

Examining the correlation among Servant Leadership, Job Satisfaction, and Job Retention of Secondary School Teachers

Muqaddas Mehmood¹ and Abid Hussain Ch.²

¹Institute of Education and Research, University of the Punjab, Lahore, Pakistan

²Department of Education, The University of Lahore, Punjab, Pakistan

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ABSTRACT

This study aims to examine the relationship among Servant Leadership, Job Satisfaction, and Job Retention of secondary school teachers. The population was consisted of secondary school teachers who are working in the public schools of Punjab. Quantitative research methods were employed in this descriptive survey study. The co-relational research design was used. The sample was taken from the population using the multi-stage sampling technique. The sample comprised 920 teachers (470 = male and 450 = female) to determine the relationship among servant leadership, job satisfaction, and job retention. A stratified random sampling technique was used to select 20 high schools (10 boys and 10 girls) from each selected district. At the last stage, teachers were chosen from each selected school. Pearson correlation was used to determine the relationship among servant leadership, job satisfaction, and job retention. Reliability of instruments were; perceived Servant Leadership = .763, Job Satisfaction = .797, and Job Retention = .807. Results showed that there is a positive correlation among servant leadership, job satisfaction, and job retention of secondary school teachers.

Corresponding Author: Muqaddas Mehmood (Email: muqaddasmehmood2016@gmail.com)

INTRODUCTION

Teachers and philosophers have been interested in the subject of leadership since the dawn of time. Principals and teachers are the primary determinants of educational quality. In a perfect school, teachers would be motivated and excited to come to work every day, and administrators would use the best leadership techniques to influence and inspire them. Servant leadership is not a new concept. It has been said that servant leadership is a vital, everlasting principle that has been applied across cultures for centuries. For educational institutions, servant leadership is crucial because it places a strong emphasis on building relationships of trust with dependents (Sergiovanni, 2007; Giacalone and Jurkiewicz, 2010; Lian and Kiang, 2011; Ferch and Spears, 2011).

Job satisfaction is defined as workers' perceptions of how well their jobs provide them with important things. It is regarded as the result of an individual's assessment of job performance, working environment, and life in general (Mahdavi et al., 2011). The devotion of the leader is the most important aspect in job satisfaction because it rises either organizational effectiveness or productivity (Mamiseishvili & Rosser, 2011; Nasir & Sahibuddin, 2011). Locke (1976) asserts that work satisfaction is an emotional condition that is pleasant or favorable caused by work experiences. It is critical for improving organizations' financial situation (Aronson et al., 2005).

Job retention is the organizational goal of retaining competent employees and reducing turnover through fostering a pleasant working condition, showing gratefulness to employees, providing good salary and compensations, and promoting a positive balance between work and life. The goal of retaining workers and reducing turnover is linked to teacher job retention. Teachers produce future leaders, so it's critical that they stay in the classroom and are happy with their jobs. They will provide quality education and apply various skills to the advancement of the country. If teachers feel appreciated, inspired, and satisfied with their work and professional status, they are more likely to stay in the classroom (Sutcher et al., 2019). For personal fulfilment or job security, some teachers change careers, quit their jobs or institutions, and move to another educational environment, leaving their students at risk of losing out on excellent opportunities for a quality education.

Objectives of the Study

To explore the level of servant leadership, job satisfaction and job retention among secondary school teachers as well as To investigate the relationship among servant leadership, job satisfaction and job retention of secondary school teachers.

Research Questions

1. What was the level of servant leadership, job satisfaction and job retention among secondary school teachers?
2. What was the relationship among servant leadership, job satisfaction and job retention of secondary school teachers?

LITERATURE REVIEW

The literature review is divided into three main categories. The first section provides a literature analysis on having a particular emphasis on the conceptual framework of servant leadership. Current literature is reviewed for contextual information and features that define the servant leader's characteristics. The basis of this section is founded on important servant leadership concepts made by scholars such as (Greenleaf, 2002; Patterson, 2003; Spears & Lawrence, 2004; Laub, 1999).

The second section reviews the body of research on the theoretical underpinning of teacher job satisfaction. The emphasis is on data about attrition rates among teachers, causes for teacher leave, and constantly rising responsibilities imposed on teachers. Many of these studies were conducted by the National Center for Education Statistics (NCES, 2004). Motivational variables are related to teacher satisfaction and retention, and motivational notions are covered. This section is built on the work of researchers such as (Brown and Wynn, 2007; Hertzberg, 1982; Bluedorn, 1982).

The final portion focuses on literature for teachers and previously released researches that study the association between servant leadership and teacher job retention. Since there are many different leadership theories, researchers have focused on specific leadership traits and characteristics of specific types of leaders (Bush, 2008; Burns, 2004; Yukl & Chavez, 2002). James MacGregor Burns (2004) was awarded the Pulitzer Prize for his investigation into the process through which ordinary leaders become creative leaders. Bush (2008) put forth the idea that the first aspect of leadership is the ability to influence and persuade followers to work toward specific objectives. The second component is the amalgamation of people to promote the organization's essential ideals. The final dimension was leadership vision, which encouraged followers to collaborate in order to fulfil the organizational mission. A leader is someone who shares and explains the vision with their followers and gives their organization direction (Yukl & Chavez, 2002). Communication allows leaders to share principles and interests with participants in order to achieve organizational goals (Bush, 2008).

Role of School Principal as a leader

A school's principal is its main figurehead. A good leader constantly sets an example for others to follow. A principal should be upbeat, passionate, interested in the daily operations of the school, and open to suggestions from his staff. He remains calm in stressful circumstances, thinks things out before doing them, and puts the needs of the school above his own. An active Principle will intervene to close any gaps, even though it is not a regular part of his schedule. The head of school is in charge of the institution's general performance, academic leadership, and long-term planning, as well as ensuring the satisfaction of all students.

The general idea of servant leadership has roots throughout ancient history. There are passages about servant leadership in the Tao Te Ching, also known as The Book of the Way and Its Virtue in Chinese. It dates back to circa 570 B.C. (Cole, 2006). Christianity and Jesus Christ's teachings are frequently associated to the beginning of a leader serving as a servant paradigm (Blanchard & Hodges, 2008; Prosser, 2007). Robert Greenleaf first proposed around in 1970, the idea of servant leadership, and it was later used as the title of a book that was released in 1977. Greenleaf (2002) claims that serving followers is the core of the servant leadership notions. Understanding and empathizing with others are the servant leader's main goals. Hunter (2004) defines that under this pressure, school administrators "yearn to be the leaders they know their people need and deserve." (p. 16). A principal must not only embody servant leadership characteristics in order to work as a servant leader and improve the efficiency of teachers, but also set an example, empower educators to take action, warm their emotions, and explain a wider vision to pursue.

A person's admiration for their own work or experience results in job satisfaction, a favourable or pleasurable emotional state. Giving teachers the opportunity to participate in decision making increases their job satisfaction. It is well known that job satisfaction affects employees' physical and mental well-being, and due to this, it has a immense influence on professional behaviours including productivity, absenteeism, and attrition rates.

Maslow's need theory, which was first proposed in 1954 and updated in 1970, states that if an employee's needs are addressed at a specific moment, they would be contented with their job. This theory states that a person will be satisfied with his job if his primary need is satisfied at work. Teachers are most contented when their efforts support the school's goals and mission and contribute to the school's success (Klassen, 2010). Effective teachers place a strong emphasis on the interactions between students and teachers and enjoy these connections the best (Marston et al., 2006).

Job retention refers to an organization's capacity to retain its employees. Once skilled teachers have been employed, the next step is to provide them a safe working environment and enough incentives to stay in the field. An employee may quit their job and start looking for other employment due to a lack of job satisfaction and commitment to the organization. According to the literature, high attrition rates are mostly brought about by poor pay and unfavourable working circumstances. One area of education study called "teacher retention" looks at how factors incorporating school features and demographic information about teachers' affect whether teachers continue working at their existing institutions, transfer to other ones, or quit their jobs before retirement. Teacher retention refers to teachers who continue to work in their field. Educators usually define their employment as a profession or a mission, and they don't pursue success or seek external benefits (Evans, 2010). There is no clear distinction between teacher retention and teacher purpose to remain in the profession. Teachers, on the other hand, depending on student engagement to regulate their own level of satisfaction, teacher-student cooperation, and the effectiveness of their students' learning, which is consistent with Herzberg's idea that psychological need for growth is a key factor in motivation.

THEORETICAL FRAMEWORK

When attempting to determine the relationship among servant leadership, job satisfaction and job retention of secondary school teachers. Researchers will view this study using Herzberg's Two Factor Theory in conjunction with Human Motivation Theory by Maslow. The potential of the present study is that it may add to the actual facts in existing leadership theories and studies. The literature review is organized around three major themes. These areas of emphasis include servant leadership, job satisfaction and job retention.

METHODOLOGY

The study was descriptive in nature. Using a quantitative research design, a descriptive survey study was carried out. The current study used a correlational design to remark the relationship between servant leadership, job satisfaction, and job retention of secondary school teachers.

Population was consisted on all secondary school teachers in the Punjab. Multi-stage sampling techniques were used to draw the sample. At first stage, three (3) administrative divisions of Punjab province were selected out of nine (9) divisions. There are three zone of Punjab province. One division was selected from each zone. At the second stage, 2 districts were selected as a sample from each administrative division using a simple random sampling technique. The stratified random sample technique was used to choose 20 high schools from each district (10 boys and 10 girls). At the last stage, teachers were chosen from each school. As a result, the sample included 920 secondary school teachers (470 male and 450 female).

Instrumentation

Three different questionnaires were used as instrument for data collection from teachers. The questionnaires were adapted. Dr. Robert S. Dennis produced one questionnaire, the Servant Leadership Assessment Instrument (SLAI). The second questionnaire was a job satisfaction instrument created by Petchsawang and Duchon. Randy D. Caffey's Servant Leadership Relational Assessment (SLRA) was the third questionnaire.

Strongly Disagree was rated as 1 on the scale, and Strongly Agree was coded as 5. A panel of experts and field testing were used to confirm the validity of the instruments. Three experienced secondary school teachers, three principals of public high schools and three university teachers all contributed in discussions to validate the questionnaires. The alpha coefficients indicated that each of the measurements was reliable with SL at .763, JS Scale at .797 and JR scale at .807.

DATA COLLECTION

Data was collected directly from school teachers. The researcher went to selected secondary schools in Punjab to administer the relationship among servant leadership, job satisfaction, and job retention of secondary school teacher.

Data Analysis and Interpretation

Various data analysis techniques were used to analyze the collected data. The descriptive and inferential statistical techniques were used to analyze the data with the help of SPSS. The mean, standard deviation, and frequency values for the demographic data were explored using descriptive statistics. Pearson correlation moment was employed as an inferential statistical tool to determine the relationship among servant leadership, job satisfaction and job retention of secondary school teachers.

FINDINGS

Table 1: Demographic characteristics of the sample

Characteristics	Sub group	Frequency	Percentage
Gender	Male	470	51.1%
	Female	450	49.9%
Experience	Less than 5 years	43	4.7%
	5-10years	169	18.4%
	10-15years	377	41.0%
	15-20years	265	28.8%
	20-30years	66	7.2%
Division	Lahore	313	34.0%
	Gujranwala	301	32.7%
	Multan	306	33.3%

There were 470 male secondary teachers in study that was the 51.1% of the sample and 450 female secondary teachers which was 49.9% of the sample. Those participants who have less than 5 years job experience were 43 (4.7%). Participants' job experience between 5 to 10 years were 169 (18.4%) and between 10 to 15 years were 377 (41.0%). Participants who had job experience of 15 to 20 years were 265(28.8%) and 60 (7.2%) participants had 20 to 30 years of job experience.

Table 2: Perceptions of Teachers about the level of servant Leadership

Scale	M	SD
Empathy	16.89	2.09
Respect to others	16.97	2.42
Commitment to the growth of others	11.12	2.21
Stewardship	11.81	2.11
Workplace condition	19.14	3.90
Servant leadership	75.94	8.72

The above table shows that teachers are more contented with workplace condition in comparison to empathy, respect to others, commitment to the growth of others, stewardship, as compared to the mean scores of the other subscales, the workplace condition's mean score ($M = 19.14$, $SD = 3.90$) was higher. There were the 19 statements concerning servant leadership along with five statements about the workplace's situation. Workplace condition. However, the table also defines the "commitment to the growth of others" is the least important element that influences servant leadership as ($M = 11.12$ with $SD = 2.21$).

Table 3: Perceptions of Teachers about the level of job satisfaction

Scale	M	SD
Personal Interest	14.53	3.01
Good relation with colleagues	20.15	3.15
Good relation with superiors	14.36	2.39
Good work-life balance	33.20	4.23
Job satisfaction	82.24	8.84

The above table shows that teachers are more contented with "good work-life balance" in comparison to personal interest, good relation with colleagues, good relation with superiors. When compared to the mean scores of the other subscales, the good work-life balance subscale had a higher mean score ($M = 33.20$, $SD = 4.23$). 21 statements were about job satisfaction and workplace condition was compromised of nine statements. Workplace condition. However, the table also defines the "good relation with superiors" is the least influential factor in job satisfaction as ($M = 14.36$ with $SD = 2.39$).

Table 4: Perceptions of Teachers about the level of job retention

Scales	M	SD
Intention to stay	21.36	2.90
Positive appreciation of profession	25.91	3.23
Rewards	16.59	2.67
Work life balance	13.11	2.13
Job Retention	76.98	8.80

The table shows that teachers are more satisfied with their "positive appreciation of profession" as opposed to intention to stay, their rewards, and their work-life balance because the mean score for this subscale ($M = 25.91$, $SD = 3.23$) was higher than the mean score for all other subscales. Six statements concerning the positive appraisal of professions were included among the total of 17 statements about job retention. The table also notes that "work-life balance" is the least important component in job retention, with the M-score of 13.11 and SD of 2.13.

Table 5: Pearson Product Moment Correlations among servant leadership, job satisfaction and job retention

Variables	1	2	3
Servant leadership	-	-	-
Job satisfaction	.593**	-	-
Job retention	.469**	.60**	-

**= $p < 0.05$

The correlation between servant leadership and job satisfaction is .593 and statistically significant $p < .05$. There is a positive strong relationship between the SL and JS of secondary school teachers. While as opposed to this, the correlation between SL and SR is .469 and is statistically significant at $p < .05$. There is a positive moderate relationship between the SL and JR of secondary school teachers. Correlation coefficient between job satisfaction and job retention is .600 which shows that there is a positive strong relationship between the JS and JR of secondary school teachers.

DISCUSSION

This study examined the relationship among servant leadership, job satisfaction and job retention of secondary school teachers. According to the results of the study, the relationship is moderate positive among servant leadership, job satisfaction and job retention of the teachers and is statistically significant. Results of the study support the existing literature on relationship of servant leadership, job satisfaction and job retention. Strong positive relationship among variables was found. Anderson (2006), Cerit (2009), Miers (2004), Shaw and Newton (2014), and Van Tassell (2006) investigated the impact of servant leadership on job satisfaction as well of teachers. According to the research, the majority of teachers planned to stay with their present district. According to Goldberg and Proctor (2000), a majority of teachers (83%) felt that support from school administrators would motivate them to continue teaching and stay in the school system.

CONCLUSIONS

This study concludes that there is a positive moderate relationship among servant leadership, job satisfaction and job retention. Because the alpha value is less than .05. This relationship is significant. This Relationship displays that principal leadership style is a chief factor to enhance the job satisfaction and retention of teachers. Principals who are excellent servant leaders increase teacher job satisfaction and retention, because teachers grow in their personal values, interactions with colleagues, classroom leadership and pedagogy, interactions with students, and desire and ability to build school community.

RECOMMENDATIONS

A future study should further examine the phenomenon of servant leadership and its influence on teacher job satisfaction and retention using a qualitative method to validate this study using a different methodology. In this study, the sample was drawn from the Govt. high schools of Punjab province. Further studies may be conducted in private schools as well as other provinces of Pakistan. In order to confirm the statement that there is a significant positive correlation among servant leadership practices, job satisfaction and job retention of teachers, more research is recommended for studies within similar and different populations.

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