

Servant Leadership Practice of Principal's and its relationship in determining Job Satisfaction of Teachers working with them in North Bangalore City

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Abstract: The present research paper emphasize on Servant Leadership practices of Principal's and its relationship in determining Job Satisfaction of Teachers at higher education institutions at North Bangalore city is analyzed through theoretical and conceptual research. The relevance of servant leadership at higher educational institution is gaining momentum at present as the servant leaders focus on putting the followers first and give them importance and help them to develop by giving them required information. The Servant leaders motivate and provide all the facilities for the subordinators for development, involve them in decision making and focus on overall development of the organization and individual development. The Servant leadership is analyzed through existing literature review and primary data is gathered from 92 Teachers working at Degree colleges in North Bangalore city.

The results of the analysis reveals that there is a positive relationship between Principal Servant leadership in determining the Job satisfaction of Teachers working with them. Understanding the importance of Servant leadership in Higher Education and in detail analysis of dimension of Servant leadership is projected in the paper.

Key Words: Servant Leadership, Higher education, , Teachers job Satisfaction, Importance of servant leadership

1. Introduction

Higher educational institutions play a significant role in developing and molding the student's career to compete at global level. Competing in the global market requires the individuals to acquire skills and knowledge for which the students are provided with quality educational services (Gopinath, 2020 a). In this path the role of facilitators and teachers play a significant role as they mold and develop students and make them prepare to face the challenges globally (Gopinath & Chitra, 2020). Both Government and non-government institutions strive hard to reach success for long term survival and growth. Indian higher educational system is one of the oldest educational systems which delivers values through its culture and traditions (Gopinath, 2020b). The people engaged in the delver of quality education are highly passionate and motivated at their work.

Leadership plays a pivotal role in higher educational system. Various forms of leadership styles are practiced by the management authorities at vivid capacity. Majorly Transformational and Transactional

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leadership styles have been found relevant at higher educational institutions and had a greater significance in the overall development of the institutions (Gopinath, 2020c). The present study seeks in identification of other variant of leadership form which has gained momentum in recent year. Servant leadership form is extensively being practiced and found relevant in the success of the organization's it focuses on putting the followers first to full fil Organizational and individual goals. Relevance and importance of Servant leadership is being analyzed through review of literature and leadership concepts and theories.

Servant Leadership was coined by Robert K Green K Greenleaf in 1970 . Servant Leaders puts the followers first and focus in the development of followers and community first. Servant leadership is different from other forms of leadership style . The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible.

1.1.Characteristics of Servant Leadership Style:

Servant as a leader stand beyond their expectation and portrays a different characteristics from other forms of leadership:

1. 1.Strong decision -making skills: Servant leaders encompass the needs of people and involve people in decision making by sharing the power and knowledge for the over all development of the organization.
2. 2.Emphasize on Emotional intelligence: Servant leadership focuses on understanding and understanding the others and provide them motivation through emotional support.
3. Development of Community: Servant Leadership focuses on development of community through helping the followers by engaging and organising social events keeping their followers engaged and mentally stimulated.
4. Self Awareness: Servant leaders are conscious about their decisions and Behaviour which affect the followers especially during the critical moments .
5. Foresight: A servant leader uses their past experiences to inform the expectations about the future. They are able to think ahead and see the likely outcomes or consequences of potential actions. Servant leaders also know when to follow their instincts based on the knowledge they've gained over the years.
6. Commitment to others: The servant leadership model is just as much about the professional development and well-being of others as it is about the bottom line. The more efficient the workers are, the better the business does, so it behooves the leader to focus on how to improve their team members' abilities.
7. Helps in Personal Growth: The servant leadership role also extends to personal growth, where those in charge can assign additional responsibilities to anyone looking to further improve their skills and achieve their personal goals.

1.2. Job Satisfaction at higher educational institutions

Attracting and retaining quality teachers at higher educational institutions is a crucial task. Teachers at College level have multiple roles to play in students' life- they train the students, mentor and act as a facilitator in developing students to face the real world. In this path, keeping the teachers satisfied is at most priority for the universities as they provide global required standard for the students (Gopinath, 2020d; Chitra, 2020). Government college teachers are governed by government bodies and follow the norms of the government regulations but the private or un aided and self-finance colleges are under the control of management, their pay policies are completely different and differs from colleges to colleges (Gopinath, 2020e).

Keeping the teachers satisfied at private colleges with good pay and providing them with good incentives is a major task for the management which controls and coordinates the institutions. Private colleges

follow the norms and guidelines of University Grant Commission with various division and supervision mechanism. At this outset Teachers job satisfaction at higher educational institutions are not well addressed as like other corporate management companies. Able leadership practices of management can keep their employees motivated and satisfied at their work (Gopinath, 2019a).

Principal being the mediator between the Management and Teachers at colleges would bring in greater impact both from teachers and management perspective, as Principals play a role manager to balance the quality service to the students and keeping their subordinators satisfied. Leadership and Job Satisfaction of teachers at private colleges are inter related due to the reason that the able leaders can motivate and develop the faculties and assist the management in rewarding the teachers (Gopinath,2019b).

2. Review of Literature:

Literature review will add more value to the research paper under study and enables to understand the relevance of research by identifying the research variables under study . with these prospects some of the reviews and opinions of the researchers in the filed of servant leadership is gathered below:

Dierendonck (2011) reviewed the historical background of servant leadership and its key characteristics based on the available research work and the tools used in analysing the research work. The researcher argued that servant leaders are highly motivated to serve the people along with that they express humility, authenticity, interpersonal acceptance and stewardship. the leaders empowered to develop people with strong cultural support. The servant leaders focus on sustainability and corporate responsibility.

Aboramadan, Dahleez and Hamad (2019) investigate the impact of servant leadership on work engagement and affective commitment among academics in higher education through Self administered questionnaires were distributed to academics working in the Palestinian higher education sector and created structural equation modelling to examine the hypotheses. A positive relationship was found between servant leadership and affective commitment. The relationship between servant leadership and work engagement is fully mediated by job satisfaction, whereas partial mediation was found between servant leadership and affective commitment. Both work engagement and affective commitment have a positive impact on academics' job performance.

Melinda Antonio and Christina (2019) analyzed the dimension of servant leadership in higher education through servant behavior leadership scale in private and public universities faculty members as the respondents for the study . the opinion of faculty members were collected from these universities individual T test was conducted to analyses servant leadership style. servant leadership can create a culture that is in accordance with the situation of the workplace through four values, namely transcendental beliefs, interconnectedness, sense of mission and wholeness of members in accordance with the mission to be achieved.

Sahawneh and Benuto (2018) examined the servant leadership style on students satisfaction in online environment correlation analysis was made to find the perception of students satisfaction on online instructor at United s)States the relationships between each of the five facets of perceived servant leadership style (altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship) and student satisfaction. The results of the Spearman's correlations showed a strong positive correlation between all servant leadership behaviors and student satisfaction

Haider, Khan and Taj (2020) investigate the effect of Servant leadership influence on teaching effectiveness. Through analysis of data which were collected through questionnaire form from students and structural equation model was employed to test the servant leadership effectiveness. The results

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show that Servant Leadership had a positive but insignificant impact on teaching effectiveness; interesting findings are that individual dimensions of servant leadership had a strong positive and significant impact on teaching effectiveness. Thus, the researcher provides in-depth analysis necessary for higher educational institutes and Business institutions, for practical and theoretical implications to adopt servant leadership at the workplace.

3. Research Methodology:

3.1. Problem statement:

Servant leadership style is different from the traditional leadership model as the leader under this form of leadership strives serve the team, this unique feature of leadership has gained importance at various organizational sectors. Servant Leadership practices of Principal's and its connectivity with teachers' job satisfaction at higher educational institutions at Bangalore North city are assessed in the research paper.

3.2. Need and Objectives of the study:

There are several leadership theories which is practiced from centuries. The servant leadership can build a strong team with subordinates who are highly motivated personally and professionally to achieve the organisational goals. Leadership and job satisfaction are studied in various different fields of management. But study on leadership practices at higher educational institutions in India are few studies are undertaken. To fill the gap and to identify the connectivity of servant leadership and teachers job satisfaction would throw light on the topic of research.

3.3. Objectives of the study:

1. To assess the Servant leadership style practiced by Principal's at Private colleges in Bangalore city.
2. To build the connectivity between Servant Leadership styles of Principal's in determining the job satisfaction of teachers working with them.
3. To analyse the Servant leadership style on job satisfaction of teachers has positive or negative impact on them.

Hypothesis 1: There is no evidence of Servant leadership styles being practiced by Principals at private colleges

Hypothesis 2: There is no relationship between Servant leadership styles of Principal's in determining the Job satisfaction of teachers working with them.

3.4. Population of the study:

For the purpose of research convenient sampling technique was adopted to choose the sample size from the population of private degree college teachers working in the city of North Bangalore city.

The research had a focused group interview of 92 respondents in the form of structured questionnaire method to collect data from teachers working in different strings of private degree colleges.

3.5. Sample of the study

There are nearly 300 private and government colleges in the city limits; for the research purpose teachers working at degree colleges in private colleges has been chosen based on convenient sampling method. The questionnaire contains 20 questions that are broadly clubbed into 2 dimensions as given below

List of Parameters

Number	Parameters
1	Servant Leadership Style
4	Job satisfaction

Reliability Result: Cronbach's alpha

Reliability of leadership style and job satisfaction questionnaire

Cronbach's alpha test for Servant leadership style	No of items
0.892	10
Cronbach's alpha test for job satisfaction	No of items
0.882	10

As cronbach's alpha (0.892) and (0.882) is greater than 0.70, we can statistically conclude that there is a consistency or inter-reliability in measuring various items of leadership style and job satisfaction questionnaire.

3.6.Limitations of the study:

1. The study limits to the Principals and teachers working in private degree colleges in the city of Bangalore.
2. Transformational Leadership Styles and its influence is analysed as a one of the determinant in determining the job satisfaction of teachers and the other variables are considered to be neutral.
3. It's basically narrow concept which focuses on Principal and teacher's relationship but less concentration is given on management. Even management plays a significant role building the college teacher's job satisfaction.

4. Data Analysis and Interpretation:

The data is being analysed using statistical software SPSS 23 version were used for the analysis of the data Microsoft word and Excel have been used to generate graphs, tables etc

4.1.Sampling Technique and Methodology

Through convenient sampling technique the sample were chosen from Private Degree colleges in North Bangalore city. Descriptive statistics, correlation and regression analysis has been carried out in the present study.

Results on continuous measurements are presented on Mean, SD (Min-Max) and results on categorical measurements are presented in numbers. Significance is assessed at 5% level of significance. The following assumptions on data are made, Assumptions:

1. Dependent variables are approximately distributed
2. Samples drawn from the population are approximately random
3. Cases of the samples are independent

Correlation analysis is performed to find the significance of independent variables for predicting the dependent variables.

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4. 2.Respondent Profile

The respondents selected for the study were drawn from varied fields. The following tables and charts present the profile of the respondents.

Table 4.1: Frequency distribution of Gender

Gender	Private Degree College Teachers	
Male	37	
Female	55	
Total	92	

Table 4.1 depicts the gender representation of the respondents from private degree colleges in North Bangalore city. The total number of female respondents are much higher than the male respondents. Male representatives constituted for 40% where as female representatives were 60% of the total sample chosen.

Table 4.2: Frequency distribution of Age :

Age in years	Private Degree Colleges	
23- 30 years	20	
31-35 years	44	
36-40 years	18	
>40 years	10	
Total	92	

From the above Table 4.2 it is evident that nearly 50% of the staff belong to the age group of 31-35 years which is comparatively higher than the other age groups.

Table 4.3: Frequency Distribution for work experience:

Work experience in years	Private Degree colleges	
less than 5 years	28	Private Degree colleges

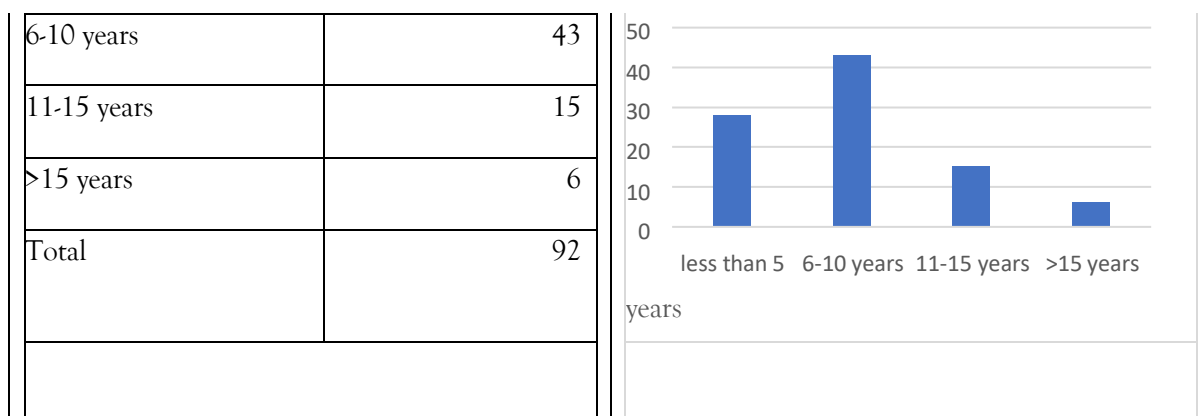


Table 4.3 represents frequency distribution of number of years of work experience under different categories. The number of years of work experience from 6 -10 years is a bigger group at private degree colleges. Teachers at private degree college get opportunity to start their carrier at an early age which in turn helps them to build their carrier.

Table 4.4: Frequency distribution by Stream of Education:

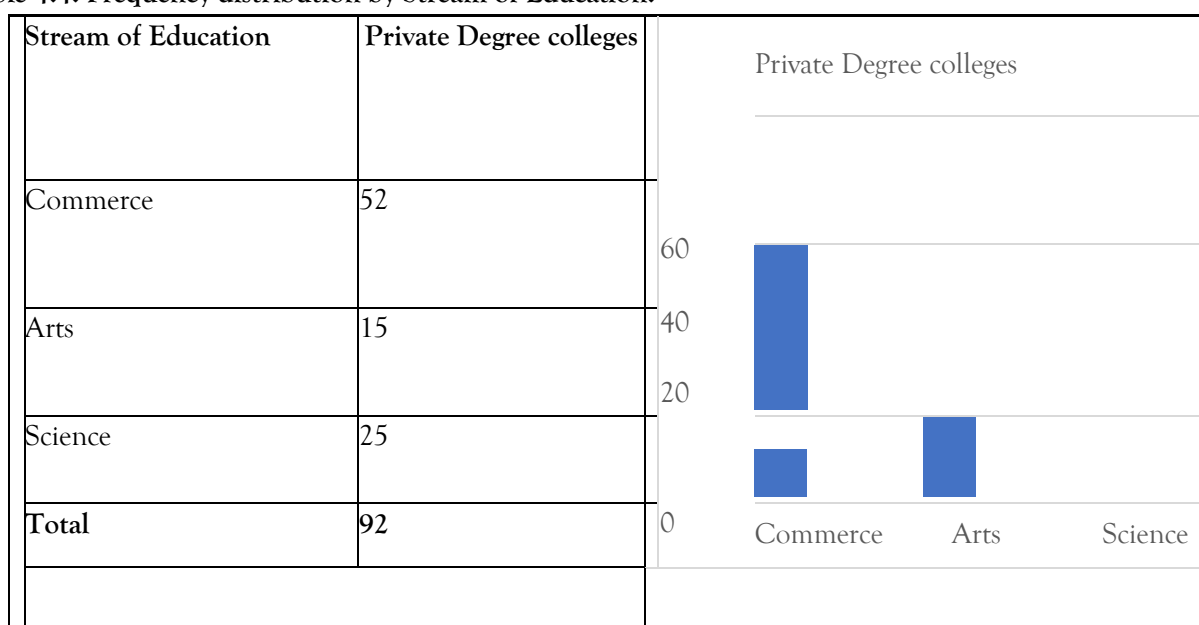


Table 4.4 Show the frequency distribution of Stream of education in which teachers are working at private degree colleges. The Teacher respondents from Commerce stream where much higher than the science and arts stream.

4.3 Tools adopted to measure the variables involved in the study

The data was collected based on the self-structured questionnaire which was available and has been used by researchers in their research in previous studies.

The questionnaire was prepared to suit the existing research work which was prepared in the following two major categories which are

1. Principal leadership Style questionnaire with Servant Leadership Dimension which is applicable for educational institution.

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2. Teachers job satisfaction questionnaire with two broad dimensions to suit the teachers at higher educational institution.

Table 4.5: Frequency Distribution based on Leadership Style Questionnaire in Private Colleges

Private Degree colleges					
LSQ-score sheet	Number of items	Max score	Mean score	Median score	SD
Transformational style	10	40	32.72	34	1.95

Accordingly it is observed Transformational leadership style has the mean score of 32.72 and a SD of 1.95 Higher the mean score represents the higher the use of leadership practice by the principals at private colleges in Bangalore City.

From the table 4.5. the high mean score represents the involvement and commitment of Principal's in developing teachers which is well recognized by the teachers through their responses which have been recorded. From the above analysis it is evident that Principal's at degree college adopt Servant leadership style. Therefore, Hypothesis 1 is rejected and alternative is accepted

4.5: Dimensions of Job Satisfaction Questionnaire

As observed in table given below the Job Satisfaction Questionnaire is broadly classified into two dimensions with each one of them having five items attached to it. This describes the job satisfaction of college teachers which is influenced by their Principal leadership style adapted by Principals at colleges respectively.

Table 4.6: Frequency Distribution of Job Satisfaction Questionnaire in Private Degree colleges

TJS-score sheet	Number of items	Max score	Mean score	Median score	SD
Motivational Factors	5	25	17.71	19	5.08
Hygiene Factors	5	25	17.07	18	4.85

In table 4.6 we can find that respondents have given equal priorities for both the dimensions of job satisfaction factors under study. They perceive their leader to facilitate in attaining job satisfaction and over all development of the organizational and personal goals to be achieved. From the above results it is evident that mean and standard deviation of job satisfaction is much higher with the score because the system adopted at private degree colleges is more convenient and Principals being leaders have greater role to be played in terms of assisting and retaining the teachers at colleges. Teachers are more satisfied when they are involved in decision making and given freedom to develop their personal and carrier goal, which is possible through servant leadership style practice by Principals

In continuation with descriptive statistics the further break up of LSQ dimensions in correlation with Teachers Job Satisfaction is analysed to prove the statically significance as well the level of correlation with each style of leadership followed by the Principals and its relationship with the teachers job satisfaction.

Table 4.7: Results of correlation Coefficient in Private Degree colleges:

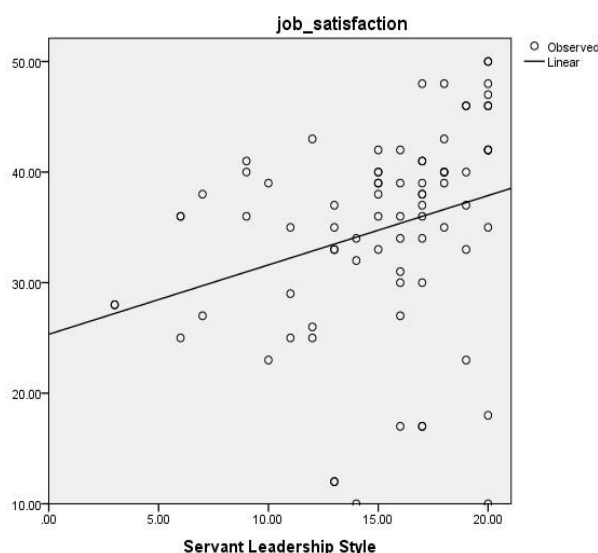
		Correlations	
		Transformational	Job Satisfaction
Transformational	Pearson Correlation	1	.812**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.812**	1
	Sig. (2-tailed)	.000	
	N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table 4.7 it is very much evident that leadership style of Principals at colleges has a relationship on the teacher’s job satisfaction.

Servant Leadership Style exhibits a moderate correlation but leadership style and job satisfaction of teachers and P value is leaser than the standard prescribed (0.05) hence we can statistically prove that transformational leadership style has an impact on the job satisfaction of teachers at colleges.

Graph 4.8: Regression Analysis with Transformational Leadership Style and Job Satisfaction in Private Degree College



The above graph depicts a linear relationship between Job Satisfaction of teachers being dependent variable has a relationship with Servant Leadership style which is independent variable. Both the variables are interlinked with each others and increase in one variable also leads to increase in other variable which is depicted in X and Y access. Which represents a significant evidence of influence of transformational leadership style in determining the job satisfaction of teaches. **Testing of Hypothesis:**

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Hypothesis 1: There is no evidence of difference in different types of leadership style adopted by college Principals at Private Degree colleges in the Bangalore City.

From the above analysis it is very much evident that there is evidence of difference in different types of leadership styles adopted by college principals at self finance colleges with different mean scores. Therefore, hypothesis 1 is rejected and alternative hypothesis is accepted. **Hypothesis 2:** There is no significant relationship between leadership styles of college principals on Job satisfaction of teachers working with them.

From the above results of correlation co efficient it is evident that there is a significant relationship between leadership styles of college principals on job satisfaction of teachers working with them.

Significance level is determined by P value which is >0.005 . therefore, Hypothesis 2 is rejected and alternative hypothesis is accepted.

5. Findings of the study and further Recommendation:

From the above study it is very much evident that Principals at private degree colleges practice servant leadership style and the leadership style has a significant relationship in determining the job satisfaction of teachers working with them with significant correlation and regression analysis which clearly depicts the significant relationship of servant leadership style practiced in relationship in determining the job satisfaction of teachers working with them.

6. Conclusion

The present research paper tries to highlight the relevance of Servant Leadership its concepts and importance at present in Higher Educational institutions as they are more involved in development of younger generation through teaching and making them practice with values and personal growth (Gopinath, 2019c). Servant Leadership enhances on the importance of working in group and listening to the subordinators, involving them in decision making and over all development of the organisation is achieved through their contribution. Hence, it becomes more relevant and right approach to practice this form of leadership in educational institutions as they become the prominent player in the development of student community along with over all development of the society (Gopinath & Poornapriya, 2020). The various dimension of Servant Leadership precisely describes the role and responsibilities of leaders and gives the clarity about achievement of institutional and personal goal.

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