

The Effect of Servant Leadership Style on Teachers' Job Satisfaction

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## Servant Leadership and Teacher Job Satisfaction

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### **Abstract**

Servant leadership is one of the most important forms of leadership and some authors and experts even consider servant leaders to be among the best leaders. The purpose of this quantitative research study is to examine the relation between teachers' perceptions of their principals' servant leadership style and teacher job satisfaction. The target population of the study was teachers in the Al-Salama 2 district in Jeddah, Saudi Arabia. There are eight public schools in this district; all are similar with respect to the school buildings, curricula, number of teachers and students, and their socioeconomic status. Two separate survey instruments were used for this study: Liden et al.'s (2008) Servant Leadership Questionnaire (SLQ), which is a validated survey instrument that identifies seven dimensions of servant leadership characteristics. Mohrman et al.'s (1977) Mohrman–Cooke–Mohrman job satisfaction survey (MCMJSS) also was administered to measure the teachers' job satisfaction. The data was formatted using Qualtrics survey software and all data were analyzed in SPSS v. 24. The results from the data analysis indicated that teachers do perceive their school leaders' behavior reflects servant leadership characteristics and also showed a significant positive correlation between teachers' perceptions of their principals' servant leadership and their job satisfaction. The findings of this study indicate that the positive correlation between servant leadership and job satisfaction exists in Saudi Arabia. This field of research can continue to examine if this relationship exists as an embedded part of specific cultures or if it is inherently true that those who lead through service contribute to a greater sense of job satisfaction despite any differences in job category, pay scales, or cultural differences. Moreover, the results were consistent with the theoretical framework with respect to servant leadership theory and job satisfaction, and with the results of previous research.

## Servant Leadership and Teacher Job Satisfaction

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### **General Audience Abstract**

This study will provide insights about ways to increase teachers' job satisfaction and enable school leadership to use different tools to maximize that job satisfaction in ways that will enhance their schools. The purpose of this study was to examine principals' level of servant leadership as determined by their teachers and what effect it has on their teachers' job satisfaction. The target population of the study was teachers from eight public schools. Two survey instruments were used for this study: Servant Leadership Questionnaire (SLQ) and Mohrman–Cooke–Mohrman job satisfaction survey (MCMJSS). The data analysis indicated that teachers do perceive that their school leaders' behavior reflects servant leadership characteristics. Findings from the study indicated that a significant positive correlation exists between teachers' perceptions of their principals' servant leadership and their job satisfaction.

### **Dedication**

This dissertation is dedicated first to my Mom. Thank you for your constant encouragement, support, and by prayer and supplication for me. Without you, this would not have been possible.

To my wife Sara, I want to thank you for understanding and believing in me, for your unwavering love, care, and support, for your patience helped me to continue on this journey.

To my children, I am so proud of you, you are amazing people, thank you for your love and support.

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## CHAPTER 1

### INTRODUCTION

Educators' relationship with their principals is an integral aspect in job satisfaction (Quinn & Andrews, 2004). Guarino et al. (2006) suggested that leaders in education are the most successful when they have the ability to build stronger, more cooperative, and effective environments in schools.

Many of the principal's behaviors optimize educators' job satisfaction, including cooperative interactions, effective communication skills, and positive tone (Porter, Wrench, & Hoskinson, 2007).

It is not possible for every manager to be a good leader; however, every leader generally should be able to demonstrate good management skills and knowledge (Sigford, 2005), and understand the value of effective management (Huber, 2010).

Stoten (2013) argued that the investigation of different factors in servant leadership can be conducted to identify the appropriate national cultural values and present practices in the management of education. In Turkey, Cerit (2009) found proof of a positive relation between job recommendation, satisfaction, and servant leadership that stimulated further studies in several other countries to confirm his findings. Williams (2012) investigated a number of significant factors that enhanced teachers' job satisfaction, including perceptions, expectancy, class size, principal and collegial support, salary, professional development, and discipline issues.

Servant leadership has attracted much attention in organizations worldwide. An employee's job satisfaction is essential to face dynamic challenges and maintain organizational productivity by keeping the workforce engaged and motivated. Rewards, recognition, and other intrinsic and extrinsic motivations are related significantly to the outcome of teachers' job satisfaction. Thus, every organization should develop policies that strengthen the work environment and enhance employees' satisfaction to increase their performance and productivity. Alternatively, it also can be predicted that job satisfaction has no positive relation with servant leadership, and instead, servant leadership has a significant and negative influence on job satisfaction. This study predicted many factors related to servant leadership and teachers' job satisfaction.

This area of study has gained popularity and importance because it improves our knowledge of particular servant leadership behaviors in the public education sector. This information can help enhance leaders' effectiveness, which could support principals and lead to higher job satisfaction and increased effectiveness on the part of teachers.

### **Significance**

The purpose of this study was to examine principals' level of servant leadership as determined by their teachers, and what, if any, effect it has on their teachers' job satisfaction. Leadership has been studied extensively. However, few studies have used quantitative research to explore servant leadership from the followers' perspective.

This study will provide insights about ways to increase teachers' job satisfaction and enable school leadership to use different tools to maximize that job satisfaction in ways that will enhance their schools. This study will provide deep insight about the roles of teachers, leadership, and the perceptions of work related to job satisfaction by showing the way in which teachers perceive various leadership qualities in public schools, as well as the way in which their perceptions of the principal are related to job satisfaction. In the end, the study will improve schools' effectiveness and organizational culture by identifying the contribution and role of servant leadership in the school setting. The findings of this study will demonstrate and explain the outcomes of the assessment of the way in which servant leadership influences teachers' job satisfaction.

### **Statement of the Problem and Purpose**

Today's leaders largely spend their energy and time in the conventional activities of planning, organizing, and controlling the educational process, rather than developing and training people in their organizations (Hebert, 2003). Perhaps a portion of that time and energy should be focused on understanding their personal style of leadership and how it affects those who work for them. Multiple studies have proven that the qualities of servant leadership readily produce successful and effective leaders. Bass (2000) stated that, "The strength of the servant leadership movement and its many links to encouraging follower learning, growth, and autonomy, suggests that the untested theory will play a role in the future leadership of the learning organization" (p. 33). Laub (1999) presented six constructs of servant leadership correlated positively with

teachers' job satisfaction. While examining the interrelation between perceptions of servant leadership and followers' job satisfaction, Hebert (2003) found a remarkable relation between the two. Similarly, Thompson (2003) reported a statistically positive correlation between the level of job satisfaction and participants' perceptions of servant leadership.

The studies above were conducted in different cultures and in a variety of organizations. However, to the researcher's best knowledge, no studies to date have been conducted on education in Saudi Arabia that assess the perceptions of servant leadership and examine its relation to teachers' job satisfaction. Thus, the purpose of this study overall was to examine principals' level of servant leadership as determined by their teachers and what, if any, effect it has on their teachers' job satisfaction. The study was conducted in public schools located in the district of Al-Salama 2 in Jeddah, Saudi Arabia. The independent variable was the perceptions of servant leadership characteristics and the dependent variable was teachers' job satisfaction.

### **Research Questions**

1. To what extent do teachers perceive that their school leaders' behavior reflects servant leadership characteristics?
2. What is the relation between teachers' perceptions of their principals' servant leadership style and their job satisfaction?
3. Do teaching experience, educational background, and gender predict teachers' perceptions of their principals' servant leadership and their job satisfaction?

### **Research Hypothesis:**

The research hypothesis for this proposed study is:

H1<sub>0</sub>: Teachers do not perceive that their school leaders' behavior reflects servant leadership characteristics.

H1<sub>A</sub>: Teachers do perceive that their school leaders' behavior reflects servant leadership characteristics.

H2<sub>0</sub>: There is no significant relation between teachers' perception of their principals' servant leadership style and their job satisfaction.

H2<sub>A</sub>: There is a significant relation between teachers' perception of their principals' servant leadership style and their job satisfaction.

H3<sub>0</sub>: There are no significant differences in teachers' perceptions of servant leadership and job satisfaction dependent upon teaching experience, educational background, and gender.

H3<sub>A</sub>: There are significant differences in teachers' perceptions of servant leadership and job satisfaction dependent on teaching experience, educational background, and gender.

## Definition of Terms

**Leadership.** Burns (1978) defined leadership as: "Leaders inducing followers to act for certain goals that represent the values and the motivation, the wants and the needs, the aspirations, and expectations of the both leaders and followers" (p. 19).

**Servant leadership.** According to Dierendonck and Patterson (2010, p. 5), "Servant leadership is viewed as a leadership style that beneficial to organizations by awaking, engaging, and developing employees, as well as beneficial to followers or employees by engaging people as whole individuals with heart, mind and spirit." A servant leader "...begins with the natural feeling that one wants to serve, to serve first" (Greenleaf, 1977).

**Job satisfaction.** Locke (1976) defined job satisfaction as a pleasurable emotional state that is a direct result of a person's job.

**Servant Leadership Questionnaire.** Liden et al. (2008) developed the SLQ, which is used to measure the dimensions of servant leadership.

**Mohrman-Cooke-Mohrman Job Satisfaction Scale.** The MCMJSS instrument was designed to measure the level of job satisfaction.

## Assumptions

Assumptions are operational postulates, premises, and propositions that are accepted for purposes of the research (Lunenburg & Irby, 2008). The assumptions of this study were:

- The participants will understand the term servant leadership and how it is manifest in education.
- The participants will be honest and respond to the surveys voluntarily.
- The participants based their responses on their own experiences.
- The results of this correlation study will be relevant to other principals and teachers.

### **Limitations of the Study**

Limitations are factors that may have an effect on the interpretation of the findings (Lunenburg & Irby, 2008).

- The study was conducted within the school calendar year (August 15 to end of June).
- The study was limited to the district of Al-Salama 2 in the city of Jeddah, Saudi Arabia.
- The study was limited by the reliability and validity of the survey instruments.

### **Delimitations of the Study**

Delimitations are boundaries the researcher sets on the purpose and scope of the study (Lunenburg & Irby, 2008).

- The scope of this research was limited to seven servant leadership dimensions as defined by the SLQ survey instrument. Job satisfaction measures were limited by the eight factors defined by the MCMJSS.
- The study population included full-time public school teachers only.
- Private schools and international schools were not included in the study.
- Servant leadership was the only leadership style considered for the study.

### **Organization of the Study**

**Chapter 1.** This chapter presents the broad background of the study, the statement of the problem and purpose, research questions, research hypothesis, the significance of the study, definitions of terms, and the assumptions, limitations, and delimitations of the study.

**Chapter 2.** This chapter presents a literature review that supports the purpose and significance of the study. It includes a review of the definitions, conceptualizations of leadership, and knowledge regarding research on leadership styles, servant leadership, job satisfaction theories, and teachers' job satisfaction.

**Chapter 3.** This chapter provides a description of the methodology used in the research. It includes the design, population, and the measurements of validity and reliability.

**Chapter 4.** This chapter provides the results and analysis of the data of this quantitative study.

**Chapter 5.** This chapter discusses the results of the study, and provides a summary, implications, and the study's conclusions.



## CHAPTER 2

### LITERATURE REVIEW

This literature review is organized in five main categories: leadership, leadership theories, servant leadership, job satisfaction and leadership theories, and the relation between servant leadership and teachers' job satisfaction. The review focuses on a better understanding of the full scope of servant leadership and teacher job satisfaction.

#### **Leadership**

Leadership is one of the most observed and least understood phenomena (Burns, 1978; Bass, 2008), and the topic has attracted the attention of scholars worldwide (Northouse, 2015). Advanced scientific studies in this field began in the 20<sup>th</sup> century (Daft, 1999). However, the concept of leadership dates back to antiquity (Marzano, Waters, & McNulty, 2005) and, according to Bass (1981), the study of leadership is an ancient art. Stogdill (1974) mentions that the Oxford English Dictionary (1933) notes the appearance of the word "leader" in the English language as early as 1300. However, the word "*leadership*" did not appear until approximately the 18<sup>th</sup> century. Nonetheless, written rules of "leadership" were discovered much earlier, as early as 2300 B.C. with Egyptian Ptahhotep's document of instruction (Bass, 2008). Bass noted in his review that "Notions about leader qualities could be found in early Egyptian, Babylonian, Asian, and Icelandic sagas" (Bass, 1990, p. 102; Zaccaro, Kemp, & Bader, 2004). Lao Tzu described the features of effective leaders in Chinese Literature of the 6<sup>th</sup> Century B.C. In addition, religious texts offer many accounts of leaders who were prophets, priests, chiefs, and kings (Bass, 2008) and leadership continues to be a topic in modern literature:

Leadership is a popular topic that is discussed widely, as evidenced by the 18,299 books on leadership in English, French, and Spanish as of April 14, 2005. Google Scholar listed 16,800 books, 95,500 publications, and 386,000 citations related to leadership (p. 6).

In fact, defining leadership as it is recognized by a majority of researchers is complicated, because there are a number of methods and approaches to studying and understanding the concept. Moreover, the definition of leadership has evolved over time and in accordance with the ideas of those providing the definition. Studies have revealed that each person who tried to define the concept on their own did so according to their knowledge of leadership. Stogdill (1974) indicated that "There are almost as many different definitions of leadership as there are

persons who have attempted to define the concept” (p. 7). Evans (2010) concluded that “Despite thousands of empirical studies yielding more than 850 definitions of leadership there was still no consensus about it” (p. 4). This is similar to the words democracy, love, and peace, all of which have different meanings to different people (Northouse, 2015). The definitions are used frequently simply to focus on the leader as a person, his/her behavior, effects, or the communication process between a leader and followers (Bass, 2008).

Burns (1978) defined leadership as: “...leaders inducing followers to act for certain goals that represent the values and the motivation, the wants and the needs, the aspirations, and expectations of the both leaders and followers” (p. 19). Gardner (1990) discussed leadership as “...the process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her follower” (p. 1). Covey (2004) outlined leadership as “...communicating to people their self-worth and potential so clearly that they come to see it themselves” (p. 98). Yukl (2006) defined the word as follows: “Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 8).

Northouse (2015) stated that definitions of leadership are subjective and identified four dimensions of leadership as a basis for developing a working definition. The first is that leadership is a process whereby an individual influences a group of other individuals to achieve a common goal. The second dimension is concerned with the way in which the leader affects followers, as, without influence, leadership does not exist. The third dimension is that leadership occurs in groups. Leadership is about one individual influencing a group of others to accomplish common goals. The final dimension is attention to common goals; leaders and followers work together toward a common good.

### **Ways of Conceptualizing Leadership Definitions**

Over the past six decades, almost 65 various classification systems have been developed simply to describe the dimensions of leadership, and thus, there are a number of ways to view the concept (Northouse, 2015). Stogdill and Bass’ *Handbook of Leadership* provided a complete method to classify leadership definitions and also indicated clearly the way in which the definitions of leadership are associated with various methods of leadership (Stogdill, 1974; Bass,

2008). Stogdill proposed a scheme for this classification system, as shown in Figure 2.1 (1974, pp. 7-15).

He mentioned that, among many definitions, there is a particular view of leadership that indicates that it is *a focus of group process*. The leader always stands in the middle of group activity and change. Further, leadership exemplifies the determination of the group. Another approach to defining leadership is *leadership as personality and its effects*. According to Feist and Feist (2006), “Personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person’s behavior” (p.

4). Therefore, some people have a much greater ability to exercise and execute leadership than do others.



Figure 2.1. Ways of conceptualizing leadership definitions.

Another suggested conceptualization of the definition of leadership is *leadership as the art of inducing compliance*. Prior to the 1960s, several authors discussed leadership as the ability to elicit compliance with the wishes and directions of the person in power. Other approaches to leadership define it as the *exercise of influence*. All of these definitions of leadership take the view that the influence of opinion is distinct from control, governance, or forcing fulfillment.

In addition, some define leadership as *an act or behavior*. To do so, Hemphill (1949) suggested that “Leadership may be defined as the behavior of an individual while he is involved

in directing group activities” (cited in Stogdill, 1974, p. 10). Others view leadership as *a form of persuasion*. Some of the definitions of leadership consider it the ability to influence others through confidence, strongly held convictions, and/or reason. With respect to persuasion, Stogdill (1974) proposed that students of politics as well as social movements favor this concept. This idea surely will merit more consideration than it has attracted in leadership research to date.

Another definition that describes the relationship between leaders and followers is *leadership as a power relation*. From this perspective, leadership is an aspect of power or a special form of power. However, we must view leadership and power as relationships, not just as things (Burns, 1978). Others view leadership as *an instrument of goal achievement*. Many have defined leadership with respect to its active value in achieving the group’s goals.

Other definitions view leadership as *an effect of interaction*. From this perspective, leadership is not seen as the *cause* of group action or “control,” but something that emerges as a result of interactions within and among members of the group. Other approaches to leadership define it *as a differentiated role*. Every member of a society holds a position in that community or group as well as in different organizations, groups, teams, and institutes. In every position, the individual always is anticipated to play a great or less well-defined part. Finally, some define leadership in terms of *the initiation of structure*. According to Stogdill (1974) “Several writers view leadership as a process of originating and maintaining role structure” (p. 15).

## **Leadership Theories**

Theories begin with one idea or a small set of ideas. Bass (2008) noted that leadership theories are an attempt to clarify leadership’s nature, appearance, effects, and interactions with other factors. Stogdill (1974) asserted, “Theories of leadership, if such can be said to exist, attempt to explain 1) the factors involved in emergence of leadership or, 2) the nature of leadership” (p. 17). Over the past several decades, various leadership theories have emerged from research. The most common can be classified as one of seven types, as shown in Figure 2.2.

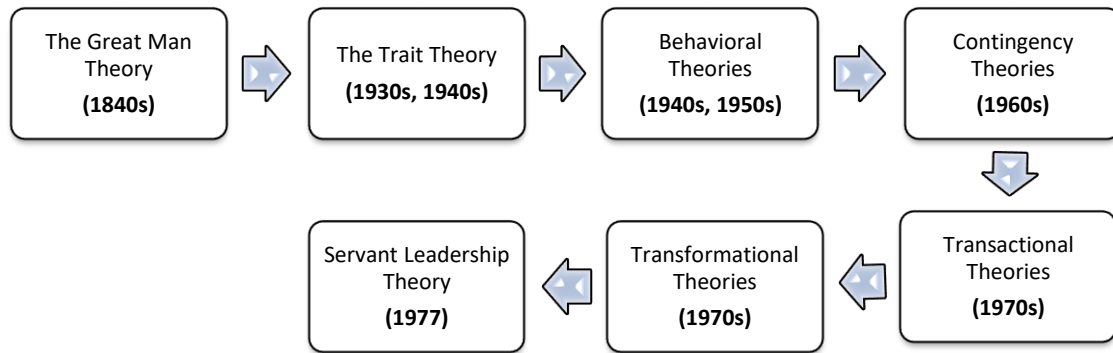


Figure 2.2. Leadership theories.

### The Great Man Theory (1840s)

The Great Man Theory emerged in the mid-19<sup>th</sup> century, and according to James (1880), who stated, “The history of the world is the history of great men,” it is one of the earliest leadership theories (Bass, 2008 p. 49). Several early theorists’ studies of the hereditary background of great men attempted to explain leadership on the basis of inheritance. Stogdill (1974) argued that James Carlyle’s essay on heroes tended to reinforce the concept of the leader as a person endowed with unique qualities that capture the imagination of the masses.

The Great Man Theory assumes that great leaders are born, not made. However, Spencer (1860) disputed the Great Man Theory by affirming that these heroes are simply a product of their times and their actions the result of social conditions. Northouse (2015) noted that the Great Man Theory concentrated on the innate qualities possessed by great social, political, and military leaders (e.g., Abraham Lincoln, Mohandas Gandhi, and Napoleon Bonaparte).

### The Trait Theory: (1930s, 1940s)

The Trait Theory is one of the earliest theories that arose in studies of leadership in which researchers approached leadership by emphasizing various leaders’ attributes. These attributes, or traits, could include personality, motives, values, and skills (Yukl, 2006). According to Bass (2008), leaders and non-leaders differ in their attributes and tested personality traits. The Trait Theory of leadership purports that when a man or woman has superior qualities that distinguish him/her from followers, these qualities must be relevant to the situations in which the leader is working (Northouse, 2015; Stogdill, 1974).

Studies conducted on the Traits Theory spanned the entire 20<sup>th</sup> century; however, Stogdill (1974), who is one of the researchers associated most with this theory, conducted a meta-analysis of more than 120 trait studies that were performed between 1904 and 1974. His findings indicated that the average individual in a leadership role differs from an average group member with respect to the following eight traits: intelligence; alertness; insight; responsibility; initiative; persistence; self-confidence, and sociability. Stogdill conducted a second analysis on more than 160 new studies between 1948 and 1970, and the findings indicated that these same traits were associated positively with leadership (Northouse, 2015).

Critics of the trait approach note that it failed to provide a definitive list of leadership traits as well as to take into account the effect of specific situations. Moreover, when the individuals' personal attributes are largely stable and fixed, this approach is not particularly useful in leadership training and development (Northouse, 2015). However, traits still are considered to be significantly important in the study of leadership (Bass, 2008).

### **Behavioral Theories: (1940s, 1950s)**

The behavioral approach began in the early 1950s after many researchers became discouraged with the trait approach and began to pay closer attention to what managers actually do on the job (Yukl, 2006). The behavioral theories emphasize what leaders do and the way in which they act rather than who they are. Behavioral theories of leadership focus on studying certain specific behavioral aspects of a leader, and argue that extraordinary leaders are not born, but made by their surroundings. Therefore, these theories can be regarded as the opposite to the Great Man Theory. They also contrast with the Trait Theory, which emphasizes leaders' personality characteristics (Northouse, 2015). Researchers who have studied behavior theories determined that leadership is composed of two general kinds of behaviors: task behaviors, which facilitate goal accomplishment, and relationship behaviors, which help subordinates feel comfortable with themselves (Northouse, 2015).

In the late 1940s, Ohio State University researchers conducted one of the most powerful studies of this approach. They found two general types of leader behaviors: *initiating structure* behaviors (task behaviors), which facilitate goal accomplishment, such as organizing work, determining role responsibilities, and scheduling work activities, and *consideration* (relationship behaviors), which help followers feel comfortable with themselves, with each other, and with the

situation in which they find themselves (Northouse, 2015). Researchers at the University of Michigan took this a step further in their study of leadership behaviors. Their results were similar to those of the Ohio State study, but referred to leader behaviors as *employee orientated* and *production orientated* (Northouse, 2015). However, critics of the behavioral approach pointed out that behavioral theory researchers have been unable to establish a universal set of leadership behaviors that are linked to effective leadership. In addition, they have not been able to associate the behaviors of leaders with outcomes such as job satisfaction and morale (Northouse, 2015).

### **Contingency Theories: (1960s)**

The contingency approach emerged in the late 1950s and early 1960s, and Fiedler (1967) is the contingency theory researcher recognized most widely. Early theorists' failure to provide a definitive list of traits or behaviors that are linked to effective leadership led researchers to look at the situations in which leadership occurs as well. Contingency theories propose that success comes from matching a leader's style with the demands of a situation, in that, "The leader's effectiveness depends on how well the leader's style fits the context" (Northouse, 2013, p. 135). Most person-situation theorists focus on the way in which a leader should be developed to adapt best to the needs of the situation. However, according to Fiedler (1967), "We can improve group or organizational performance either by changing the leader to fit the situation or by changing [the] situation to fit the leader" (p. 247). He also explained that the success of relationship- and task-oriented leaders is dependent on the demands of a particular situation (Bass, 2008).

Contingency theories are concerned with *styles* (a personality trait) and *situations* (fairly constant), and the cornerstone of the leader's style is both task- and relationship-oriented. Therefore, the primary goal of the former is task success, while the primary goal of the latter is relationship success. These factors should be considered in situations that are either favorable or unfavorable to a leader. On the other hand, contingency theories suggest that situational factors are the leader-member relationships, the task structure, and the leader's position of power. Leader-member relations are successful when followers feel confidence with, and attraction and loyalty to their leader. Task structure functions when a task is very clear and followers understand it. Finally, the position of power is the degree of authority a leader has to reward or punish followers (Northouse, 2013). Although contingency theories have made a substantial

contribution to our understanding of the leadership process, critics have argued that they cannot be used easily in ongoing organizations (Northouse, 2013).

### **Transactional Leadership Theories (1970s)**

Transactional Leadership, also referred to as the Exchange Theory of Leadership, focuses on exchanges between superiors and subordinates (Humphreys & Einstein, 2003). Such exchanges can be financial, political, or psychological in nature (Thompson, 2015). According to Burns (1978, p. 19), Transactional Leadership "...occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things." He believed that transactions and exchanges are effective strategies between leaders and followers, in that leaders receive better job performance ratings and followers receive incentives based on their work. Stogdill and Bass (1981, p. 455) stated later that the transactional leader "...can be influential in groups under stress. Such a leader can supply solutions for immediate member needs as perceived by them. There will be immediate satisfaction with such leadership but not longer-term positive effectiveness."

Transactional leadership is divided into *contingent rewards* (CR) and *management by exception* (MBE: Bass, 2008). *Contingent rewards*, or constructive transactions, involve the leader engaging with and explaining to the follower what s/he must achieve to be rewarded. According to Bass (2008, p. 623), "The leader must assign a task or obtain agreement from the followers on what needs to be done and arranges for psychological or material rewards of followers in exchange for satisfactorily carrying out the assignment." Bass (2008) discussed *management by exception*, another aspect of transactional leadership in which leaders take corrective actions and intervene only when subordinates fail to achieve, or deviate from, their duties. The leader who practices *active management by exception* allows followers to continue on paths on which the follower and the leader have agreed unless the goals are not met; in this case, the leader intervenes to make corrections (Bass, 2008).

On the other hand, the leader uses *passive management by exception* when s/he intervenes only if agreements are not kept, or followers' performance falls below standards. Critics of transactional leadership, such as Patterson and Stone (2005, p. 7), pointed out that it is "...narrow in that it does not take the entire situation, employee or future of the organization in mind when offering rewards." In addition, the contingent reward may involve transformational



as well as transactional leadership, and management by exception does not seem to be related theoretically to the exchange that takes place (Yukl, 2008).

### **Transformational Leadership Theories (1970s)**

Downton (1973) first used the term “transformational leadership;” however, it has emerged as a critical theory of leadership because of Burns’ work (1978: Bass, 2008; Northouse, 2015). According to Burns (1978), Transformational leadership “...occurs when one or more persons engages with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). Bass (2008) described transformational leaders as those who “...motivate their followers to do more than the followers originally intended and thought possible” (p. 618).

Moreover, the transformational leader is one who engages others to increase the level of motivation and morality on the part of both the leader and follower (Northouse, 2015), and is a leader who attempts to help followers reach their fullest potential. Burns (1978) pointed to Gandhi as the modern example of transformational leadership, and indicated that at least two of the major world religions were developed by transformational leaders, Jesus and Mohammed (Bass, 2008).

Transformational leadership focuses primarily on follower development and their intrinsic motivation. The transformational leadership model includes four main components: *idealized influence; inspirational motivation; intellectual stimulation, and individualized consideration*. As indicated by Bass and Avolio (1994), these four styles are referred to often as the “Four Is” of transformational leadership. In the first factor, *idealized influence*, also referred to as *charismatic leadership*, the leader has very high standards of ethical behavior and represents a role model for his/her followers; consequently, followers emulate their leader (Bass & Avolio, 1994). The transformational leader can be counted on to do the right thing, share risks with followers, and be consistent rather than arbitrary. Importantly, this leader avoids using power for personal gain. However, s/he should exercise power when needed (Bass & Avolio, 1994).

The second factor, *inspirational motivation*, indicates that the leader inspires and motivates followers while encouraging them to achieve a higher level of performance. The inspirational leader articulates a clear future vision and holds high expectations for his/her

followers. With the third factor, *intellectual stimulation*, the leader stimulates his/her followers to be innovative and creative, as well as encourages them to maintain a high standard of conduct.

Further, followers are encouraged to take new approaches and think independently. Using the fourth factor, *individualized consideration*, the transformational leader provides an appropriate climate for, and pays special attention and listens carefully to the needs of each member. Such a leader interacts with followers as an adviser, teacher, coach, and counselor.

Although transformational leadership translates to a good relationship with followers and its results often exceed the outcomes expected, critics have pointed out that it lacks clear concepts, i.e., it is difficult to define the parameters of transformational leadership precisely. Researchers who have used the Multifactor Leadership Questionnaire (MLQ) to measure transformational leadership often agree; however, some results have shown that the four factors are correlated highly, while others argue that only some factors are correlated with transactional leadership factors (Northouse, 2015).

### **Servant Leadership**

One of the most important leadership theories is Servant Leadership, in which leaders serve their subordinates, put them first, and empathize with, and nurture them (Northouse, 2015). Servant leadership was developed by Greenleaf, who wished strongly to serve others (Greenleaf 1970; Northouse, 2015). In his opinion, serving followers is the essence of ethical leadership and a leader's primary responsibility (Yukl, 2006). The servant leader "...begins with the natural feeling that one wants to serve, to serve first" (Greenleaf, 1977). Although the term servant leader may have existed earlier, Greenleaf's definition popularized it (Koganti, 2014).

According to Dierendonck and Patterson (2010, p. 5), "Servant leadership is viewed as a leadership style that is beneficial to organizations by awakening, engaging, and developing employees, as well as beneficial to followers or employees by engaging people as whole individuals with heart, mind and spirit." Servant leadership has generated considerable controversy among scholars, as some consider it a trait, while others view it as a behavior. Further, some writers have focused on the ideal form of servant leadership, while others have focused on what it is in practice. Nevertheless, many publications over the past ten years have contributed to explanations of servant leadership and substantiated its underlying assumptions (Northouse, 2015).

## **Robert K. Greenleaf**

Greenleaf (1904–1990) first described Servant Leadership as it is understood today. He spent 40 years as Director of Management Development at AT&T, where he promoted the first females and Blacks to non-menial positions, and provided them with education. After he retired in 1964, he founded the Center for Applied Ethics, which was renamed the Greenleaf Center for Servant Leadership in 1985, and contributed to writing and disseminating information pertaining to servant leadership (Northouse, 2015; Dierendonck & Patterson, 2010; Frick, 2004). Greenleaf served as a consultant for, or guest lecturer at, many institutions, including M.I.T., Harvard School of Business, Ohio University, the Ford Foundation, the R.K. Mellon Foundation, and the American Foundation for Management. He also taught at the University of Virginia. According to Dierendonck and Patterson (2010), Greenleaf’s idea came in the 1969s, “...when he read Hermann Hess’ short novel, *Journey to the East*—an account of a mythical journey by a group of people on a spiritual quest. After reading this story, Greenleaf concluded that the central meaning of it was the great leader is experienced first as a servant to others, and that this simple fact is central to his or her greatness. True leadership emerges from those whose primary motivation is a deep desire to help others.” (P. 13)

In 1970, Greenleaf published his first essay, *The Servant as a Leader*, in which he proposed that the best leaders were servants first (Dierendonck & Patterson, 2010; Frick, 2004). Greenleaf wrote many other essays related to servant leadership in business, education, foundations, churches, and society, which were published subsequently in the book, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* (Frick & Spears, 1996). In *The Servant as Leader*, Greenleaf (1991) stated,

The servant leader is servant first...It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead...The difference manifests itself in the care taken by the servant—first to make sure that other people’s highest priority needs are served. (p. 7)

Wheatley (as cited in English, 2011) mentioned that Greenleaf was a great supporter of servant leadership. Moreover, he argued that leaders had the duty to act as servants to mankind and it was their responsibility to nurture the human spirit. Greenleaf claimed that servant leadership was applicable to people regardless of faith, and secular or religious institutions (Frick, 2016).

## **Examples of Servant Leaders**

Historically, the concept of servant leadership is timeless (Dierendonck & Patterson, 2010), and has its roots in religious and societal beliefs. In fact, there are examples of servant leadership throughout history, from ancient times to the present. Lao Tzu was an ancient Chinese philosopher whose humility was evident when he wrote, “Fail to honor people, they fail to honor you, but of a good leader, who talks little, when his work is done, his aim fulfilled, they will all say, ‘We did this ourselves’” (Spears, 1995, p. 242). Jesus is a clear example of servant leadership in religion. Indeed, regardless of one’s religious background, Jesus is often referred to as a model of religious servant leadership who was careful to be clear, both in his actions and words to his followers. For example, he told them, “If anyone wants to be first, he must be the very last, and the servant of all” (Spears, 1998).

There are other powerful examples of servant leadership: George Washington, the first president of the United States (Dierendonck & Patterson, 2010); slavery abolitionist Frederick Douglass, a supporter of women’s suffrage and an advocate for equality among all peoples (Lichtenwalner, 2010), and Dr. Martin Luther King, Jr., the famous leader of the civil rights movement (McGuire & Hutchings, 2007). On the other hand, men are not the only examples of servant leaders; Mother Teresa is a famous example of a servant leader who worked on the front lines to help humanity (Fawell, 2007).

Similarly, examples of servant leadership are not limited to Western culture; Omar Bin al-Khattab (583–644) is an excellent example of a servant leader from the Arab culture and Islamic world (Dierendonck and Patterson 2010). Mahatma Gandhi was one of the primary political leaders who defended the rights of immigrants, as well as fought for India’s independence from Great Britain (Barnabas & Clifford, 2012). Nelson Mandela, who followed Gandhi’s way, used the power of love rather than that of violence, and therefore, is considered South Africa’s liberator from terrorism and apartheid (Fawell, 2007; Davidson, 2013).

## **Characteristics of Servant Leaders**

Larry C. Spears (1994, 1995, 1998, 2002, and 2010), who was the CEO of the Greenleaf Center for Servant Leadership, defined the ten critical characteristics in Greenleaf’s literature that are central to servant leaders:

- 1- *Listening*. Communication skills are very important to leaders, especially servant leaders. Servant leaders start by listening first, as well as listening receptively, showing a commitment to listening to followers, and being attentive to what others say. When servant leaders are listening, they will acknowledge the different viewpoints of followers.
- 2- *Empathy*. Spears (2002) wrote that, “The servant leader strives to understand and empathize with others” (p. 5). The most successful servant leaders show and understand what followers are thinking and feeling.
- 3- *Healing*. “To heal means to make whole” (Northouse, 2015, p. 228). The most powerful servant leaders have the ability to heal themselves and followers. Servant leaders care for their followers by dealing with their personal problems. If followers suffer from broken spirits or emotional hurts, servant leaders strive to help make them whole.
- 4- *Awareness*. General awareness, self-awareness, attentiveness, and responsiveness are very important to servant leaders. These attributes help them understand themselves and others in terms of ethics, power, and values. This trait also helps the servant leader view cases from a more holistic perspective.
- 5- *Persuasion*. Stogdill (1974) proposed that persuasion, as a leadership concept, tends to refer to politics as well as social movements. However, Spears (2002) argued that this trait distinguishes clearly between the traditional authoritarian pattern and servant leadership. A servant leader persuades rather than coerces.
- 6- *Conceptualization*. Vision for an organization, the potential to see beyond boundaries, and long-term goals distinguish servant leaders from others. Conceptualization provides servant leaders the ability to adjust goals, as well as to deal with the complex problems of the organization in intelligent ways.
- 7- *Foresight*. Not unlike the concept of conceptualization, servant leaders consider what has happened in the past and understand the present. Therefore, they have the ability to make predictions about the future.
- 8- *Stewardship*. Servant leaders lead their organizations and followers, as well, carefully and benefit from, and earn the trust of, their communities. Stewardship is a

commitment to carry out the needs of others with openness, transparency, and persuasion rather than control.

- 9- *Commitment to the growth of people.* Servant leaders believe that their followers have significant value. Therefore, the servant leader seeks to improve followers professionally and personally.
- 10- *Building community.* Servant leaders should provide a suitable place for their followers, where they feel safe and connected with others and free to express themselves individually.

Many scholars have made proposals about the characteristics of servant leaders as illustrated in Table 2.1. Graham (1991) identified traits of servant leadership as humility; relational (mutual) power; vision; emulation of a leader's service orientation, and autonomy, while Laub (1999) suggested that attributes of a servant leader include valuing and developing people; building community; displaying authenticity, and providing and sharing leadership. Russell and Stone (2002) outlined nine functional attributes of servant leaders: vision; honesty; integrity; trust; service; modeling; pioneering; appreciation of others, and empowerment.

Table 2.1

*Authors Conducting Studies on Characteristics of Servant Leaders*

Graham (1991)	Laub (1999)	Russell & Stone (2002)	Patterson (2003)	Dennis & Bocarnea (2005)	Barbuto & Wheeler (2006)	Wong & Davey (2007)	Sendjaya, Sarros & Santora (2008)	Keith (2009)	Van Dierendonck & Nuijten (2011)
Humility	Valuing people	Integrity	Humility	Humility	Altruistic calling	Humility	Voluntary	Help the needs	Humility
Relational (mutual) power	Developing people	Honesty	Agapao love	Agapao love	Emotional healing		Authentic self	Listen	Accountability
Vision	Building community	Vision	Vision	Vision	Wisdom	Developing others	Covenantal relationship	Develop	Standing back
Emulation of a leader's service	Displaying authenticity	Service	Altruism		Persuasive mapping	Consulting	Responsible morality		Courage
Orientation	Providing leadership	Trust	Trust	Trust	Organizational stewardship	Inspiring	Transcendental spirituality		Authenticity
Autonomy	Sharing leadership	Empowerment	Empowerment	Empowerment		Authenticity	Transforming influence		Empowerment
		Pioneering	Service						Interpersonal acceptance
		Appreciation of others							Stewardship
		Modeling							

Patterson (2003) wrote about a theoretical model of servant leadership in which she discussed the component constructs of servant leadership as “agapao” love; humility; altruism; vision; trust; empowerment, and service. Dennis and Bocarnea (2005) proposed five characteristics of servant leaders that are similar to Patterson’s (2003), with the exception of altruism and service. Barbuto and Wheeler (2006) identified five key characteristics of servant leaders: altruistic calling; emotional healing; wisdom; persuasive mapping, and organizational stewardship, while Wong and Davey (2007) suggested five meaningful and stable factors of servant leaders:

Factor 1: A servant’s heart (humility and selflessness)—Who we are (Self-identity)

Factor 2: Serving and developing others—Why we want to lead (Motive)

Factor 3: Consulting and involving others—How we lead (Method)

Factor 4: Inspiring and influencing others—What effects we have (Impact)

Factor 5: Modeling integrity and authenticity—How others see us (Character: p. 6).

Sendjaya, Sarros, and Santora (2008) presented six dimensions of servant leadership: voluntary subordination; authentic self; covenantal relationship; responsible morality; transcendental spirituality, and transforming influence. Keith (2009) proposed three steps servant leaders should take: help the needs of your followers, listen, and develop. Van Dierendonck and Nuijten (2011) described eight qualities of servant leaders: empowerment; accountability; standing back; humility; authenticity; courage; interpersonal acceptance, and stewardship.

### **Model of Servant Leadership**

Liden, Wayne, Zhao, and Henderson (2008) and Liden, Panaccio, Hu, and Meuser (as cited in Northouse, 2015) developed a practical model of servant leadership that included three main components: *antecedent conditions*, *servant leader behaviors*, and *outcomes*. The intent of this model is to provide clarification of servant leadership and explain its complexity. Figure 2.3 illustrates the details of the model clearly. In the first column of the figure, we can see *antecedent conditions*, which includes three elements; although this is not limited to all of the conditions that affect servant leadership, it is among the factors that may affect it. The middle column of the figure lists the core of *servant leader behaviors*, and includes seven elements that represent the central focus of servant leadership, each of which provides an important

contribution. In the last column, we can see the *outcomes* of servant leadership, which include strengthening organizational performance and exerting a positive influence on society.

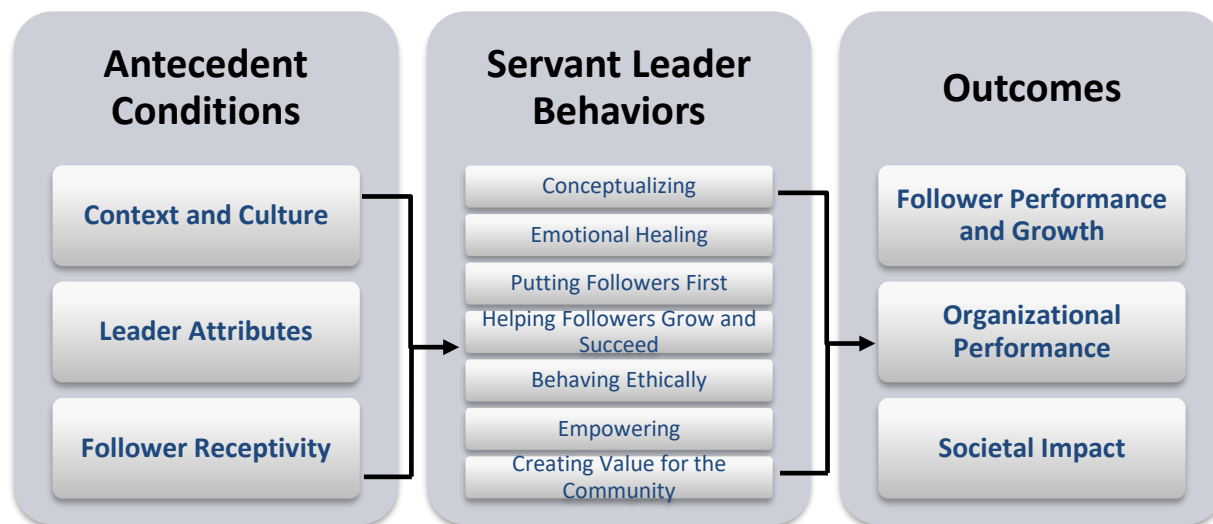


Figure 2.3. Model of servant leadership.

### Comparing Servant Leadership with Other Leadership Theories

The concepts and terminology may be similar between the servant leadership model and other models; however, they differ, in that servant leadership can result in the development of a very different kind of culture, depending on the leader's underlying motivation (Smith, Montagno, & Kuzmenko, 2004, p. 82). Servant leadership overlaps with other types of leadership, such as transformational leadership, by including an ethical dimension; however, servant leadership also includes altruism as an essential element (Northouse, 2015). Bass (2000) pointed out that "Servant leadership is close to the transformational components in terms of inspiration and individualized consideration" (p. 33). Laub (1999) considered servant leadership as an alternative to the traditional models of power and authority common in today's organizations.

### Strength of Servant Leadership

Servant leadership is distinguished from other styles in many ways. A servant leader cares genuinely about serving his/her followers. This approach encourages followers to give the best performance possible. A servant leader does not rely on power to accomplish tasks, but instead shows his/her followers the strength of leading through service, an act that allows them



more freedom to achieve their own success. This is characterized by encouraging followers to learn, grow, and develop independence.

Servant leadership also is characterized by its unique focus on the success of organizational stakeholders (Walumbwa, Hartnell, and Oke, 2010). Servant leadership emphasizes leaders' humility to counter hubris, which means that servant leaders allow themselves to be influenced by what their followers say, and thereby are more powerful than those who rule by fiat (Graham, 1991). Servant leaders show commitment to the community and values, treat people as ends rather than means, and express a human face in an often impersonal environment (Waterman, 2011).

### **Criticisms of Servant Leadership**

There is a certain level of disagreement among various scholars because of the ambiguity in the concept of servant leadership. Page and Wong (2000), and Stone, Russell, and Patterson (2004) have argued that a simple definition fails to present a characteristic leadership approach as it may be a very complex concept. Northouse (2015) criticized some points in servant leadership, for example, the title, when he said, "The paradoxical nature of the title 'servant leadership' creates semantic noise that diminishes the potential value of the approach" (p. 240), and it can be seen as something whimsical or contradictory instead.

Further, some servant leadership scholars have argued about the core dimensions of the process of servant leadership. The characteristic of "conceptualizing" also is unclear when included as a behavior in the model of servant leadership. Similarly, some scholars believe that most attributes of servant leadership, such as transformational, ethical, distributive, and charismatic leadership, are also present in traditional theories of leadership; hence, it is not a new concept (Northouse, 2015; Burns, 1978; Graham 1991).

### **Job Satisfaction and Leadership Theories**

A review of existing literature suggests an informal consensus among experts that any good form of leadership is likely to have a positive effect on subordinates' level of job satisfaction. According to Bavendam (2000), good leadership is among the six most important factors associated with employees' job satisfaction. Randolph-Robinson (2007) found that

teachers' level of morale and satisfaction was likely to be higher in an environment in which the school principal demonstrates participative, rather than autocratic behavior.

Employees who work under a transformational leader are likely to be motivated more highly and satisfied with their working environment (Bass & Riggio, 2008). Nyenyembe, Maslowski, Nimrod, and Peter (2016) mentioned that the transactional leadership style also is known to have a positive influence on teachers' levels of job satisfaction. Moreover, they discussed that the transactional leadership style appeals to teachers' self-interest and hence, motivates them to perform better as well as provides greater job satisfaction.

It is a common understanding that a satisfied employee is more productive and efficient. However, understanding job satisfaction may not be a straightforward task. Various authors have defined it in different ways, as Table 3 shows. Locke (1976) defined job satisfaction as a pleasurable emotional state that is a direct result of a person's job. Locke (1976) also found a direct relation between job satisfaction and such factors as happiness, creativity, self-esteem, and decreased absenteeism.

According to Davis (1981), job satisfaction is the relation between an employee's expectations of the job and the rewards that the job provides. Job satisfaction affects general life satisfaction because it is an important part of life. Similarly, the effects of job satisfaction can be seen in higher productivity as a direct result of commitment and motivation to perform better (Argyle, 1989). Job satisfaction often leads to a more efficient, optimistic, and healthier workforce.

Table 2.2

*Job Satisfaction Definitions*

Years	Author	Definition
1976	Locke	A pleasurable emotional state.
1981	Davis	Employee expectations of the job and the rewards.
1989	Argyle	Higher productivity.
2002	Weiss	A way to evaluate the job.
2009	Cetinkanat	A matter of personal evaluation.

Some authors have viewed job satisfaction as a way to evaluate the job. According to Weiss (2002), job satisfaction can be determined by the way an employee evaluates his/her job and working environment, either positively or negatively. Cetinkanat (2000) and Cerit (2009) believed that job satisfaction is a matter of personal evaluation. Such an evaluation can either be made on the basis of the working environment, such as the relationship with a supervisor, or the job's direct outcomes, such as salary and job security.

While different authors provide varying perspectives, all of these viewpoints have a certain degree of significance, and any inconsistency is attributable to the fact that it can be a very wide area to examine.

### **Teachers' Job Satisfaction**

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).

### **Theories of Job Satisfaction**

Various authors, experts, and researchers have proposed theories related to job satisfaction. The Hawthorne Studies are considered to be among the first on this topic, and provided the foundation for further exploration. The Hawthorne Studies were conducted at the Western Electric Company's Hawthorne Works from 1924 to 1932 (Franke, 1979; Gillespie, 1986) and provided valuable insights about the relation between illumination at the workplace and workers' productivity. The National Research Council of the National Academy of Sciences took part in the study, which performed tests on 12,000 company workers. The researchers found no noticeable correlation between the level of illumination and workers' productivity. Surprisingly, however, they found a correlation between positive human interactions and productivity.

In 1970, Lawler developed the *Discrepancy* theory, which is considered to be among the first models of job satisfaction. In his theory, Lawler (1970) argued that job satisfaction is associated directly with the structure of motivation. He believed that this motivation and, hence, the resulting satisfaction, depends on the gap between employees' expectations and their achievements—the difference between what they wanted to achieve versus what they have actually achieved. Moreover, the theory proposes that people in the same job role can have varying levels of satisfaction.

Lawler's work was furthered by Lawler, Hall, and Oldham in 1974 when they created a successful job characteristics model, formally called the *Growth-Need Strength* theory, or the GNS theory. These researchers (1974) concluded that job satisfaction is achieved if the growth needs of the worker match the job characteristics. Furthermore, they claimed that the characteristics of skill variety, task significance and identity, feedback, and autonomy determined an employee's behavior and attitude in the workplace. An employee's perception of the amount of effort required to complete the task versus the actual time taken to do so also had an effect on his/her productivity. An employee was likely to become motivated both intrinsically and extrinsically if s/he had a higher level of productivity than perceived.

Herzberg's work in 1968 and 1974 resulted in his *Motivation-Hygiene* theory. Also referred to as the two-factor theory, it identifies motivating and maintenance factors. According to Wang (2005), an employee is likely to be satisfied per Herzberg's theory if such important motivators as achievement, responsibility, and recognition are present. On the other hand, the absence of maintenance, or hygiene, factors, such as better supervision and healthy relationships with coworkers, is likely to cause job dissatisfaction.

Alderfer's *Erga Omnes* theory (1969, 1972) is another famous theory related to job satisfaction. According to this theory, each employee has three types of needs, the fulfillment of which is likely to increase the level of job satisfaction. These needs include existence, such as food, shelter and clothing; relatedness, such as better communication in the workplace, and growth, such as creativity and self-development (Wang, 2005).

### **Servant Leadership and Teacher's Job Satisfaction**

Various studies have been performed in different ways to determine the relation between servant leadership and teachers' job satisfaction, as shown in Table 4. As presented by Laub

(1999), six constructs of servant leadership 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 2.3

*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).

Krog and Govender (2015) analyzed the relation between servant leadership and employee empowerment, trust, commitment, and innovative behavior. Altruistic calling; emotional healing; wisdom; persuasive mapping, and stewardship of an organization are some of the traits of servant leadership that played an effective role in enhancing employees' job satisfaction in various types of organizations. Virtues and morality were considered effective variables linked to the ethics of servant leadership and job satisfaction. Higher employee commitment, trust, and innovative behavior were some of the outcomes achieved by effective servant leadership.

Noland and Richards (2015) explored the effects of teachers' servant leadership on student outcomes, and found that servant leadership was associated positively with students' engagement and learning indicators. Students with servant teachers seemed to be more empowered, invested, and confident. These interconnected relations have led to the conclusion that servant leadership influences the motivation of both students and teachers positively.

According to Sun (2016), servant leadership can increase personnel's happiness and performance, and also tends to establish job satisfaction effectively. The servant leadership style has a significant effect on employees' innovative performance as well, in that performance control moderated the strength of servant leadership. Servant leadership also has been shown to affect the behaviors of team leaders, and a high level of servant leadership is related directly to employees' increased autonomy. These positive effects of servant leadership have played various roles within different environments of performance control.

## **Conclusion**

Analysis of the academic literature available suggested that a significant number of authors have focused on the transactional and transformational styles of leadership, as well as certain other popular styles of leadership. These authors also have studied the association between leadership styles and teachers' job satisfaction. This was discussed briefly in the literature review of this paper. However, there seems to have been less research on servant leadership and its correlation with teachers' levels of job satisfaction.

There is no doubt that servant leadership is one of the most important forms of leadership, and some authors and experts even consider servant leaders to be among the best leaders. It is, therefore, essential to study this particular leadership style in depth and analyze its likely effects on employees' job satisfaction, especially teachers in an academic setting.

Servant leadership is a comparatively new and unexplored area with respect to leadership studies and the influence of leadership styles on employees' job satisfaction. However, the analysis of this relation can have significant ramifications for management and leadership styles. Therefore, this paper focused primarily on studying the relation between school principals' servant leadership and teachers' job satisfaction.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Introduction**

This chapter explains the methodology that was used for the study, and reviews the research questions, describes the population, and confirms the validity and reliability of the study as well. The purpose of this study was to examine the level of principals' servant leadership as determined by their teachers, and what, if any, influence this has on their teachers' job satisfaction. The study used Liden et al.'s (2008) Servant Leadership Questionnaire (SLQ), which is a validated survey instrument that identifies seven dimensions of servant leadership characteristics. Mohrman et al.'s (1977) Mohrman–Cooke–Mohrman job satisfaction survey (MCMJSS) also was administered to measure the teachers' job satisfaction.

#### **Research Design**

The study used a survey and a quantitative, non-experimental, correlational design to address the research questions. Creswell (2012) defined quantitative research as "...an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature" (p. 626). He also defined correlational designs as "...procedures in quantitative research in which investigators measure the degree of the association (or relation) between two or more variables using the statistical procedure of correlational analysis" (p. 21).

The independent variable for the study was servant leadership, measured with the SLQ (Liden et al., 2008) (see Appendix D), while the dependent variable was teachers' job satisfaction, measured with the MCMJSS (Mohrman et al., 1977) (see Appendix E).

Demographic factors, including teaching experience, educational background, and gender of teachers within the schools, were moderating variables (see Appendix C). The study evaluated these variables to determine whether they influenced teachers' perceptions of their principals and their job satisfaction.

#### **Research Questions and Hypotheses**

The research questions that guided the study were as follows:

Q1: To what extent do teachers perceive that their school leaders' behavior reflects servant leadership characteristics?

H1<sub>0</sub>: Teachers do not perceive that their school leaders' behavior reflects servant leadership characteristics.

H1<sub>A</sub>: Teachers do perceive that their school leaders' behavior reflects servant leadership characteristics.

Q2: What is the relation between teachers' perceptions of their principals' servant leadership style and their job satisfaction?

H2<sub>0</sub>: There is no significant relation between teachers' perception of their principals' servant leadership style and their job satisfaction.

H2<sub>A</sub>: There is a significant relation between teachers' perception of their principals' servant leadership style and their job satisfaction.

Q3: Do teaching experience, educational background, and gender predict teachers' perceptions of their principals' servant leadership and their job satisfaction?

H3<sub>0</sub>: There are no significant differences in teachers' perceptions of servant leadership and job satisfaction dependent upon teaching experience, educational background, and gender.

H3<sub>A</sub>: There are significant differences in teachers' perceptions of servant leadership and job satisfaction dependent on teaching experience, educational background, and gender.

## **Population**

Creswell (2012) defined a population as "...a group of individuals who comprise the same characteristics" (p. 625). The population of the study was teachers in the Al-Salama 2 school district, all of whom were invited to participate in the study.

Based on the literature review, there is no gender difference in servant leadership styles and servant leadership is not limited to men; Mother Teresa is a famous example of a female servant leader who worked to serve humanity (Fawell, 2007). The school system in Saudi Arabia is organized with males and females in separate schools, with students, faculty, and administrative staff that have the same responsibilities. Therefore, the study was conducted in both the male and female schools in Al-Salama 2 district in Jeddah, Saudi Arabia. There are eight public schools in this district: 2 male elementary, 2 female elementary, 1 male middle, 1 female middle, 1 male high, and 1 female high school. The study's target population was 311



teachers in the Al-Salama 2 school district. All are similar with respect to the school buildings, curricula, number of teachers and students, and their socioeconomic status.

### **Instrumentation**

Two separate survey instruments were used for this study: the SLQ and MCMJSS. The SLQ assessed the level of servant leadership attributes principals demonstrate as perceived by the teachers who work for them. It consists of 28 items in the following seven dimensions: conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, behaving ethically, emotional healing, and creating value for the community. Teachers were asked to rate each item on a 4-point Likert scale that ranged from (1 = strongly agree 4 = strongly disagree). Linden et al. (2008) provided the only research in which both an exploratory and a confirmatory sample were included (Dierendonck & Nuijten, 2011). Face validity was achieved in two large samples, and a confirmatory factor analysis confirmed their seven-factor model as the best fit model. Permission to use the SLQ was received from Robert Liden, who developed the instrument (see Appendix A). The SLQ has been used in numerous studies (e.g., Carder, 2012; Downing, 2015; Rodriguez, 2016).

The second instrument used was the MCMJSS, which includes eight items. The survey is divided into two parts related to intrinsic factors, such as achievement and recognition, and extrinsic factors, such as pay, job security, and working conditions. Teachers were asked to evaluate each item on a four-point Likert-type scale that ranged from (1= Most satisfied to 4 = Least Satisfied), and a satisfaction score overall was computed by combining all answers. The MCMJSS was based on Herzberg's motivation-hygiene theory that established its construct validity. The reliability of the instrument, measured using Cronbach's alpha, ranged from 0.81 to 0.87 for the intrinsic scale, and from 0.77 to 0.82 for the extrinsic scale (Mohrman et al., 1977). Permission to use the MCMJSS was received from Dr. Susan Mohrman (see Appendix A). The MCMJSS has been used in numerous studies (e.g., Brown, 2014; Cerit, 2009; Herbert, 2003).

Bugenhagen (2006) reported that participants will be confused if they are asked to complete two separate online surveys. Therefore, to reduce the potential for such confusion, the SLQ and MCMJSS were incorporated in one survey.

### **Translation/back-translation**

Geisinger (2003) indicated, “The quality of the translation is evaluated in terms of how accurately the back-translated versions agree with the original text” (p. 107). For example, the word “difference,” was “change” in both back-translated versions. In contrast, the word “trauma” was back-translated to “problem,” which does not reflect the same level of emotional challenge and was modified to a more accurate term.

After obtaining permission from the authors, the translation/back-translation technique was used to translate the SLQ and MCMJSS. Three independent translators competent in both English and Arabic, two of whom hold PhDs were involved in the process. First, two translators working independently converted the scale statements from English to Arabic. Then another translator, a post-doctoral student, translated the scale statements back to English independently. Thereafter, the two English versions of the scale statements were compared to the original statements. These translators largely agreed with the original version; however they provided minor suggestions on pronoun use to be inclusive of both male and female instructors.

### **Data Collection**

An online questionnaire with the two instruments was used to facilitate data collection, and was formatted using Qualtrics survey software. Participants were surveyed during June and August 2017. First, the names, email addresses, and school phone numbers of all school principals and teachers in Al-Salama 2 district were obtained from the Department of Education websites, after which each was sent an email with the questionnaire attached (see Appendix G).

### **Informed Consent**

The Institutional Review Board (IRB) required informed consent to ensure that the participants’ rights were protected (see Appendix F). When participants received the link to access the surveys via Qualtrics, they were prompted to read an informed consent statement explaining the purpose of the research, what would be required of them, an explanation of their rights, and assurance that their participation in the research was voluntary. By selecting “Yes,” participants gave consent for the researcher to use their data (see Appendix B). This selection then directed them automatically to the next screen, where they began to complete the surveys.

If participants chose to decline by selecting “No,” they were redirected to a screen that thanked them for their time and exited them from the program.

### **Data Management**

All data were analyzed in SPSS v. 24. All of the responses were received digitally and then saved securely. The Qualtrics software ensures that the data are not tampered with or manipulated in any way.

### **Data Analysis**

Descriptive statistics, frequencies, means, and standard deviations were used to address research question 1. To answer research question 2, bivariate correlations were conducted and scatter plots were constructed prior to regression analysis that tested the relationship between perceived servant leadership and teachers’ job satisfaction using a two-tailed Pearson correlation. Thereafter, simple linear regression was performed to examine the prediction of job satisfaction by servant leadership. Multiple linear regression was used to address question 3 and predicted the moderating effects of teaching experience, educational background, and gender on both the perceptions of servant leadership and job satisfaction.

## CHAPTER 4

### RESULTS

#### Introduction

The purpose of this study was to examine the level of servant leadership of principals as determined by their teachers and what, if any, influence it had on teachers' job satisfaction. The study took place in the Al-Salama 2 public school district and included 8 schools and 311 teachers. The independent variable was teachers' perceptions of their principals' servant leadership characteristics and the dependent variable was the teachers' job satisfaction. The following research questions guided the study:

1. To what extent do teachers perceive that their school leaders' behavior reflects servant leadership characteristics?
2. What is the relation between teachers' perceptions of their principals' servant leadership style and their job satisfaction?
3. Do teaching experience, educational background, and gender predict teachers' perceptions of their principals' servant leadership and their job satisfaction?

This chapter reports the results relevant to the research questions, demographic and descriptive data, and a description of the correlated subscale. To begin the questionnaire process, the researcher contacted the Department of Education and asked for permission to conduct a survey of the teachers in the Al-Salama 2 district (see Appendix H). Once permission was obtained, a consent form and questionnaire were sent to each school within the district. A follow-up email was sent after three weeks requesting that those who had not yet participated complete the surveys. Participants responded to a group of demographic questions, as well as 36 questions that combined elements of the Servant Leadership Questionnaire (SLQ) and the Mohrman–Cooke–Mohrman Job Satisfaction Questionnaire (MCMJSS). All non-demographic items were measured on a 4-point Likert scale that ranged from 1 = strongly agree to 4 = strongly disagree.

#### Participant Demographics

**Percentage of respondents in general and by gender.** The demographic data provided information important in understanding the associations between teachers' perceptions of servant

leadership and their job satisfaction. The study's target population was 311 teachers in the Al-Salama 2 school district (N=311). 158 teachers responded to the survey, for a response rate of 52%. Table 4.1 illustrates participants' gender; 81 (51.3%) were male and 77 (48.7%) were female.

Table 4.1

*Gender*

Gender	N	%
Male	81	51.3
Female	77	48.7
Total	158	100.0

**Percentage by level of teachers' school.** Table 4.2 illustrates the level of schools in which the respondents taught; eighty respondents (50.6%) taught in elementary schools. Nearly twenty-one respondents (13.3%) indicated that they worked in middle schools, and approximately 57 (36.1%) of respondents taught in high schools.

Table 4.2

*Level of Teachers' Schools*

Participants' school	N	%
Elementary	80	50.6
Middle-School	21	13.3
High-School	57	36.1
Total	158	100.0

**Percentage of respondents by educational background.** With respect to educational background, Table 4.3 shows that 133 respondents (84.2%) held a bachelor's degree. Sixteen (10.1%) received a certificate of specialization after their bachelor's degrees. Approximately seven (4.4%) of these respondents had a master's degree, while only two respondents (1.3%) held doctoral degrees.

Table 4.3

*Participants' Educational Background*

Degree	N	%
Bachelor's	133	84.2
Educational Specialist	16	10.1
Master's	7	4.4
Doctorate	2	1.3
Total	158	100.0

**Number of years teaching.** Table 4.4 illustrates the distribution of respondents by the number of years they had taught. The final two categories of years taught were combined to reveal eighteen respondents (11.4%) who taught twenty-six years or more, Forty-two respondents (25.8%) had worked in education between twenty-one and twenty-five years. Forty-one (29.9%) had been educators between sixteen and twenty years. Twenty-eight (17.7%) indicated that they had taught between eleven and fifteen years. Fourteen respondents (8.9%) had taught between six and ten years, and seven of the respondents (4.4%) had worked in education for fewer than five school years.

Table 4.4

*Percentage of Respondents by Number of Years Teaching*

Years of Teaching	N	%
< -5 years	7	4.4
6 – 10 years	14	8.9
11 – 15 years	28	17.7
16 – 20 years	46	29.1
21 – 25 years	41	25.9
26 – 30 years	17	10.8
31+ years	1	0.6
Missing	4	2.5
Total	158	100.0

**Percentage of respondents by number of years at current school.** Table 4.5 provides the distribution of respondents by number of years they have taught at their current school. Three respondents (1.9%) indicated that they had worked for more than twenty-one years in their current school. Fourteen (8.9%) had worked between sixteen and twenty years in their current

school, while twenty-two (13.9%) had worked between ten and fifteen years. Forty respondents (25.3%) had worked in their current school between six and nine years. Thirty-six (22.8%) stated that they had worked at their current school between three and five years, and forty-three respondents (27.2%) indicated that they had worked in their current school for fewer than two years.

Table 4.5

*Percentage of Respondents by Number of Years at Current School*

Years of Teaching	N	%
< -2 years	43	27.2
3–5 years	36	22.8
6–9 years	40	25.3
10–15 years	22	13.9
16–20 years	14	8.9
21+ years	3	1.9
Total	158	100.0

**Findings by Research Questions**

**Research question 1.** The first question in this study asked, “To what extent do teachers perceive that their school leaders’ behavior reflects servant leadership characteristics?” The first section in the survey included a list of 28 items designed to answer that question adapted from Liden et al.’s (2008) SLQ. However, some of the SLQ items were modified to fit the purpose of this study. For example, when the original item began with “My manager,” it was altered to “My principal.” Respondents indicated the extent to which they agreed with each item on a 4-point Likert scale that ranged from 1=Strongly Agree to 4=Strongly Disagree.

Table 4.6 provides the mean scores and standard deviations of each of the 28 survey items. As shown, the mean scores for agree and strongly agree, as well as disagree and strongly disagree, were grouped for each item in the table. Four items reached the highest levels of agreement: (1) “My principal holds high ethical standards” ( $M=1.04$ ,  $SD=0.12$ , 96.0% valid percent); (2) “My principal is interested in making sure that I achieve my career goals” ( $M=1.07$ ,  $SD=0.26$ , 92.9% valid percent); “My principal can recognize when I’m disappointed without asking me” ( $M=1.07$ ,  $SD=0.26$ , 92.8% valid percent), and “My principal takes time to talk to me on a personal level” ( $M=1.08$ ,  $SD=0.28$ , 91.7% valid percent).



Table 4.6

*Descriptive Statistics for Each Item in Servant Leadership Questionnaire (SLQ)*

Item Description		Valid Percent Strongly Agree	Mean	SD
1.	My principal can tell if something work-related is going wrong.	91.60	1.08	0.28
2.	My principal gives me the responsibility to make important decisions about my job.	87.00	1.13	0.34
3.	My principal makes my career development a priority.	79.70	1.20	0.40
4.	My principal seems to care more about my success than his/her own.	59.40	1.41	0.49
5.	My principal holds high ethical standards.	96.00	1.04	0.12
6.	I would seek help from my principal if I had a personal problem.	68.80	1.31	0.47
7.	My principal emphasizes the importance of giving back to the community.	89.70	1.10	0.34
8.	My principal is able to think through complex problems effectively.	85.80	1.14	0.35
9.	My principal encourages me to handle important work decisions on my own.	80.90	1.19	0.39
10.	My principal is interested in making sure that I achieve my career goals.	92.90	1.07	0.26
11.	My principal puts my best interests ahead of his/her own.	52.00	1.48	0.50
12.	My principal is always honest.	73.90	1.26	0.44
13.	My principal cares about my personal well-being.	85.80	1.14	0.35
14.	My principal is always interested in helping people in our community.	52.60	1.47	0.50
15.	My principal has a thorough understanding of our organization and its goals.	81.40	1.19	0.39
16.	My principal gives me the freedom to handle difficult situations in the way that I feel is best.	88.50	1.12	0.32

(continued)

Table 4.6 (cont.)

Item Description	Valid Percent Strongly Agree	Mean	SD
17. My principal provides me with work experiences that enable me to develop new skills.	85.60	1.14	0.35
18. My principal sacrifices his/her own interests to meet my needs.	84.20	1.16	0.37
19. My principal would <b>not</b> compromise ethical principles in order to achieve success.	54.80	1.45	0.50
20. My principal takes time to talk to me on a personal level.	91.70	1.08	0.28
21. My principal is involved in community activities.	55.90	1.44	0.50
22. My principal can solve work problems with new or creative ideas.	86.40	1.14	0.34
23. When I have to make an important decision at work, I do <b>not</b> have to consult my principal first.	79.50	1.21	0.41
24. My principal wants to know about my career goals.	54.50	1.46	0.50
25. My principal does whatever s/he can to make my job easier.	86.50	1.14	0.34
26. My principal values honesty.	81.80	1.18	0.39
27. My principal can recognize when I'm disappointed without asking me.	92.80	1.07	0.26
28. I am encouraged by my principal to volunteer in the community.	61.30	1.39	0.49

At the other end of the spectrum, the servant leadership practice that achieved the lowest level of participant agreement was “My principal puts my best interests ahead of his/her own” ( $M=1.48$ ,  $SD=0.50$ ); only 52% of the respondents agreed with this item. Other items with lower levels of agreement included: (1) “My principal is always interested in helping people in our community” ( $M=1.48$ ,  $SD=0.50$ ); (2) “My principal wants to know about my career goals” ( $M=1.45$ ,  $SD=0.50$ ), and (3) “My principal would not compromise ethical principles in order to achieve success” ( $M=1.45$ ,  $SD=0.50$ ).

**Research question 2.** The second research question in the study asked, “What is the relation between teachers’ perceptions of their principals’ servant leadership style and their job satisfaction?” The goal of this question was to determine whether a relation exists between

teachers' perception of their principals' servant leadership style and their job satisfaction as measured with the SLQ (Liden et al., (2008) and the MCMJSS (Mohrman et al., 1977).

To address Research Question 2, it was necessary to compute correlations between the participants' responses to the Servant Leadership Questionnaire (SLQ) and Mohrman–Cooke–Mohrman job satisfaction survey (MCMJSS) items by using multiple items (dimensions) rather than a single item. As Nunnally and Bernstein (1994) stated,

Each item tends to relate to attributes other than the one to be measured...individual items have considerable random measurement error...measurement error averages out when individual scores are summed to obtain a total score. (p. 66-67)

The servant leadership categorizations developed by Liden et al. (2008) incorporated the following dimensions: possessing conceptual skills; empowering employees; helping subordinates grow; putting subordinates first; demonstrating behaving ethically; offering emotional healing, and creating value for the community. The items that comprised these seven dimensions and descriptions, as defined by Liden et al. (2008), are illustrated in Table 4.7.

Table 4.7

*Servant Leadership Descriptions as shown in Liden et al. (2008)*

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**Conceptual skills**—possessing the knowledge of the organization and tasks at hand so as to be in a position to effectively support and assist others, especially immediate followers.

- My principal can tell if something work-related is going wrong.
- My principal is able to think through complex problems effectively.
- My principal has a thorough understanding of our organization and its goals.
- My principal can solve work problems with new or creative ideas.

---

**Empowering**—encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks.

- My principal gives me the responsibility to make important decisions about my job.
- My principal encourages me to handle important work decisions on my own.
- My principal gives me the freedom to handle difficult situations in the way that I feel is best.
- When I have to make an important decision at work, I do **not** have to consult my principal first.

- 
- **Helping subordinates grow**—demonstrating genuine concern for others' career growth and development by providing support and mentoring.
  - My principal makes my career development a priority.
  - My principal is interested in making sure that I achieve my career goals.
  - My principal provides me with work experiences that enable me to develop new skills.
  - My principal wants to know about my career goals.
- 

(continued)

Table 4.7 (cont.)

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**Putting subordinates first**—using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority.

- My principal seems to care more about my success than his/her own.
- My principal puts my best interests ahead of his/her own.
- My principal sacrifices his/her own interests to meet my needs.
- My principal does whatever she/he can to make my job easier.

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**Behaving ethically**—interacting openly, fairly, and honestly with others.

- My principal holds high ethical standards.
- My principal is always honest.
- My principal would **not** compromise ethical principles in order to achieve success.
- My principal values honesty.

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**Emotional healing**—the act of showing sensitivity to others' personal concerns.

- I would seek help from my principal if I had a personal problem.
- My principal cares about my personal well-being.
- My principal takes time to talk to me on a personal level.
- My principal can recognize when I'm disappointed without asking me.

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**Creating value for the community**—a conscious, genuine concern for helping the community.

- My principal emphasizes the importance of giving back to the community.
  - My principal is always interested in helping people in our community.
  - My principal is involved in community activities.
  - I am encouraged by my principal to volunteer in the community.
- 

Table 4.8 presents the descriptive statistics of the SLQ dimensions, in which the highest dimension was emotional healing ( $M=1.66$ ,  $SD=0.59$ ), followed by conceptual skills ( $M=1.69$ ,  $SD=0.56$ ). The third dimension was empowering ( $M=1.72$ ,  $SD=0.65$ ), followed by helping

subordinates grow ( $M=1.89$ ,  $SD=0.57$ ), behaving ethically ( $M=1.94$ ,  $SD=0.66$ ), and putting subordinates first ( $M=2.11$ ,  $SD=0.71$ ). The lowest dimension was creating value for the community ( $M=2.17$ ,  $SD=0.67$ ).

Table 4.8

*Description of Each Dimension in Servant Leadership Questionnaire (SLQ)*

Dimensions	N	Min.	Max.	Mean	SD
Conceptual Skills	158	1.00	3.50	1.69	0.56
Empowering	158	1.00	4.00	1.72	0.65
Helping Subordinates Grow	158	1.00	3.33	1.89	0.57
Put Subordinates first	158	1.00	4.00	2.11	0.71
Ethical Behavior	158	1.00	4.00	1.94	0.66
Emotional Healing	158	1.00	3.75	1.66	0.59
Creating Value For The Community	158	1.00	3.75	2.17	0.67

The descriptive statistics for the items on the MCMJSS were computed with respect to the mean scores. The MCMJSS survey included eight items. The first, with the highest mean score, was “The feeling of self-esteem or self-respect you get from being in your job” ( $M=1.40$ ,  $SD=0.64$ ), followed by “The amount of respect and fair treatment you receive from your supervisors” ( $M=1.46$ ,  $SD=0.70$ ). The statement about “The amount of supervision you receive” ranked third ( $M=1.73$ ,  $SD=0.79$ ), followed by “The opportunity for participation in the determination of methods, procedures, and goals” ( $M=1.87$ ,  $SD=0.85$ ). The fifth statement asked participants to rate “The feeling of being informed in your job” ( $M=1.94$ ,  $SD=0.89$ ), followed by “The opportunity for personal growth development in your job” ( $M=1.96$ ,  $SD=0.98$ ). The statement about “The feeling of worthwhile accomplishment in your job” ( $M=1.99$ ,  $SD=0.97$ ) fell just above “Your present job when you consider the expectations you had when you took the job” ( $M=2.17$ ,  $SD=1.00$ ). Table 4.9 presents the descriptive statistics for the statements on the MCMJSS.

Table 4.9

*Descriptive Statistics for Items in MCMJSS*

Item	N	Min.	Max.	Sum	Mean	SD
The feeling of self-esteem or self-respect you get from being in your job.	157	1	4	220	1.40	0.64
The opportunity for personal growth development in your job	157	1	4	308	1.96	0.98
The feeling of worthwhile accomplishment in your job	156	1	4	311	1.99	0.97
Your present job when you consider the expectations you had when you took the job	156	1	4	339	2.17	1.00
The amount of respect and fair treatment you receive from your supervisors	156	1	4	228	1.46	0.70
The feeling of being informed in your job	157	1	4	305	1.94	0.89
The amount of supervision you receive	157	1	4	271	1.73	0.79
The opportunity for participation in the determination of methods, procedures, and goals	157	1	4	294	1.87	0.85

The Pearson correlations determined the relations between the three dimensions of job satisfaction and the seven dimensions of the SLQ. The three dimensions of job satisfaction were 1-overall JS, 2-intrinsic JS, and (3) extrinsic JS. The seven dimensions of the SLQ included: conceptual skills, empowering, helping subordinates grow, putting subordinates first, behaving ethically, emotional healing, and creating value for the community.

JS overall was correlated most strongly with the SLQ dimensions of “conceptual skills” and “behaving ethically” ( $r=0.75$  and  $r=0.74$  respectively). “Empowering” showed an almost equally strong correlation ( $r=0.72$ ). These were followed by “creating value for the community,” “emotional healing,” “putting subordinates first,” and “helping subordinates grow,” respectively. Intrinsic JS also was correlated with the seven dimensions of SLQ and was correlated highest with “behaving ethically” ( $r=0.69$ ). The second highest correlation with Intrinsic JS was “conceptual skills” ( $r=0.64$ ). “Empowering,” “creating value for the community,” “putting subordinates first,” “emotional healing,” and “helping subordinates grow” followed. Extrinsic JS also was correlated with the seven dimensions of SLQ and had the highest correlation with

“conceptual skills” ( $r=0.74$ ), while the second highest correlation to the extrinsic JS was “empowering,” ( $r = 0.71$ ). Table 4.10 illustrates the correlations between dimensions of JS and servant leadership.

Table 4.10

*Correlations among Dimensions between Job Satisfaction and Servant Leadership*

	Conceptual skills	Empowering	Helping subordinates grow	Putting subordinates first	Behaving ethically	Emotional healing	Creating value	SLQ Overall
JS Overall	0.75**	0.72**	0.60**	0.64**	0.74**	0.66**	0.68**	0.82**
Intrinsic JS	0.64**	0.63**	0.52**	0.61**	0.69**	0.60**	0.62**	
Extrinsic JS	0.74**	0.71**	0.61**	0.59**	0.66**	0.63**	0.66**	

As Table 4.10 shows, the correlation between SLQ overall and JS overall was 0.82, indicating that the job satisfaction statements were significantly positive and correlated highly with all of the servant leadership dimensions; therefore, in this question, the null hypothesis, which was there is no significant relation between teachers’ perception of their principals’ servant leadership style and their job satisfaction, was rejected. The alternative hypothesis, which was there is a significant relation between teachers’ perception of their principals’ servant leadership style and their job satisfaction, was accepted. These decisions were based on the positive significant correlation between the teachers’ perception of the principals’ servant leadership and their job satisfaction.

A bivariate analysis was conducted using Pearson correlation coefficients and a 2-tailed test for the seven dimensions of servant leadership to determine whether there was a correlation between participants’ perceptions of servant leadership styles and job satisfaction. A bivariate correlation was computed on all of the dimensions of the SLQ, as well as the eight statements on the MCMJSS, as shown in Table 4.11. The results revealed that all statements on the MCMJSS had positive significant correlations with all of the dimensions on the SLQ.

The statement MCMJSS survey, “The feeling of worthwhile accomplishment in your job” had the highest positive correlation with most dimensions of the SLQ survey, averaging between 0.65 and 0.54. The second highest positive correlation was found for the statement on



the MCMJSS survey, “The amount of respect and fair treatment you receive from your supervisors,” which averaged between 0.68 and 0.48.

Although the statement, “The feeling of self-esteem or self-respect you get from being in your job,” revealed a positive correlation with most dimensions of the SLQ, it was the lowest among the remaining MCMJSS statements, and averaged between 0.41 and 0.25.

The statement, “The feeling of worthwhile accomplishment in your job,” taken from the MCMJSS survey demonstrated the highest positive correlation with the conceptual skills dimension of the SLQ survey ( $r=0.68$ ). Conversely, the item, “The feeling of self-esteem or self-respect you get from being in your job,” had the lowest positive correlation with the “creating value for the community” dimension of the SLQ ( $r=0.25$ ).

Table 4.11

*Bivariate Correlations among all Dimensions of the SLQ and all Statements on the MCMJSS*

		Conceptual skills	Empowering	Helping subordinates grow	Putting subordinates first	Behaving ethically	Emotional healing	Creating value for the community
The feeling of self-esteem or self-respect you get from being in your job.	<i>r</i>	0.41	0.41	0.26	0.31	0.35	0.37	0.25
	Sig.	0.000	0.000	0.001	0.000	0.000	0.000	0.002
	N	157	157	157	157	157	157	157
The opportunity for personal growth development in your job	<i>r</i>	0.50	0.57	0.50	0.57	0.60	0.51	0.51
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	157	157	157	157	157	157	157
The feeling of worthwhile accomplishment in your job	<i>r</i>	0.65	0.56	0.55	0.60	0.61	0.54	0.64
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	156	156	156	156	156	156	156

(continued)

Table 4.11 (cont.)

		Conceptual skills	Empowering	Helping subordinates grow	Putting subordinates first	Behaving ethically	Emotional healing	Creating value for the community
Your present job when you consider the expectations you had when you took the job	<i>r</i>	0.46	0.42	0.32	0.39	0.55	0.44	0.49
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	156	156	156	156	156	156	156
The amount of respect and fair treatment you receive from your supervisors	<i>r</i>	0.68	0.61	0.55	0.48	0.53	0.68	0.49
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	156	156	156	156	156	156	156
The feeling of being informed in your job	<i>r</i>	0.53	0.55	0.42	0.50	0.50	0.47	0.55
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	157	157	157	157	157	157	157
The amount of supervision you receive	<i>r</i>	0.51	0.48	0.41	0.34	0.46	0.39	0.48
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	157	157	157	157	157	157	157
The opportunity for participation in the determination of methods, procedures, and goals	<i>r</i>	0.62	0.62	0.55	0.54	0.61	0.51	0.56
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	157	157	157	157	157	157	157

With respect to the second research question, the Pearson correlation analysis indicated acceptance of the alternative hypothesis, in that there was a statistically significant positive correlation between the teachers' perceptions of their principals' servant leadership and their job satisfaction.

Further, simple linear regression was performed to examine the prediction of job satisfaction by servant leadership. The results showed that servant leadership overall did predict teachers job satisfaction significantly ( $R^2 = .666$   $F=309.587$ ,  $p < .001$ ). Servant leadership overall

explained % 66.6 of the variance in job satisfaction. Tables 4.12, 4.13, and 4.14 show regression coefficients; it is evident that the models predicted job satisfaction significantly.

Table 4.12

*Model Summary*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE of the Estimate
1	.816 <sup>a</sup>	.666	.664	2.91557

Note. Predictors: (Constant), Overall\_SLQ

Table 4.13

*ANOVA Table for Regression*

Model	SS	df	Mean Square	F	Sig.
Regression	2631.663	1	2631.663	309.587	.000 <sup>b</sup>
Residual	1317.585	155	8.501		
Total	3949.248	156			

Note. Dependent Variable: Overall\_JS

Predictors: (Constant), Overall\_SLQ

Table 4.14

*Regression Coefficient for SLQ Overall*

Model	B	SE	t	Sig.
(Constant)	.073	.852	.086	.932
Overall_SLQ	.282	.016	17.595	.000

**Research question 3.** Research Question 3 asked, “Do teaching experience, educational background, and gender predict teachers’ perceptions of their principals’ servant leadership and their job satisfaction?”

To provide a valid result, assumptions were tested prior to analysis. To investigate the hypothesis, multiple regression analysis was used to test whether teachers’ teaching experience, educational background, and gender predicted their perceived servant leadership and job satisfaction significantly.

Table 4.15

*Model Summary*

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Adjusted <i>R</i> <sup>2</sup>	SE of the Estimate
1	0.12 <sup>a</sup>	0.012	-0.01	14.99

*Note.* Predictors: (Constant), Teaching experience, Dummy bachelor, gender male

Table 4.16

*ANOVA Table for Regression*

Model	SS	df	Mean Square	F	Sig.
Regression	468.79	3	156.26	0.70	0.56 <sup>b</sup>
Residual	33717.40	150	224.78		
Total	34,186.18	153			

*Note.* Dependent Variable: SLQ Overall

Predictors: (Constant), Teaching experience, Dummy\_ bachelor, gender male

Table 4.17

*Regression Coefficient for SLQ Overall*

Model	B	SE	<i>t</i>	Sig.
(Constant)	53.06	5.31	9.99	0.000
Teaching experience	-0.12	0.19	-0.62	0.53
Dummy_Bachelor	2.18	3.38	0.65	0.52
gender_male	-2.50	2.51	-0.10	0.32

The results showed that teaching experience, educational background, and gender did not predict perceptions of servant leadership significantly ( $R^2=0.01$   $F=0.70$ ,  $p=0.56$ ). Teaching experience, educational background, and gender together explained only 1.2% of the variance in the perceptions of servant leadership. Based on the regression coefficients table, it is evident that the models did not predict perceptions of servant leadership significantly.

Table 4.18

*Model Summary*

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Adjusted <i>R</i> <sup>2</sup>	SE of the Estimate
1	0.14 <sup>a</sup>	0.02	0.000	5.06

*Note.* Predictors: (Constant), Teaching experience, Dummy\_Bachelor, gender\_male

Table 4.19

*ANOVA for Regression*

Model	SS	df	Mean Square	F	Sig.
Regression	75.51	3	25.17	0.98	0.40 <sup>b</sup>
Residual	3,818.70	149	25.63		
Total	3,894.21	152			

Note. Dependent Variable: Overall\_JS

Predictors: (Constant), Teaching experience, Dummy\_Bachelor, gender\_male

Table 4.20

*Regression Coefficient for JS Overall*

Model	B	SE	<i>t</i>	Sig.
(Constant)	14.60	1.80	8.14	0.000
Teaching experience	-0.07	0.06	-1.13	0.26
Dummy_Bachelor	1.11	1.14	0.97	0.33
gender_male	0.51	0.85	0.60	0.55

Similar to the results for servant leadership, teaching experience, educational background, and gender together also did not predict job satisfaction among teachers significantly ( $R^2=0.019$   $F=0.98$ ,  $p=0.40$ ). The result revealed that only 2% of the variance in job satisfaction could be explained by these three independent variables.

## CHAPTER 5

### SUMMARY, DISCUSSION, AND CONCLUSION

#### **Introduction**

The data analysis and interpretation of the results were reported in the previous chapter. This chapter will provide an overview of the study, its findings, their relation to the literature and implications, recommendations for further research, and conclusions. While chapter 4 described the results of the study, this chapter addresses those results as they apply specifically to the research questions. Additionally, it serves as a means for providing recommendations for future research that addresses servant leadership behaviors and teachers' job satisfaction.

#### **Summary of the Study**

**Overview of the problem and purpose.** Increasing teachers' job satisfaction is very important in ensuring the success of the educational process. Recently, multiple studies, articles, and dissertations have proven the effectiveness of servant leadership in enhancing teachers' job satisfaction, which produces successful and effective organizations. Bass (2000) stated that, "The strength of the servant leadership movement and its many links to encouraging follower learning, growth, and autonomy, suggests that the untested theory will play a role in the future leadership of the learning organization" (p. 33). Ramli and Desa (2013) found that servant leadership is a highly effective leadership style that enfranchises followers, reduces inequalities, and maintains strong values. Therefore, they stated that this also can lead to greater inspiration, vision, commitment, and job satisfaction. Ibrahim and Don (2014) indicated that servant leadership has improved the success of change management in school performance, as well as characteristics such as emotional healing, wisdom, and skills in organizational leadership that have the ability to improve the effectiveness of an organization. Spears (2010) defined the ten critical characteristics of servant leaders: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and building community. The purpose of this study was to examine the level of principals' servant leadership as determined by their teachers and what, if any, effect this has on their teachers' job satisfaction.

## **Review of Methodology**

This study used a quantitative, nonexperimental, correlational research design to assess public school teachers' perceptions of their principals' servant leadership practices and its effect on their job satisfaction. The 36 items included in this study originated from two separate questionnaires.

The first questionnaire was Liden et al.'s (2008) Servant Leadership Questionnaire (SLQ), which is a validated survey instrument. This instrument measured seven domains of servant leadership characteristics: conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, behaving ethically, emotional healing, and creating value for the community. The survey consisted of 28 items, the face validity of which was achieved in two large samples, and it was used to assess the level of servant-leadership attributes principals demonstrated as perceived by the teachers who worked for them.

The second questionnaire was Mohrman et al.'s Mohrman–Cooke–Mohrman job satisfaction questionnaire (MCMJSS: 1977). The MCMJSS questionnaire consisted of eight items, and was divided into two parts related to intrinsic factors, such as achievement and recognition, and extrinsic factors, such as pay, job security, and working conditions; the instrument's reliability ranged from 0.81 to 0.87.

Teachers' demographic factors, such as teaching experience, educational background, and gender, were included as moderating variables. The research evaluated these variables to determine whether they influenced teachers' perceptions of their principals and their job satisfaction.

The data were collected from 311 participants in Al-Salama 2 district, Jeddah, Saudi Arabia using Qualtrics Survey Software. However, only 158 responded to the survey for a 52% response rate. 51.3% of participants were male and 48.7% were female.

## **Findings and their Relation to the Literature**

The results of the study addressed three research questions. Many studies have been conducted to examine the relation between servant leadership characteristics and teachers' job satisfaction (Cerit, 2009; Hebert, 2003; Krog & Govender, 2015; Laub, 1999; Miers, 2004; Noland & Richards, 2015; Sun, 2016; Thompson, 2003). The results showed statistically

significant positive relations between such practices and their job satisfaction. A summary of the findings of this study is provided according to each research question.

**Research question 1:** *To what extent do teachers perceive that their school leaders' behavior reflects servant leadership characteristics?*

The answer to this question was correlated with the answer to question two to determine the level of teachers' job satisfaction.

To address the first research question, the means and standard deviations for the 28 SLQ statements were calculated. According to Dierendonck and Patterson (2010), "Servant leadership is viewed as a leadership style that is beneficial to organizations by awaking, engaging, and developing employees, as well as beneficial to followers or employees by engaging people as whole individuals with heart, mind and spirit" (p. 5). The results from the data analysis related to the first question indicated that teachers do perceive that their school leaders' behavior reflects servant leadership characteristics. Table 5.1 below provides the four items that demonstrated the highest levels of participants' agreement.

Table 5.1

*Items that Showed the Highest Level of Participants' Agreement in SLQ*

Item Description	Valid Percent Strongly Agree	Mean	SD
1. My principal holds high ethical standards	96	1.04	0.12
2. My principal is interested in making sure that I achieve my career goals.	92.9	1.07	0.26
3. My principal can recognize when I'm disappointed without asking me.	92.8	1.07	0.26
4. My principal takes time to talk to me on a personal level.	91.7	1.08	0.28

The four items that demonstrated the highest levels of agreement were, "My principal holds high ethical standards," "My principal is interested in making sure that I achieve my career goals," "My principal can recognize when I'm disappointed without asking me," and "My principal takes time to talk to me on a personal level." Table 5.2 below provides the four items that showed the lowest levels of participants' agreement.



Table 5.2

*Items that Showed the Lowest Level of Participants' Agreement in SLQ*

Item Description	Valid Percent Strongly Agree	Mean	SD
1. My principal puts my best interests ahead of his/her own.	52	1.48	0.50
2. My principal is always interested in helping people in our community.	52.6	1.48	0.50
3. My principal wants to know about my career goals.	54.5	1.45	0.50
4. My principal would <b>not</b> compromise ethical principles to achieve success.	54.8	1.45	0.50

On the other hand, the servant leadership practice item that demonstrated the lowest level of participant agreement was, “My principal puts my best interests ahead of his/her own.” Compared to the rest of the items, the lowest levels of agreement were, “My principal is always interested in helping people in our community,” “My principal wants to know about my career goals,” and “My principal would not compromise ethical principles to achieve success.”

**Research question 2:** *What is the relation between teachers' perceptions of their principals' servant leadership style and their job satisfaction?*

Question two was assessed using the SLQ (Liden et al., 2008) and MCMJSS (Mohrman et al., 1977).

To address research question two, servant leadership dimensions (Liden et al., 2008) were correlated with job satisfaction dimensions (Mohrman et al., 1977). Each item of the MCMJSS was correlated with each dimension of the SLQ. Further, simple linear regression was performed to examine the prediction of job satisfaction by servant leadership.

The findings revealed a significant positive correlation between teachers' perceptions of their principals' servant leadership and their job satisfaction. The  $r$  values were greater than the level of significance of .05. The correlation between overall SLQ and overall JS was .816\*\*, indicating that the all job satisfaction statements are positively and highly significant and correlated to all of the servant leadership dimensions.

The findings of this research study were consistent with those of Thompson (2003), who found a statistically positive correlation between the level of job satisfaction and participants' perceptions of servant leadership. The findings of this study also supported those of Miers

(2004), who reported that the level of job satisfaction among individual teachers increased as their perceptions of the implementation of servant leadership in their schools increased.

The order of the SLQ dimensions from the highest to lowest mean score was as follows: “emotional healing,” “conceptual skills,” “empowering,” “helping subordinates grow,” “behaving ethically,” and “putting subordinates first,” while the lowest dimension was “creating value for the community.” On the other hand, the order of MCMJSS items from the highest to lowest mean score was: “the feeling of self-esteem or self-respect you get from being in your job,” “the amount of respect and fair treatment you receive from your supervisors,” “the amount of supervision you receive,” “the opportunity for participation in the determination of methods, procedures, and goals,” “the feeling of being informed in your job,” “the opportunity for personal growth development in your job,” and “the feeling of worthwhile accomplishment in your job,” while the lowest item was “your present job when you consider the expectations you had when you took the job.”

Similarly, the results of this study did not differ greatly from those of previous studies of principals who practiced servant leadership behavior and teachers’ job satisfaction. The findings are consistent with previous research (Laub, 1999; Hebert, 2003; Thompson, 2003; Miers, 2004; Cerit, 2009; Krog & Govender, 2015; Noland & Richards, 2015; Sun, 2016) that indicated that overall, teachers’ perceptions of their principals who practice servant leadership style influenced their level of job satisfaction positively.

**Research question 3:** *Do teachers’ teaching experience, educational background, and gender predict their perceptions of their principals’ servant leadership and their job satisfaction?*

The purpose of question three was to determine whether selected demographic factors predicted perceptions of servant leadership and their job satisfaction level significantly.

The final research question in this study evaluated the moderating variables of teachers’ teaching experience, educational background, and gender. Data were analyzed with multiple regressions that compared the demographic factors to the seven SLQ and MCMJSS scores. The results showed that the three variables did not predict the teachers’ perceptions of their principals’ servant leadership and their job satisfaction.

The findings of this study had similar results like those by Barbuto and Hayden (2011) and Laub (1999), who did not find significant gender differences in perceptions of servant

leadership. Furthermore, Bovee (2012) who did not find an effect on teacher job satisfaction by gender and years of experience in education.

### **Implications for Practice**

The results of this study expand our knowledge of servant leadership and teachers' job satisfaction. The study provided insight into the role of teachers, leadership, and perceptions of job satisfaction by demonstrating the way in which teachers' perceptions of servant leadership qualities, as well as several perceptions of the principals were related to job satisfaction. Based on the results, there are some opportunities to apply the results in practice. The findings have implications and provide useful information for principals, researchers, and educational departments.

The results demonstrated that servant leadership is important to teachers. Therefore, practicing servant leadership has a positive influence on their job satisfaction, which certainly reflects positively on the school in general. Thus, it would be beneficial to learn more about the behaviors school principals' exhibit.

This study will also be useful to researchers interested in developing a school administration, as it can be helpful to compare leadership styles and relate the effects of each to teachers' job satisfaction.

Another important result of this study was that it indicated that the education department should support this type of leadership style and conduct training courses for school principals, or those who will become a school principal, to teach them the qualities of this kind of leader and the success of such a model.

Therefore, applying the results of this study will improve schools' effectiveness and organizational culture by developing the contribution and role of servant leadership in the school setting.

### **Recommendations for Further Research**

The goal of this study was to examine the correlation between teachers' perceptions of servant leadership and their level of job satisfaction. Data were collected from Al-Salama 2 to test the three research questions relating to this goal. Although there were many significant results, the findings have some limitations:

- This study was limited to one district. Thus, future studies should evaluate more or different districts or other regions.
- Future research could investigate correlations between servant leadership behaviors and students' achievement.
- Future studies may want to add different or more variables, such as school level, (Elementary, Middle, or High school).
- Lastly, the current research focused on public school teachers as the sample population; future research could include other participants in the study, such as private school teachers and international school teachers.

## **Conclusions**

This investigation revealed positive relations among principals who practice servant leadership behavior and their teachers' job satisfaction. Emotional healing, conceptual skills, and empowering were the highest servant leadership dimensions. With respect to job satisfaction, the statement "the feeling of self-esteem or self-respect you get from being in your job" got the highest mean score, followed by "the amount of respect and fair treatment you receive from your supervisors." The statement about "the amount of supervision you receive" also received a higher mean score in comparison to the rest.

Moreover, the results were consistent with the theoretical framework with respect to servant leadership theory and job satisfaction, as well as with the results of previous research. Walumbwa, Hartnell, and Oke (2010) considered servant leadership is designated by its unique focus on the success of organizational stakeholders. Similar to the study by Cerit (2009) there was a noteworthy correlation between principals' servant leadership behaviors and the corresponding level of job satisfaction among teachers.

The findings of this study expand our knowledge of previous work related to servant leadership and job satisfaction. The findings of this study indicate that the positive correlation between servant leadership and job satisfaction exists in Saudi Arabia. This field of research can continue to examine if this relationship exists as an embedded part of specific cultures or if it is inherently true that those who lead through service contribute to a greater sense of job satisfaction despite any differences in job category, pay scales, or cultural differences.

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## APPENDIX A

### PERMISSION TO USE QUESTIONNAIRES

Ahmed Alfaydi <ahmedsa@vt.edu>

to bobliden 



Dear Dr. Liden,

I am a third-year doctoral student at Virginia Tech University in Blacksburg, Virginia. I have started my dissertation on servant leadership and teachers' job satisfaction. I am investigating a potential correlation between teachers' perception of servant leadership characteristics in their schools and their level of job satisfaction. I have looked at several servant leadership instruments and I feel that the Servant Leadership Questionnaire (SLQ) is the best fit for my research. As I will be conducting my research in Jeddah, Saudi Arabia it will be necessary to translate the instrument into Arabic. The translation process will involve me and two Virginia Tech professors, both holding Ph.D.s, and competent in both English and Arabic.

I am requesting your official permission to use the Servant Leadership Questionnaire as part of my dissertation research. Please let me know if I can provide you with any additional information as you consider my request. Thank you for your time and attention.

Respectfully,

Ahmed Alfaydi

Doctoral Student

Virginia Tech University

Robert Liden

to me 



Dear Ahmed,

Yes, you are welcome to use our scale- either the 7 or full 28 item version. We have it in a number of languages, but not Arabic. If you would be willing, I'd love to have the Arabic translation once you complete it.

Best of luck with your research,

Bob

...

-

[Robert C. Liden](#)

Professor of Management

Associate Dean for CBA Ph.D. Programs; Coordinator of the HRM Area of Emphasis

Department of Managerial Studies (M/C 243) Room 2232

University of Illinois at Chicago

601 S. Morgan Street

Chicago, IL 60607-7123

Ahmed Alfaydi <ahmedsa@vt.edu>  
to smohrman, David ▾



Dear Dr. Mohrman,

I am a third-year doctoral student at Virginia Tech University in Blacksburg, Virginia. I have started my dissertation on servant leadership and teachers' job satisfaction. I am investigating a potential correlation between teachers' perception of servant leadership characteristics in their schools and their level of job satisfaction. I have looked at several job satisfaction instruments and I feel that the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) is the best fit for my research. As I will be conducting my research in Jeddah, Saudi Arabia it will be necessary to translate the instrument into Arabic. The translation process will involve me and two Virginia Tech professors, both holding Ph.D.s, and competent in both English and Arabic.

I am requesting your official permission to use the Mohrman-Cooke-Mohrman Job Satisfaction Scale as part of my dissertation research. Please let me know if I can provide you with any additional information as you consider my request. Thank you for your time and attention.

Respectfully,

Ahmed Alfaydi

Doctoral Student

Virginia Tech University

Mohrman, Susan

to me ▾



Dear Ahmed Alfaydi,

You are free to use (and translate) the instrument. It has actually been in the public domain for quite a while. Thank you for asking, and best of luck with your research.

Sue Mohrman

## **APPENDIX B**

### **INFORMED CONSENT**

#### Informed Consent

My name is Ahmed Alfaydi and I am a doctoral student in Educational Leadership Department, at Virginia Tech University in Blacksburg, Virginia, U.S. I am requesting your participation in my doctoral study. The data gathered will be used to complete my dissertation research. You were selected as a possible participant because of your teaching status in Al-Salama 2, Jeddah, Saudi Arabia.

The overall purpose of this study is to examine the level of servant leadership of principals as determined by their teachers and what, if any, impact servant leadership has on their teacher's job satisfaction. Participation in this research is strictly voluntary. The next few screens contain information regarding your consent to participate in this research.

I will ask you to answer 36 questions online; 28 questions regarding the leadership practices of your current administrator and 8 questions regarding your job satisfaction. You may anticipate the survey will take less than fifteen minutes to complete. These are short questions with a rating scale ranging from strongly disagree to strongly agree.

Although there is no foreseeable risk to you in this research, a benefit would be that you add to the body of research knowledge as it pertains to public school teachers and principals. The basic intent of the study is to add to the limited body of literature, an insight as to the importance of servant leadership practices on teacher's job satisfaction. The survey is intended to be anonymous. You may withdraw your consent at any time and discontinue participation without penalty.

If you have any questions or concerns about the research, please feel free to contact Ahmed Alfaydi at [ahmedsa@vt.edu](mailto:ahmedsa@vt.edu) or +966505693821.

Respectfully,

Ahmed Alfaydi

Doctoral Student

Virginia Tech University

**Agreement to Participate**

A. I have read and understand the procedures described in *Consent to Participate in Research* and I agree to participate in this study.

\_\_\_\_\_ Yes - I Agree (Survey Continues)

\_\_\_\_\_ No - I Decline (Program Automatically Terminates)



**APPENDIX C**  
**DEMOGRAPHIC QUESTIONS**

**Demographic Information**

In order to assist the current research study, please respond to the following demographic questions.

1- Gender: Male \_\_\_\_\_ Female \_\_\_\_\_

2- Current Job: Principal \_\_\_\_\_ Teacher \_\_\_\_\_

3- The level of your school:

Elementary school \_\_\_\_\_

Middle school \_\_\_\_\_

High school \_\_\_\_\_

4- Highest Level of Education Completed:

Associates Degree \_\_\_\_\_

Baccalaureate Degree \_\_\_\_\_

Master's Degree \_\_\_\_\_

Doctoral Degree \_\_\_\_\_

5- Total Number of Years as a Teacher: \_\_\_\_\_

6- Total Number of Years Teaching at Current School: \_\_\_\_\_

**APPENDIX D**  
**SERVANT LEADERSHIP SURVEY QUESTIONS**

- \_\_\_1. My principal can tell if something work-related is going wrong.
- \_\_\_2. My principal gives me the responsibility to make important decisions about my job.
- \_\_\_3. My principal makes my career development a priority.
- \_\_\_4. My principal seems to care more about my success than his/her own.
- \_\_\_5. My principal holds high ethical standards.
- \_\_\_6. I would seek help from my principal if I had a personal problem.
- \_\_\_7. My principal emphasizes the importance of giving back to the community.
- \_\_\_8. My principal is able to effectively think through complex problems.
- \_\_\_9. My principal encourages me to handle important work decisions on my own.
- \_\_\_10. My principal is interested in making sure that I achieve my career goals.
- \_\_\_11. My principal puts my best interests ahead of his/her own.
- \_\_\_12. My principal is always honest.
- \_\_\_13. My principal cares about my personal well-being.
- \_\_\_14. My principal is always interested in helping people in our community.
- \_\_\_15. My principal has a thorough understanding of our organization and its goals.
- \_\_\_16. My principal gives me the freedom to handle difficult situations in the way that I feel is best.
- \_\_\_17. My principal provides me with work experiences that enable me to develop new skills.
- \_\_\_18. My principal sacrifices his/her own interests to meet my needs.
- \_\_\_19. My principal would **not** compromise ethical principles in order to achieve success.

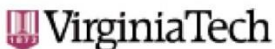
- \_\_\_20. My principal takes time to talk to me on a personal level.
- \_\_\_21. My principal is involved in community activities.
- \_\_\_22. My principal can solve work problems with new or creative ideas.
- \_\_\_23. When I have to make an important decision at work, I do **not** have to consult my principal first.
- \_\_\_24. My principal wants to know about my career goals.
- \_\_\_25. My principal does whatever she/he can to make my job easier.
- \_\_\_26. My principal values honesty.
- \_\_\_27. My principal can recognize when I'm disappointed without asking me.
- \_\_\_28. I am encouraged by my principal to volunteer in the community.

**APPENDIX E**  
**JOB SATISFACTION SURVEY QUESTIONS**

- 1- The feeling of self-esteem or self-respect you get from being in your job.
- 2- The opportunity for personal growth development in your job.
- 3- The feeling of worthwhile accomplishment in your job.
- 4- Your present job when you consider the expectations you had when you took the job.
- 5- The amount of respect and fair treatment you receive from your supervisors.
- 6- The feeling of being informed in your job.
- 7- The amount of supervision you receive.
- 8- The opportunity for participation in the determination of methods, procedures, and goals.


## APPENDIX F

### IRB APPROVAL FORM



Office of Research Compliance  
 Institutional Review Board  
 North End Center, Suite 4120, Virginia Tech  
 300 Turner Street NW  
 Blacksburg, Virginia 24061  
 540/231-4606 Fax 540/231-0959  
 email irb@vt.edu  
 website <http://www.irb.vt.edu>

#### MEMORANDUM

**DATE:** May 11, 2017 

**TO:** M. David Alexander, Ahmed S Alfaydi

**FROM:** Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)

**PROTOCOL TITLE:** Servant Leadership and Teacher's Job Satisfaction

**IRB NUMBER:** 17-523

Effective May 10, 2017, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at: <http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

#### PROTOCOL INFORMATION:

Approved As: **Exempt, under 45 CFR 46.110 category(ies) 2**  
 Protocol Approval Date: **May 10, 2017**  
 Protocol Expiration Date: **N/A**  
 Continuing Review Due Date\*: **N/A**

\*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

#### FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

*Invent the Future*

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY  
*An equal opportunity, affirmative action institution*

## APPENDIX G

## PERMISSION TO CONDUCT A SURVEY IN JEDDAH (ARABIC)

الجمهورية العربية السعودية  
وزارة التربية والتعليم  
(٢٨٠)  
الإدارة العامة للتربية والتعليم بمحافظة جدة  
إدارة التخطيط والتطوير - البحوث والدراسات

وزارة التربية والتعليم  
Ministry of Education

جاءن الصلوات  
الترقيمات :  
التاريخ : ١٤٢٨/٨/١٤  
الرقم : ٢٢/١/٣٥٧

رؤيتنا : متعلم .. معترف بدينه .. منتم لوطنه .. منتج للمعرفة .. منافس عالمياً .

**إلى : مديري مكاتب التعليم .**

**من : مدير إدارة التخطيط والتطوير .**

**بشأن : تسهيل مهمة الباحث / أحمد سليمان أحمد الفايدي .**

السلام عليكم ورحمة الله وبركاته ، وبعد :

السلام عليكم ورحمة الله وبركاته ، وبعد :

السلام عليكم ورحمة الله وبركاته ، وبعد :

بناء على خطاب المدير العام رقم : ٣٨١١١٠٣١٤ في ١٤٣٨/٨/٨ هـ ، حول الموافقة بقيام

الباحث / **أحمد سليمان أحمد الفايدي** ، مرحلة الدكتوراه بتطبيق البحث " **قياس علاقة**

**الرضا الوظيفي بين المعلمين و بين نمط القائد الخادم** "

نأمل منكم تسهيل مهمة الباحث بتطبيق أداة بحثه على عينة الدراسة وفق اللوائح

المنظمة. و ننوه بأن الباحث يتحمل مسؤولية جمع البيانات و الحفاظ على سريتها

لاستخدامها لأغراض البحث العلمي فقط . شاكرين ومقدرين تعاونكم واهتمامكم .

والسلام عليكم ورحمة الله وبركاته

**خليل بن فراج الوافي**

**APPENDIX H**  
**INFORMED CONSENT (ARABIC)**

**معلومات عن الدراسة وخطاب الموافقة**

اسمي احمد الفايدي , انا طالب دكتوراة في قسم القيادة التربوية بجامعة فيرجينيا تك في بلاكسبيرغ بولاية فيرجينيا بالولايات المتحدة الامريكية . اطلب منكم المشاركة في بحثي لرسالة الدكتوراة . البيانات سوف تجمع من خلال اكمال اطروحتي العلمية . ولقد تم اختياركم للمشاركة بسبب مؤهلكم و تدرسيكم في حي السلامة 2 بجدة , المملكة العربية السعودية . الغرض العام من البحث هو دراسة نموذج القائد الخادم لمديري المدارس كما يحددها المعلمين . و ما هو تأثيرها على مستوى الرضا الوظيفي للمعلمين .المشاركة في هذا البحث تطوعية . تحتوي هذه الصفحة على المعلومات المتعلقة بالموافقة على المشاركة في هذا البحث .

سأطلب منك الاجابة على 36 سؤال , حيث أن 28 سؤالاً سوف تكون بشأن الممارسات القيادية من المدير الحالي , و 8 أسئلة بخصوص مستوى الرضا الوظيفي عن عملك .

من المتوقع ان تستغرق اقل من 10 دقائق لإكمال هذه الإسئلة . هذه الإسئلة قصيرة و مقياس التصنيف يتراوح ما بين الموافقه بشدة الى عدم الموافقة بشدة .

ايضاً لا توجد هناك أي مخاطر عليك بمشاركتك في هذا البحث , فإن الفائدة هي ان تشارك وتضيف معلومات بما يتعلق بالمدارس العامة ومدراء المدارس , الاستبيان سيكون بأسماء مخفية ولن يسجل اسمك عليه . الهدف من هذه الدراسة هو لاثراء المعرفة في مجال القيادة التربوية ولبيان استخدام أسلوب القائد الخادم على الرضا الوظيفي للمعلمين .

يمكن لك سحب موافقتك في أي وقت بدون اي نتائج .

اذا كان لديك اي اسئلة او استفسارات حول البحث لا تتردد في الاتصال على أحمد الفايدي , وذلك عبر الايميل التالي

ahmedsa@vt.edu

او الاتصال على

0505693821

احمد الفايدي  
طالب دكتوراة  
جامعة فيرجينيا تك

الموافقه على المشاركة

لقد قرأت و فهمت الاجراءات للمشاركة في البحث و انا اوافق على المشاركة في هذه الدراسة .

نعم ( أوافق ) \_\_\_\_\_

لا ( غير موافق ) \_\_\_\_\_

**APPENDIX I**  
**DEMOGRAPHIC QUESTIONS (ARABIC)**

معلومات عامة

من أجل المساعدة في هذه الدراسة البحثية , يرجى الاجابة على هذه الاسئلة التالية :  
قم بوضع علامة ( √ ) على الفقرات التالية :

ذكر \_\_\_\_\_

انثى \_\_\_\_\_

العمل الحالي : معلم \_\_\_\_\_ , مدير \_\_\_\_\_

المرحلة التعليمية في مكان عملك الحالي :

ابتدائي : \_\_\_\_\_

متوسط : \_\_\_\_\_

ثانوي : \_\_\_\_\_

آخر شهادة حصلت عليها :

الدبلوم \_\_\_\_\_

البكالوريوس \_\_\_\_\_

الماجستير \_\_\_\_\_

الدكتوراة \_\_\_\_\_

عدد سنوات العمل كمعلم : \_\_\_\_\_

عدد سنوات العمل في المدرسة الحالية : \_\_\_\_\_



**APPENDIX J**  
**SERVANT LEADERSHIP SURVEY QUESTIONS (ARABIC)**

**استبيان تصورك عن القائد المدرسي**

يرجى اختيار خانة واحدة من خيارات كل سؤال و الذي يكون الأقرب للتعبير عن رأيك حول هذا الموضوع

يرجى وضع دائرة حول رقم واحد من خيارات كل سؤال و الذي يكون الأقرب للتعبير عن رأيك حول هذا الموضوع .

- 1 يمكن لمديري/تي معرفة ما إذا كان هناك شيء غير صحيح مرتبط بالعمل .
- 2 مديري/تي تـ / يعطيني المسؤولية لاتخاذ قرارات مهمة في عملي .
- 3 مديري/تي تـ / يجعل تطور حياتي المهنية من الاولويات
- 4 يظهر لي أن مديري/تي تـ / يهتم بنجاحي اكثر من نفسه/ها
- 5 مديري/تي لديه / لها معايير اخلاقية عالية
- 6 اطلب من مديري/تي المساعدة اذا كانت لدي مشكلة شخصية
- 7 يؤكد مديري/تي على أهمية العطاء للمجتمع
- 8 مديري/تي لديه/ها القدرة على التفكير بشكل فعال في المشاكل المعقدة
- 9 مديري/تي يـ / تشجعني على التعامل مع قرارات العمل الهامة من تلقاء نفسي .
- 10 مديري/تي مهتم من تحقيق الأهداف في عملي .
- 11 مديري/تي يجعل اهتماماتي مقدمة عليه
- 12 مديري/تي دائما صادق
- 13 مديري/تي يهتم بالامور المتعلقة برفاهيتي
- 14 مديري/تي مهتم بمساعدة الاشخاص في مجتمعنا
- 15 مديري/تي لديه فهم شامل لمنظمتنا واهدافنا
- 16 مديري/تي يعطيني حرية التعامل في المواقف الصعبة على الطريقة التي أشعر أنها الأفضل

- 17 مديري/تي يوفر لي الخبرات العملية التي تمكنني من تطوير مهارات جديدة
- 18 مديري/تي يضحى بمصالحه/ها الخاصة لتلبية احتياجاتي
- 19 مديري/تي لا يخل بالمبادئ الأخلاقية من أجل تحقيق النجاح
- 20 مديري/تي يأخذ وقتاً طويلاً للتحدث معي على المستوى الشخصي
- 21 مديري/تي يشارك في الأنشطة الإجتماعية
- 22 يمكن لمديري/تي حل مشاكل العمل بأفكار جديدة او ابداعية
- 23 عندما يجب علي اتخاذ قرار هام في العمل ، فلست مضطراً للتشاور مع مديري/تي أولاً
- 24 مديري/تي يريد أن يعرف مديري عن أهداف عملي
- 25 مديري/تي يعمل كل ما يمكنه ليجعل عملي أسهل
- 26 مديري/تي يهتم بالصدق
- 27 مديري/تي يعرف اني محبط من دون ان يسألني
- 28 يشجعني مديري/تي على العمل التطوعي في المجتمع

**APPENDIX K**  
**JOB SATISFACTION SURVEY QUESTIONS (ARABIC)**

**استبيان لقياس مستوى الرضا الوظيفي للمعلمين**

يرجى اختيار خانة واحدة من خيارات كل سؤال و الذي يكون الأقرب للتعبير عن رأيك حول هذا الموضوع

يرجى وضع دائرة حول رقم واحد من خيارات كل سؤال و الذي يكون الأقرب للتعبير عن رأيك حول هذا الموضوع

- 1 أشعر باحترام الذات في مكان عملي .
- 2 توجد فرصة لتطوير النمو الشخصي في مكان عملي .
- 3 مكان عملي يهتم بإنجازاتي .
- 4 توقعاتك الحالية في عملك , هي نفس التي كانت لديك عندما بدأت عملك .
- 5 أشعر بالاحترام والمعاملة العادلة التي أتلقاها من المشرفين .
- 6 أشعر بأنني على اطلاع بما يجري في عملي .
- 7 هناك مقدار من الرقابة التي أتلقاها .
- 8 هناك فرصة للمشاركة تحديد الأساليب والاجراءات والاهداف