

The Effect of Servant Leadership Behaviors on Performance Outcomes and Job Satisfaction in Public Schools

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ABSTRACT: Servant leadership is one of the modern leadership theories, and its significance lies in the positive and tangible results it achieves at the individual and institutional levels. This study investigates the effect of servant leadership behaviors on performance outcomes and job satisfaction in public schools in Palestine from the teachers' point of view, during the first semester of the academic year 2021/2022. A quantitative research methodology was used, specifically the descriptive survey method. The study sample was selected by simple random sampling and consisted of 300 teachers currently working in public schools in Hebron, West Bank. The questionnaire results show that principals of public schools in Hebron practice servant leadership to a high degree. They also indicate a relationship between the application of the servant leadership style and both performance outcomes and job satisfaction. In addition, the statistical analysis showed significant differences in teachers' estimates of servant leadership attributable to the demographic variables (gender, years of experience, and educational qualification).

KEYWORDS: job satisfaction, public schools, performance outcomes, servant leadership.

1. INTRODUCTION

The development of an institution, its sustainability, and its distinction depend heavily on the quality of the leader's style and method. The modern digital world is witnessing rapid developments in all fields, which encourage structural change. Educational structures have changed to adapt to intellectual, economic, and social change. The school is a basic unit of educational development and the vehicle through which its mission is achieved in accordance with the planned goals. It functions as an integrated cell of teachers, students, and parents, and it seeks to bring about change in teachers so that they can meet the needs of the times. Teachers are the main factor in moving the educational process forward.

Principals and teachers are the primary determinants of educational quality [1, 2]. Employees who are satisfied with their jobs work more effectively, achieve higher levels of performance, and are much more likely to devote time and energy to teaching students [3]. Understanding the factors that contribute to teacher satisfaction is therefore critical for improving the information base required to support an effective academic system [4].

Servant leadership is one of the modern leadership theories, and its significance lies in the positive and tangible results it achieves at the individual and institutional levels. Leadership is regarded as one of the most important topics in the world of management. The failure of an administrative organization to achieve its goals is closely linked to the efficiency or inefficiency of its leadership, and the development and continuity of institutions depend primarily on the leadership that motivates them and formulates their plans and policies, particularly the servant leadership pattern [5]. Through their positive and empathetic attitude, servant leaders inspire servant followers and may help retain employees [6, 7]. Servant leadership shares similarities with other positive leadership approaches, such as transformational, authentic, and ethical leadership, including concern for employees, empowering subordinates, and helping them grow and succeed [8]. As a result, some scholars believe that servant leadership offers "more promise as a stand-alone leadership approach" than other leadership approaches [8]. Prior studies have shown that servant leadership is positively related to follower outcomes such as employee creativity [9]. Unlike other leadership styles, servant leaders regard themselves as servants because their primary goal is to serve their staff members without regard for self-interest [10]. Servant leadership is defined by having a "servant heart" [11]. It emphasizes authenticity, humility, and empowerment, with the goal of assisting others [12].

The school is regarded as the foundation of the educational system. The principal's role is no longer centered on traditional matters but has become the most important factor in the school's success and advancement. Schools need leaders with high capabilities who can face the challenges of the times, the vast amount of scientific and technological knowledge, administrative changes, and the

rapid growth in demand for education. The principal is responsible for everything related to administrative and technical aspects, curricula, the school's relationship with society and other schools, supervision and follow-up of school activities, meetings, school program planning, system implementation, organization, and directing the work of teachers, as well as activating human competencies in the school to create a creative atmosphere and achieve educational and pedagogical goals [13]. Many researchers have been interested in the role the principal plays in helping teachers develop their professional, academic, and skill performance, which enhances their leadership role in the classroom with their students. This interest in educational leadership was perhaps prompted by the desire to identify the educational leader and benefit from his or her personal, scientific, and social competencies, and to learn how to intensify them in directing the capabilities and human resources available to achieve the objectives of the organization at the lowest possible cost and with reasonable effort, while achieving effective performance [14].

Satisfying others is the primary goal of a servant leader, who places service to others above personal interest [15]. The development of teachers' performance is one of the most important pillars that contribute to raising the outcomes of the educational process, as it serves as a catalyst for development and creativity, fosters achievement, and instills stability, which improves teachers' productivity and increases their affiliation with their schools and their professional work. Teachers' sense of the importance of the principal's role in developing their leadership ability is a cornerstone of success in administrative work.

Educational administrative leaders who are competent and effective in developing teachers' performance in terms of vision, confidence, communication, and empowerment open the way for teachers to excel and to devise new ways of helping educational institutions achieve their goals. The importance of the study comes from two aspects. Theoretical importance: This study investigates a recent and important topic in management, namely servant leadership, to determine the extent of knowledge and application of this concept in public schools in the city of Hebron, Palestine. This is warranted by the novelty of the concept and by the lack of studies in the field of education, as most studies have been conducted in business administration and have not examined schools adequately. Practical importance: The study contributes to theoretical and applied knowledge about servant leadership and teacher performance. It also contributes to the study of the role of servant leadership in developing teachers' performance and achieving their job satisfaction in public schools in Palestine from the teachers' point of view, and it assists educational policymakers in identifying and evaluating the administrative situation in public schools.

The main aim of the study is to shed light on the role played by principals who practice servant leadership behaviors in developing teachers' performance and job satisfaction, and to identify the effect of servant leadership on the performance outcomes of teachers in public schools in Palestine.

To achieve this objective, the following main research question was proposed:

What is the effect of servant leadership behaviors on performance outcomes and job satisfaction in public schools in Palestine?

2. LITERATURE REVIEW

2.1 Servant Leadership

Robert Greenleaf [11, 16] developed the servant leadership philosophy, which prioritizes the needs of followers and stakeholders. As Greenleaf stated: "First and above all else, the servant leader is a servant. It all starts with the natural desire to help others. Then, by conscious choice, one aspires to lead" [16]. According to Keith [17], servant leadership is ethical, practical, and meaningful. Spears [18] identified ten characteristics of servant leaders based on Greenleaf's writings. Servant leadership asserts that long-term organizational goals will be met by first enabling the development and well-being of followers. It is defined as a leadership style characterized by altruism and moral behavior.

Servant leadership requires the leader to give attention and sympathy to followers' needs, and to take care that they grow and develop in a wiser and more independent manner [19]. It is also defined as a set of practices with a philosophy that enriches the life of the individual; these practices work to spread justice, care for individuals, and build better institutions. Servant leadership represents the leader's construction of a philosophy based on serving followers and achieving organizational goals, while maintaining persuasion and encouraging followers to take initiative and innovate within the work team [20]. Servant leadership should not be viewed as a model of a weak or failed leader: the servant leader must have a firm mindset when deciding on matters and making decisions. What distinguishes this style from other types of leadership is the way it exercises its responsibilities, consults subordinates, and involves them in reaching sound decisions [21].

The concept of servant leadership has developed in several stages, which Al-Khader and Wehda [22] divided into six. The first stage is management by values, in which beliefs and values are the basis for influencing followers, and individuals support the leadership that reflects the values they believe in. The second stage is motivational management: because material considerations dominate and values weaken in societies, leaders raised the level of motivation among their followers in order to reach the institution's desired goals. The third stage is attending to the needs of those around the leader and solving their problems; knowing followers' needs and problems, trying to satisfy these needs, and solving problems are among the most important steps of a servant leader. The fourth stage is service: serving followers must not remain a slogan but must move into implementation. The fifth stage concerns the preparation of the leader and his or her attributes: the servant leader must go through various forms of preparation, qualification, and training to overcome shortcomings and become a leader who is capable of service and giving, believes in moral values, and accepts creative ideas. The sixth stage is moving forward and continuing the application of servant leadership. It is the last stage in the development of the concept; in it, the service process must be evaluated and directed, and its continuity must be maintained for the better, without laziness or regression [22].

The benefit of servant leadership emerges at the level of society because of its reliance on the human virtues that societies need. It promotes optimal values that serve the public interest and contributes to building a more powerful model of society based on the principles of equity, justice, and conscious educational growth [23].

Servant leadership calls for change, as maintaining the usual way of doing work kills individuals' creativity and innovation. Servant leadership has several benefits, which Al-Shammari [5] summarized as team building, achievement, change, and satisfaction. According to Ghali [24], one of its most prominent benefits is the opportunity for creativity and innovation, which helps distinguish the organization, supports its development, and puts everyone in the proper place.

2.2 Performance Outcomes

The teacher plays an important role in the educational process and is regarded as the most important pillar of the educational system, as well as one of the most important components in achieving educational goals and improving the educational process [25]. The ability of the teacher to carry out the task of teaching in the school and improve student achievement is referred to as teacher performance. Teachers' performance can be evaluated by assessing their ability in terms of educational competence, personal competence, professional competence, and social competence [26].

Several factors affect the level of teacher performance: the teacher's attitudes toward the teaching profession, and the teacher's relationships with the school administration, with colleagues, and with the educational supervisor. The efficiency of a teacher's performance depends on his or her attitudes and inclinations toward the teaching profession, because these inclinations affect performance and mental health. They also affect students, which calls for identifying teachers' tendencies toward the profession and supporting their positive attitudes. A teacher's social upbringing affects his or her behavior, interaction, trends, and standards, as the teacher must have good relationships with students, colleagues, administrators, parents, and the surrounding community, which has positive effects. On the other hand, many teachers feel that their wages are not commensurate with the effort and giving they expend, which increases their stress and frustration.

On the other hand, the principal must continually motivate and assist teachers while offering mutual respect and listening to their problems. This raises teachers' morale owing to the excellence and quality of management, which leads to better working conditions and increased productivity. The ability of teachers to work together increases their professional growth through the exchange of experiences, knowledge, and teaching methods, and through discussing issues and exchanging views. The educational supervisor works to guide teachers and help them develop professionally and improve their level of performance [27].

Several studies have been conducted in this area. Ibrahim and Don [28] aimed to identify the impact of servant leadership on change management in secondary schools. Their results showed that servant leadership contributed to creating change management in secondary schools, so servant leadership should be applied and practiced by school leaders to improve the success of change management and thus improve school performance.

A study conducted in Taiwan investigated the status of the relationship between creative teaching behavior and the servant leadership of school principals in primary schools in rural areas. The results showed a positive relationship between principals' servant leadership and creative teaching behavior [29].

McMillan [30] studied the role of leadership style in influencing employee retention in primary schools. The results showed that, in the northwest of the USA, servant leadership is highly practiced, and employees are encouraged to stay in their schools by a focus

on building relationships with others, supporting them, and communicating effectively. Trust was also identified as a key element in building these relationships and sustaining them, and it was linked to the effectiveness of support and communication between teacher and principal [30]. Another study aimed to find out whether servant leadership and organizational culture in the school simultaneously influence the performance of senior public secondary school teachers in the city of Padang, Indonesia. The results showed that servant leadership and organizational culture in the school simultaneously have an impact on teacher performance at senior public secondary schools in Padang City [26]. Table 1 summarizes these studies.

Table 1. Summary of previous studies on servant leadership in schools

Study	Context	Focus	Main finding
Ibrahim & Don [28]	Secondary schools	Servant leadership and change management	Servant leadership contributed to effective change management
Chang et al. [29]	Rural primary schools, Taiwan	Principals' servant leadership and teachers' creative teaching behavior	Positive relationship between the two
McMillan [30]	Primary schools, northwest USA	Leadership style and employee retention	Servant leadership highly practiced; relationship building, support, communication, and trust encouraged staff to stay
Santosa et al. [26]	Public senior secondary schools, Padang, Indonesia	Servant leadership, school organizational culture, and teacher performance	Together they significantly influenced teacher performance

It is concluded from the above that servant leadership contributes greatly to the development and advancement of teachers' performance by activating active human relationships and effective, positive communication between the leader and teachers. Servant leadership is one of the most important elements of an institution's success and continuity, and the success of a teacher's performance in his or her school is closely related to how the administration deals with, directs, and assists the teacher.

2.3 Job Satisfaction

Job satisfaction is regarded as the most extensively researched work-related attitude in the field of organizational behavior [31]. Job satisfaction is defined as a positive attitude that employees have toward their jobs [32]. Similarly, Weiss [37] defines job satisfaction as an individual's positive assessment of his or her job. Moreover, it is the psychological state that describes a person's feelings about his or her job [33]. Job satisfaction is critical because when employees are satisfied with their jobs, they exhibit positive work behaviors such as low turnover, productivity, low absenteeism, and higher performance [34]. Furthermore, team building, empowerment, rewards, coaching, training, and effective communication can all help to boost employee job satisfaction [35]. The impact on employee job satisfaction is determined not only by the job itself but also by the relationship between the supervisor and the subordinate [36].

It was discovered that the primary causes of employee dissatisfaction stem from the perplexing nature of job demand caused by ineffective leadership styles [38]. Servant leadership helps to shape positive attitudes among employees while also creating a positive work environment for both the organization and its members [39]. Based on this, we can hypothesize that when employees perceive the leader's quality positively, they are much more likely to show enthusiasm, wisdom, and full-capacity performance [40].

More specifically, followers are more satisfied when their leaders are primarily concerned with their well-being [41]. Empirical evidence suggests that servant leadership plays a major role in increasing employee job satisfaction [42, 43].

Furthermore, it can be contended that satisfied employees are more engaged at work [44]. Previous studies support the relationship between job satisfaction and work involvement [43, 45]. In the same vein, job satisfaction is regarded as a precursor to organizational commitment [46]. This assumes that happy and satisfied employees are more dedicated and attached to their organization. This argument is supported by previous research by Dirani and Kuchinke [47] and Kaur [43], who found that satisfied employees are likely to display higher levels of organizational commitment.

3. STUDY QUESTIONS AND HYPOTHESES

3.1 Study Questions

1. What is the effect of servant leadership on the performance outcomes and job satisfaction of public-school teachers in Hebron from the teachers' point of view?
2. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the study sample's estimates of the role of servant leadership in the performance outcomes and job satisfaction of public-school teachers, attributable to the variables of gender, educational qualification, and years of experience?

3.2 Study Hypotheses

H1: Servant leadership has a positive influence on the performance outcomes and job satisfaction of public-school teachers in Hebron.

H2: There are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the study sample's estimates of the role of servant leadership in the performance outcomes and job satisfaction of public-school teachers, attributable to the demographic variables of gender, educational qualification, and years of experience.

3.3 Study Model

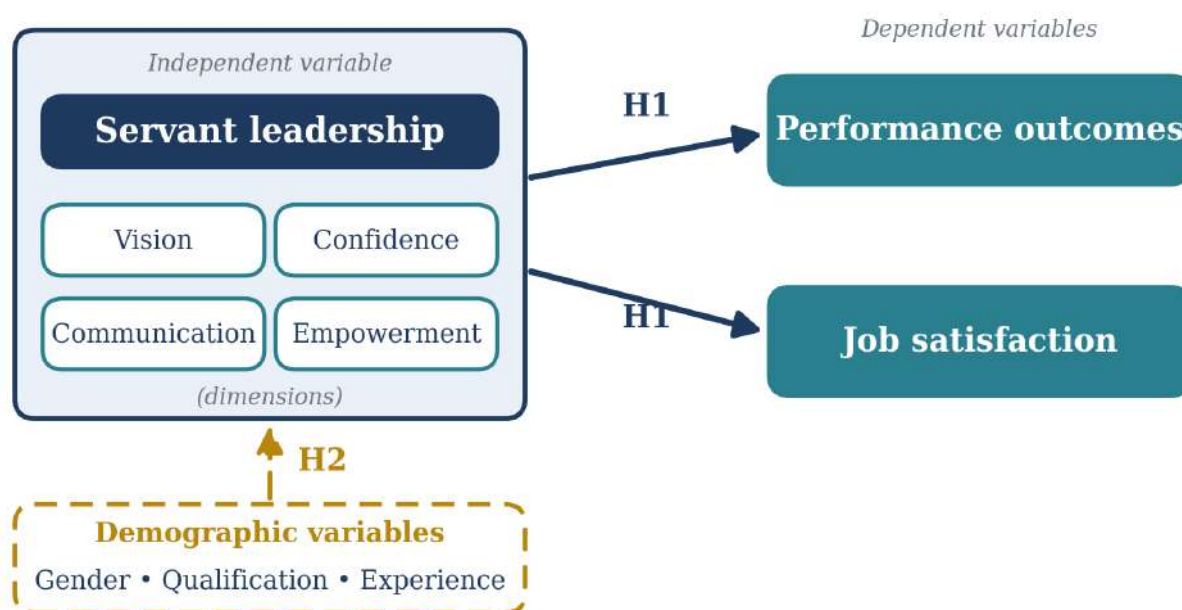


Figure 1. Study model: the hypothesized effect of servant leadership on performance outcomes and job satisfaction (H1) and the role of demographic variables (H2)

4. STUDY METHODOLOGY

The study population consisted of all 800 teachers currently working in public schools in Hebron, Palestine, including 450 female and 350 male teachers, during the first semester of the academic year 2021/2022. A quantitative research methodology was used, specifically the descriptive survey method. The sample was selected by simple random sampling and represents both male and female teachers. In total, 340 online questionnaires were distributed and 310 were retrieved; of these, 300 were valid for statistical analysis (96.8% of those retrieved and 88.2% of those distributed), which represents 37.5% of the study population. The study instrument was developed by the researcher with reference to the theoretical literature and previous studies on servant leadership and its effect on performance.

Table 2. Distribution of the study sample according to the independent variables

Variable	Category	Frequency	Percentage (%)
Gender	Male	159	53.0
	Female	141	47.0
Qualification	Bachelor of Education	191	63.7
	Higher Diploma	67	22.3
	MA and above	42	14.0
Years of experience	Less than 5 years	45	15.0
	5–10 years	121	40.3
	More than 10 years	134	44.7
Total		300	100.0

4.1 Validity of the Study Tool

The face validity of the tool was confirmed by presenting it to a number of specialized expert referees from among university professors. They were asked to read the items of the questionnaire and express their opinion on the clarity of the items, the soundness of their linguistic formulation, and their suitability to the field to which they belong, by adding, deleting, reformulating, or suggesting items, and finally to state their general views on the appropriateness of the questionnaire. The questionnaire was finalized with 52 items. Table 3 shows the distribution of the items across the six domains.

Table 3. Distribution of the questionnaire items across the study domains

Domain	Number of items	Item numbers
Vision	7	1–7
Confidence	9	8–16
Empowerment	9	17–25
Communication	9	26–34
Effect of servant leadership on performance outcomes	10	35–44
Effect of servant leadership on job satisfaction	8	45–52
Total	52	1–52

4.2 Reliability of the Study Tool

Two methods were used to verify the reliability of the study tool: test–retest reliability and Cronbach’s alpha for the questionnaire domains. First, the questionnaire was administered to an exploratory sample of 40 male and female teachers. After a two-week interval, the Pearson correlation coefficient (the stability coefficient) was calculated between the two administrations. Second, the internal consistency coefficient was calculated using Cronbach’s alpha, as shown in Table 4.

Table 4. Cronbach’s alpha internal consistency coefficients and test–retest reliability of the domains

Domain	Test–retest reliability	Internal consistency (Cronbach’s α)
Vision	0.91	0.88
Confidence	0.90	0.89
Empowerment	0.92	0.90
Communication	0.90	0.90
Effect of servant leadership on performance outcomes	0.90	0.89
Effect of servant leadership on job satisfaction	0.90	0.90

4.3 Scoring Criterion of the Study Tool

A five-point Likert scale was adopted in order to classify the arithmetic means of the study tool, using the classification shown in Table 5:

Table 5. Classification of the arithmetic means of the study tool

Low	Medium	High
1.00 to less than 2.34	2.34 to less than 3.67	3.67 to 5.00

The class width was calculated using the following equation:

(Upper limit of the scale (5) – lower limit of the scale (1)) / number of required categories (3)

$(5 - 1) / 3 = 1.33$

This value (1.33) was then added successively to the lower limit of each category, giving the classification shown in Table 5: low, medium, and high.

Statistical treatments: Arithmetic means and standard deviations were used to answer the first question, while three-way analysis of variance was used to answer the second question.

5. PRESENTATION AND DISCUSSION OF RESULTS

This section aims to identify the role of servant leadership in the performance outcomes and job satisfaction of teachers in public schools in Hebron. To achieve this, the study questions are answered below, with an explanation of the results.

5.1 Results Related to the First Question

The first question asked: “What is the effect of servant leadership on the performance outcomes and job satisfaction of public-school teachers in Hebron from the teachers’ point of view?” To answer this question, the arithmetic means and standard deviations were calculated for the study sample’s estimates of the performance items as a whole, as shown in Table 6.

Table 6. Arithmetic means and standard deviations of the role of servant leadership in developing the performance of public-school teachers in Hebron from the teachers’ point of view, ranked in descending order

Rank	No.	Domain	Mean	SD	Level
1	1	Vision	3.95	.78	High
2	2	Confidence	3.90	.87	High
3	4	Communication	3.88	.93	High
4	3	Empowerment	3.84	.93	High
5	5	Effect of servant leadership on performance outcomes	3.83	.94	High
6	6	Effect of servant leadership on job satisfaction	3.82	.95	High
		Overall score	3.87	.90	High

Table 6 shows that the arithmetic means ranged between 3.82 and 3.95. Vision ranked first with the highest mean (3.95), followed by confidence in second place, while the effect of servant leadership on job satisfaction ranked last ($M = 3.82$). The mean of the tool as a whole was 3.87 ($SD = .90$), at a high level, and all domains were rated at a high level.

These findings indicate that principals of public schools in Hebron practice servant leadership to a high degree. This result can be attributed to teachers’ conviction in this type of leadership, the foundations on which it is based, the principals’ adherence and commitment to it, and the value issues it imposes that positively affect the course of the educational process. It can also be attributed to what this leadership provides in assisting teachers to develop themselves and grow in the various aspects of their human personality, to participate in decision-making, and to be entrusted with some powers to complete their tasks in a way that achieves the objectives of teachers and the school.

These findings can be explained by the compatibility of servant leadership with modern educational strategies. Ghali [24] sees servant leadership as based on practicing a leadership style that serves followers and prioritizes their interests; the leader leads individuals in a way that serves them, so that they become more willing to serve others and themselves. What complements the idea of servant leadership is that the people who are employed motivate and encourage its success [24].

This result can also be explained by the prevailing trend in educational institutions toward refining teacher performance by activating modern administrative patterns based on mutual respect, a high level of leader confidence in subordinates, open communication between the principal and teachers, and professional and flexible dealings among all parties in the school. This result agrees with the findings of Santosa et al. [26], who found that servant leadership influences teacher performance, and with Kaur [43], who found that servant leadership is associated with higher levels of employee satisfaction and engagement.

A detailed discussion of each domain, in the order of the results, is presented below:

(1) Vision

Table 7. Arithmetic means and standard deviations of the items related to vision, in descending order

Rank	No.	Item	Mean	SD	Level
1	1	The principal formulates a clear vision for his field of work, academic and administrative	4.23	.93	High
2	7	The manager engages teachers with his vision to advance his work	3.99	1.03	High
3	2	The principal employs his position for the benefit of teachers in his school	3.94	.84	High
3	4	The manager, through his vision, seeks to develop an accurate perception of the strengths and weaknesses in his field of work	3.94	1.00	High
5	5	The manager has the intellectual ability to solve the problems encountered and works by scientific methods	3.87	1.03	High
6	6	The manager sets the future vision for getting the work done in his educational organization	3.86	.93	High
7	3	The manager has a clear vision of the organization's requirements and goal	3.83	.97	High
Vision			3.95	.78	

The domain of "vision" ranked first with the highest arithmetic mean (3.95), at a "high" level. This result reflects the study sample's view that the servant leadership style produces beneficial results for the work team, as it helps each team member make contributions based on his or her own skills and experience.

This type of leadership builds a work team that allows each individual to display his or her skills and collaborate more effectively with the others. This result is explained by the fact that servant leadership does not place the institution's goals on the shoulders of employees; on the contrary, leaders spend effort and time helping teachers understand their own strengths and weaknesses. The servant leader always looks at the interest of others and shows patience and tolerance with followers.

This result shows that vision is a mental, intellectual process that precedes targeted action and requires conscious thought and a scientific study of reality to identify the factors affecting it and invest them to develop it in the desired direction. It also requires insight into what the future will be like, preparing for that future in a logical, scientific manner, and taking sound decisions related to the desired course of action, according to a logical conception of a series of integrated procedures that aim to achieve specific goals or solve problems related to work or workers. Vision is also a process that draws a picture of the event that will happen in a specific place and time, targeting a specific group so that the target group acquires the knowledge, skills, values, and trends that meet its needs. Building a clear vision of the institution's requirements and objectives, taking into account the competencies related

to the work, tools, and functions of interest to the target group and practicing them, and specifying the materials, resources, techniques, and training methods that achieve these goals, leads to outcomes based on the characteristics, preparations, and levels of performance required. This result is consistent with Spears [18], who identified conceptualization and foresight among the core characteristics of servant leaders.

(2) Confidence

Table 8. Arithmetic means and standard deviations of the items related to confidence, in descending order

Rank	No.	Item	Mean	SD	Level
1	8	The principal expresses himself in ways that are consistent with his thoughts and feelings in front of teachers.	4.02	1.03	High
2	13	The principal is keen on dealing with teachers honestly	3.97	1.02	High
3	15	The manager has the competence to take correct actions at work	3.96	1.09	High
4	12	The principal seeks to serve and nurture teachers rather than self-interest censorship.	3.92	1.08	High
5	10	The leader values teachers' efforts by presenting their products and ideas to others	3.89	1.07	High
6	9	The manager deals with others with honesty and goodwill	3.86	1.05	High
6	11	The manager has the ability to express feelings even if the results were undesirable.	3.86	1.02	High
8	16	The principal helps teachers to obtain their rights no matter what difficulties he faces.	3.85	1.08	High
9	14	The principal contributes to the development of the character of teachers by giving them the appropriate powers for each of them.	3.78	1.09	High
Confidence			3.90	.87	High

The domain of "confidence" ranked second, with a mean of 3.90 and a "high" level.

The free sharing of information between the various levels of the organization, and a culture of affection, understanding, love, humility, social equality, and humor and fun, are among the most important means of overcoming fear and tension between different parties.

These results also reflect the importance of the school principal's servant role and responsibilities, as the principal is the first official in the administration. The principal needs a high degree of competence, knowledge, mental capacity, understanding, cooperative ethics, and knowledge of administrative affairs, which shape developmental administrative decisions. This also requires knowledge of human nature and what it needs in terms of reward, support, and encouragement, and knowledge of democratic concepts that help the principal deal with teachers and workers democratically, justly, and fairly, giving priority to the interest of the public institution over private self-interest, and to the interest of teachers and students over self-interest.

The findings also show that confidence in the servant school principal increases when the principal has knowledge of the field in which he or she works, as principals need knowledge in several fields such as educational leadership, pedagogy, educational psychology, learning, measurement, and evaluation, because such knowledge has positive effects on increasing both the principal's self-confidence and teachers' confidence in their leader. This result agrees with McMillan [30], who identified trust as a key element in the relationship between teachers and principals.

(3) Communication

Table 9. Arithmetic means and standard deviations of the items related to communication, in descending order

Rank	No.	Item	Mean	SD	Level
1	27	The principal is more concerned about the success of subordinates than about his own success.	4.03	1.10	High
2	26	The principal provides teachers with work experiences that enable them to develop new skills	3.97	1.14	High
3	33	The principal is concerned with developing positive relationships between teachers.	3.92	1.11	High
4	30	The manager cares more about ethics and honesty than achievement	3.89	1.07	High
4	34	The principal asks creative teachers to help him report on their achievement for others	3.89	1.10	High
6	32	The principal gives the opportunity for teachers to present their opinions and suggestions, each in the field of his specialty.	3.85	1.09	High
7	31	Principal advises teachers on issues important in their field	3.84	1.09	High
8	29	The principal gives teachers the freedom to deal with difficult situations the way they feel is best	3.80	1.04	High
9	28	The principal encourages teachers to carry out important practical decisions on their own.	3.76	1.00	High
Communication			3.88	.93	High

The domain of “communication” ranked third, with a mean of 3.88 and a “high” rating.

This result may be attributed to the principal’s attention to the needs of professional staff and responsiveness to their desires, and to giving them the powers and authorities that enable them to achieve the best results, which is positively reflected in the outcomes of the learning process. Servant leadership increases the organizational confidence of school staff and their interest in improving and developing the educational process, achieving quality and excellence in performance, and paying attention to workers’ expectations. It creates a positive organizational culture that supports their professional performance, makes them feel job satisfaction in performing their professional duties, and strengthens their sense of psychological safety through support, care, fairness, and objectivity. It also removes all obstacles that prevent effective communication between all employees, gives them an opportunity for dialogue and discussion, and encourages them to make suggestions that are appreciated and respected.

These results are attributed to the ability of the servant manager to make teachers more positive and dedicated in the work environment, to perform difficult tasks, responsibilities, and job duties without fear or hesitation, to be more organizationally committed and feel less stress at work, and to develop a sense of pride, belonging, and loyalty that leads to high levels of achievement and a strong desire for continuity.

It also reflects the keenness of the servant leader to facilitate solving the problems facing workers by establishing practical models and educating them, as well as helping them harness the experiences and ideas they possess. To the extent that the manager is able to communicate skills, the results are reflected positively on individuals: feelings of belonging to the group increase, and individual and group performance improves accordingly, owing to the activation of motivation and a sense of school security and job satisfaction.

The findings also reflect the great role of the servant manager’s communication with teachers in forming the teacher’s self-image and self-satisfaction; in other words, in forming the teacher’s self-efficacy and its reflection on his or her work, the extent of his or her success in it, and the ability to overcome the difficulties and obstacles that confront him or her.

(4) Empowerment

Table 10. Arithmetic means and standard deviations of the items related to empowerment, in descending order

Rank	No.	Item	Mean	SD	Level
1	17	Principal develops teachers' leadership capabilities	3.92	1.10	High
2	24	The principal takes the initiative to help teachers deal with professional difficulties.	3.89	1.09	High
3	21	The principal encourages teachers to participate in shaping the school's vision	3.86	1.01	High
4	18	Principal delegates some authority to teachers to get work done	3.85	1.07	High
4	23	The manager makes a great effort to promote teamwork.	3.85	1.06	High
6	20	Principal enhances teachers' capabilities by developing their skills	3.83	1.08	High
7	22	Educators encourage collaborative teamwork rather than competition.	3.81	1.14	High
8	25	The principal provides opportunities for teachers to develop their full potential.	3.80	1.08	High
9	19	Principal makes teachers feel that they are an integral part of academic work	3.74	1.08	High
Empowerment			3.84	.93	High

The domain of "empowerment" ranked fourth, with a mean of 3.84 and a "high" level.

This result, according to the estimates of the study sample of male and female teachers, is attributed to the principal's provision of proper opportunities for teachers to develop capabilities of interest to them and improve their level of performance. It may also be that the principal wants to develop teachers' leadership abilities through their participation in the decision-making process and the delegation of some powers that enable them to exercise their leadership role in the school by making some decisions related to the work they perform. This high result also indicates that when the principal asks teachers for their opinions regarding the school's vision and adopts those he or she considers correct, this enhances teachers' confidence in their ability to put forward ideas that will improve the educational process.

In general, this result may also be attributed to the principal's encouragement of teachers to work in a team spirit, as this approach contributes to cooperation and fruitful, creative work within the educational institution, which motivates teachers to give more, make more effort, and work continuously to achieve organizational goals.

This result also reflects the leadership role played by the servant manager, which appears in encouraging others and providing them with facilities, especially direct subordinates, by identifying and solving problems, determining when and how work tasks are to be completed to the fullest, and helping subordinates develop and succeed. It includes providing real attention to the growth of subordinates through the necessary support and guidance. Through joint and cooperative work, teachers can identify different ways of teaching a specific topic, and collaboration deepens shared knowledge and subjective experience.

(5) The Effect of Servant Leadership on Performance Outcomes

Table 11. Arithmetic means and standard deviations of the items related to the effect of servant leadership on performance outcomes, in descending order

Rank	No.	Item	Mean	SD	Level
1	35	The principal encourages teachers to manage the classroom efficiently and effectively.	3.92	1.12	High

Rank	No.	Item	Mean	SD	Level
2	38	The principal is concerned with following up the design and construction of the tests prepared by the teacher for his students	3.90	1.06	High
3	44	The manager supports collaborative work to facilitate the building and formation of work teams in school community.	3.87	1.22	High
4	41	The principal trains the teacher to develop creative thinking skills.	3.86	1.16	High
5	36	The principal investigates with the teacher the methods that will develop aspects of strengths and addresses weaknesses in his performance.	3.84	1.04	High
6	37	Principal seeks to provide a supportive environment for learning in the classroom	3.83	1.09	High
7	40	The principal enables the teacher to develop planning skills for his performance and work and its continuous development.	3.81	1.15	High
8	39	The principal stimulates the teacher's professional development and personal growth.	3.80	1.15	High
9	42	The principal encourages the teacher to master procedural scientific research skills and field	3.71	1.10	High
9	43	The principal allows new teachers to demonstrate their ability.	3.71	1.14	High
		The effect of servant leadership on performance outcomes	3.83	.96	High

The domain of “the effect of servant leadership on performance outcomes” ranked fifth, with a mean of 3.83 and a “high” level.

This result, according to the estimates of the study sample of teachers, may be attributed to the importance of servant leadership as an ethical way of dealing with teachers that focuses on workers’ needs, the most important of which is development. The servant leadership style also achieves self-respect for the working individual, grants him or her a measure of independence, acknowledges achievement, manages effort, evaluates work, and shows sympathy, which is reflected in a strong desire for continuous professional development. School principals possess many competencies that qualify them to lead their schools with merit and distinction and to serve all teachers in the educational process, as a result of the programs provided by the Ministry of Education for the preparation, training, qualification, and professional development of principals, in addition to the efforts made by school administration supervisors during their periodic and continuous visits to support principals’ schools and evaluate their job performance. This makes principals work diligently and remain active and constantly ready to carry out their duties, which are based on providing services to others.

This result is also explained by the great developments witnessed by the educational sector, which seeks to continuously increase teachers’ development by enrolling them in many educational courses in order to reform the professional reality of the teacher and move him or her toward modern developments. This reflects positively on the ultimate goal of the Ministry of Education, which is to raise the level of academic achievement among students. It is also explained by the fact that the need for development is constant: a teacher cannot live his or her life with a specific set of knowledge and skills, given the pressure of internal needs and the tremendous knowledge progress that characterizes the current era. This requires maintaining a renewed level of information, skills, and modern trends in teaching methods and techniques on a continuous basis.

(6) The Effect of Servant Leadership on Job Satisfaction

Table 12. Arithmetic means and standard deviations of the items related to the effect of servant leadership on job satisfaction, in descending order

Rank	No.	Item	Mean	SD	Level
1	52	I am satisfied with the management in my work	3.90	1.10	High
2	45	I prefer to work in my free time	3.85	1.05	High
3	48	I am enthusiastic about my job because it is interesting	3.84	1.20	High
4	49	I never feel bored at work	3.81	1.05	High
5	51	I have no intention of leaving my job	3.80	1.20	High
5	50	My job is like a hobby for me.	3.80	1.14	High
7	47	I find enjoyment in my work most days	3.78	1.15	High
8	46	I believe that I am happy at work	3.75	1.14	High
The effect of servant leadership on job satisfaction			3.82	.96	High

The domain of “the effect of servant leadership on job satisfaction” ranked last, with a mean of 3.82 and a “high” level.

This result, according to the estimates of the study sample of teachers, may be attributed to people’s awareness of the importance of servant leadership in achieving great job satisfaction for them, as this type of leadership makes the employee love his or her job, enjoy work, and not want to leave the school, in addition to a desire to work even outside official working hours.

Servant leadership contributes as an administrative method that makes the administration serve the employee, with the employee feeling happy at work, thus reducing work pressures and not placing the whole burden on him or her, so that work becomes a hobby, thereby increasing affiliation with the organization and productivity.

5.2 Results Related to the Second Question

The second question asked: “Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the study sample’s estimates of the role of servant leadership in the performance outcomes and job satisfaction of public-school teachers, attributable to the variables of gender, educational qualification, and years of experience?”

To answer this question, the arithmetic means and standard deviations of the effect of servant leadership on performance outcomes and job satisfaction were extracted by gender, educational qualification, and years of experience, as shown in Table 13. In this analysis, the qualification variable of Table 2 was collapsed into two categories: “Bachelor of Education” and “Higher Education” (the latter combining Higher Diploma and MA and above).

Table 13. Arithmetic means and standard deviations of the role of servant leadership in developing the performance of public-school teachers, by gender, educational qualification, and years of experience

Variable	Category	Statistic	Vision	Confidence	Empowerment	Communication	Effect of servant leadership on performance outcomes and job satisfaction	Overall
Gender	Male	M	3.59	3.41	3.31	3.44	3.33	3.41
		SD	.905	1.109	1.197	1.193	1.248	1.102
	Female	M	4.02	3.99	3.94	3.97	3.92	3.96

Variable	Category	Statistic	Vision	Confidence	Empowerment	Communication	Effect of servant leadership on performance outcomes and job satisfaction	Overall
Qualification	Bachelor of Education	SD	.735	.793	.843	.851	.865	.774
		M	3.92	3.86	3.83	3.88	3.83	3.86
	Higher Education	SD	.770	.864	.898	.891	.919	.828
		M	4.09	4.05	3.89	3.91	3.82	3.94
Years of experience	Less than 5 years	SD	.800	.906	1.067	1.078	1.104	.964
		M	4.01	4.03	3.88	3.92	3.90	3.95
	5–10 years	SD	.747	.799	.920	.891	.949	.840
		M	4.06	4.02	4.05	4.07	4.02	4.04
	More than 10 years	SD	.702	.750	.753	.772	.747	.685
		M	3.78	3.66	3.58	3.64	3.54	3.63
		SD	.857	1.010	1.059	1.069	1.101	.983

Table 13 shows apparent differences in the arithmetic means and standard deviations of the role of servant leadership in the performance outcomes and job satisfaction of public-school teachers across the categories of gender, educational qualification, and years of experience. To determine the significance of the differences between the means, multivariate three-way analysis of variance was used for the domains (Table 14), and three-way analysis of variance was used for the tool as a whole (Table 15).

Table 14. Multivariate three-way analysis of variance for the effect of gender, educational qualification, and years of experience on the domains

Source of variance	Domain	Sum squares	df	Mean square	F value	Sig.
Gender Hotelling's trace = 0.084 Sig. = .000	Vision	7.993	1	7.993	14.250	.000
	Confidence	14.812	1	14.812	21.749	.000
	Empowerment	14.812	1	14.812	18.793	.000
	Communication	10.577	1	10.577	13.122	.000
	The effect of servant leadership on performance outcomes and job satisfaction	13.135	1	13.135	15.642	.000
Educational qualification Hotelling's trace = 0.070	Vision	4.129	1	4.129	7.361	.007
	Confidence	5.741	1	5.741	8.430	.004

Source of variance	Domain	Sum of squares	df	Mean square	F value	Sig.
Sig. = .001	Empowerment	2.161	1	2.161	2.742	.099
	Communication	1.487	1	1.487	1.844	.175
	The effect of servant leadership on performance outcomes and job satisfaction	1.163	1	1.163	1.385	.240
Years of experience	Vision	5.716	2	2.858	5.095	.007
	Confidence	10.833	2	5.417	7.953	.000
Wilks' $\lambda = 0.902$	Empowerment	11.513	2	5.757	7.304	.001
Sig. = .001	Communication	9.538	2	4.769	5.916	.003
	The effect of servant leadership on performance outcomes and job satisfaction	12.276	2	6.138	7.310	.001
Error	Vision	165.463	295	.561		
	Confidence	200.915	295	.681		
	Empowerment	232.515	295	.788		
	Communication	237.793	295	.806		
	The effect of servant leadership on performance outcomes and job satisfaction	247.717	295	.840		
Total	Vision	181.007	299			
	Confidence	228.391	299			
	Empowerment	260.198	299			
	Communication	258.892	299			
	The effect of servant leadership on performance outcomes and job satisfaction	274.042	299			

Table 14 shows statistically significant differences ($\alpha = 0.05$) attributable to gender in all domains, to educational qualification in the vision and confidence domains only, and to years of experience in all domains. Post-hoc pairwise comparisons were used to identify the differences between the means, as shown in Table 16.

Table 15. Three-way analysis of variance for the effect of gender, educational qualification, and years of experience on the role of servant leadership in developing teachers' performance (tool as a whole)

Source of variance	Sum of squares	df	Mean square	F value	Sig.
Gender	12.342	1	12.342	18.565	.000
Educational qualification	2.588	1	2.588	3.892	.049

Source of variance	Sum of squares	df	Mean square	F value	Sig.
Years of experience	9.857	2	4.928	7.413	.001
Error	196.116	295	.665		
Total	219.378	299			

Table 15 shows statistically significant differences ($\alpha = 0.05$) attributable to gender, educational qualification, and years of experience for the tool as a whole. The pairwise comparisons for years of experience are shown in Table 16.

Table 16. Post-hoc pairwise comparisons for the effect of years of experience on the role of servant leadership in developing teachers' performance

Domain	Category	Mean	Less than 5 years	5–10 years	More than 10 years
Vision	Less than 5 years	4.01			
	5–10 years	4.06	.05		
	More than 10 years	3.78	.24	*.28	
Confidence	Less than 5 years	4.03			
	5–10 years	4.02	.01		
	More than 10 years	3.66	*.37	*.36	
Empowerment	Less than 5 years	3.88			
	5–10 years	4.05	.17		
	More than 10 years	3.58	*.30	*.47	
Communication	Less than 5 years	3.92			
	5–10 years	4.07	.15		
	More than 10 years	3.64	.28	*.43	
Effect of servant leadership on performance outcomes and job satisfaction	Less than 5 years	3.90			
	5–10 years	4.02	.12		
	More than 10 years	3.54	*.36	*.48	
Total score	Less than 5 years	3.95			
	5–10 years	4.04	.10		
	More than 10 years	3.63	*.31	*.41	

Table 16 shows statistically significant differences attributable to years of experience (marked with an asterisk, $\alpha \leq 0.05$), generally in favor of the categories of less than 10 years of experience.

To answer the second question, three-way analysis of variance was used to determine the impact of gender, educational qualification, and years of experience, and their level of significance, on the role of servant leadership in performance outcomes and job satisfaction in schools. The results are discussed below by variable.

First: The Gender Variable

The results revealed statistically significant differences, attributable to gender, in the study sample's estimates of the role of servant leadership in developing the performance and job satisfaction of public-school teachers across all domains. The differences favored

females. This result can be explained by the fact that school principals are inclined to study the administrative situations they encounter accurately, through continuous effort to apply servant leadership more appropriately. As a result, principals have higher administrative concepts that enable them to understand the content of different leadership styles and the methods of their application, thus ensuring the effectiveness of teacher development and the follow-up of the development process in a way that achieves the objectives of servant leadership that the administration seeks.

One explanation is that female and male teachers may perceive and value the relational aspects of servant leadership, such as listening, support, and open communication, differently. This interpretation is tentative and should be tested in future research.

This can also be explained by the fact that most teachers believe that school principals are more able to employ servant leadership in gathering information and facts using accurate scientific methods, in addition to induction and reasoning skills in analyzing the administrative and school situations they encounter, for the optimal employment of servant leadership. The principal's own gender and leadership style may also shape how closely principals interact with female and male staff, although the present data do not allow this to be examined. This is considered a contributing factor to principals' ability to employ servant leadership optimally in teacher development.

Second: The Years-of-Experience Variable

The results also revealed statistically significant differences in the study sample's estimates of the effect of servant leadership on performance outcomes and job satisfaction in public schools attributable to years of experience.

Post-hoc comparisons (Table 16) showed that teachers with more than 10 years of experience gave significantly lower ratings than both other groups in confidence, empowerment, and the effect of servant leadership on performance outcomes and job satisfaction, and significantly lower ratings than the 5-to-10-year group in vision and communication.

This result can be explained by the fact that most teachers believe that school principals, regardless of their academic qualifications and experience, are able to apply servant leadership correctly, given the experience they gained during the period in which they assumed educational tasks. This experience enables them to rely on it in applying the appropriate servant leadership style in the administrative situations they face, and their understanding of the variables surrounding the school's educational system enables them to make effective and appropriate administrative decisions, which is reflected in teacher development, performance, and greater job satisfaction.

This result can also be explained by the fact that most teachers believe that school principals with greater experience have a better view of how teacher development should proceed in the future, which positively affects the level of educational process outcomes and the achievement of system goals. The great experience possessed by the school principal as an educational leader is reflected positively in the use of servant leadership, which relies on his or her practice and through which he or she deliberately aims to bring about the change required by the administration and to develop teachers greatly. The principal is the educational leader in the institution and is primarily responsible for the leadership style: the greater the principal's experience, the stronger his or her conviction in the leadership pattern followed, and the more administrative experience he or she gains in guiding everyone under his or her supervision.

Third: The Educational Qualification Variable

The results indicated statistically significant differences in the study sample's estimates of the role of servant leadership in developing the performance of public-school teachers, attributable to educational qualification, in the vision and confidence domains only. The differences favored holders of higher educational qualifications.

This result can be explained by the fact that holders of higher educational qualifications have greater self-confidence, which is reflected in the personal characteristics they possess and can express toward themselves and others, so they are more aware of servant leadership.

The results can also be explained by the fact that the level of educational qualification has a significant impact on possessing a level of servant leadership and expressing it when a sample is taken.

Moreover, the higher the scientific level, the greater the ability to apply the desired servant leadership in administration. This is because holders of higher educational qualifications have taken many courses in curricula and teaching methods and in the need to apply modern curricula, and this depends on the necessary understanding of the development process and skills development.

Table 17 summarizes the results related to the study hypotheses.

Table 17. Summary of results related to the study hypotheses

Hypothesis	Variable	Result	Direction of differences	Decision
H1	Servant leadership	Overall mean = 3.87 (SD = .90); high level in all six – domains		Supported
H2	Gender	Significant in all domains and in the tool as a whole	In favor of females	Supported
H2	Educational qualification	Significant in the vision and confidence domains only, and in the tool as a whole	In favor of higher qualifications	Partially supported
H2	Years of experience	Significant in all domains and in the tool as a whole	In favor of teachers with less than 10 years of experience	Supported

6. CONCLUSION AND RECOMMENDATIONS

The results reflect that principals of public schools in Hebron practice servant leadership to a high degree. They also show a relationship between the application of the servant leadership style and both performance outcomes and job satisfaction. In addition, the statistical analysis showed significant differences in teachers' estimates of servant leadership attributable to the demographic variables (gender, years of experience, and educational qualification).

In light of the findings of the study, the researcher recommends the following:

- Develop training programs and joint workshops for school principals and teachers in order to develop their leadership skills and deepen their knowledge of the nature of servant leadership and the mechanisms of its use in the educational process; hold training courses on the academic and professional development of teachers; and encourage workshops and programs on leadership styles for school principals.
- Conduct further studies on the role of servant leadership and its impact on the educational process and teaching in the education directorates of other regions and compare their results with those of the current study.

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