4.7). The results of the regression indicated servant leadership significantly predicted teachers’ job satisfaction ($B = .694$, $t = 6.722$, $p < 0.000$)

Table 4. 7 Regression analysis of servant leadership (OLA) on job satisfaction (N=150)

Predictor: (Constant)	B	SE B	Beta
Total servant leadership (OLA)	.694	.058	.701

$P < 0.00$

Multiple regression analysis was used to test if six sub scales servant leadership characteristics significantly predicted job satisfaction of teachers (Table 4.8). The results of the regression analysis indicated that the characteristics “value people” significantly predicted teachers’ job satisfaction (B= .391, t= 5.377, p< 0.007)

Table 4. 8 Multiple regression analysis of six servant leadership characteristics (subscales servant leadership OLA) on teachers’ job satisfaction (N= 150)

Predictor: (constant)	B	SE B	Beta
Value People	.394	.144	.391
Develop People	-.109	.131	-.130
Build Community	-.030	.131	-.130
Display Authenticity	.216	.184	.226
Provide Leadership	.232	.149	.247
Share Leadership	.035	.145	.037

P< 0.007

The results of this study supported and verified that there is implementation of servant leadership qualities, high job satisfaction of teachers and strong relationship between servant leadership practice and teachers’ job satisfaction.

According to the perceptions of the sample teachers, the principals of the secondary schools in Arada Sub City exercise leadership relying on respect, trust, and putting the needs of teachers ahead of their own, without requiring special recognition of “privileges” of leadership, being aware of their personal limits and mistakes, making themselves accountable for their actions. Most of the principals in these schools plainly communicate their vision towards a future oriented school, seeing teachers as human beings and inspiring them to take part in both making important decisions and urging them on taking leadership initiatives when necessary.

Principals, in these schools, offer support to teachers through continuous encouragement and confirmation so that teachers could meet and maximize their professional goals. Principals are characterized by ethics, integrity, respect and honesty; they foster and encourage open communication, positive organizational behavior, collaboration among teachers, and the sense of community and, they reduce competitiveness, contributing to shaping a learning environment that encourages learning.

Based on the results of this survey, the sample teachers appear to be experiencing a great deal of job satisfaction from their work. In particular, they say their job is very significant to the success of the school; they are happy with their contribution to school, they believe the work they offer is important to their success and finally that they have the freedom to be creative in their workplace. The above findings confirm once again that teachers' job satisfaction is linked to the "nature of the work itself", i.e. teaching and its results. The results of this research show the decisive role of the school principal, who may, depending on how he chooses to lead his school, contributes to teachers' job satisfaction. Servant leadership, when it is implemented by the school principals, seems to contribute positively to school teachers' job satisfaction.

The result of the correlation analysis has shown a strong positive relationship between the teachers' job satisfaction and the perceived practice of the principles of servant leadership (.701**). It has also statistically demonstrated a strong positive relationship between each of the six characteristics of servant leadership and the job satisfaction of the sample teachers.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of major findings, conclusion, recommendations, and areas of future research derived in the conduct of this research which was to probe principals' practice of servant leadership and its relation to teachers' job satisfaction.

To this effect, the study was conducted in five secondary schools of Arada Sub City, in Addis Ababa, and it comprises 150 teachers. They were selected using stratified sampling and random sampling. Besides, it employed descriptive survey design and correlation coefficient. The close-ended questionnaire collected from the sample teachers was analyzed and interpreted using the following statistical tools, percentage, mean, standard deviation, and correlation coefficient.

5.1 Summary of Major Findings

The findings of the study were summarized in answering the research questions stated in chapter one.

1. What is the status of principals' servant leadership practices in the study context?
2. What is the level of teachers' job satisfaction?
3. Is there any significant relationship between principals servant leadership practice and teachers job satisfaction?
4. Which specific servant leadership characteristics are highly related to teachers' job satisfaction?

The study indicated that sixty- seven respondents (44.6%) were in the age interval of 25-34 years. The majority (77.3.1%) of the respondents are male teachers while the remaining 22.6 % were female teachers. The study also reveals that 67 (44.6%) of the respondents were master's degree holders while the majority of the respondents (48.6% of the population) which are 73 in numbers were first degree holders. Nine and one respondents were diploma and certificate holders respectively. This indicted that the schools fell to be in line with the directives from the

Ministry of Education (MoE, 1995). However, the nine diploma and certificate holders didn't meet the directives.

Regarding work experience in current schools, 108 (72%) of the respondents have worked in the range of 1-10 years in these schools which enabled them to give out their ideas based on their stay in the schools which provides good inputs to the topic under investigation.

Q1: What is the status of principals' servant leadership practices in the study context?

According to the findings of this research, the majority of the sample teachers (65.17% of respondents with $M = 3.63$, $S.D = 0.943$) agreed that leadership applied in their schools in Arada Sub City has the characteristics of servant leadership.

As for the characteristics, the sample teachers perceived all the six characteristics of servant leadership, of which the highest rate was observed in the subscale 'Value People' 69.84% ($M=3.733$), followed by Building Community 67.59% ($M=3.674$), Provide Leadership 66.68% ($M=3.663$), Display Authenticity 63.57% ($M=3.649$), Develop people 63% ($M=3.573$), and Share Leadership 61.6% ($M=3.564$)

From the results above, it can be noted that principals in these schools practice all the servant leadership characteristics; mostly, they value the people in their community and display principles of building community.

Q2: What is the level of teachers' job satisfaction?

Based on the results of this survey, the sample teachers appear to be experiencing a great deal of satisfaction (80.04%, $M=3.977$) from their work. In particular, in order of degree, the majority 88.32% ($M=4.235$) of the respondents say their job is important to the success of the school; 48.48% ($M=4.016$) of the respondents feel good about their contribution to the school; and followed by that they are able to use their best gifts and abilities in their job 77.9% ($M=3.944$). The results of this research show the decisive role of the school principals in serving teachers that may result in job satisfaction.

Remarkably, the research revealed that the majority of the principals operate on the principles of servant leadership. It appears that the principals of the high schools in Arada Sub city are generally considered to apply a model of leadership that largely incorporates harmoniously the

basic characteristics of the servant leadership and, positively contribute to teachers' job satisfaction.

Q3: *Is there any significant relationship between principals servant leadership practice and teachers job satisfaction?*

Correlation analysis has statistically demonstrated a strong positive relationship between the teachers' job satisfaction and the perceived practice of the principles of servant leadership (.701). It has also statistically demonstrated a strong positive relationship between each of the six characteristics of servant leadership and the job satisfaction of the sample teachers. Finally, the regression analysis demonstrated the implementation of servant leadership as a predictive factor of job satisfaction, as well as the significant contribution of the leadership characteristic serving "value to people" in the prediction of teacher's job satisfaction.

Q4: *Which specific servant leadership characteristics are highly related to teachers' job satisfaction?*

Among the six servant leadership characteristics, value people is highly correlated to teachers' job satisfaction with correlation coefficient, .694**.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn.

- It was noted that servant leadership is well practiced at Arada Sub City government schools, and it can be concluded they are servant-oriented schools based on the Organizational Leadership Assessment (OLA) tool employed in the study.
- Of the six servant leadership characteristics studied, "value people" and "building community" are most highly related to teachers' overall job satisfaction. Principals may most effectively and efficiently assist their teachers in increasing job satisfaction focusing their efforts on valuing teachers and building community.
- The findings of this study revealed that the level of employee job satisfaction of the organization is very high and it can be exemplary for other schools.

- Teachers who perceive that their principals exhibit servant leadership behaviors are much more likely to be satisfied in their jobs.
- It was noted that two of the six characteristics of servant leadership (developing people and share leadership) as compared to the other four characteristics need attention and intentionality to better establish these characteristics in the organization leadership style
- The positive result provided through this study will potentially make a substantial contribution to the body of knowledge regarding this theory of leadership.
- This data could potentially assist individuals in improving leader-follower relationships through increased training in the practice of servant leadership.

5.3. Recommendations

Based on the findings of this research and the subsequent conclusions drawn, the following action points are recommended.

1. Arada Sub City Schools leaders should be oriented by the researcher and be aware of the existence of servant leadership style in their leadership practice and continue to sustain it.
2. The Arada Sub City Schools leadership should be enlightened by the researcher and give emphasis to each servant leadership dimensions and work purposefully to reinforce the culture of practice of the characteristics.
3. Since servant leadership practice is considered one of the factors to maintain the observed high teachers' job satisfaction, the schools leadership should preserve to be resourceful and positive to further build up and sustain the observed high level of employee job satisfaction.
4. Bearing in mind the contributions of servant leadership for teachers' job satisfaction, Arada Sub City high school educational leaders are advised to create the necessary awareness about the practice and benefits of such leadership approach.

5.4. Recommendation for further research

The relationships between school principals' leadership behaviors and teachers' job satisfaction seem to have centered upon transformational leadership. However, research on the relationships between servant leadership and job satisfaction has been limited. For this reason;

1. This study was conducted in educational environments in Addis Ababa, Arada Sub city. Other similar researches should be conducted in another Sub cities and regions of Ethiopia.
2. This study focuses only on the perception of teachers, so other research that includes principals' perception should be conducted.
3. A comparative research in both public and private schools would reveal possible differences in the perceived degree of implementation of the principles of servant leadership and would give us some interesting ideas for school improvement and efficiency.
4. Future research should incorporate student achievement data to the study of servant leadership and job satisfaction to investigate the relationships among all three variables

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APPENDIX A

BREAKDOWN OF THE OLA PER SURVEY ITEMS

I. Six Constructs of Servant Leadership

1. Value People

Items #	Item
1	Trust each other
4	Respect each other
9	Are caring & compassionate towards each other
15	Are aware of the needs of others
19	Accept people as they are
52	Are receptive listeners
54	Put the needs of the teachers/ staff ahead of their own
55	I feel appreciated by my principal for what I contribute to the school
57	I am listened to by those <i>above</i> me in the school
63	I am respected by those <i>above</i> me in the school

2. Develop People

Items #	Items
20	View conflict as an opportunity to learn & grow
31	Create an environment that encourages learning
37	Practice the same behavior they expect from others
40	Lead by example by modeling appropriate behavior
42	Provide opportunities for all teachers/staff to develop to their full potential
44	Use their power and authority to benefit the teachers/ staff
46	Build people up through encouragement and affirmation
50	Provide mentor relationships in order to help people grow Professionally
59	I receive encouragement and affirmation from those <i>above</i> me in the school

3. Builds Community

Items #	Items
7	Work well together in teams
8	Value differences in culture, race & ethnicity
12	Relate well to each other
13	Attempt to work with others more than working on their own
16	Allow for individuality of style and expression
18	Work to maintain positive working relationships
21	Know how to get along with people
25	Work alongside the teachers/ staff instead of separate from them
38	Facilitate the building of community & team collaboration
47	Encourage teachers/ staff to work <i>together</i> rather than competing against each other

4. Displays Authenticity

Items #	Items
3	Are non-judgmental – they keep an open mind
6	Maintain high ethical standards
10	Demonstrate high integrity & honesty
11	Are trustworthy
23	Are open to learning from those who are <i>below</i> them in the School
28	Promote open communication and sharing of information
32	Are open to receiving criticism & challenge from others
33	Say what they mean, and mean what they say
35	Admit personal limitations & mistakes
43	Honestly evaluate themselves before seeking to evaluate others
51	Are accountable & responsible to others
61	I trust the leadership of this school

5. Provide Leadership

Items #	Items
2	Are clear on the key goals of the school
5	Know where this organization is headed in the future
14	Are held accountable for reaching work goals
22	Communicate a clear vision of the future of the organization
27	Don't hesitate to provide the leadership that is needed
30	Provide the support and resources needed to help teachers/staff meet their goals
36	Encourage people to take risks even if they may fail
45	Take appropriate action when it is needed
49	Communicate clear plans & goals for the organization

6. Shares Leadership

Items #	Items
17	Are encouraged by supervisors to share in making <i>important</i> decisions
24	Allow teachers/staff to help determine where this school is headed
26	Use persuasion to influence others instead of coercion or force
29	Empower teachers/staff to make <i>important</i> decisions
34	Encourage each person in the school to exercise leadership
39	Do not demand special recognition for being leaders
41	Seek to influence others from a positive relationship rather than from the authority of their position
48	Are humble – they do not promote themselves
53	Do not seek after special status or the “perks” of leadership
65	In this school, a person's <i>work</i> is valued more than their <i>title</i>

II. Survey Items Measuring Job Satisfaction

Job Satisfaction

Items #	Items
56	I am working at a high level of productivity
58	I feel good about my contribution to the school
60	My job is important to the success of the school
62	I enjoy working in this school
64	I am able to be creative in my job
66	I am able to use my best gifts and abilities in my job

APPENDIX B SURVEY INSTRUMENT

The Organizational Leadership Assessment – Revised Instrument (66 Items)

Please provide your response to each statement by placing an X in one of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Section 2

In this section, please respond to each statement as you believe it applies to **the entire school** including workers, managers/supervisors and top leadership

In general, people within this school

No.	Items	1	2	3	4	5
1	Trust each other					
2	Are clear on the key goals of the school					
3	Are non-judgmental – they keep an open mind					
4	Respect each other					
5	Know where this organization is headed in the future					
6	Maintain high ethical standards					
7	Work well together in teams					
8	Value differences in culture, race & ethnicity					
9	Are caring & compassionate towards each other					
10	Demonstrate high integrity & honesty					
11	Are trustworthy					
12	Relate well to each other					
13	Attempt to work with others more than working on their own					
14	Are held accountable for reaching work goals					
15	Are aware of the needs of others					
16	Allow for individuality of style and expression					
17	Are encouraged by supervisors to share in making <i>important</i> decisions					
18	Work to maintain positive working relationships					

19	Accept people as they are					
20	View conflict as an opportunity to learn & grow					
21	Know how to get along with people					

Please provide your response to each statement by placing an **X** in one of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Section 3

In this next section, please respond to each statement as you believe it applies to the **leadership** of the principals

In general principals in this school

No.	Items	1	2	3	4	5
22	Communicate a clear vision of the future of the organization					
23	Are open to learning from those who are <i>below</i> them in the School					
24	Allow teachers/staff to help determine where this school is headed					
25	Work alongside the teachers/ staff instead of separate from them					
26	Use persuasion to influence others instead of coercion or force					
27	Don't hesitate to provide the leadership that is needed					
28	Promote open communication and sharing of information					
29	Empower teachers/staff to make <i>important</i> decisions					
30	Provide the support and resources needed to help teachers/staff meet their goals					
31	Create an environment that encourages learning					
32	Are open to receiving criticism & challenge from others					
33	Say what they mean, and mean what they say					
34	Encourage each person in the school to exercise					

	leadership					
35	Admit personal limitations & mistakes					
36	Encourage people to take risks even if they may fail					
37	Practice the same behavior they expect from others					
38	Facilitate the building of community & team collaboration					
39	Do not demand special recognition for being leaders					
40	Lead by example by modeling appropriate behavior					
41	Seek to influence others from a positive relationship rather than from the authority of their position					
42	Provide opportunities for all teachers/staff to develop to their full potential					
43	Honestly evaluate themselves before seeking to evaluate others					

Please provide your response to each statement by placing an **X** in one of the five boxes

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

In general principals in this school

No.	Items	1	2	3	4	5
44	Use their power and authority to benefit the teachers/ staff					
45	Take appropriate action when it is needed					
46	Build people up through encouragement and affirmation					
47	Encourage teachers/ staff to work <i>together</i> rather than competing against each other					
48	Are humble – they do not promote themselves					
49	Communicate clear plans & goals for the organization					
50	Provide mentor relationships in order to help people grow Professionally					
51	Are accountable & responsible to others					
52	Are receptive listeners					
53	Do not seek after special status or the “perks” of leadership					
54	Put the needs of the teachers/ staff ahead of their own					

Section 4

In this next section, please respond to each statement as you believe it is true about **you personally** and **your role** in the school

In viewing my own role in this school ...

No.	Items	1	2	3	4	5
55	I feel appreciated by my principal for what I contribute to the school					
56	I am working at a high level of productivity					
57	I am listened to by those <i>above</i> me in the school					
58	I feel good about my contribution to the school					
59	I receive encouragement and affirmation from those <i>above</i> me in the school					
60	My job is important to the success of the school					
61	I trust the leadership of this school					
62	I enjoy working in this school					
63	I am respected by those <i>above</i> me in the school					
64	I am able to be creative in my job					
65	In this school, a person's <i>work</i> is valued more than their <i>title</i>					
66	I am able to use my best gifts and abilities in my job					

Demographics

Please complete the following demographic data by choosing the appropriate item among the choices given.

Age: 18 – 24 25 – 34 35 – 44 45 – 55 over 55

Sex: Male Female

Marital Status: Single Married

Education: Certificate Diploma Degree Masters Doctorate

Position: Teacher Department head Supervisor Principal

Years of experience in current position/role

Less than five years 6 – 10 years 11 -15 years 16 – 20 above 20 years

Years of service in this school

Less than five years 6 – 10 years 11 -15 years 16 – 20 above 20 years

APPENDIX C

ITEM ANALYSIS

Value People

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	Sta.Dev
		F	%	F	%	F	%	F	%	F	%	F	%
	Value People												
1	Trust each other	27	15.66	68	50.14	34	21.66	15	9.06	5	3.1	3.66	0.93
2	Respect each other	50	33.33	73	55.38	16	8.8	9	5.7	2	1.82	4.07	0.88
3	Are caring & compassionate towards each other	24	14.32	71	48.16	41	28.86	14	8.6	0	0	3.68	0.81
4	Are aware of the needs of others	20	11.32	69	49.54	36	25.36	25	13.8	0	0	3.58	0.86
5	Accept people as they are	37	23.16	68	49.18	23	13.6	17	10.88	5	3.18	3.782	0.966
6	Are receptive listeners	29	16.22	61	46.42	29	19.58	24	14.66	7	4.22	3.535	1.045
7	Put the needs of the teachers/ staff ahead of their own	27	13.42	76	56.42	19	13.62	23	14.24	5	2.28	3.644	0.928
8	I feel appreciated by my principal for what I contribute to the school	24	12.48	78	56.66	28	19.98	14	8.3	6	2.58	3.681	0.852
9	I am listened to by those above me in the school	32	20.4	75	54.76	26	16.06	11	5.9	4	2.86	3.839	0.900
10	I am respected by those above me in the school	34	20.66	77	55.92	27	14.9	3	2.48	5	4.22	3.840	0.892

Develop People

No	Items	Strongly agree		Agree(4)		Undecided		Disagree		Strongly Disagree		Mean	Sta. Dev
		F	%	F	%	F	%	F	%	F	%		
1	View conflict as an opportunity to learn & grow	24	12.58	67	47.54	32	19.96	20	15.2	7	4.68	3.481	0.995
2	Create an environment that encourages learning	32	19.96	72	51.6	23	14.76	15	8.9	8	4.74	3.730	1.033
3	Practice the same behavior they expect from others	17	9.18	68	44.4	40	28.64	21	15.04	4	2.72	3.422	0.941
4	Lead by example by modeling appropriate behavior	25	13.44	74	54.04	29	19.72	14	8.74	8	4	3.641	0.938
5	Provide opportunities for all teachers/staff to develop to their full potential	30	15.52	62	46.24	31	20.3	20	13.68	6	3.32	3.551	1.037
6	Use their power and authority to benefit the teachers/ staff	33	23.9	54	26.24	31	23.32	20	11.6	10	5.66	3.399	1.099
7	Build people up through encouragement and affirmation	26	16.92	64	43.88	43	27.94	8	5.2	9	6.04	3.404	0.992
8	Provide mentor relationships in order to help people grow professionally	23	12.28	71	48.12	26	18.42	22	16.54	8	4.6	3.473	1.047
9	I receive encouragement and affirmation from those above me in the school	35	22.74	66	47.48	30	18.48	13	7.28	6	3.776	0.961	

Build Community

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Sta. Dev					
	Build Community	F	%	F	%	F	%	%					
1	Work well together in teams	28	17.34	65	45	35	24.54	19	11.34	3	2.175	3.648	0.936
2	Value differences in culture, race & ethnicity	42	27.66	60	43.08	32	19.24	10	5.68	6	4.3	3.841	1.028
3	Relate well to each other	30	17.38	69	47.98	31	21.34	19	12.4	1	0.9	3.685	0.912
4	Attempt to work with others more than working on their own	18	9.34	68	47.62	40	27.26	20	13.5	4	2.26	3.483	0.905
5	Allow for individuality of style and expression	22	11.24	77	55.04	30	19.5	18	12.38	3	1.8	3.615	0.901
6	Work to maintain positive working relationships	39	24.02	67	51.42	25	13.14	15	9.14	4	2.26	3.857	0.900
7	Know how to get along with people	34	18.6	78	56.48	23	14.92	13	9.1	2	1.125	3.828	0.828
8	Work alongside the teachers/ staff instead of separate from them	27	15.52	70	55.26	27	15.56	24	13.88	2	1.36	3.681	0.925
9	Facilitate the building of community & team collaboration	24	12.72	74	51.5	28	20.06	18	11.88	6	3.84	3.574	0.972
10	Encourage teachers/ staff to work together rather than competing against each other	26	13.44	78	54.88	24	17.04	21	11.9	5	2.72	3.588	1.053

Display Authenticity

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	Sta. Dev
		F	%	F	%	F	%	F	%	F	%		
	Display Authenticity	F	%	F	%	F	%	F	%	F	%		
1	Are non-judgmental – they keep an open mind	28	13.62	55	39.5	46	30.96	16	12.12	5	3.78	3.470	0.975
2	Maintain high ethical standards	24	12.96	79	54.74	30	22.98	14	7.32	3	2.02	3.692	0.834
3	Demonstrate high integrity & honesty	34	20.14	67	50.68	33	21.08	14	7.2	2	0.9	3.858	0.752
4	Are trustworthy	29	17.74	68	48.86	37	24.32	14	7.04	2	2.02	3.721	0.847
5	Are open to learning from those who are below them in the School	22	11.48	72	51.58	33	23.9	21	12.1	2	0.9	3.606	0.868
6	Promote open communication and sharing of information	42	25.64	70	51.74	17	8.86	17	11.48	4	2.26	3.869	0.998
7	Are open to receiving criticism & challenge from others	30	16.82	61	44.38	30	21.76	22	13.22	7	3.84	3.571	1.030
8	Say what they mean, and mean what they say	29	15.18	62	43.94	36	24.72	20	14.78	3	3.58	3.556	0.992
9	Admit personal limitations & mistakes	23	10.46	60	40.16	43	33.92	22	14.58	2	0.9	3.446	0.877
10	Honestly evaluate themselves before seeking to evaluate others	31	16.5	61	44.96	36	25.36	15	9.58	7	3.56	3.612	0.977
11	Are accountable & responsible to others	22	12.42	72	53.1	35	19.94	12	8.02	9	6.44	3.570	1.021
12	I trust the leadership of this school	30	15.94	67	50.36	25	17.64	22	12.64	6	3.42	3.628	0.975

Provide Leadership

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	Sta. Dev
		F	%	F	%	F	%	F	%	F	%	F	%
1	Are clear on the key goals of the school	35	20.84	74	55.22	23	13.24	13	7.98	5	2.72	3.834	0.884
2	Know where this organization is headed in the future	32	19.66	52	37.38	49	32	14	8.6	3	2.28	3.636	0.957
3	Are held accountable for reaching work goals	28	20.1	76	52.46	30	16.78	14	9.22	2	1.5	3.804	0.914
4	Communicate a clear vision of the future of the organization	29	19.16	66	44.74	30	22.26	19	10.3	6	3.56	3.656	0.992
5	Don't hesitate to provide the leadership that is needed	29	17.48	72	49.7	32	24.86	1	5.74	5	2.3	3.744	0.843
6	Provide the support and resources needed to help teachers/staff meet their goals	28	16.58	27	55.18	27	17.84	13	8.12	5	2.28	3.757	0.873
7	Encourage people to take risks even if they may fail	21	10.14	62	43.44	40	27.84	23	16.36	4	2.26	3.427	0.942
8	Take appropriate action when it is needed	33	21.08	64	42.98	23	16.22	20	11.84	10	7.86	3.409	1.087
9	Communicate clear plans & goals for the organization	30	17.12	76	57	20	11.9	16	10.46	8	3.48	3.7383	0.907

Share leadership

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	Sta. Dev
		F	%	F	%	F	%	F	%	F	%	F	%
	Share leadership												
1	Are encouraged by supervisors to share in making important decisions	17	9.44	63	43.26	34	27.3	32	17.8	4	3	3.393	0.949
2	Allow teachers/staff to help determine where this school is headed	24	12.66	78	59.74	31	17.62	14	8.62	3	1.7	3.736	0.798
3	Use persuasion to influence others instead of coercion or force	21	12.36	73	51.28	36	24.64	15	8.2	5	3.5	3.608	0.897
4	Empower teachers/staff to make important decisions	33	17.26	59	45.06	36	23.88	16	10.48	6	4.15	3.624	0.991
5	Encourage each person in the school to exercise leadership	28	16.28	59	43.14	32	20.5	28	18.02	3	2.525	3.536	1.013
6	Do not demand special recognition for being leaders	21	12.14	68	45.36	36	26.82	19	12.06	6	4.55	3.503	0.956
7	Seek to influence others from a positive relationship rather than from the authority of their position	23	13.1	76	51.18	28	21.32	20	13.08	3	1.6	3.617	0.925
8	Are humble – they do not promote themselves	19	10.34	66	41.96	31	18.92	24	16.64	10	6.96	3.320	1.081