

ANTECEDENTS OF SERVANT LEADERSHIP: THEIR INFLUENCE ON JOB SATISFACTION IN HIGHER EDUCATION INSTITUTES (HEIs)

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ABSTRACT: *The present study aims to investigate the influence of five antecedents of servant leadership on faculty's job satisfaction in higher education institutes (HEIs). Recent research in this area has revealed that job satisfaction at higher education institutes has become a challenging issue. The population of the study comprises 3211 full-time faculty members from ten private higher education institutes (HEIs) present in Lahore city of Pakistan. A survey research design was employed to gather data from the faculty members of higher education institutes. The sample size drawn out was ten percent of the total population, through a proportionate stratified random sampling procedure. Two measuring scales servant leadership scale (SLS) and the job satisfaction scale (JSS) were used to measure the respondents' opinions on the seven-point Likert scale. The questionnaire was pilot tested for its validity and reliability through experts' opinions and Chronbach alpha value, the Cronbach alpha value for (SLS) was 0.89 and for (JSS) the Cronbach alpha value was 0.84. Multiple linear regression techniques was employed to analyze the collected data through SPSS version 23. The beta coefficients of the five antecedents revealed that 'forgiving', 'standing back' and 'empowerment' have a statistically significant influence on faculty's job satisfaction, in higher education institutes (HEIs), whereas, 'accountability' and 'courage' have shown insignificant influence on job satisfaction of faculty members of higher education institutes. The research should be further extended to other geographical regions of Pakistan to get a comprehensive and more generalizable knowledge of the job satisfaction of faculty members in higher education institutes (HEIs). To the best of the authors' knowledge, this is the first study within the eastern context on faculty's job satisfaction reported in the backdrop of servant leadership in higher education institutes.*

Keywords: Servant leadership, Job satisfaction, Higher education institutes.

INTRODUCTION AND BACKGROUND OF THE STUDY

Higher education dynamics is a global phenomenon that is also inherent in emerging markets like Pakistan. [1]. According to Stankovska [2] higher education institutes are considered the highest source of knowledge and awareness production institutions that train students in different fields of life. Academic staff is comprised of faculty members with the primary assignment of instruction, research, or participation in co-curricular activities of their institutes. They are key resource persons to the success of any educational program and institute. Hence, job satisfaction among academics is essential for the success of higher educational institutions. Azeri [3] explained that job satisfaction is a condition of positive and negative feelings of academic staff toward their job and shows different reactions to the work environment. Also, job satisfaction has been defined as the main factor among university employees. Zahra [4] reported that quitting intentions are a strong predictor of turnover. The decision to voluntarily quit an organization is based on factors that may be personal or work-related or even related to economic factors. She concluded that job satisfaction is a precursor of turnover. Bentley [5] indicates that a healthy climate at university increases not only job satisfaction among academicians, but it also increases academicians' performance. A satisfied workforce contributes toward achieving the goals of the organization. Job satisfaction is highly important in HEIs as the effectiveness of the higher education institutes basically depends on the faculty members. Hence higher education institutes are interested now to know the factors, which increase the satisfaction of employees in the organizations and will be able to retain the highly qualified academic staff in the organization as the

competition in the education industry has increased due to the increased number of institutions. A satisfied workforce contributes toward achieving the goals of the organization. An outstanding contribution was made by Spector (1997)[6], who considers Job Satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs", validating the Job Satisfaction Survey (JSS) Scale including 9 facets: (1) pay and pay raises, (2) promotion opportunities, (3) person's immediate supervisor, (4) fringe benefits, (5) rewards (not necessarily monetary) given for good performance, (6) rules and procedures, (7) coworkers, (8) type of work done, and (9) communication within the organization.

However, Hassan [7] proclaims that besides leadership, other factors also play an important role in influencing employees' work behaviour. Such factors include innovation-led policies [8]; work-life balance [9], competitive edge [10], ethical climate [11], and job satisfaction [12,13, 8, 14] which are among the highly specific demands of 21st-century employees. Thus, this study is intended to investigate the influence of servant leadership on job-satisfaction in private higher education institutions in Pakistan. Thus, this study is intended to examine the influence of servant leadership on job-satisfaction in private higher education institutions in Pakistan (HEIs). It is generally recognized that Job Satisfaction is a major determinant of employee performance and commitment in organizational settings [15]. Job satisfaction is described as the degree of pleasure and gratification an employee experiences at their job place. It is often acknowledged as a spirited response of the employees to their specific job responsibilities [16]. In General, job satisfaction is recognized as a major determinant of faculty performance and retention [17,15, 13]. Causes for Job

Satisfaction include achievement, recognition, responsibility, growth, and motivation during the job tenure [18], having a strong positive relationship with increased creativity and productivity [19]. Factors that affect satisfaction or dissatisfaction at work for university teachers include job security [20] and a sense of appreciation to develop one's identity [21]. Enhancing Job Satisfaction with work conditions can increase the degree of an employee's organizational commitment [22]. Hence the importance of improving working conditions to increase organizational commitment [22].

Factors affecting Job Satisfaction in Higher Education Institutions

It is a common belief that satisfied employee does not leave their organizations [23]. Within the higher education context, the importance of the professional needs of faculty has been recognized and studies have been conducted to analyze the conditions and factors involved in job satisfaction among faculty members [24,25,26,27]. A study with Malaysian academics found positive effects of organizational support and person-job fit on career success [28]. Results from a study with Chinese university teachers (n=1210) indicate that improving the perceived organizational support may increase the level of job satisfaction for university teachers [29]. Empirical evidence from private universities in Bangladesh concludes that working conditions [30] are a determinant of Job Satisfaction in academics. As for faculty job stressors, the following should be considered: the absence of office facilities, excessive official paperwork [31], and a lack of opportunities for professional career development [32, 31, 33]. It is also important to note down the importance of human relationships as a positive impact on faculty's empowerment and commitment [34], promoting the creation of teaching and learning communities in Higher Education Institutions. Other aspects that influence job satisfaction are training & development [35-34]. Considering the personal context of the faculty, a study conducted with 424 academics and employees from 25 universities in India, concluded that the work-life balance between personal and professional life is a significant factor that influences job satisfaction [25]. These results are in accordance with those of [36] in the case of faculty from the Czech Republic, who propose policies to promote the quality of academic leadership and the work-family balance for its beneficial effects. A study by Chauhan [37], reveals the need to improve the motivation of faculty members in public and private universities, fostering policies and factors such as growth opportunities, interpersonal relationships, participative management, job security, monetary benefits or research-based activities.

Research on University Faculty, Job Satisfaction in Pakistan

In this section, some studies on faculty job satisfaction in the context of private universities in Pakistan are presented. Some results reported strong correlations between Organizational Culture and Job Satisfaction of the faculty of Lahore, Punjab [38], revealing satisfaction with coworker relations [39-27]. Analysis of data from 125 full-time university faculty in Pakistan indicates that components of job satisfaction (pay, promotion opportunities, coworkers, job security, training opportunities, and working conditions) were

significantly related to teacher organizational commitment [40]. Findings from Khalid [41] examining university faculty from Lahore, indicate that private sector faculty were satisfied with their pay, supervision, and promotional opportunities. Data collected from 500 teachers from 5 private sector Higher Education Institutes of Punjab, showed that workplace friendship and informal relations have a positive function on Job Satisfaction.

These aspects analyzed in the literature review affect job satisfaction, advancing the overall development of the teaching, research, and management functions of university faculty in the public and private sectors. A study by Chughtai [42] considering 45 colleges in Lahore (26 public and 19 private), analyzes the different variables related to satisfaction: college characteristics, teacher background, intrinsic factors (the teaching itself), and extrinsic factors (the teaching environment). A comparative analysis with 531 university faculty in Pakistan and Finland [43] found significantly better working conditions, social support at work and promotion opportunities in the Finnish sample as compared to the one from Pakistan. Five hundred and two (502) teachers participated in the study (301 from the public, and 201 from the private sector) which found that achievement, recognition, and payment are determinant factors of Teacher Job Satisfaction. Results from a study on 17 public and private universities in Islamabad (n=10,223 teachers) indicate that employee benefits account for 54% of the variation in Job Satisfaction [24].

Servant Leadership

In any organization, the leader builds its culture, encouraging the employees to stay with the organization and exhibiting the best characteristics against unwanted turnover. Leaders are the weapons in keeping the treasured talent longer. The quality of relationship an employee has with their immediate leader stretches the employee's stay in the organization for longer times [44]. Sharif & Scandura [45] concluded that employees who perceive their leaders as competent and ethically sound, perform better. They have a strong sense of community service and are more engaged in citizenship behavior which results in job satisfaction for their employees.

Many leadership theorists have discussed the impact of a leader's behavior on subordinates' performance, motivation, and job satisfaction. Servant leadership however remains experiential and needs to be moved into the realm of a scientific method or theory for implementation in the organizations. This will be made possible by expanding the body of research on its effectiveness in the business and academic arena, as suggested by Greenleaf [46].

Yukl [47] reports that servant leadership is a 'relation-based leadership' approach that can trigger more positive results in the form of reduced employee turnover as well as improved employee performance. In this regard, it becomes unimaginable to subside the significance of practicing servant leadership in the education industry. Elliott [48], in his work with community colleges, suggested that employees engaged with servant leaders have a very satisfying work experience. Mahazan [49] found the servant leadership style as a criterion that a leader needs in this new era to be an effective leader.

The leader is the first reflection in the eyes of employees.

Subordinates, normally look at their leader's behavior and style. The supervisor is crucial in staff retention; it's been argued that employees leave managers, not organizations" [7]. It is important to note that during the last decade servant leadership has gained momentum, not only in academia but within the managerial circles, consultants, and corporate leaders, the possible benefits of servant leadership behaviors are more trusted to improve employee satisfaction, trust, and loyalty to the supervisors [8]. Servant leadership in tandem with technology-based HR, management policies, retention of millennial employees, and job satisfaction are interconnected to each other to curb the issue of retention and talent these days [8]. Hence, the primary area of concern of today's academic leaders should be to operationalize the principles of servant leadership in their mission.

In sum, servant leadership is a code of ethics and behavior toward employees that promote and encourages their growth and development. It is more of a leadership style that aims at serving and motivating employees and valuing them as an asset to any organization by engaging them in decision-making and by bestowing autonomy on them. Similarly, servant leaders are touchier about the professional, spiritual, and personal growth of their employees. Hence, it is only because of its impact on employee growth, empowerment, and autonomy that the servant leadership model is viewed as the only option to provide an appropriate response to the challenges related to job satisfaction and retention issues. Although the area has been explored by several researchers, essential research is scarce in the field of educational research in the Pakistani local context.

Job Satisfaction

Job satisfaction is described as the amount of pleasure and gratification an employee feels at their job place. It is the first and foremost priority of employees. It is often recognized as a lively response of the employees to their specific job roles [16]. In General, job satisfaction is recognized as a major determinant of employee performance and retention [32-15-13].

Job satisfaction is a mythical and elusive concept that has been increasingly reached and refined by many researchers, particularly since Herzberg's [50] study in 1959. According to Herzberg [50], responsibility, achievement, and recognition, which are also considered the intrinsic elements of the job, are directly related to the actual content of any work. These factors are also referred to as 'motivational factors' and are considered significant elements regarding job satisfaction. Contrary to this viewpoint, Herzberg describes extrinsic factors as those elements that are normally associated with the work environment. These factors include working conditions, salary, staff assessment, benefits, and supervisory practices. They are also termed as 'context or hygiene' factors regarding job dissatisfaction. Therefore, due to its direct impact on job performance and faculty turnover, in the 21st-century job satisfaction is a major concern in any educational institution [30-13-51]. Professional growth is the most significant job contentment factor. However, the association with the administration also has a significant impact on faculties' job satisfaction [1]. Relationship with co-

workers, effective supervision, company policies, promotion, and salary package plays a vital role in employees' retention and raises job satisfaction [52].

Gibson and Petrosko [53] reasoned that employees who receive a high degree of trust in their leadership and who feel a high level of job satisfaction, have displayed less intention to leave their organizations. At the same time, it also requires to be perceived as organizational justice of employees by the leadership and the human resource management [12]. A study by Terera & Ngirande [54] find that job satisfaction positively influences the employee retention of academic staff at selected tertiary institutions in the Eastern Cape Province. Nevertheless, critics believe that human relationships are of great value. They have a very positive impact on staff commitment and empowerment in promoting teaching and learning culture in higher education institutions [35]. Other aspects that influence job satisfaction are training & development, leadership, and cultural quality among the academic staff [35]. As stated by Chauhan [37] to improve the motivation of faculty members in universities, management should introduce policies that favor factors such as growth opportunities; interpersonal relationships; participative management; job security; monetary benefits, and research-based activities.

Research Design

A survey research design is among the quantitative research approach that enables the researcher to perform a survey of a sample group, extracted from the population or the entire population to explore and describe their characteristics, i.e., perceptions, beliefs, or behaviors. A quantitative research approach is employed by the researcher, followed by a cross-sectional approach, where all the research variables are measured simultaneously in the same time frame [55].

Quantitative research is a procedure to discover a specific group of people, classified as the sample population. Quantitative research is based on data that is observed or measured to answer the research questions [56].

Survey research design can be categorized into a cross-sectional approach, where the data is collected from the respondents, at a single point of time and provides results relatively quickly as compared to the longitudinal approach, in the longitudinal approach the data is collected more than once at different time intervals and is extremely useful to study the research dynamics over different time frames [57]. The advantages of survey research make it possible to gather ample data at once and is easy to carry it out [58].

Research instrument and measuring scales

A survey instrument was designed wherein structured, but standardized questions were used to generate data for the present study. The questionnaire for the present study has been adapted from past research to obtain sufficient data from the target population. The questionnaire was developed by adapting two measuring scales, i. e., the servant leadership scale (SES) and job-satisfaction scale (JSS). Gay [60] acknowledged that the questionnaire is the simplest and most reliable way to obtain standard large sample data. The self-administered questionnaire for this study consists of two sections and 37 items, as shown below in table 1.

Table 1: Sections of the research instrument

Sections	Variables	Dimensions	Items	Source
A	Servant leadership	Empowerment Standing back Accountability Forgiving	18	Dierendonck & Nuijten [59].
B	Job satisfaction	Courage Job-work compatibility Co-workers Promotion Pay	19	Ozpehlivan & Acar [60].

Research Methodology

Population and sampling procedures

Population

The population for the present research is the faculty members of private higher education institutions based in Lahore city, Pakistan. The selected population consists of faculty members aged between 20 to 60 years, with qualifications not less than Master's, M.Phil. or Ph.D., degrees, and having at least one year of teaching experience at a private higher education institute. The target population of this study is all full-time teaching faculty members, which refers to individual academics who are focused only on teaching in private higher education institutes of Lahore city, having no other part-time administrative jobs in their departments. It was due to the enormous number of private higher education institutes in Lahore city, Pakistan. Lahore is the capital city of the "Punjab" state of Pakistan, it has 21 private higher education institutions. Lahore is famous for its multicultural academic climate and is also named "the city of colleges" because of its large number of colleges, degree awarding institutes, and universities. Hence, a diverse multicultural academic population of students, teachers, and researchers from all over Pakistan approach Lahore city for their academic endeavors. Having high multicultural academic diversity, Lahore city was focused on the present study. Since this study focused on private higher education institutions in Lahore, the public entity was excluded from the present study. Keeping in view the time frame, logistics, and resources only ten private higher education institutions were selected at the researcher's convenience, out of 21 private higher education institutes present in Lahore city.

Sampling procedures and sample size

The sample size for the present study taken is 10 percent of the total population of 3211 faculty members, i.e., 321. This sample size was calculated using Krejcie & Morgan formula [63] formula. In this study, the unit of analysis is the faculty members of private higher education institutes. To draw a valid conclusion from the results of the present study, the researcher opted for the probability sampling technique, which allows the researcher to make statistical inferences

about the whole population. One type of such method is the proportionate systematic random sampling technique which has been employed in the present study. Firstly, the size of the required sample, i.e., 10%, of faculty members from each private higher education institute was determined. Considering the number of total samples proposed for the study (321) as well as to ensure that the number of samples is proportionate to the total population of each private higher education institute, the researcher has chosen a sampling fraction of 1/10 which is 10% of the population of each private higher education institute. This ensures that all the private higher education institutes in the target population are equally and proportionally represented within the sample. The sample proportion size for each private higher education institute is further divided into four age groups, 20-30, 31-40, 41-50, and 51- 60, the questionnaire was then distributed randomly into each stratum, regardless of the population size of each stratum. The respondents were given two to four weeks of the time to complete the questionnaire. For the questionnaires not returned within four weeks of the time, the researcher followed up by reminding the respondents through their heads of the departments. However, the time taken by all the respondents to complete the questionnaires took almost three months.

Pilot testing of the Research Instrument

Prior to the distribution of the amended and improved version of the research instrument to the respondents, a pilot test was conducted for this study. Whitehead [64] recommended 25 to 100 respondents for the pilot testing which might not also be statistically chosen. To verify the content validity of the questionnaire, the researcher requested two experts from educational leadership, management, and higher education to revise and give their opinion regarding the content of the survey questionnaire of this study through electronic mail. They were requested to check the questionnaire for any errors and ambiguities in the items. The reliability of the instrument was calculated after pilot testing, which was 0.89 for the servant leadership scale (SES) and 0.84 for the job-satisfaction scale (JSS). Later the amended questionnaire was distributed to the sample respondents.

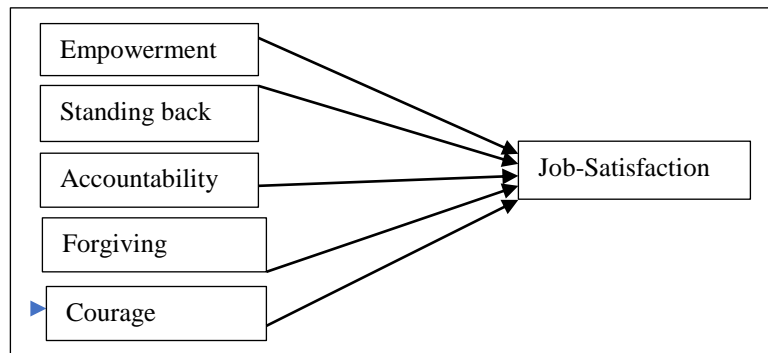


Figure 1: Conceptual Framework of the study

Research objectives

The main objective of this study is to examine the influence of five antecedents of servant leadership on faculty’s job-satisfaction in private higher education institutes (HEIs).

RQ1: To examine the influence of “Empowerment” on job-satisfaction of faculty members in higher education institutes (HEIs).

RQ2: To examine the influence of “Standing back” on job-satisfaction of faculty members in higher education institutes (HEIs).

RQ3: To examine the influence of “Accountability” on job-satisfaction of faculty members in higher education institutes (HEIs).

RQ4: To examine the influence of “Forgiving” on job-satisfaction of faculty members in higher education institutes (HEIs).

RQ5: To examine the influence of “Courage” on job-satisfaction of faculty members in higher education institutes (HEIs).

Hypotheses

Ha1: There is a statistically significant influence of “empowerment” on job-satisfaction of faculty members in higher education institutes (HEIs).

Ha2: There is a statistically significant influence of “standing back” on job-satisfaction of faculty members in higher education institutes (HEIs).

Ha3: There is a statistically significant influence of “accountability” on the job-satisfaction of faculty members in higher education institutes (HEIs).

Ha4: There is a statistically significant influence of “forgiving” on the job-satisfaction of faculty members in higher education institutes (HEIs).

Ha5: There is a statistically significant influence of “courage” on the job-satisfaction of faculty members in higher education institutes (HEIs).

Research Findings

Table 2: Hypotheses testing and beta coefficients

Hypotheses	Antecedents of Servant Leadership	Beta coefficients	p-values Sig = <0.05	Conclusions
Ha1	Empowerment	.318	0.004	Supported
Ha2	Standing back	-.206	0.011	Supported
Ha3	Accountability	.120	0.118	Rejected
Ha4	Forgiving	.160	0.000	Supported
Ha5	Courage	.046	0.486	Rejected

DISCUSSIONS AND CONCLUSIONS

The present study aimed to examine the influence of five different antecedents of servant leadership on the job-satisfaction of faculty members in private universities (HEIs) in Lahore city of Pakistan. The present research has been conducted using quantitative research techniques. The results of the data collected were analyzed using SPSS version 23. The research findings revealed that “empowerment”, “standing back”, and “forgiving” have a statistically significant influence on the job-satisfaction of the faculty members, whereas, “accountability” and “courage” have shown insignificant influence on the job-satisfaction of faculty members of higher education institutions (HEIs), it can be concluded that if faculty of higher education institutes are satisfied with their jobs, they will stay intact with their higher education institutes(HEIs) for a long, hence improving the quality of education and giving a competitive edge to their institute. In private higher education institutes (HEIs),

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faculty is more satisfied if they are empowered, and forgiven and their leaders stand by them for their academic endeavors. Faculty was mostly satisfied by the forgiving nature of their leaders followed by the empowerment perceived.

Limitations and future research

The research was conducted in the context of Lahore city only. There are many private higher education institutes in the other cities of Pakistan as well. Future research can be done with the same or more antecedents and the same model in other geographical regions of Pakistan to further validate the relationship among all variables. Logistics and timeframe were also a limitation due to which a large sample size could not be studied. Hence, future research can be conducted with a larger sample size for improved generalizability. Qualitative analysis can also be added to get in-depth sight of the relationships among the research variables affecting job satisfaction in higher education institutes (HEIs).

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